

English movie dubbing and pronunciation intelligibility enhancement: Is it feasible in EFL courses?

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ABSTRACT

Recently, technological development has been proven to be advantageous to English language teaching, which is beneficial to students. The integration of new technologies into English language classrooms has shown measurable advantages for students learning. In the hope of improving students' pronunciation skills, the teacher researchers integrated Movie Dubbing activities into their EFL courses' content. This quasi-experimental research conducted with freshmen from eight classes at a Japanese university investigated learners' perceptions towards a Movie Dubbing Project and whether it impacted the intelligibility of their English pronunciation. The results show that most students found the Movie Dubbing Project enjoyable and that it boosted their motivation to learn. Results from post-intervention tests show that the intelligibility had improved; however, a marked improvement in the control group suggests that a Movie Dubbing Project is not the only factor explaining learners' improved intelligibility scores. A much more rigorous investigation of the effectiveness of Movie Dubbing is therefore needed.

KEYWORDS: L2 movie dubbing, L2 pronunciation intelligibility, EFL, L2 pronunciation training, EFL classroom research

1. INTRODUCTION

Although the introduction of English education in Japan dates back to 1600 (Minoru, 2010), there was initially limited emphasis on English language teaching (ELT). Later,

in 2002, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) proposed an initiative titled “Eigo ga Tsukaeru Nihonjin no Ikusei notameno Senryaku Koso” (Minoru, 2010, p. 11). The plan was quickly implemented in subsequent years, with schools adopting official curriculum guidelines promoting “English to be taught in English” (Minoru, 2010, p. 11); concurrently, teachers were supported to enhance their teaching skills. Despite these efforts, Japanese students' English learning achievements did not match their counterparts in other Asian countries. More importantly, when Dörnyei and Ushioda (2009) surveyed learners at Japanese schools about their attitudes towards English learning, they found students lacked a perceived necessity to use English and that they were unsure how they were going to use it globally.

English has achieved the status of an international language with roughly 1.6 billion, and Japan is actively participating in the “internationalization” of the English language (Dyvik, 2023). As a result, the once prevailing norm “English native speaker” as the best model for Japanese students to emulate in pronunciation practice (Shibata, 2010; Walkinshaw & Duong, 2014) has been replaced by a more practical and real pronunciation target–intelligible pronunciation (Uchida & Sugimoto, 2020). Smith (2012) defined intelligible pronunciation as the sounds produced by second language learners that are understood by most listeners. Therefore, in general, intelligibility in language learning should be regarded as the condition of being understood. There is, however, a “threshold level” of pronunciation that English learners need to overcome to be understood by other listeners. Like any non-native English speakers, Japanese students will inevitably exhibit an accent when speaking English. While accents are generally acceptable, persistent mispronunciation can interfere with communication (Lauer, 2017; Yamane, 2015). More concerning, however, is that the mispronunciation of certain English sounds may lead to discriminatory experiences when Japanese students use English (Gluszek & Dovidio, 2010). For example, one mispronounced consonant pair that Japanese students produce is /l/ and /r/. Goto (1971) initially discussed this issue, and subsequent studies, including Flege et al. (1995), Bradlow et al. (1997), Hattori (2009), and Lauer (2017), explored why it was a problem and evaluated the effectiveness of several pedagogical approaches to overcoming this problem. From the authors' experience teaching English in Japan, students struggle to distinguish the /l/ and /r/ pair, and it often leads to frustration and an inclination to give up. One illustrative example by Lauer (2017, p. 37) was when students attempted to say, “My climb was great”, they inadvertently conveyed “My crime was great”. The words “climb” and “crime” apparently have two different meanings to the utterances. This example shows how errors in pronunciation can significantly impede communication, erode fluency, and cause embarrassment among students when they are made aware that their pronunciation is incorrect.

