

Using English Fun Dubbing as Blended Learning to Enhance Oral Skills among Chinese Students

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Abstract: *The abstract should summarize the contents of the paper and the length should be controlled within 100 to 300 words. It should be set in 10-point font size. The spacing before and after paragraph should be set to 12 points.*

Keywords: *Wireless sensor networks, Intelligent workshop products, Moving target tracking*

1. Introduction

Payne & Ross (2005) proved through experiments that the language produced in the English conversation of intelligent chat is conducive to the formation of oral cognitive mechanisms. Wichadee (2017) adopted the mixed teaching mode, that is, combining traditional classroom teaching and online Edmodo learning, to achieve the optimization of the teaching effect. Blended teaching can help learners to strengthen the connectivity of learning content and the interaction between students through the mutual conversion of various learning modes. In addition, domestic scholars have combined the real-time communication software commonly used in China with oral English teaching for research. For example, Haisen Zhang et al. (2007) studied the effectiveness of QQ real-time online oral English teaching practice, and Yangli (2014) designed a Wechat based English listening and speaking learning mode for college students and conducted preliminary practical application. There are few studies on the expansion of oral English teaching with the help of English Fun Dubbing (Zhang,2016), which may be since the software was only launched in 2014, and its potential teaching advantages need to be further explored and tested.

2. Description of technology used

As current Internet technologies develop, these probabilities of presenting students with an abundance of valid materials as well as fresh chances are growing significantly. Computer-assisted language learning (CALL) is becoming more welcome among teachers who teach foreign languages (Sundqvist & Sylven, 2014; Wichadee, 2017). More research on CALL academic strategies is consequently required as a feature of an innovative and positive change in English language teaching around the world. An extraordinary assortment of computer- or mobile phone-mediated correspondence structures (Wu, H. & Ekstam, J. M., 2021) are promptly accessible, including Weibo, Instagram and QQ, and so on. One of these functions is English Fun Dubbing (EFD), an application developed by a Chinese technology company. The main aim of the application is intended to make training among students on their spoken English. The application gives an abundance of 1-minute recordings of romantic films, documentaries, advertisements, songs and cartoons, and so on. Students could copy the initial sound one sentence by one sentence. When students are reading after the video, it records their voices. At the point when they accomplish imitating the entire video, their recording would be voluntarily created and graded (Wu & Ekstam, 2021). The content of video resources is all-inclusive and can meet the interests and needs of learners at different levels. Each video clip is rated with a difficulty coefficient ranging from one score to five scores. The higher the score, the more difficult it is for students to dub. This grade pattern makes it easy for beginners to learn and additionally gives a stage for better learners to rise their oral skills. Based on their own English level, interests and hobbies, learners can freely choose to imitate and follow their favorite videos. The platform also has the role to collect words that users do not understand. If there are new words in the video, Students can translate them directly by clicking and adding them into the book of the new words with one key. In this way, students can unify and assemble the vocabulary when they click on the button "learning center". After producing, students could see what other users had dubbed, they could also comment on their dubbing and make some suggestions for their improvement[1-3].

3. Learners and learning context

The samples selected in this teaching study are B1 level learners in the lower grades of junior high school in China. The characteristics of learners will be analyzed from two aspects of learners' cognitive level and psychological characteristics. Seven-year learners are informal operations. Students at this stage still focus on image thinking in terms of intellectual strength, but their abstract thinking has also had a preliminary development. In terms of cognitive power, they are still planar and superficial. In addition, they still have a great psychological dependence on teachers. There is still a lack of a definite generalization of the scientific knowledge of fragmentary surfaces.

4. Design and sample task

4.1. Design

The activity I designed is a speaking class aiming at pronunciation and vocabulary. The time for the whole class is about 40 minutes. I would use Salmon's 5 stage model.

The first step of the task is warm-up (5 minutes), which can wake up a sleepy class. The teacher would show students 20 words of regular food in the canteen and ask students to clarify them according to the rule whether they are healthy food.

The second step is to ask students to dub the video named "Food and Lifestyle" on the EFD three times. Students could comment on the dubbings of their peers according to the scores that the system gives out. It lasts 15 minutes.

The third step is group discussion. Students ask their peers questions about food and lifestyle. The teacher should give feedback. It lasts 10 minutes. The fourth step is the extension (5 minutes). The teacher asks students to think about more words about the topic.

The last step is homework. The teacher asks students to find one more video in the EFD about this topic to dub. When they finish it, they could share in the group and others could help to correct the mistakes.

4.2. Sample task

This activity divides every two students into a group. The teacher required all the students to dub a video. After the first voiceover, the students and their peers watch each other's voiceover videos and point out any shortcomings, such as whether the voice and intonation are imitated properly or whether the link is in a correct place. Students should note the shortcomings in the comments section. Then they repeat the procedure two more times. After the dubbing, students can ask their peers the question "what do you think the healthy lifestyle is?" If the range of this question is too wide for some students to answer, the teacher could help them to recast the question "Do you think eating too much French fries is unhealthy for the body? If you think so, which food would you like to substitute French fries?" The student may exercise the communication ability through the conversations[4-6].

4.3. Object

The learning objects I hope to achieve with this task are the following parts.

The fundamental part is that students could pronounce the words correctly such as "French fries, hamburger, spaghetti, cheese, and soup". They could understand and pronounce the weakness of "to" correctly and the linking of some words and they are able to use rising or falling tones to express one's ideas appropriately in different contexts.

Students are able to maintain conversations with basic sentence patterns and make simple orders. For example: "How are you today? Doing good. May I take your order? I would like French fries" and so on.

