THE EFFECTS OF ENGLISH FUN DUBBING IN LANGUAGE ACQUISITION IN THE CHINESE EFL CLASSROOM

A Dissertation

by

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ABSTRACT

The availability of smartphones connected to mobile networks and the occurrence of software applications (apps) developed for educational purposes provide us with the possibility and feasibility of mobile teaching and learning. English Fun Dubbing, an app designed for its users to practice oral English, was employed in this experimental study to evaluate the benefits of mobile apps in English language learning. The results of the study revealed that both the app-using group and the traditional instruction group improved significantly from pre-test to post-test measured by Vocabulary Knowledge Scales. Moreover, the experimental group improved better than the control group in vocabulary acquisition. The dubbing group also had significant improvement in writing skills after using English Fun Dubbing in their writing process. Regarding the attitudes and perceptions of participants toward English Fun Dubbing used in this study, they generally had positive attitudes, which may be exploited in the EFL classroom.

Keywords: Mobile App, English language learning, China, EFL classroom

DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, whose words of encouragement and push for tenacity ring in my ears. My husband, Wei, has never left my side and is very special.

I also dedicate this dissertation to my many friends who have supported me throughout the process. I will always appreciate all they have done, especially Shaun, for the many hours of proofreading.

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NOMENCLATURE

BYOD	Bring Your Own Device
CALL	Computer-Assisted Language Learning
EFL	English as a Foreign Language
ELL	English Language Learner
MALL	Mobile Assisted Language Learning
MSS	Multimedia Shared Story
PDA	Personal Digital Assistants
TTS	Text to Speech
USTC	University of Science and Technology of China
VKS	Vocabulary Knowledge Scales
VVVs	Vine Vocabulary Videos
WQCRWP	Wen Quest Critical Reading and Writing

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CHAPTER I: INTRODUCTION

Overview

The Use of Technology to Support the Development of English Language Skills

Technology has been critical in improving language learning. Teachers can effectively adapt the use of technology for classroom activities and can enhance the English language learning process because of the enabling influences that come with technology. Technology is becoming an important tool to help teachers facilitate English language learning for their students.

The world of technology has much to offer for language teaching and learning, from Videos, PowerPoint, Email, Blogs, Electronic Dictionary, the Internet, Computers, Radio, and Television. Teachers are continually seeking information on which technologies will work for their students and often do not make informed decisions when selecting technology for their classrooms. According to Lee (2000), technology in second language instruction raises motivation, enhances student achievement, increases use of authentic study materials, and emphasizes a student's individual classroom language needs (Arikan & Ozen, 2015; Lai, 2016; Song & Fox, 2008).

Currently, several software applications or apps (WhatsApp, PDA, VVVs, IESTSAcademic, Word Learning-CET6, Quizlet) provide games and communicative activities. These apps have succeeded in reducing students' learning anxiety, as well as providing them with a constant supply of additional knowledge, compared to the days when students could only get knowledge from teachers, parents, and books. In essence,

app use implies a paradigm shift from the conventional model of learning, which may prove to be cumbersome and ineffective. An increasing number of learning activities have gone online in the last decade, especially since the COVID-19 pandemic. With the ready availability of apps, today, the sources for knowledge have diversified. Instead of referring to the class textbooks all the time, a student may check out content in a more fun way by using an app (Loiacono et al., 2018).

The rapid rise and development of information technology has offered a better tool for exploring a new English teaching model. The appropriate application of technology can make an English language classroom a site of critical thinking and active learning; one such app is a dubbing app. A dubbing app refers to visual and oral learning software designed to aid in learning the English language or another language correctly for any learner who wants to improve their oral skills. The app improves learners' spoken language unconsciously and allows them to master authentic standard pronunciation in the same manner as they could with an English teacher, which is an aspect of the app that is highly applauded.

Additionally, the app is vital for ELLs because it allows a student to play a role using the spoken language. Students are their own protagonists because they utilize their own voices to dub the spoken language. Having read reports, the app is so beneficial that a student could theoretically raise the level of his/her English abilities to that of his/her native language in an active and fun learning approach that does not require reciting words; also, because the app is frequently updated, students can build contemporary vocabulary. For these reasons, this study used a dubbing app for language acquisition in

the Chinese EFL Classroom to create a context to teach English more authentically and in a more engaging manner. The dubbing app has unique advantages, as is discussed in this dissertation, especially the development of instructional materials to meet individual student needs better.

Importance of Dubbing in English Language Learning

It is essential to recognize that English is learned in different environments, ranging from the traditional classroom to the streets. Technological advancements, coupled with the desire to ensure that learners actively participate and cooperate while learning languages, the use of Dubbing has come in handy (Burston, 2005). Dubbing is the process of adding new dialogue or other sounds to the soundtrack of a video that has already been shot. It started in the film industry and is now being used as a learning aid that perfectly suits this technological era.

The dubbing app as a learning tool is a language teaching technique requiring learners to replace the existing movie soundtrack with their English rendition, combining meaningful language input and output practice. For effective implementation of a dubbing app, teachers must have professional development in the teaching and learning of English to be oriented towards pedagogical issues. The professional development needs to include training in these three challenging areas: 1) utilizing educational technology in a variety of ways for work with different English language content; 2) implementing different teaching methods, and 3) mastering language content (Burston, 2005).

Mobile teaching and learning are now possible because smartphones are connected to a cellular network, and apps have been developed for educational purposes. A one-

academic-year empirical study that employed English Fun Dubbing, a mobile app for foreign language learners to practice their oral English, confirmed the advantages of using mobile apps in the area of pedagogy (Zhang, 2016). The participants used English Fun Dubbing in their regular classroom guided by a teacher. This study mainly focused on students' attitudes toward using the dubbing app. The majority of the participants claimed they were happy about using the app, referring to authentic language context, precious materials, conveniences, autonomy, flexibility, and user-friendliness (Zhang, 2016). Learners reported that the dubbing app helped them realize personalized learning and got more interest, engagement and motivation in their learning. This was attributed to the fact that the dubbing app allows for the maintenance of unity of the picture and sound. In addition, viewers of dubbed programs can hear their own language use, thus enhancing familiarity and raising interest. Based on this study, a considered choice of apps could be beneficial for non-native speakers to learn English in addition to the popularity of using mobile phones.

In prior studies, creativity and fostering initiative were central because Dubbing was seen as an exciting and fun activity (Chaume, 2018). The written description offered by the dubbing app can make students reflect on the language and learn new vocabulary as well as promoting lexical and phraseological competences. In as much as it provides students with an opportunity to speak and improve their general fluency, pronunciation, and intonation, dubbing has proven to be an effective educational tool (Zhang, 2016). Thus, the most important advantages that come with dubbing are quite important as it enhances the learning of English in an active, creative, and unnoticed manner.

Importance of Vocabulary in Second Language Acquisition

Vocabulary acquisition plays a significant role in the receptive and productive skills related to effective communication (Nyikos & Fan, 2007; Takeuchi, 2003). When students do not have sufficient vocabulary, communication breakdowns occur, and comprehension difficulty arises. Vocabulary acquisition in foreign language strategies and teaching methodologies has attracted the attention of scholars for many years. Two types of vocabulary learning strategies have emerged from the research: incidental and intentional learning (Ellis, 1994; Laufer & Hill, 2000; Parry, 1991).

Krashen (1987) described incidental learning as the learning that happens when an individual subconsciously acquires vocabulary during reading, listening, or accomplishing a task or completing an activity without a conscious focus on the dictionary. Intentional learning is described as a direct approach, in which students are directly engaged in activities that focus primarily on vocabulary, and consist of memory, cognitive processes, and compensation processes (Schmitt, 2008). Incidental learning can be beneficial for long-term retention and intentional learning also plays a vital role. Both incidental learning and intentional learning are significant on students' English language learning (Anderson & Nagy, 1983).

Importance of Writing in Second Language Acquisition

Writing is an efficient way to convey a large amount of classroom communication and activities. Almost half of the high school classroom time of foreign language learners is related to writing activities (Applebee, 2008). Researchers report that writing accompanies students' classroom communicative life (Bourelle et al., 2017).

Research has also shown that second language learners are more likely to be silent in the classroom with native speakers and are sometimes passed over in discussions. Students also often abstain from speaking because they are from foreign cultural backgrounds that do not speak too much, as in the native language environment (Pang, 2016). Pang (2016) suggests that students from foreign language backgrounds may ignore the importance of oral skills in the classroom. They may be concerned about losing face by making a mistake when speaking. For foreign language learners, then, writing provides a more comfortable environment for them to communicate with their peers and instructors.

Importance of Technology in Second Language Acquisition

Research interest in second language learning now encompasses the use of technology in an attempt to improve communicative competence. Wireless devices, such as smartphones, tablets, and laptop computers, have opened up opportunities for students to encounter a second language outside of the classroom (Zurita & Nussbaum, 2007). Computer apps used for English language learning include Babel, BliuBliu, Busuu, Byki, Conjuverb, Duolingo, Fluentlee, iKnow! Word Engine, Memory Lifter 2.3, and Quizlet. These apps tend to use a more intentional learning strategy to aid students in reading and mastering the English language.

Statement of the Problem

Few studies have been conducted to research the positive or negative effects of mobile foreign language learning apps such as WhatsApp, Quizlet, Charades, Facebook, Itunes (Alsaleem, 2013; Huang, 2016; Lai, 2016; Mindog, 2016). Not all of these are language learning apps. They are apps for other purposes, but there is incidental learning

of language. New apps for electronic devices are surfacing every month, but little research supports the claim that these apps will aid students in foreign language vocabulary, reading, and writing skills.