Over the years, universities in Japan have introduced several remedial courses for improving English learners' pronunciation. These courses have included minimal pair drills, reading aloud, teaching segmentals and suprasegmentals, teaching connected speech (Celce-Murcia et al., 1996), giving corrective feedback (Uchida & Sugimoto, 2016), and teaching pronunciation in communicative contexts (Foote et al., 2013;

Saito, 2015). In several studies, corrective feedback has been claimed to have a positive effect on the learners' pronunciation accuracy (e.g., Luu, 2021; Mohammadi, 2014), with recasts (teachers provide the correction) having the greatest impact on students' pronunciation improvement when compared to other corrective feedback strategies (Bougataia & Brigui, 2023; Jalal & Alamed, 2022). There are also numerous studies demonstrating that explicit intervention in pronunciation improved students' pronunciation performance (Bougataia & Brigui, 2023; Gordon & Darcy, 2019; Saito & Lyster, 2011). Despite these efforts, the researchers suspect that Japanese students require more communicative approaches than the traditional read-aloud and minimal pairs drills. Indeed, a recent study at a high school in Japan showed that students enhanced their pronunciation skills significantly after conversing with an AI chatbot (Osawa, 2024). Furthermore, according to Vančová, (2024), low-level students highly appreciated the conversational chances and pronunciation training with a chatbot for more freedom and a variety of practical scenarios. As a result, students should be given a communicative opportunity to enhance their pronunciation skills and be encouraged to take the lead in their learning journey.

For the past six years, the authors' teaching and research focus has revolved around English as a Foreign Language (EFL) in Japan. We have consistently advocated for the cultivation of learner autonomy in ELT. This involves implementing extensive listening and dictation, granting students the freedom to choose listening texts for their listening portfolios (e.g., Lai, 2020; Lai, 2022). The current study introduces a "Movie Dubbing Project", which targets improving learners' pronunciation skills and developing student autonomy within collaborative group work. Specifically, this study investigates the effects of the English Movie Dubbing Project on the intelligibility of Japanese English learners' pronunciation. It will address the following questions:

- (1) What were undergraduate Japanese EFL learners' perceptions towards the English Movie Dubbing Project?
- (2) Did the English Movie Dubbing Project affect the intelligibility of Japanese EFL learners' pronunciation?

2. METHODOLOGY

2.1. Participants

Eight classes of first-year students at a university in Tokyo, Japan were recruited for the study from the beginning of April until late July 2023 (15 weeks). 107 students agreed to participate in the study. All participants were enrolled in the same entry-level, introductory English course targeting developing all 4 macro-language skills. Four classes constituted the experimental group (EG; $n = 60$), while the others comprised the control group (CG; $n = 47$). While the CG received no special pronunciation teaching in class, the EG was required to complete the Movie Dubbing project under the teacher's guidelines. All courses were taught by researchers of this study, where each teacher oversaw one group. Before commencing this research project, the research group received approval from the research ethics committee, and the students provided written informed consent.

Table 1*A comparison of the TOEIC overall scores between the EG and CG*

	EG Overall TOEIC score	CG Overall TOEIC score
Valid	60	47
Missing	1	14
Mean	304.83	370.85
Std. Deviation	84.98	91.46
Minimum	130.00	190.00
Maximum	535.00	595.00

Table 2*A comparison of the TOEIC Listening scores between the EG and CG*

	EG TOEIC Listening score	CG TOEIC Listening score
Valid	60	47
Missing	1	14
Mean	190.08	219.57
Std. Deviation	54.96	50.76
Minimum	70.00	105.00
Maximum	335.00	360.00

Table 3*t-test for CG and EG's TOEIC listening and overall scores*

Measure 1	Measure 2	<i>t</i>	<i>df</i>	<i>p</i>
EG TOEIC Listening score	CG TOEIC Listening score	-2.773	46	0.008
EG Overall TOEIC score	CG Overall TOEIC score	-3.528	46	< .001

Note. Student's *t*-test.

The TOEIC test was conducted in the middle of the semester. What can be indicated from Table 1 and 2 is that the CG outperformed the EG in both listening and overall TOEIC scores. The Paired Samples *t*-tests (Table 3) also confirmed that the CG has a significantly higher English proficiency than the EG overall.