The next part is that during the process of communicating in English, students learn to communicate with others and the ability to cooperate. In the process of using the English Fun Dubbing application, learn to accept tasks, start dubbing, release and submit dubbing works and other skills

The last section is that by using the English Fun Dubbing application, students can experience the fun of practicing English speech with the help of the application, and dare to imitate and open their mouths.

Through the preliminary study, students can understand the differences in food culture in different countries, learn to love life, and develop learning habits that they are willing to explore in life[7-10].

5. Rationale

5.1. The role of the tool

During step2, students are arranged to dub a video named “healthy diet”. The subtitles of the dubbing resources are both in English and Chinese. Students can memorize and understand Chinese and English sentences and English words by repeating the original sound and dubbing. It is crucial for students to repeat in the aspect of language learning, and is the best way to turn short-term memory into long-term memory (Yanyan, 2016). The dubbing resources of this application are very rich, including English-language blockbusters, the latest English songs, English speeches of various elites, English poems and words spoken by foreign teachers, etc., various types of materials make students strongly attracted by the culture of English-speaking countries. Before learning the new text, the teacher can integrate and classify the video resources related to the text, so that students can understand the culture of English-speaking countries through EFD under the guidance of the teacher (Xinjuan, 2016).

5.2. The role of the teacher

With respect to different spoken assignments, it is significant to talk about the elements of the instructor or associate framework and student independence during the process of intervention and structure of meaning. In the university where the teacher labored, in a huge English class, it is implausible for educators to screen the studying part of each pupil as well as provide everyone with feedback, both in class and on the application (Wu& Ekstam, 2021). The role of experts with regard to casual learning is to function as supporters of learning and suppliers of master knowledge, rather than guardians to message (Clark, 2005; Tweddle et al., 2000). The teacher switched the character from a divider of tasks to an aide, as well as the job of the students from an assignment observation to an auditor in order to address various issues of educating and studying. In class, scaffolding acts as a primary instructive tool is given by the teacher to advance the autonomy of students in learning. In order to assist the students to turn out to be verbally skillful members, four sorts of scaffolding procedures (Wu& Ekstam, 2021) were frequently embraced in class: questions, propositions, dissatisfaction control, and recast.

Questions are regularly utilized to assist students with tackling an issue or finishing an assignment. Educators could build the degree of inquiries until students could give a reaction (Mitchell & Myles, 2004).

For instance, when a student was staggered by the inquiry of their peer, “Could you give me some suggestions to keep healthy habits?” the teacher might say, “Do you often play volleyball? Provided that this is true, how often do you regularly spend time on it exclusively or how many times do you exercise in one week? Could you talk about your daily exercise and diet with us currently?” If the teacher got few reactions or not, he or she could continue with a more obtrusive query: “I know you are keen on eating a large number of vegetables and swimming to keep healthy and fit. How could you hold on?”

Propositions include clues or ideas brought forward by the educator to assist those students (Li, 2017). An example is that: “Okay, now you can utilize the explanatory inquiries on the imitating part of ‘How to keep healthy diet’ to show your positive attitude.”

Frustration control refers to pressure decrease during critical thinking in which students are not qualified and perceive disappointment (Li, 2017). For instance, if a student is not satisfied with his or her dubbing, the teacher could say “Well done! You are so excellent! Thank you for offering this smart thought to us. Any other ideas? We are looking forward to hearing more!”

Recast, the most widely recognized sort of response is characterized as reactions to non-object non-local speaker expressions that supply an object-like approach to communicating the primary thought. (Mitchell & Myles, 2004). Educators could react to syntactic mistakes with recasts. For example, there is a dialogue between the teacher and the student.

Educator: Why do you usually drink fruit smoothies after exercising?

Student: Well, fill the stomach.

Educator: To fill the stomach, and anything else?

Student: Well, to fill the stomach, as well as to maintain healthily.

From this conversation, we can find that the teacher did not explicitly comment on the expression of students or give any syntactic or lexical clarification yet just reacted through recasting. The teacher focused on the way to express "fill the stomach" to draw the consideration of students. This sort of response does not put students constrained to attach to misconceptions, particularly in the correspondence arranged classroom environment. The response of teachers was either reiteration, development, or reformulation (Wu& Ekstam, 2021). The aim that the students hold the post of self-reliant learners and supervisor is to become independent so that they would comprehend their studying cycle and roll out a few changes in their studying techniques[11].

6. Anticipated problems/issues

Although the application works well in the classroom, there are still some shortcomings.

The students are not familiar with this software operation and cannot find out where the task is released. Some students do not dare to imitate loudly because of shame.

The comments and feedback in class are not effective. Some students do not make comments based on facts. Because of the restricted classroom communication with students, we had some trouble in distinguishing the requirements of students, individual contrasts in their English talking capability, how rapidly they studied, and their extents of contribution to the assignments. The teacher should plan a fitting evaluation strategy to screen the learning performance of students, along with their participation, study timetable, and response from and to their companions. Moreover, teachers ought to design a more adaptable method of grouping proper for different English oral capabilities of members, their learning process, and even rank of familiarity with their accomplices (Wu& Ekstam, 2012)[12-13].

7. Conclusion

To sum up, in the classroom environment, assisted teaching with EFD can improve the English oral expression ability of junior high school students. Through the task, it is embodied in intonation stress, linking, and word accuracy. It provides a new idea to assist teachers during English teaching. Using EFD application to realize students' mobile learning process of original English audiovisual materials is unable to achieve in the traditional English teaching classroom.

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