Previous studies, such as that of Mindog (2016), have found that the use of technological apps and computer-assisted instruction have a positive effect on the emotional state of students, such as a decrease in anxiety and an increase in enthusiasm for the subject matter. However, none of these studies has focused on a particular app or computer program, such as Dubbing. Instead, they used various computer programs and apps, concentrating their efforts on proving that technology in a foreign language classroom can be a positive experience for students and teachers alike. According to Nakata (2008), apps such as Quizlet, that use flashcard and vocabulary games to practice vocabulary, can have positive effects on vocabulary acquisition in the general classroom. His study focused on comparing several flashcard programs available on the market, giving users a list of pros and cons for each app. However, as Nakata (2008) concludes, more research on flashcard apps needs to be conducted to not only to improve the products but to assess the effectiveness of the app in the classroom.

Alsaseem (2013) did a study specific to WhatsApp in the development of seond language (L2) writing skills. His research showed that students who used WhatsApp, in addition to their in-class learning time, scored higher on exams and weekly class activities. Other studies, such as that by Lakshmi and Nageswari (2015), concentrated on the use of smartphones in the second language classroom and its effectiveness as a classroom tool, but did not look at the effectiveness of Moodle, the app used in the research. Their

conclusions showed that students engaged less in mobile app activities outside of class. However, when conducted in class as encouraged by the teacher, both motivation and achievement scores rose. Stockwell and Liu (2015) focused on the IELTS Academic mobile app and its effects on student assessment scores in an ESL setting. Their study found that those who used IELTS Academic achieved better test scores than the control group.

A careful selection of apps will help lead students to use mobile phones positively and be useful for their English-language learning. Many apps today, including Moodle, have too many inefficiencies resulting in strained or weak English learning. Zhang (2016) asserts that teachers should use the Dubbing app to teach the English language seamlessly, without defects, where everyone is motivated, enabled, and assured of English proficiency after the course in an active but unnoticeable manner.

Several studies have examined dubbing. For example, Zhang (2016) undertook an empirical study on the App called English Fun Dubbing, and the study suggested further study on the topic which this study seeks to fill. Kacetl and Klimova (2019) undertook a meta-analysis on using any smartphone app in English language learning. However, their study only focused on the challenges for foreign language education in general. This current study seeks to fill the knowledge gap by focusing specifically on Chinese EFL classrooms. Also, their study was undertaken between 2015 and 2019. However, many things have changed in the field of information technology, leaving a large research gap. Because of the COVID-19 pandemic in 2020, more online teaching was needed, and more apps for online teaching must be considered.

In a study of dubbing projects for language learners, Danan (2010) focused on integrating audiovisual translation for task-based instruction. The results found that task-based language learning through translating and dubbing into the target language helps students improve their vocabulary acquisition, cohesion and coherence and lexical resource. Dubbing the target language also transfers students' learning style from teacher-centered instruction to student-initiated instruction. This study mainly examined American films and TV clips, leaving a gap to be studied in the dubbing app field. Foote (2015) noted that many studies conducted have mainly focused on the use of Smartphone Apps in classrooms for language translation; not much has been found with specific regard to Smartphone apps on EFL learners and its impacts on the ability of learners to pronounce and to speak in language classrooms. This current study seeks to fill this gap by researching more on the topic with a specific focus on Chinese EFL classrooms.

Chaume (2013) conducted a meta-analysis to discover the research findings in the field of audiovisual translation. The study traced the dubbing and translation to the 1920s and suggested that much more research needed to be done on the field. Chaume opines that, with linguistic chauvinism, the need for language and translation will continue to develop gradually over time. Globalization, accompanied by increased cross-border business transactions, has opened opportunities for language translation, therefore necessitating the need for dubbing apps (Chaume, 2013).

According to Canu (2012), focusing on dubbing and adapting cultures in the era of global communities suggests a large gap in the field that needs to be filled. Current political factors such as uniformity of political practices and global social interaction will

strongly impact the global village. Canu argues that countries whose language is not English will have their trading position compromised in the market. This problem, therefore, calls for a robust working solution to the language problem. Thus, this current study takes a step towards solving the problem by conducting a detailed study on the topic by focusing on the effectiveness of a dubbing app in language acquisition in Chinese EFL classrooms.

Significance of the Study

Mobile-Assisted Language Learning (MALL) is increasingly popular today, especially in the United States and Europe. In East Asia, English is used more often as a medium for classroom instruction, especiallt in universities (Mastura et al., 2011). However, the overall usage of MALL worldwide remains unclear, although almost everybody in the world owns a smartphone (Samsiah et al., 2013). Samsiah and colleagues claim that many people seem to be using MALL due to its unique features, like interactivity and connectivity. MALL does have its downsides, such as software and hardware issues, distractions, and misuse, compared to stationary computers. However, not many studies have examined using MALL for specific language skills like reading, writing, grammar, or vocabulary (Lakshmi & Nageswari, 2015). There are also not many studies on how or when to use mobile apps in teaching writing, reading, and vocabulary skills.

Although the previously mentioned studies all have focused on mobile apps in the classroom, most were not content-specific. Furthermore, the research that has focused on the English as a Second Language (ESL) classroom did not assess a specific mobile app

itself but instead studied the effectiveness of using a mobile phone in an ESL classroom setting. This knowledge gap leaves us with little information and few results that show the effectiveness of mobile apps in foreign language development, more specifically English as a foreign or second language. Continued research is still needed in the areas of technology and second language acquisition (Lui et al., 2003).

Compared with traditional Information and Communications Technology (ICT) devices, like desktop computers, mobile devices like iPhones and iPads have obvious features, like lighter weight, instant space, mobility, long-lasting battery, and touch function. Although some research projects about MALL have recently emerged, the impact of this teaching mode is still unclear, especially in a higher education setting. Therefore, more studies on mobile-assisted language teaching should be applied in the classroom. To fill this need, this study focuses on the use of a Dubbing app (English Fun Dubbing) and its effects on second language acquisition in the Chinese EFL classroom, as well as on the opinions and behaviors of teachers and students regarding the Dubbing app.

Affordances of Dubbing Apps

The popularity of technology efficiency and alternative materials undoubtedly has made learning more and more convenient and practical (Ahmadi, 2018). However, using just any material or technology for learning English without assessing its prospects and flaws may lead to information overload and result in confusion among student users. Learners with previous experience with a dubbing app may be comparatively comfortable using the technology in class, as contrasted with other learners who are not comfortable.

In this sense, a dubbing app is a reasonable choice among apps that could lead to great success. A dubbing app is software for English listening and speaking learning, producing a short video from 1 to 5 minutes, including new theme songs, drama, animation, documentary, and other abundant resources. It can meet the needs of different learners. The APP also has the function of translating words. You can click to translate new words directly and remember words. The dubbing app has the advantages of convenient operation, has a low demand for hardware, and provides English learners with good support (Zhang, 2016).

The dubbing app is also a social platform. A learner can join a team according to his/her interests, learning together with like-minded people. In addition, good learners can challenge each other. It is for the same reasons that the Dubbing app was selected from among many apps for this current study, with students who were given instructions on how to use it during their English lessons. A well-chosen app like the Dubbing app could contribute to the students' English learning, as some studies have shown (Zhang, 2016). The Dubbing app may foster student autonomy in language learning, in which learners are self-controlled and directed in the learning process. Also, the app provides room for independent action, detachment, critical reflection, and decision-making for English language students (Mindog, 2016).

Several researchers have studied the impact of dubbing apps (Burston, 2013; Yuksel & Tanriverdi, 2009; Mindog, 2016; Zhang, 2016). According to Burston (2013), dubbing muted video clips develops the linguistic skills of all foreign language learners. In addition to improving the motivation of students, dubbing muted videos also provides

many enjoyable activities for all linguistic modes: listening, reading, writing, and speaking. For advanced level students, dubbing also lends itself to creative collaboration scenario production.

Yuksel and Tanriverdi (2009) examined the impacts of using English captions on the intermediate-level EFL learners' vocabulary acquisition on a video episode, which is measured by a vocabulary test. However, this study is not of students doing their own dubbing, rather it's a study of students viewing captioned and non-captioned videos. After a pre-test, one group was assigned to a captioned group, and a second group was assigned to a non-captioned group. The results indicated that both captioned and non-captioned groups got higher score from pre-test to post-test measured by the self-reported Vocabulary Knowledge Scales (VKS). Though not statistically significant, captions group's performance was better than that of the group who watched the movie dialogue with no captions. Therefore, watching movie clips was beneficial for students' vocabulary knowledge development regardless of the captions.

Theoretical Framework

Vygotsky's model of sociocultural perspectives provides a framework for examining the attitudes of learners towards using a dubbing app, especially in how they interact with other learners and teachers to develop their reactive autonomy. His model has become the foundation for the sociocultural theory that recognize human development as a media for the social interaction in the daily life and children learn different cultural background, social regulations and values by interacting with a more knowledgeable person in the society. This means that Vygotsky emphasized social interaction with a

skilled tutor (McLeod, 2020). In this context, students internalize through social interactions with the more knowledgeable members of society and learn. In this context, they learn language from these members through interactions.

Traditional learning classrooms are those in which learners sit in silence while waiting for the teacher to authorize the process of learning. This waiting can hinder the internalization and mediation process during English language learning which would otherwise exist if they applied these sociocultural perspectives (Doolittle, 1997). In English-language learning using dubbing, the dubbing serves as the social interaction and as the more knowledgeable other. Through the video character the student is dubbing, the student is interacting with another video character. A dubbing app, as a form of social media, includes a lot of learning materials like video clips, textbooks different grades, movie clips, songs, and talk shows. Students from different age or English leaning level group could imitate native English speakers' original voice and dub in English. Either teachers or students can organize different dubbing groups and each group members can discuss with the group member and give comments on each other's dubbing performance.