2.2. Movie Dubbing Projects

According to Lertola (2019), Tran (2021), and Wei et al. (2022), Movie Dubbing can be succinctly described as a task wherein students replace the original spoken movie

segment with their own voice. The Movie Dubbing project works as cycles, and each cycle has three steps:

Step 1: Get-to-know: The teacher introduces the Movie Dubbing Project to the students (aims, contents, procedures, requirements, proposed marking scheme). Students are also exposed to exemplary Movie Dubbing projects created by the senior students, the task's execution, and the teacher's expectations.

Step 2: Grouping: The students are organized into groups of three. The grouping is followed by extensive discussions, during which students can choose any English movie and present their preferences to the whole group. The groups subsequently negotiate and choose the most appropriate movies to dub. The teacher facilitates these discussions, allocating approximately 30 minutes from each class for guidance and suggestions.

Step 3: Movie Dubbing Day: Students are granted 15 minutes for more group discussions, rehearsals, and preparations to dub the movie excerpts on Flip¹. The subsequent 60 minutes are allocated for dubbing, recording and submission. Following the complete submissions on Flip, an in-class feedback session takes place, during which the entire class watches all Movie Dubbing products and provides constructive comments. The teachers also give some general feedback and suggestions. The students receive full written and spoken comments, markings and reasonings in English from their teachers and their friends later the same day (The teachers' feedback form and peer evaluation form will be included in Appendix A & B).

The current study reports on implementing two cycles of the Movie Dubbing Project. More specifically, students recorded dubbing for two movies on the platform, Flip by the time of the pronunciation post-test.

2.3. The test

To answer research question 2 (RQ2), pronunciation tests were conducted before and after the Movie Dubbing activities to evaluate its effects (if any) on Japanese undergraduates' pronunciation intelligibility. Participants were instructed to use their smartphones, computers, or tablets to record their voices on Flip^{2,3}, reading aloud an English passage (Appendix C & D) before the experiment (162 words) and after the experiment (158 words). The tests and the assessment were adapted from Wei et al. (2022), in which the students were asked to record themselves reading a text. According to Wei et al. (2022), the students' recordings were assessed based on intelligibility and comprehensibility. Intelligibility was measured by the percentage of words the evaluators could accurately transcribe, while comprehensibility was determined by

1 Flip (previously known as Flipgrid) was a free web and mobile application developed by Microsoft, used globally by schools and institutions to record, modify, and distribute video assignments. However, Flip officially retired in October 2024 [flip-ms-edu.pdf](#). One free platform to have students dub the movies can be record and share functions on Zoom meeting. Zoom free version allows up to 40-minute meeting [Join a Meeting | Zoom](#).

2 Any recording tool other than Flip can be used to record students' voice reading the texts.

3 A substitution for Flip can be the voice typing tool on Google Docs. The students can start speaking and Google Docs will instantly transcribe their utterances into texts. The accuracy rate is up to 90%-95% in the ideal environment.

the evaluators using a 1-10 Likert scale. In this research, the reading passages were originally designed for a speed-reading program (Millett, 2017) and contained only the most frequent English words. The readings, therefore, contained few unknown words and straightforward grammar, which enabled students to read fluently with confidence.

Table 4

A summary of the research procedure

Problems: Students' repeated mispronunciation errors, students' lack of motivation and learning strategies		
Proposed action: Movie Dubbing Project		
	Control group (CG)	Experimental group (EG)
Pre-test (Week 1)	Research introduction and signing of consent form Pronunciation test 1 Questionnaire 1	Research introduction and signing of consent form Pronunciation test 1 Questionnaire 1
Treatment (Weeks 2-14)		Special treatment (Movie Dubbing project) Cycle 1: Preparation, production, feedback Cycle 2: Preparation, production, feedback
Post-test (Week 15)	Pronunciation test 2	Pronunciation test 2 Questionnaire 2

Note. The recordings were rated regarding intelligibility. Independent *t*-tests and paired samples *t*-tests were conducted to determine whether there were significant differences in intelligibility between the CG and the EG before and after the experiment. The answers to the close-ended questions were analyzed using quantitative methods.

2.4. The questionnaires

To answer research question 1 (RQ1), intervention group participants' perceptions of the Movie Dubbing activity were sought in week 1 and week 15 of the semester. In week 1, the authors spent three minutes explaining the research project details to the students; then, students completed the consent forms (three minutes). The second survey (conducted right after the second cycle of Movie Dubbing) in week 15 also took about three minutes.

The close-ended questionnaire, adapted from Wei et al. (2022), was translated into Japanese to ensure participants' full comprehension. Each question sought to evaluate students' feelings and attitudes towards learning English and the effectiveness of the Movie Dubbing activity. Students' answers were anonymous, and copies of the questionnaires in English and Japanese are presented in Appendix E and F.

2.5. Data analysis

2.5.1. The analysis of the questionnaire (RQ1)

The answers to the close-ended questions were analyzed using quantitative methods, reflecting percentages to describe trends and attitudes of students towards the English Movie Dubbing activity.

2.5.2. The analysis of pronunciation intelligibility (RQ2)

Before and after the Movie Dubbing project, all participants were asked to record themselves reading two readings provided by the researchers (see Appendix C & D). The intelligibility of students' recordings was rated on the percentage of words correctly transcribed by Flip's speech-to-text application. The reliability of Flip's speech-to-text application was confirmed through an assessment of 20% of student recordings by the researchers. The texts transcribed by Researcher 1, Researcher 2, and Flip were compared, and a significant similarity (87%) between human and Flip's transcriptions was observed. This evaluation reinforced the reliability of Flip's auto-caption system.

Independent samples *t*-tests were used to determine whether there was a significant difference between the CG and EG in improving students' pronunciation intelligibility after the treatment. Paired samples *t*-tests were conducted to determine whether the EG students' intelligibility improved after completing the Movie Dubbing intervention.

3. FINDINGS AND DISCUSSION

3.1. Findings from the close-ended questions

The results show a predominantly positive reception of the Movie Dubbing Project among research participants, with roughly two-thirds expressing an aspiration to speak English at a level comparable to movie actors or actresses. Furthermore, 11.2% of students agreed that Movie Dubbing helped them improve their English pronunciation. Students generally viewed Movie Dubbing on Flip as relatively time-efficient, user-friendly, and beneficial for pronunciation and fluency training, boosting learning confidence, nurturing interests, honing self-study skills, and enhancing group work abilities. Notably, about 60% of the students considered the Movie Dubbing Project more advantageous than disadvantageous, and half showed keen interest in continuing this project to enhance their English pronunciation. By observing the EG, the researchers realised that many students were engaged in watching other groups' dubbing and their selection of movie content. The positive feedback from students provides some encouraging evidence of the success of the Movie Dubbing project.

3.2. The effects of Movie Dubbing activity on learners' pronunciation intelligibility

Table 5*Descriptive statistics of EG and CG pre and post pronunciation tests*

	EG Pretest	EG posttest	CG Pretest	CG Posttest
Valid	60	60	47	47
Missing	0	0	13	13
Mean	90.84	93.19	91.08	93.05
Std. Deviation	6.55	5.51	6.24	7.49
Minimum	65.58	75.94	72.07	62.65
Maximum	99.35	100.00	98.70	99.36

Table 6*t-test results for learners' pre and post pronunciation test scores*

Measure 1	Measure 2	Test	Statistic	z	df	p
EG Pretest	EG posttest	Student	-3.08	-3.28	59	0.003
		Wilcoxon	469.00			0.001
CG Pretest	CG Posttest	Student	-2.38	-3.52	46	0.021
		Wilcoxon	231.00			< .001
EG Pretest	CG Pretest	Student	-0.80	-0.79	46	0.425
		Wilcoxon	447.50			0.433
EG posttest	CG Posttest	Student	-0.16	-0.64	46	0.873
		Wilcoxon	420.00			0.526