A primary principle of Vygotsky is the Zone of Proximal Development. This concept relates to what someone can learn on their own and what someone can learn from a skilled partner. Vygotsky viewed the Zone of Proximal Development as the area in which the most sensitive instruction or guidance should be given, allowing someone to develop skills that he or she will then use on his or her own (Chaiklin, 2003). It is in this context that Dubbing, as a technology, can serve to help learners acquire a second language through scaffolding. See Figure 1 below.

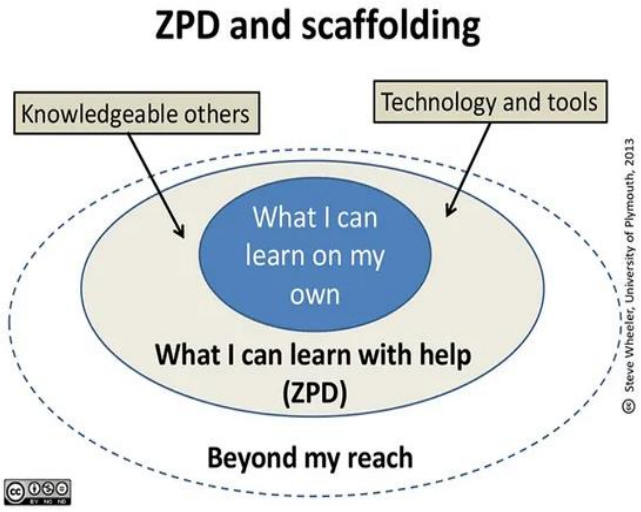

Figure 1. ZPD and scaffolding (Wheeler, 2013).

Vygotsky's theory on the learners' cognitive development is related to instructional concepts such as "scaffolding," which means a teacher or a peer at more advanced helps the new learner to organize the assignment or give him/her advice on the task in order to complete the task successfully (McLeod, 2020). In this vein, the dubbing app provides a type of scaffold that helps a language novice learn. Using a dubbing app has several stages. The first stage of the Dubbing app learning process is designed to help learners who have never used the software to have positive attitudes and perceptions concerning using this app to better their language acquisition. This stage requires motivation from a teacher, though not the kind of authoritarian push that builds fear and negative attitudes towards using the app. Once the learners have gained knowledge about the app, they take full account and responsibility for their learning process. In the next stage of the process, they

can interact with their peers over discussion platforms and negotiate their understanding of a concept. When they have more beneficial interactions with other students, they gain more than they would have gained if they depended on the teacher's support. Finally, they understand what kind of learning pace works for them and what strategies work for them among the various strategies that their teacher has offered.

In the context of Vygotsky's theory, learners cultivate a sense of autonomy, replacing the monologic teacher-student interaction with a more productive dialogic one that enhances the willingness to learn. Without scaffolding, students could experience frustration because they cannot move beyond their current knowledge level without proper support (Vygotsky, 1978). The use of apps can aid the process by acting as a scaffold to help students, introducing them to words that are currently beyond their knowledge but are within their grasp.

Learning a foreign language is more effective when the EFL learner is involved in an authentic communicative environment, meaning that they are exposed to a situation in which the target language is being used authentically, making it more attractive and understandable (Sanders & Welk, 2005). When EFL learners dub a language when watching a film or playing video games, they incidentally understand some vocabulary, not because they want to learn the meaning of a word but because they want to understand the context of the movie or film (Ina, 2014). When they watch a film, they receive visual stimuli, enabling them to comprehend how the word is being used in the original environment completely. The visual input from the movie enables contextual vocabulary

acquisition. In addition, while being immersed during dubbing, students are incidentally reinforcing the language clues through their contextual usage.

The use of a mobile app for English language learning also intersects with tenets of Krashen's Theory of Second Language Acquisition. The input hypothesis that Krashen (1987) put forward provides a theoretical basis for using the dubbing app to assist in oral English learning. In brief, this hypothesis asserts that the step of learner's receiving second language input is higher than his/her current language level. For example, if a learner is at level I, then acquisition happens at level II when he/she receives comprehensible input. Since All the learners could not in the same level at same time, Krashen suggests that unconsciously communicative input is important to language instruction and each learner will receive language input that match with his/her current language level (Schultz, 2019).

Thus, teachers must provide more language materials to students so that students get in touch with a large amount of meaningful and relevant information. In this way, their learning can be carried out efficiently. However, teachers must also ensure that learners are interested in the subject matter. A dubbing app serves this purpose. The app creates an authentic native language environment, provides many materials with comprehensible input for English learners, and reduces the boredom of oral English learning. Imitation is the focus of dubbing, which is beneficial for learners to develop fluent oral English. Learners imitate the original accent of the original dubbing to improve their oral English. This requires the learners to observe the native speakers' speech and behavior in the film when they watch the movies, and familiarize themselves with the content, in order to

imitate it. In other words, learners should understand the rich content contained in the film, so that it is easy to build up the language image. Learners choose the themes with complete Chinese and English subtitles and constantly repeat-imitation-repeat- imitation of the film, when they imitate a certain degree of proficiency, they will gradually understand the meaning of the target words. At this time, learners regard themselves as the film performers rather than imitators. In the process of imitation, in order to avoid learners tired of the heart, they can also invite friends in the friend platform dubbing. Through interactions with friends or peers, finally see voice who imitated the most authentic, the most appropriate image. According to the imitation of pronunciation, intonation, pronunciation and aspect to pause, the system will automatically give the score in order to encourage learners.

After the learners have done a lot of reading, they would be accurate dubbing. Dubbing learners pick some familiar voice or favorite theme, giving full play to their ability to imitate the expression of the feeling in the film. Of course, learners can challenge themselves to remove the original and English subtitles only according to the movie actor's mouth and voice. Learners can also not recite the original lines, giving full play to their initiative, and speak with similar lines. This approach requires students to have sufficient vocabulary as the basis, not only exercise the learners' oral English ability, but also cultivate the ability of learning and thinking ability of divergent innovation. In this way, learners could have more opportunities to practice their sentence structure, lexical resource and grammatical accuracy, which is helpful for their writing skill. They could also get more authentic materials for different writing topics through dubbing activities.

The voice of the dubbing app, as a tool to assist English language learners' spoken English. The app assists learners to improve the learning ability of system. Learners are eager to watch when they get the subject, which is not conductive to their learning. Learners communicate on the platform with friends and express their views, which are not only improves the learners' ability of language organization, but also improves their vocabulary acquisition.

The Theory of Constructivism posits that the environment interacts with learners, who gradually construct knowledge about the outside world from their own experiences. The theory has roots in the thoughts of numerous scholars like Dewey and Piaget. From the constructivist viewpoint, both learners and teachers have responsibilities. Learners must be actively involved in the process of learning (Von Glasersfeld, 1989), and a teacher should serve as facilitator (Bauersfeld, 1995; Brau, 2020).

A dubbing app helps both learners and teachers achieve these goals. Danan (2010) pointed out that translating and "dubbing into the target language involve students in multifaceted, high-level language production tasks that lead to enhanced vocabulary acquisition, emphasis on concision, and mastery of paralinguistic elements. Such projects also increase learner motivation as students' progress from teacher-directed, task-based instruction to self-initiated, task-based learning" (p. 441).

The Interaction Hypothesis (IH), is a theoretical account of second-language acquisition (SLA), which aims to explain the role of interactions in the language learning process. The IH sits in line with a socio-interactionist approach, which emphasizes the influence of the environment in which a learner is engaged. It is comprised of input,

interaction, feedback and output. Input refers to any of the linguistic forms received by the learner. Put simply, input can be broadly defined as information received by the learner, from an external source. Output, on the other hand, refers to the linguistic forms produced by the learner— essentially, internally-generated replies to the other conversational party in an exchange. Interactions can generally be described as *negotiations for meaning*. These exchanges have an *interactional structure*, and this refers to the manner in which information is exchanged during an interaction between parties. In this structure, modification techniques such as clarification and repetition are able to come into play to facilitate negotiations for meaning. Through a successful negotiation, learners are able to determine crucial information about their utterances— for example, how *standard* their phrasing of a sentence was, or whether their understanding of vocabulary matches up with actual use, in context. The construct of feedback is quite similar to input, with the crucial difference being that feedback is received *in response* to output.

Like Krashen's input hypothesis, Long's (1996) Interaction Hypothesis states that learning a foreign language is more effective when the learners negotiate for the meaning of the vocabulary words. This, therefore, calls for comprehensive input whereby more learner-learner interactions and teacher-learner interactions exist. In using a dubbing app in the classroom, students can enhance their interaction in several ways: students can mimic natural interaction with the characters in the dubbing clip, receive feedback on their dubbing performance from the app itself, interact online with other app users through sharing their dubbed clips and commenting on others' dubbed clips, collaborate face-to-face with their classmates who are also using the app, and gain in-person feedback from

their teacher. In cases where something is not well clarified, the pace of the dubbed speech could be slowed down, or students can be given immediate feedback by instructors on how they are supposed to make the corrections (Abelson & Prentice, 1997).