Regarding within-group improvement, based on what is shown in Tables 5 and 6, both EG and CG witnessed significant improvement in their pronunciation skills, but EG's enhancement appeared slightly stronger ($p = 0.003$ and $p = 0.001$), and for CG, p -values are 0.021 and $<.001$. The EG's mean scores improved from 90.84 to 93.19, which means a moderate change; however, the statistical significance not only suggests that the treatment had a positive impact on students but also confirms a meaningful improvement. The CG also experienced significant improvement between the pretest and posttest; nevertheless, the higher p -value (compared to EG) suggests that the enhancement is marginally less.

Regarding between-group comparisons (i.e., EG & CG), in the pre-test, there was no significant disparity between the two groups with the EG ($p = 0.425$, $p = 0.433$) and CG ($p = 0.873$, $p = 0.526$). This suggests that while EG enjoyed improving pronunciation thanks to the English Movie Dubbing Project, the CG also progressed in pronunciation skills through other classroom tasks. The absence of significant differences between EG and CG posttest scores suggests that the intervention's effect on the EG did not lead to substantially higher outcomes compared to the CG.

Evaluating the descriptive statistics for both groups, the EG posttest's Standard Deviation (5.51) is lower than the pretest (6.55), indicating less variability and more consistent performance among the students. In contrast, the Standard Deviation of CG in the posttest (7.49), which is higher than that of the pretest (6.24), suggests inconsistent improvement among the CG. Furthermore, the range of scores in CG posttest (62.65 - 99.36) shows a wider gap compared to the pretest (72.07 - 98.70), which could point to divergence in performance levels within CG. The variability in the CG's posttest scores indicates that there is likely uneven progress or external factors influencing intelligibility scores.

There are several potential reasons for the superior performance of the CG. Firstly, throughout classroom observations, the CG appeared more enthusiastic and motivated towards learning English than the EG. Throughout the study, the two researchers closely observed both groups, noting substantial progress, commendable motivation, and positive learning attitudes among the CG. Secondly, the strong performance of the CG may reflect the Pronunciation Test format. The reading texts were designed for a timed reading course (Millett, 2017; Milliner, 2021), not for pronunciation evaluation. Because the reading texts were easy to read, students could produce the speech with a high percentage of correctness at the beginning of the course, making it difficult to observe changes in intelligibility. Reflecting on the findings, it is apparent that more demanding texts are imperative for a clearer indication of students' skill enhancement. For example, Japanese students were found to struggle with certain sounds in English like /l/ and /r/ (Flege et al., 1995; Bradlow et al., 1997; Hattori, 2009; Lauer, 2017). According to Mueller (2019), Japanese students struggle to differentiate between /h/ and /f/ or /s/ and /ʃ/. Therefore, the reading texts for English pronunciation tests designed specifically for Japanese learners should include various words with those sounds. However, the researchers need to be considerate when choosing texts for testing since overly complex materials should also adversely affect students' participation⁴.

This research also encountered obstacles that contributed to its lack of success, including a tight course schedule (one meeting a week with a rigorous assessment schedule). The Movie Dubbing Project, therefore, only finished two complete cycles. The results could have been different if the research project had lasted a year and additional Movie Dubbing products had been completed.

Last but not least, for future classroom research, researchers must prudently plan, monitor, and agree upon the experimental and testing procedures. In the current study, the CG teacher had students practice reading texts before recording their voices, while the EG teacher did not permit any rehearsal before recording. This difference should be considered as a major confounding variable in this research. Furthermore, a few recordings were discarded due to poor quality (e.g., unexpected noise or unclear voice). Therefore, more diligence from the research team is needed to ensure all students recorded their voices. These methodological missteps explain the lack of variance between the two groups' performances and the lack of improvement among the EG.

⁴ More challenging tests can be chosen from this source
Millett, S. (2017). Speed readings for ESL learners: 3000 BNC. *English Language Institute Occasional Publication No. 26*. 3000-BNC-SRs-for-esl-learners-readings.pdf (victoria.ac.nz)

Acknowledging the study's constraints and shortcomings, several insights into how similar classroom studies can be undertaken in the future were uncovered. This classroom research, even after careful planning and execution, made several methodological missteps. Engaging in effective classroom research demands a substantial commitment to planning, background research, and experience. Viewing our setbacks as valuable learning experiences is crucial. Researchers in the field can draw insights from this experience, enabling them to embark on their own research with improved preparation and more careful experiments. First, the research group must frequently check the whole group's progress constantly to ensure there is no unconformity among different researchers in the group. The tests, which play a significant role in the success of the study, need to be designed under careful consideration. One suggestion is that the research group can experiment with the pronunciation tests with several students to see the reactions before implementing the real tests. Furthermore, a long-term study is necessary to sufficiently measure the effectiveness of a new approach to teaching pronunciation.

The Movie Dubbing Project appeared to have a positive impact on EFL learners' pronunciation intelligibility. Although the experimental period was short, many students enjoyed learning English by dubbing English movies. Furthermore, many students who participated in the project indicated a desire to learn English in this way in the future. If widely appreciated by students, the enjoyable activity of movie dubbing could be effectively used by English language teachers to promote pronunciation learning and practice.

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APPENDIX A
MARKING SCHEME OF THE MOVIE DUBBING PROJECT

Group:

MOVIE DUBBING 1 (Date:)

Title of the video:

Link:

Duration:

	CRITERIA		Comments
1	On time submission	/1	
2	Good choice of the video (length, conversation, ...)	/1	
3	Good transcription work	/2	
4	Good group work	/2	
5	Nice pronunciation and intonation	/2	
6	Nice final movie dub product on Flipgrid	/2	
	Total		

Other comments:

MOVIE DUBBING 2 (Date:)

Title of the video:

Link:

Duration:

	CRITERIA		Comments
1	On time submission	/1	
2	Good choice of the video (length, conversation, ...)	/1	
3	Good transcription work	/2	
4	Good group work	/2	
5	Nice pronunciation and intonation	/2	
6	Nice final movie dub product on Flipgrid	/2	
	Total		

APPENDIX B
PEER MARKING SCHEME

Group:

MOVIE DUBBING 1

	Names	Did he/ she try to co-operate well with other members in the group?			Did he/ she work hard to accomplish the project?			Who is the one who worked hardest during the project?	Group-work contribution (8/9/10)
		No	To some extent	Very well	No	To some extent	Very well		
								Please put a tick on one name	
1									
2									
3									

MOVIE DUBBING 2

	Names	Did he/ she try to co-operate well with other members in the group?			Did he/ she work hard to accomplish the project?			Who is the one who worked hardest during the project?	Group-work contribution (8/9/10)
		No	To some extent	Very well	No	To some extent	Very well		
								Please put a tick on one name	
1									
2									
3									

APPENDIX C
THE READING TEXT FOR RECORDING 1

Dear participants,

Thank you very much for taking part in this research project: **English movie dubbing on the improvement of students' English pronunciation.**

For the sake of this study, please record your reading of the following passage on Flipgrid (Only the participants will receive the link to join the research project group on Flipgrid. The group on Flipgrid is closed and monitored by the researcher only). Your recording will be used to evaluate your progress in English pronunciation. For the nature of the recording, before recording your voice, you can practice **ONLY ONE** time.

Thank you very much!

Below is the first passage for recording 1:

A long time ago, there was a king who loved to have beautiful new clothes. Every day he wore different new clothes and he used all his money to buy new clothes. One day two bad men came to the town. They saw how much the king loved clothes and they thought they could get a lot of money. They told the king that they could make very beautiful clothes. Not only were the clothes beautiful, but they were magic too. The magic was this. Only good people could see the clothes. Bad people could not see them. The bad men could not really make magic clothes and they didn't make any clothes at all. But, the king thought they were telling the truth. He was very happy. He thought to himself, "This is very good. Now I can find out which of my people are good and which of my people are bad"⁵.