Noticing, attention, focus, awareness and consciousness are all terms used in SLA literature to describe the degree to which the learner registers a particular linguistic form as he or she encounters and makes sense of L2 input. Noticing was defined as: "detection with awareness and rehearsal in short term memory" (Robinson, 1995), and operationalized as the learner's ability to immediately recall the recast in response to an unexpected sound cue. Noticing is the necessary and sufficient condition for the conversion of input to intake for learning". Schmidt (1993) argued that, as noticing was entailed in encoding a stimulus into long-term memory, it was therefore necessary in language processing. Schmidt (1995) argued that second language learning must entail awareness and particularly that, "the noticing hypothesis claims that learning requires awareness at the time of learning".

Based on the Noticing Hypothesis, the students could repeat the video on the dubbing app as many times as they want and re-record the dialogue clip with which they were not satisfied. Students listen to the recordings again in order to identify difference between what they hear and what they record of the text. As such, when the target word does appear more frequently in the input, the likelihood that the target words will be noticed is increased. In this way the learning process does not end. The dubbing app offers a direct translation the words of the target language into the learner’s first language. Visual images from the dubbing app can also be of great help for students to understand the target

language because the vivid pictures can improve students' motivation and reduce the boredom of learning in the classroom.

A dubbing app removes the barriers that monologic teacher-learner interactions, curriculum topic affordances, and the power relations between teachers and students cause. This monologic interaction is, therefore, replaced by a dialogic interaction both between the learner and the teacher and also among the learners fostering better language learning (Zhang, 2016). A dubbing app or any other MALL replaces the dominant role of the teacher that has always existed in a traditional classroom with a more productive learning mode. This app also offers learners more opportunities for peer interactions and autonomous exercises to personalize their own learning pace while comparing their learning levels with their peers during interactions.

The gap in the literature that this study will address concerns explaining the need, impacts, and process of applying a dubbing app in learning English. In this vein, the study succinctly elaborates on the myriad impacts of applying a dubbing app, while providing for the steps in attaining the dubbed product. Previous studies also lack a substantial explanation of the necessity of a dubbing app in learning English, and the exact way of linking technology and teaching English, while at the same time guaranteeing active and cooperative learning experience.

Research Questions

The study sought answers to the following questions:

1. What is the impact of English Fun Dubbing in a Chinese EFL class on the vocabulary knowledge of participants?

2. What are the immediate or long-term impacts of this use?
3. What are the differences in vocabulary development between the dubbing group and the traditional group?
4. What is the impact of English Fun Dubbing in a Chinese EFL class on the writing skills of users?
5. What are the attitudes of students and teachers concerning the use of the English Fun Dubbing app?

Hypotheses

Based on the literature review and the research questions, the following hypotheses were posited for testing.

H1: The use of the English Fun Dubbing app in a Chinese EFL class will have a positive and significant impact on their knowledge of English vocabulary.

H2: The use of the English Fund Dubbing app will have intermediate and long-term effects on the Dubbing Groups.

H3: Differences will exist in the vocabulary development of the Dubbing Group and the Traditional Group.

H4: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the writing skills of users.

H4a: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the mean writing scores.

H4b: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on coherence and cohesion Scores.

H4c: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the lexical resource scores.

H4d: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the grammatical range and accuracy scores.

H4e: The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the grammatical range and accuracy score band writing scores.

Definition of Terms

1. Dubbing

Dubbing is defined as the overlaying of the original audio in a film, video, or games with a new sound while ensuring that the new audio is synchronized with the screen's happenings (Danan, 1991).

2. EFL

EFL is the abbreviation for English as a Foreign Language, which refers to students learning English in a non-English speaking nation like the People's Republic of China.

3. MALL

MALL is the abbreviation for mobile-assisted language learning. MALL refers to enhancing language learning through the use of a handheld mobile device to improve access to learning resources and also increase peer interactions and teacher-to-student interactions.

4. Vocabulary Acquisition

The process of learning the words of a language; in this case, English words.

5. Intralingual Dubbing

Intralingual dubbing is dubbing in which the original voices of the characters are replaced with the dubber's voices or sound but within the same language.

6. Interlingual dubbing

Interlingual dubbing is dubbing in which the dubber uses an entirely different language translation from the original soundtrack to facilitate cross-cultural learning of the foreign language.

7. Scaffolding

In scaffolding, teachers provide support for EFL learners through the learning contexts they provide in the classroom. These contexts engage students in challenging tasks and have multiple opportunities for developing English for learning (Gibbons, 2015).

8. Repertoire

This is the stock of skills or behavioral types that a learner habitually uses.

9. Subtitling

This refers to adding text captions to match the language being spoken in a film.

10. Second language (L2)

Second language or L2 is a language that is non-native to a speaker.

11. Coherence

The logical bridge between words, sentences, and paragraphs so that ideas are connected logically in a manner that has a flow (Hobbs, 1979).

12. Cohesion

This refers to different parts of the writing fitting together, for example by using appropriate transitional devices, at the clause or sub-sentence level.

13. Lexical Resource

Range and variety of vocabulary that one uses when writing and speaking English.

CHAPTER II: LITERATURE REVIEW

The following review synthesizes current research involving definitions and features of mobile-assisted language learning (MALL), the use of MALL in EFL learners' vocabulary acquisition, the effects of dubbing on English language learning, particularly vocabulary acquisition, and the use of MALL in EFL learners' writing development.

Mobile-Assisted Language Learning

Overall, MALL means that learning with the help of modern technologies, like iTouch, iPods, iPads, and other similar mobile devices, which could have an effect on language acquisition (Azadi Ali, 2014; Suneetha, 2013; Valamathi, 2011; Viberg & Grönlund, 2012). Mobile learning is similar as MALL, while, Valarmathi (2011) claimed that MALL is a subset of both Mobile learning.

Mobile learning has some unique characteristics significant to a modern society, and students benefit from them. Below are the detailed features.

Portability

The size and weight of mobile technology is different from one to another and they can be carried out conveniently. A learner could use the mobile device anytime and anywhere no matter he/she is in the classroom or outside the classroom (Norazah et al., 2010; Sharples et al., 2005).

Ubiquity

Mobile devices can be seen everywhere, and almost everybody now owns a mobile device. Samsiah et al. (2013) stated that using mobile devices is common in the world

society and even two-year-old children know how to use and when to use mobile devices. One study revealed that regardless of the gender of 218 college students across all learning levels, a significant and positive correlation existed between phone use in learning and students' test scores (Samsiah et al., 2013).

Wireless Networking

Smartphones can be used as a phone, a camera, and a multimedia wireless tablet so that students can have an Internet connection anytime or anywhere without a time limit. The technological convergence enables new conceptions of opportunities for lifelong learning (Sharples et al., 2005).

Interactivity

Mobile learning improves interactivity between students' and teachers' communication, as students do not need to be concerned about the distance when interacting with peers or instructors. They can communicate with everyone by using different applications on a mobile device. Communication is essential for foreign language learners because communication is a critical part of education, enabling cooperative learning (Norazah et al., 2010).

Accessibility

Instructors can use availability to improve communicative activities in their classrooms (Samsiah et al., 2013). Not only that, learners can control their learning process as they can create new information or new knowledge by themselves, based on their background knowledge (Suneetha, 2013).

Privacy

Almost every person has a mobile device in the digital society, and they do not need to share mobile phones with others. Students have their own access to learning data via mobile devices, and they need not share their learning level or challenges with others. Thus, learners will avoid feeling ashamed about their current learning level. Moreover, learners will interact more with their own devices because of its private nature (Samsiah et al., 2013). Indeed, Zhang (2003) stated that the privacy of mobile devices would make learners feel safe and motivated.

Efficiency

Efficiency is strongly recognized and praised throughout the literature on dubbing and mobile use in learning. Several studies, especially Chou (2017), have stressed the importance of dubbing in learning English for non-native speakers. Dubbing processes in education are beneficial because they enable teachers and the students to understand each other better and ensure maximum results.

MALL and Vocabulary

Technology and EFL Learners' Vocabulary Acquisition

Vocabulary acquisition has been an area of focus in the realm of technology and second language education (Liu, Lan, & Jenkins, 2014; Liu, Moore, Graham, & Lee, 2003; Walker & White, 2013). Current studies have pointed to the effectiveness of technology for vocabulary acquisition with several reasons. First, the use of technology can provide students with a variety of sounds, pictures, electronic texts, cartoons, and videos of native-like contexts that not only stimulate their interest but also help them, incidentally

and intentionally, acquire vocabulary (Meli, 2009; Walker & White, 2013; Xiaohong, 2009; Zhao, 2005). Researchers have been inspired by this idea for new and dynamic visual input and have studied its capacity to facilitate vocabulary acquisition and retention (Burnett & Chennault, 1993; Chun & Plass, 1996; Martinez-Lage, 1997).

Students can see pictures of vocabulary words that are hard to grasp with just the text, especially those vocabulary words that are culturally foreign, such as fruit that is not readily available in the student's culture, or clothing that is only worn in the second language culture. The ability to access the second language vocabulary outside of the classroom is not only convenient for a student but also culturally inviting. Multimedia-based lessons can provide students with real-life situations in which vocabulary is introduced, and students encounter negotiation of meaning and meaningful communication. (Doughty & Pica, 1986).

Using technology for vocabulary instruction can give students motivation and lower their affective filters and stress levels (Lee, 2000; Meli, 2009). Meli (2009) concluded that technology-aided instruction in the Spanish classroom could elevate the success and interest of language learning and motivate the students to learn. Taylor (1980) agreed that mobile-assisted vocabulary learning could provide fun games and communicative activities, which will reduce the learning stresses and anxieties of the students.