5 Millett, S. (2017). Speed readings for ESL learners: 500 BNC. English Language Institute Occasional Publication No. 28. https://www.victoria.ac.nz/__data/assets/pdf_file/0011/1068077/SRs-for-ESL-Learners-500-BNC-April-2017.pdf

APPENDIX D
THE READING TEXT FOR RECORDING 2

Dear participants,

Thank you very much for taking part in this research project: **English movie dubbing to train students' English pronunciation.**

For the sake of this study, please record your reading of the following passage on Flipgrid (Only the participants will receive the link to join the research project group on Flipgrid. The group on Flipgrid is closed and monitored by the researcher only). Your recording will be used to evaluate your progress in English pronunciation. For the nature of the recording, before recording your voice, you can practice **ONLY ONE** time.

Thank you very much!

Below is the second passage for recording 2:

A long time ago, two friends were walking to the next little town. They had been walking and looking for work for a long time. It was hard to find work recently. They were hungry and they didn't have any money or any food. They were tired and they didn't have a place to sleep. At night, they came to the little town but they couldn't see any people. All the people of the town were sleeping in their beds. The two friends found a place in the middle of the town and lay down and went to sleep. In the morning they were very hungry so they took out their cooking pot, and put water into it and put it on the fire. They put some stones in the cooking pot and they waited. Soon the people of the town got out of their beds and came outside. They looked at the two people and their fire⁶.

6 Millett, S. (2017). Speed readings for ESL learners: 500 BNC. English Language Institute Occasional Publication No. 28. https://www.victoria.ac.nz/__data/assets/pdf_file/0011/1068077/SRs-for-ESL-Learners-500-BNC-April-2017.pdf

APPENDIX E
QUESTIONNAIRE 1

Dear participants,

Thank you for your participation. This is the first part of the research project: **English movie dubbing to train students' English pronunciation.**

Your honest opinion is very important for further research, so please answer each question carefully and truthfully.

👉 For the following three questions, please circle **ONLY ONE** answer that best suits you.

1. When you speak English, what do you find the most challenging that makes you not want to continue speaking?

A. pronunciation (I don't have good pronunciation)

B. grammar (I don't know the exact grammar I should use)

C. vocabulary (I don't know the exact words to describe what I am thinking)

D. idea (I have no idea to keep talking)

2. Do you wish to speak English well like the actors/ actresses in the English movie that you have just watched?

A. Yes

B. Neutral

C. No

3. Do you believe that one day you can speak English just like the actors/ actresses in the English movie that you have just watched?

A. Yes

B. Neutral

C. No

This is the end of the first questionnaire. Thank you for your time. Your opinions matter

to this study a lot. I am looking forward to your further cooperation in the future with questionnaire 2 and the two recordings.

- The end -

アンケート 1

参加者の皆様へ

アンケートのご参加ありがとうございます。

これは玉川大学 共通語 英語センターのアンケート調査「洋画のダビングによる英語の発音学習」の第一部です。

下記の質問にお答えくださいますようお願いいたします。

正直なご意見が調査のために必要ですので、慎重に、正直にお答えください。

下記の3つの質問で、最も合っていると思うものに一つだけ丸を付けてください。

1 英語を話し続けるとき、最も大変なことは何ですか？

- A 発音(発音が良くない)
- B 文法(どの文法を使うべきかわからない)
- C 語彙(思っていることにピッタリ当てはまる表現がわからない)
- D アイデア(何を話し続けたらいいかわからない)

2 映画の中の俳優のように、上手に英語を話したいと思いませんか？

- A はい
- B どちらでもない
- C いいえ

3 いつか映画の中の俳優のように英語を話せるようになると信じていますか？

- A はい

B どちらでもない

C いいえ

これでアンケートの第1部は終わりです。ご協力ありがとうございました。

貴重なご意見は今後の参考にさせていただきます。

また、アンケート2のご協力もよろしくお願いいたします。

APPENDIX F
QUESTIONNAIRE 2

Dear participants,

Thank you for your participation. This is the last part of the research project: **English movie dubbing to train students' English pronunciation.**

Your honest opinion is very important for further research, so please answer each question carefully and truthfully.