According to Robertson (1987), participants who engaged in mobile learning programs had higher self-efficacy than their peers without technology. Finally, technology-assisted second language vocabulary learning can easily assess and monitor

the students' progress and provide immediate feedback (Taylor & Gitsaki, 2003). The use of computer language programs, flashcard apps and software, games, and other activities can provide students with immediate corrections, assessment, and feedback, allowing students to re-engage and try again (Armstrong & Yetter-Vassot, 1994; Garrett, 1991; Nakata, 2011).

MALL and EFL Learners' Vocabulary Acquisition

Using a mobile app to carry out activities for learning has been a giant leap for education. Their ability to make a foreign language more accessible and to allow for more consistent learning opportunities has put mobile apps at the forefront of language programs that assist in English vocabulary learning (Arikan & Ozen, 2015; Hong et al., 2015; Rivera, Hudson, Weiss, & Zambone, 2017; Song & Fox, 2008; Yang, 2012). Mobile phones and technologies are beneficial for activities that support classroom instruction and review. These activities include notetaking, vocabulary game reviews, chat, grammar, idiomatic knowledge, writing, and reading passages. Mobile devices are a growing trend in the foreign language vocabulary acquisition field because they provide better compatibility features and supportive files for most applications. Being portable, they also are more convenient for learners (Alkhezzi & Al-Dousari, 2016; Basal, Yilmaz, Tanriverdi, & Sari, 2016; Lai, 2016; Sato, Murase, & Burden, 2015).

Song and Fox (2008) investigated the impacts of the dictionary use of personal digital assistants (PDA) on students' incidental vocabulary acquisition. A PDA is kind of a mobile device that used as a personal information manager. PDAs have been generally displayed on mobile devices with IOS or Android system. Three Chinese advanced level

university students were participants in this study and electronic journals were assigned to assess their attitudes towards using PDA for their incidental learning process. They were required to complete semi-structure interviews after using PDA. The length of treatment was one, six, and twelve months. The results indicated that students used PDA for different purposes like date collection, giving feedback and making conversation. They also used dictionaries on PDA and connected PDA with the internet for email, MSN, Facebook for vocabulary learning. By using multicomponent multimedia shared story (MSS), the three participants, who all had developmental disabilities, demonstrated measurable improvement in digital literacy. MSS with iPads were shown to be a way to improve students' academic and function skills on vocabulary (Rivera et al., 2017).

Difference between Traditional Instruction and Mobile app-based Instruction on EFL Learners' Vocabulary Acquisition

Many studies have shown that mobile app-based (WhatsApp, PDA, VVVs, IESTSAcademic, Word Learning-CET6, and Quizlet) instruction was more effective in facilitating EFL vocabulary development than traditional instruction (Basal et al., 2016; Ching-Kun Hsu, Gwo-Jen Hwang, Yu-Tzu Chang, & Chih-Kai Chang, 2013; Khazaie & Ketabi, 2011; Kurt & Bensen, 2017; Lakshmi & Nageswari, 2015; Sato et al., 2015; Wu, 2015). Basal et al. (2016) investigated whether WhatsApp-based activities were more effective in improving the idiomatic knowledge of students than traditional activities in a Turkish undergraduate classroom. The results of a test with 40 fill-in-the-blank questions indicated that both the control group and the experimental group experienced significant improvement in the knowledge of target idioms regardless of their activity type. However,

participants in the experimental group, who learned idioms using the mobile application, experienced better achievement than participants in the control group with traditional instructions, indicating that using WhatsApp to teach idioms was more effective than the traditional instruction.

Wu (2015) explored the effects of using smartphones with the Word Learning-CET6 app on students' English vocabulary learning. Seventy Chinese undergraduate students were divided into an experimental group with the app and a control group without the app. The results showed that participants in the test group showed significantly greater improvement on a vocabulary knowledge test than did the control group. Turkish freshmen who used the VVVs (Vine vocabulary video smartphones) also scored higher in the vocabulary knowledge test than those who had not used VVVs (Kurt & Bensen, 2017). In another study, Japanese undergraduate students, using Quizlet, seemed to have more motivation towards L2 vocabulary learning than those who experienced only traditional instruction (Sato et al., 2015).

However, two studies showed that traditional instruction was more effective than MALL in facilitating students' vocabulary learning (Chou, Chang, & Lin, 2017; Lai, 2016). Lai (2016) investigated the effects of WhatsApp on foreign language learners' use of high-frequency English verbs. Secondary school students in Hong Kong participated in the study, taking a vocabulary pre-test and post-test. The results indicated that the mobile immersion was not effective because there was no significant difference between the mean gains of the mobile group and the control group.

In the Chou et al. (2017) study, Chinese public junior high school students took a vocabulary achievement test, a post-test, and a delayed post-test to measure their vocabulary acquisition. The results indicated that the students who participated in the traditional instruction class got higher test scores and had a more complete understanding of the course material than the students in the experimental group using the "Bring your own device" (BYOD) method. The post-test showed that students using traditional instruction experienced greater improvement than the BYOD group. The delayed post-test did not show a significant difference between two instructional groups on vocabulary acquisition, which means that there was no significant difference in long-term effects between traditional and BYOD group based on treatment or other factors, such as the general health condition of the learner, motivation, attention, readiness, will power, level of aspiration and achievement, and the ability of the learner in the classroom where the study was conducted.

Students' and Teachers' Perspectives on MALL in the EFL Classroom

Previous research indicates that students had positive attitudes towards MALL in vocabulary learning. The use of mobile devices, along with task-based assignments, enhanced their motivation, and they were more engaged in English vocabulary learning (Kurt & Bensen, 2017; Lakshmi & Nageswari, 2015; Yang, 2012). Yang (2012) investigated students' attitudes and self-efficacy related to the use of a mobile app. Fifty-eight Taiwan undergraduate students, who were at a pre-intermediate English learning level, were asked to complete an m-learning (MALL learning) attitude survey and an m-learning self-efficacy survey. The results showed that most students were interested in

using mobile devices in intensive learning and having online discussions with peers anytime and anywhere. No significant differences existed between male and female attitudes on self-efficacy, although male students were much more accustomed to using the mobile device for English vocabulary learning in and outside the class than were female students.

In Arikan and Ozen's study (2015), 21 Turkish elementary students stated that the U-Learning (anytime, anywhere learning) environment with a tablet PC was entertaining, and they were happy while using it. However, teachers had negative attitudes on this type of instruction, noting the time limit of different activities, participants' distractions using a mobile device, and class management. According to the participant instructors, showing real objects in class to teach content was more effective than the technological environment. Instructors reported that the mobile-assisted language learning in question was not good for individualized instruction, and that it would be challenging to utilize it widely in educational settings.

Dubbing and Vocabulary

Definition of Dubbing and Types of Dubbing

Dubbing is defined as the overlaying of the original audio in a film, video, or games with a new sound while ensuring that the new audio is synchronized with the screen's happenings (Martinez, 2004). The learners re-create the voices of the muted characters' mouth movement within the film while trying to re-create it in the same way it is on the original soundtrack. Therefore, it is imitation. However, the learner's performance is completed after rehearsing to get every spoken word correct, hence boosting effectiveness

among learners of a second language. Dubbing can be done on films or videos; it can also be done on music and animations or video games.

There are two types of dubbing: intralingual and interlingual dubbing. Intralingual dubbing occurs when the original voices of the characters are replaced with the dubber's voice or sound but within the same language, hence allowing the dubber to view or criticize the video or film in their voice to achieve the same intention as the original actor's voice. Interlingual dubbing occurs when the dubber uses an entirely different language translation from the original soundtrack to facilitate cross-cultural learning of the foreign language (Danan, 1991).

Difference between Subtitling and Dubbing

Subtitling (subbing) and dubbing are both types of audio dialogue translation for films and videos, which offer multimedia content in more than one language, or when a foreign person watches the multimedia content. Subbing is just adding text captions to match the language being spoken in the film. Subbing can be used in cases where there are hearing issues, so someone can read the plot of a video or film rather than hear it, whether in a person’s language or a foreign language. Dubbing, on the other hand, is the synchronization of a new sound over the original audio in the film. Dubbing is, therefore, easier and more convenient for learners because they do not have to follow the subtitles; they can be immersed in their new voice and look away without losing out. Dubbing is, therefore, easier for children and offers simple steps, rather than the many demands from subtitling. While subtitling can distract someone from the video's scenes because they are

more focused on the subtitles, dubbing improves immersion into the scenes, even though it is time-consuming.

Dubbing and language learning

Dubbing is very similar to dialogue reading to some extent. In our daily life, interactions happen when people are standing, walking or running. The conversations generally take place unconsciously and person do not need to make facial gestures, which happens naturally. Therefore, dialogue reading and dubbing tend to more like standard conversation rather than simple acting (Lertola, 2019; Sokoli, 2018).

Learning English by dubbing has become more and more popular in China. During the dubbing process, students were assigned to recreate the voice with English native speakers in the movie or video clips and to have a complete dubbing performance as perfectly as possible. It has been claimed that watching target language movies could boost foreign language learners' vocabulary acquisition and listening comprehension (Kikuchi & Nakayama, 2006; Lertola, 2019; Sokoli, 2018). Sydorenko (2010) indicated that watching captioned videos improves the mastery of vocabulary meaning, however, watching non-non-captioned videos improved students' listening comprehension.