👉 For the following questions please circle **ONLY ONE** answer that best suits you.

1. When you speak English, do you find English pronunciation so challenging that it stops you from speaking English?

A. Yes

B. Neutral

C. No

2. Do you like your group's movie dubbing products?

A. Yes

B. Neutral

C. No

3. In the movie dubbing products, do you sound similar to the actors/actresses in the original movies?

A. Yes

B. Neutral

C. No

👉 For the following ten questions, please choose **ONLY ONE** option by putting a mark (X) in the column that best suits you.

SA = strongly agree

A = agree

N = neutral

D = disagree

SD = strongly disagree

The questions	The answers				
	SA	A	N	D	SD
1.The time required for online dubbing activity is within my acceptable range.					
2. Using Flipgrid to record our group’s movie excerpts is easy.					
3. Watching the original movie excerpts is beneficial for me. (I paid attention to the intonation, stress, pause, linking, rhythm...)					
4.The teacher’s guide, support, and marking after each movie dubbing helps me correct my pronunciation problems in time.					
5.The movie dubbing activity enhances my English learning interest and enthusiasm, self-study ability, and group work skills.					
6.The movie dubbing project helps me listen to a wide range of English sources. (I watched many different movies/ movie excerpts to choose my favorites and start dubbing.)					
7.The movie dubbing project helps me improve my fluency in speaking.					
8. The movie dubbing project helps me improve my confidence in speaking.					
9. The movie dubbing project has more advantages than disadvantages.					
10. I would like to practice English pronunciation with movie dubbing activity in the future.					

This is the end of the second questionnaire. Thank you for your time. Your opinions matter to this study a lot. I wish you will master your English pronunciation in the near future.

- The end -

アンケート 2

参加者の皆様へ

アンケートへのご参加ありがとうございます。

これは玉川大学 共通語 英語センターのアンケート調査「洋画のダビングによる英語の発音学習」の第一部です。

下記の質問にお答えくださいますようお願いいたします。

正直なご意見が調査のために必要ですので、慎重に、正直にお答えください。

下記の3つの質問で、最も合っていると思うものに一つだけ丸を付けてください。

1 英語で話しているとき、発音が原因で話すのをやめてしまうことがありますか？

A はい

B どちらでもない

C いいえ

2 洋画のダビングによる学習が好きですか？

A はい

B どちらでもない

C いいえ

3 この学習法で、映画の俳優のように発音できていますか？

A はい

B どちらでもない

C いいえ

下記の10個の質問で、最も合うものに一つだけチェックを入れてください。

SA＝強くそう思う

A=そう思う

N=どちらでもない

D=そう思わない

SD=全くそう思わない

- 1 オンライン洋画ダビング学習法は時間がかかりすぎる
- 2 Flipgridを使用した映画の抜粋撮影は簡単だ
- 3 原画の抜粋を見ることは有効である(イントネーションや、強弱、間、言葉のつながり、リズムなどを学ぶことができる)
- 4 映画ダビングの後の講師の指導で、すぐに発音の問題点を直すことができる
- 5 映画ダビング学習法により、英語学習における興味や意欲、自己学習やグループでの学習における能力を高めることができる
- 6 映画ダビング学習法により、幅広く英語が聞き取れるようになった(好きなものを選ぶためにいろいろな映画、またはその抜粋を見て、ダビングを始めるようになった)
- 7 映画ダビング学習法により、英語が流暢に話せるようになった
- 8 映画ダビング学習法により、自信をもって英語で話せるようになった
- 9 映画ダビング学習法は、有効である
- 10 これからも映画ダビング学習法により英語の発音を勉強していきたい

これでアンケート第2部は終わりです。

ご協力ありがとうございました。ご意見を参考にさせていただきます。

皆さんがより早く英語の発音を習得されますことを願っております。