Previous studies showed that English language learning through dubbing could improve students' motivation in practicing the target language (Baños & Sokoli, 2015; Liu & Song, 2021; Kikuchi & Nakayama, 2006). Baños and Sokoli (2015) examined the effects of ClipFair Studio by using dubbing and subtitling activities on foreign language learning. ClipFair provided student opportunities to follow instructions and repeat videos as many times as they needed in order to complete an activity. The platform also provided

collaboration tools through ClipFair including forums, groups and blogs to allow for different levels of learner involvement. The results of students' feedback indicated that students showed interest in using dubbing and subtitling activities through ClipFair. They stated that ClipFair was easy to use and they got higher motivation when working with ClipFair. Kikuchi and Nakayama (2006) investigated the impact of dubbing English movies on students' listening comprehension. Two hundred ninth graders were assigned to three groups including actual movie group, frozen frame group and traditional group. The results showed that the actual movie group got the highest listening comprehension test scores among three groups and also improved students' intrinsic interest and engagement most.

Studies showed that learning through dubbing not only motivates learners' interest in practicing speaking the target language, , it can also improve learners' pronunciation and reduce foreign accents; by closely observing the lip movements of the characters in the video clips, learners try to reproduce the speech in exactly the same way, leading to more native-sounding pronunciation (Chiu, 2012; Diril, 2017; Zhang, 2016). Chiu (2012) investigated the effects of film dubbing projects on EFL learners' English pronunciation. Eighty-three Taiwanese freshman were assigned to two classes as the treatment and control group. The participants were required to make a film dubbing presentation to the class. Dubbing the films provided authentic scenarios for students to correct their pronunciation and improve their speaking fluency. The results showed that dubbing films helped students improve the effusiveness of voice and English pronunciation.

Dubbing and Pronunciation Improvement

Pronunciation is the key to attaining full communicative competence, especially when it comes to second language learning. In contrast to traditional pronunciation instruction, film dubbing offers the voices of the characters hence supplementing pronunciation learning among EFL learning, focusing on stress, intonation, and rhythm during pronunciation. However, video dubbing offers a positive contextualized scenario for learners to improve their English pronunciation in several ways (Chui, 2011; Florente, 2016). First, video dubbing significantly minimizes mispronunciation because EFL learners focus more on pronunciation within phrases, which they would otherwise have missed when they were just reading the words without trying to pronounce them. Second, films have time constraints; hence, an EFL learner has to rehearse it several times to perform in synchrony with the film, therefore improving their fluency. The use of film dubbing increases awareness of intonation among EFL learners because they have to adopt the emotions of the dubbing vocabulary, enabling them to pronounce words differently through stress and rising and falling intonation. Besides, by dubbing, EFL learners can put what they have learned into actual usage, thus mastering English pronunciation perfectly.

Dubbing and Vocabulary Development

Unlike the traditional method of learning a foreign language through EFL textbooks, dubbing is more promising in ensuring the EFL learners have a better mastery of English or any other second language, since dubbing offers an extensive link between the native language and the second language (Chiu, 2011). Dubbing, which is a form of MALL, bases second language learning strategies on autonomy and self-regulation, in

which the EFL learner takes control of their learning instead of the metacognitive, cognitive, and memory utilization approaches applied in the traditional classroom context. Therefore, dubbing is crucial in vocabulary learning because learners not only exercise what they have learned, but they also do it in an environment with improved engagement, accumulated shared repertoire, and promoted negotiation (Lave & Wenger, 1991; Wenger, 1998). The increased autonomy, interaction, and collaboration that occurs when using dubbing methods are much more effective than typical teacher-led instruction in a foreign language classroom. Furthermore, the dubbing method offers immediate responses and increased scaffolding through which EFL learners can control their own learning pace. Controlling one's own pace is not only essential in vocabulary learning, but also in improving reading and writing of the foreign language (Paredes et al., 2007).

MALL and Writing

Technology on EFL Learners' Writing Skill

Some researchers have claimed that there are several advantages of incorporating technology into writing classes, especially in complementing teachers' instruction, improving research skills, and enhancing creativity (Ahmed, 2014; Burston, 2013; Engin, 2014; Pino-Silva, 2007). Integrating technology, such as dictation, keyboards, touchscreens, text-to-speech, and spellcheck and grammar checking, can be integrated into a writing class. MALL can free a student from being bound by and limited by the topic (Huang, 2016; James, 2016). Some researchers have noted that students had more opportunities to learn from and interact with peers when using MALL (Alsaleem, 2013; Hojeij & Hurley, 2017; Liu & Tsai, 2013). Using technology is more fun, innovative,

interactive, and motivating for EFL learners to develop their writing skills (Huang et al.; Sarhandi et al.; Zaki & Yunus). Other scholars have suggested that technology is more related to the real lives of students (Awada, 2016; Pasban, Forghani & Nouri, 2015; Styati, 2016) and is more convenient for students to use, for example, in looking up words online (Cepon, 2013; Chen, Carger, & Smith, 2017; Ghaedsharafi & Bagheri, 2012; Miller, 2016).

There are also some disadvantages to incorporating technology into writing instruction. These include a need for special training (Huang & Young, 2015), the risk of violating students' privacy (Noriega, 2016), and a lack of immediate feedback and corrections, except when using a feature such as "spellcheck" (Cubilo & Winke, 2013). Technology may also lead to distractions during the writing process (Well et al., 2016).

MALL and EFL Learners' Writing Skill

MALL that includes writing tasks can play an essential role in improving EFL learners' writing skills. Mobile apps with writing tasks include podcasts, TED, Metro, Charades, WhatsApp, Facebook, Itunes U, Line, Skype, Instagram, Twitter, Powtoon, ThingLink, Showbie, Schoology, Penultimate, and iTrace (Alsaleem, 2013; Awada, 2016; Chen, Carger & Smith, 2017; Hojeij & Hurley, 2017; Liu & Tsai, 2013; Mindog, 2016; Noriegam 2016; Zaki, & Yunus, 2015). Some scholars have found that using a mobile app during their writing process enhanced the motivation of students (Chen, Carger & Smith, 2017; Huang, 2016; Huang & Young, 2015; Noriega, 2016; Sarhandi, Bajnaid & Elyas, 2017; Styati, 2016; Wells, Sulak, Saxon & Howell, 2016).

Chen, Carger, and Smith (2017) explored the effects of using an iPad and a digital writing app (Penultimate) on developing young ELLs' narrative writing skills. Five students from a local school district's ELL program participated in the study. Home visits, interviews, questionnaires, pre- and post-essays, informal observations, and field notes were used to measure their narrative writing skills. The results indicated that ELLs were willing to incorporate mobile technology into their foreign language learning through writing because of their English writing deficiency. Young ELLs are accustomed to having technology in their daily lives, and they are quick learners. Mobile devices provided ELLs with an effective way to improve their writing ability, which is essential to their future academic performance and career development.

Furthermore, ELLs' learning motivation and the quality of their narrative writing abilities were enhanced through mobile technology (Noriega 2016). Noriega (2016) investigated the effects of implementing a mobile device with podcasts on writing texts. Five college freshmen were required to write the essay again after receiving all genre instructions on the mobile device. They were also assigned to complete an institutional test and a semi-structured interview. Overall, the results indicated that the genre-based approach, with a podcast, improved personal recounts most, and improved students' interest and motivation when checking content. Most students welcomed using a mobile device in the writing process. Other scholars have supported the use of mobile devices, as they can help students improve their critical thinking, creativity, and efficiency, without the expense and difficulty of carrying around a nonmobile computer (Hojeij & Hurley, 2017; Pino-Silva, 2007).

Pino-Silva (2007) explored the usefulness of integrating video into students' writing tasks. Caracas EFL high-school students completed video-based short comment tasks, including watching 54 videos and giving comments on the videos requiring critical thinking. Multiple choice questions and a rubric for the comments were used to measure 756 students' writing tasks. The results showed that this task helped students to express their feelings and improve their critical thinking. This writing task also helped teachers have more interactions with students. Further, students could learn more from peers and have more interactions with peers when completing writing tasks (Liu & Tsai, 2013; Miller, 2016; Mindog, 2016; Shadiev, Hwang, Huang, & Liu, 2018).

Mindog (2016) investigated the apps that Japanese students used to learn English, the reasons why they use smartphone apps to learn English, and how to use smartphone apps in the English learning process. Four Japanese university students were interviewed about their English learning experiences and their feelings about using different smartphone apps in their English writing. The results indicated that students mainly used different apps, including TED, Charades, WhatsApp, Facebook, Line, Skype, and Ins, for English learning, and they also used apps for peer interaction. Other scholars found that students' information comprehension was improved by incorporating mobile apps into the writing process (Alsaleem, 2013; Cubilo & Winke, 2013; Hwang, Chen, Shadiev, Huang & Chen, 2014).

Alsaleem (2013) explored whether a significant difference existed in the pre- and post-test scores on the development of vocabulary word choice, sentence fluency, and voice by using WhatsApp in the writing process. Thirty undergraduate students from

Saudi Arabia participated in the study. The researcher used a rubric that the National Council of the Teachers of English had developed to assess a writing sample. The results showed that students achieved a higher score when using WhatsApp, especially in breaking down ideas and projects into smaller parts, and in spelling and grammar checking. The use of a keyboard and touchscreen also negated hand-writing related issues.

Difference between Traditional Instruction and Mobile app-based Instruction on EFL Learners' Writing Skill

Most studies have shown that mobile app-based (E-reader, Web Quest Program and smartphone) instruction was more effective in facilitating EFL writing skills than traditional paper-based writing instruction (Ahmed, 2014; Hung & Young, 2015; Hwand et al., 2014; Sarhandi, Bajnaid, & Elyas, 2017). Ahned (2014) explored whether the Web Quest Program (Web Quest Critical Reading and Writing – WQCRWP) was more effective in improving the writing skills of students. Planning, drafting, and revising a research paper were used to measure the writing skills of 60 first-year secondary school students. The results demonstrated that the WQCRWP group performed better than the control group with traditional instruction on critical reading through Text-to-Speech (TTS) and dictation tools, keyboard, and touch screen on writing skill and writing comprehension. Moreover, students showed positive attitudes on integrating WQCRWP into writing tasks related to real life.

Hung and Young (2015) investigated the impact of E-reader and traditional writing instruction on EFL learners' writing performance and academic writing skills. Taiwanese university students wrote a research paper using E-reader and paper-based materials. The

23 participants got feedback from both teachers and peers. They also completed a portfolio during their writing process. Grades of the research paper, categories of their collections, and questionnaires about perceptions on using the E-reader were used to determine writing outcomes and engagement. The results indicated no noticeable difference in writing outcomes between the two groups, but the E-reader group was more engaged than the Traditional Group. Students used the E-reader often during their writing process, mainly for annotation, dictionary, web browsing, and file switching. The students stated that the E-reader provided a better writing environment, including material organization and feedback.

Alternatively, Well et al. (2016) found that students received higher letter-writing scores when using traditional handwriting practices rather than using iPad-mediated (iTrace app) practices in terms of letter formation and letter orientation. The Melfese rubric, including letter formation and letter orientation, was used to measure the handwriting of students.

Students' and Teachers' Perspectives on MALL in the EFL Classroom

The results of the questionnaires, interviews, and observations have indicated that the overall attitudes of both the students and instructors toward MALL were positive and satisfactory (Huang, 2016; Hung & Young, 2015). Many scholars have noted that, by using the system with mobile devices, students display increased motivation during their writing process (Huang, 2016; Hwang et al., 2014; Hung & Young, 2015;). Huang (2016) investigated EFL students' and teachers' attitudes on the advantages and disadvantages of using a blog in their undergraduate writing class. The researchers gathered data through a

16-item questionnaire about students' motivation, attitudes, reading, and writing skills; focus groups; and the observation logs of teachers. The results indicated that both students and teachers had positive perceptions of using a blog in a writing class, finding it engaging and motivating. The students' analytical and critical skills were developed during the writing process by correcting peers' spelling and grammatical errors assisted by the spelling checking tools. However, students made more writing and spelling errors in a paper-based writing task. Hwang et al. (2014) also explored elementary EFL students' attitudes on the writing system and activities with mobile devices. The students showed interest in using mobile devices in a writing class, and that learning increased as the result of the positive feedback given and received from peers.

Conclusion of the Literature Review

The incorporation of technology-assisted learning is highly beneficial in any language learning classroom due to its unique characteristics, ranging from mobile learning, ubiquity, accessibility, privacy, interactivity, wireless networking, and efficiency. Because mobile phones, iPads, and tablets are portable, learners can use them in and out of the classroom, at home, or while in their bus heading home. The amount of learning resources that MALL offers them is limitless. Today, almost everyone owns a mobile phone, making learning ubiquitous and very accessible, while they monitor the privacy of their learning without having to feel afraid of another learner's current level of knowledge. Wireless interactions through various mobile apps, chat rooms, online classes, and social media increase learner-to-learner interactions, giving them global reach to perspectives beyond their own cultures. Furthermore, teachers can interact with individual

students or the whole group efficiently on their mobile phones, while using various online platforms.

Early research into the effectiveness of MALL has focused on its significant impacts on both vocabulary acquisition and writing. Dubbing, being a major part of MALL, has significantly revolutionized the learning of foreign languages. By using the variety of cartoons, pictures, texts, and videos that MALL offers, EFL learners can negotiate the meaning and the appropriate application of the various foreign vocabularies, hence improving retention and acquisition. In addition, MALL improves learner's motivation and interest in learning the foreign language. MALL is convenient and easy to use, hence reducing the learner's affective filters and stress levels.

Dubbing has provided a significant leap in learning foreign languages because the learning strategies used improve autonomy and self-regulation. It improves peer interactions and engagement, while providing more scaffolding and immediate feedback, hence improving not only their vocabulary acquisition but also writing and reading. By using dubbing, pronunciation factors such as stress, intonation, and rhythm are more focused on hence reducing mispronunciation errors.

Writing also is enhanced, since MALL offers various capabilities, such as grammar checks, spellchecks, dictation, and text-to-speech options, which are not available in the traditional classroom. Incorporation of dubbing videos in writing classes improves learners' critical thinking and produces better writing outcomes. In addition, previous research on MALL, especially dubbing, has demonstrated that a large percentage of both learners and teachers have a positive attitude towards the incorporation of these

technologies in their EFL classrooms, finding it more engaging and motivating (Miangah & Nezarat, 2012).

CHAPTER III: METHODOLOGY

Study One: Vocabulary

Participants

Ninety-six second-year junior school students at the middle school attached to the University of Science and Technology of China (KDFZ) participated. They were from Hefei of Anhui province in the People's Republic of China, and their first language was Mandarin Chinese. Two intact EFL classes, with the same teacher, were then randomly assigned to the Dubbing group and the Traditional Group. The Dubbing Group had 47 participants, and the Traditional Group had 49 students. Table 1 summarizes the demographic information of the participants. Their English proficiency level was intermediate, and the average age was nearly 13 years. By the time of the data collection, they had received three years of formal English education.

Table 1 Demographic Information of Participants

Group	N	Male	Female	Average Age (Years)
Dubbing	47	20	27	12.82
Traditional	49	19	30	12.87

Materials

The instruments and materials used in the current study were as follows:

1. Dubbing software

This study utilized English Fun Dubbing (Table 2).

Table 2 Overview of English Fun Dubbing

Overview		
 英语趣配音	**Title**	英语趣配音-看电影玩配音练口语 (English Fun Dubbing)
	Producer	Hangzhou Feizhu Technology Co., Ltd
	Minimal Requirement	IOS 8.0 or later, compatible with iPhone, iPad, iPod touch, Android 4.0.3 and up
	System Language	English, Simplified Chinese
	Target Language	English
	Target Audience	English language learners, Chinese University Students
	Cost	Free
Reviewed by Ruoqiao Chang, Texas A&M University at College Station		

English Fun Dubbing is a mobile and tablet application designed to enhance the motivation and engagement of English language learners through dubbing activities with thousands of well-selected clips from authentic English films and animations. This app is based on previous research indicating that motivated language learners will learn another language faster and better (Gardner, 1999; Gass & Selinker, 2008; Ushioda, 2003). As English films and animations are originally designed for entertainment, they can most definitely stimulate L2 learners' interests in the target language and make learning English easier and more comprehensible in a fun and relaxing way. Through the dubbing of favorite characters, their rich and exciting sounds, and moving images, app users can self-correct their utterances, thereby making meaningful progress in English pronunciation, intonation, and fluency. Doing so enables them to maximize their English vocabulary base and also enhance their cultural competence.

To begin with, 英语趣配音-看电影玩配音练口语 (English Fun Dubbing) is free and easy to access. After downloading the app, users are asked to create an online account. Upon completion of account creation, users can then begin their dubbing practice. New clips of videos are uploaded every day. Source material is chosen from popular American/British films, TV series, animations, music videos, interviews, and reality TV shows. The average length of each video clip is around two to three minutes (the longest clip is six minutes, the shortest is 10 seconds). Popular video clips, which are updated continuously, are presented on the home page. Users can also customize their choice of videos by choosing from the many English levels available: rudimentary, primary, intermediate, advanced, or professional. Following level selection, the application background management system automatically presents video clips that match the level selected. Users can also search for specific scenes via the search button.

Immersing oneself in a character's world, feeling his/her emotions, and attempting to imitate the way one speaks may be an exciting and exhilarating adventure. Equally, it is easy to get started. No matter the length of the video chosen, each video is divided into several segments, each containing one or two sentences. Depending on sentence length, users have the opportunity to listen to the original dubbing of each segment, again and again, to practice tone, pronunciation, stress, and intonation until they feel fluent enough to record their voices by tapping the green microphone button as shown in Figure 2 below. Following the dubbing of each sentence, comparisons can then be made, and users can self-correct, as necessary. This is Step 1.

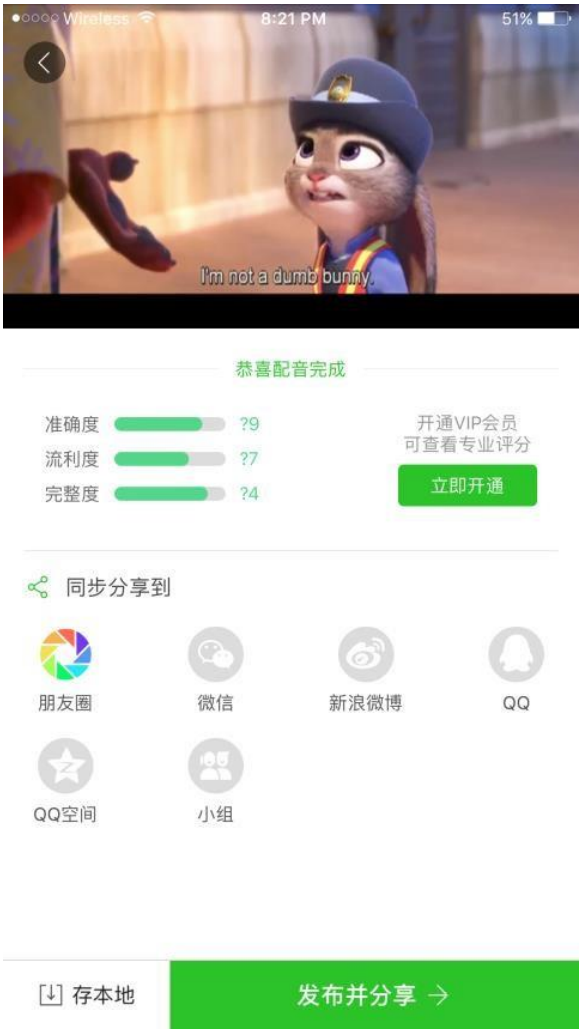

Figure 2. Step 1 screen shot – dubbing previewing sentence by sentence.

Step 2 is to finish dubbing the rest of the sentences. When all sentences are dubbed, which is Step 3, the system automatically generates a finished version with the learner's dubbing, while preserving original images and soundtracks of selected scenes. Users can preview the video and receive a preliminary score. The application system computes a

score concerning users' accuracy, fluency, and completeness of dubbing, as shown in Figure 3 below.

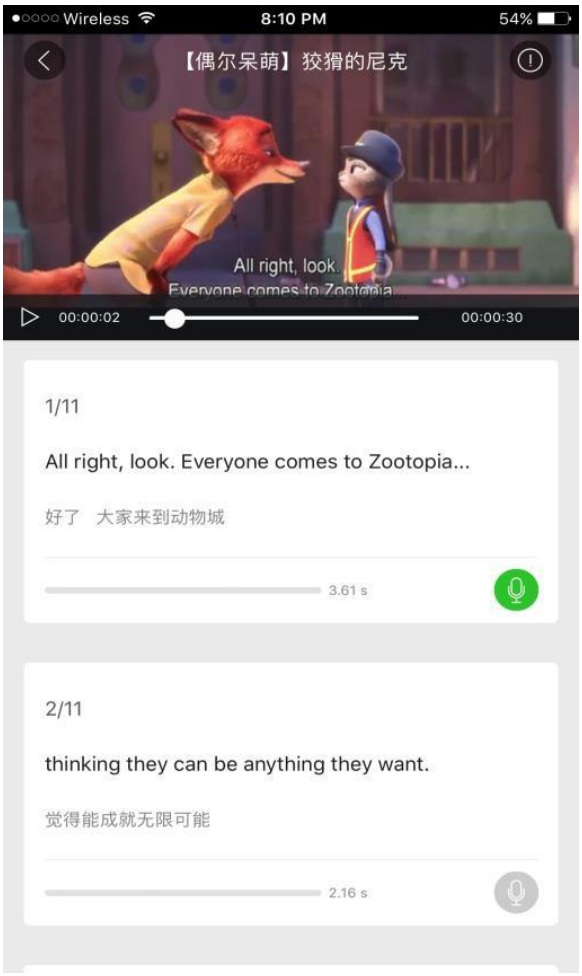

Figure 3. Step 3 screen shot – the finished video dubbed.

If users wish to receive even richer evaluations, they can apply for a VIP membership. There are additional costs based on membership length selected, but participants only used the free version in this study. Important to note here is that users

can either save their videos to local files or upload and share them with family and friends via popular social network applications such as WeChat, QQ, or Microblog. Also, users can share and communicate with other users via the app's social network platform. They can, for example, form discussion groups, conduct collaborative group dubbing practices, and exchange ideas on how to make improvements on future dubbings. Moreover, ranking lists featuring the trendiest dubbing videos, videos with the highest scores, and best performers of dubbing videos, respectively, including built-in access links to all videos, are also available for individual perusal.

For teachers teaching English as a foreign or second language, the English Fun Dubbing app provides a novel way to facilitate language learners' motivation while concomitantly enhancing their linguistic and cultural competence. Teachers can also offer corrective feedback to students as necessary. Importantly, they can provide further instruction on specific syntactic and lexical structures and clarify, where needed, the cultural backgrounds of select video clips. Either teachers or students can organize collaborative dubbing groups, through which group members can have discussions with each other and give comments on the other person's work. "Master's Shows", more specifically, ranking lists of the best performances of participants coming from the whole country, living in the same city and studying at the same university, are presented on a daily basis in order to inspire students' spirit of competition and attract them to participate in English dubbing activities.

The content for English Fun Dubbing was carefully chosen so that it contains words that Chinese students tend to make stress errors, but the degree of vocabulary

difficulty does not exceed the level of a typical high school student according to the curriculum. The text information (transcript) was added to the video as subtitles. Participants can play the video clip and mimic the original native speech at their own pace before dubbing their own voice. During the dubbing practice, the subtitled video with no soundtrack is presented to the learners.

2. Textbook

New Concept English II is a popular English language textbook teaching the British rules of English with an edition explicitly prepared for the Chinese market in 1997. New Concept English II includes 96 lessons and focuses on students' practice and progress. Both groups used the same textbook in the study, but the Dubbing Group used the electronic version from English Fun Dubbing.

3. Target words

Eighty-four target words, including concrete and abstract words, were selected for this study, including 31 nouns, 29 verbs, 12 adjectives, 9 adverbs, 1 conjunction, 1 preposition, and 1 quantifier to ensure the diversity of the vocabulary. The words were chosen from Unit 1 to Unit 2 (Lesson 20 to Lesson 33) of *New Concept English II.*

4. Background questionnaire

Each participant completed a demographic survey, which asked their age, the length of time spent learning English, their English proficiency level, and the most challenging part of learning about English (Appendix A).

5. Questionnaire

There were ten questions about the attractiveness and usefulness of English Fun Dubbing and the attitudes of participants toward the dubbing software in Chinese EFL classrooms for vocabulary acquisition. (Appendix E). The questionnaire was based on a 5-point Likert-type scale from 1 to 5, with 1 being very unlikely and 5 being very likely.

Assessment Measure

This study used a pre-, post-, and delayed post-test design. The Vocabulary Knowledge Scale (VKS), adapted from Wesche and Paribakht (1996), was employed to measure the vocabulary acquisition of students. This scale is designed to demonstrate the levels of learner vocabulary knowledge ranging from unfamiliarity through recognition and some idea of the meaning, to the capacity to use the words in a sentence. The 5-point scale below was given in the VKS provided to the participants:

1. I don't remember having seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before, and I think it means (synonym or translation).
4. I know this word. It means … (synonym or translation).
5. I can use this word in a sentence: (write a sentence).

The researcher scored participants' answers based on the level they chose for each word on the Vocabulary Knowledge Scale. However, the researcher had to check the accuracy of participants' answers and to mark each choice at the level selected to determine if the choice was correct. If the response was incorrect, then the participant's choice was dropped one level. For example, if a participant chooses Level III for a word,

his/her answer was marked as Level III if his/her response was accurate. If not, then the researcher marked his/her answer as Level II.

Training Program

A training program was held for the participants in the Dubbing Group in order to assist them in the employment of the English Fun Dubbing app by smartphone. A qualified teacher conducted the training program for the experimental group. The training program was conducted in the first two weeks over five sessions. The participants in the Dubbing Group took three sessions on Monday, Wednesday, and Friday of the first week, and took another two sessions on Tuesday and Thursday of the second week. The training sessions were held in a multimedia classroom in the middle school attached to the University of Science and Technology of China 科大附中 (Ke Da Fu Zhong). Each session lasted an hour in their regular class. In these sessions, the participants received training on the features and applications of English Fun Dubbing.

Procedure

The study took place in a multimedia classroom as a regular English class, and the participants were assigned to an experimental group and a control group. The control group took a regular class without using English Fun Dubbing, while the experimental group took a lesson using English Fun Dubbing. The control group learned the same content as the experimental group, but the control group used traditional instruction to learn the target words. The procedure of traditional instruction included pronouncing the vocabulary with the instructor, making sentences with the target words, analyzing the usage of target words, and giving the students dictation of the target words.

A multimedia class with English Fun Dubbing was assigned to all the participants in the experimental group, while students in the control group did not have opportunity to use English Fun Dubbing in their class. One week before the study, the researcher trained one EFL teacher on the purposes and ethical conduct of research as well as the research and instructional protocols for both the control group and experimental group. The teachers of both groups conducted their instruction (dubbing or traditional) during their own class session on the same day. All the participants were familiar with English Fun Dubbing before the experiment, so they were not given warm-up exercises.

The study covered two units of approximately 8 weeks total, with each unit lasting approximately two weeks. During the first week, the participants were asked to complete a demographic survey (Appendix A) about themselves, and then they were assigned to take a vocabulary knowledge pre-test (Appendix B) measured by VKS with 84 target words (nouns, adjectives, verbs, and adverbs) chosen from Lesson 20 to Lesson 33 of *New Concept English II*.

Two days after the pre-test, the same teacher continued with the regular teaching routine for the control group, but the teacher of the experimental group used English Fun Dubbing in her class. Because of the extensive amount of material to be covered for each lesson, the teacher dedicated four days a week for 40 minutes each day to the use of English Fun Dubbing as a vocabulary review to those in the experimental group. This gave students two hours a week on the English Fun Dubbing and approximately eight hours per unit. In the Dubbing Group, the teacher asked the students to open the English Fun Dubbing app on either their personal smartphone or classroom mobile devices, such as

iPads, and search the title of the dialogue clip, which was the same as the title of each lesson in the textbook.

The students had to dub all sentences of each lesson at one time. They also could record their own voice as many times as they wanted. After finishing the dubbing, participants reviewed all the sentences and re-recorded any sentence with which they were not satisfied. Once all the sentences were checked, participants could click "compose my recording" and could have a complete dubbing performance. After finishing the dubbing, participants showed the dubbing performance to the class. Then, as group work, students created their own dialogue with a muted video using target words. For each class session, participants spent 25 minutes on individual listening and dubbing and 15 minutes on small group dialogue.

Post-tests were given after each unit was completed. A unit lasted two weeks, and a total of two units were completed for the study. The same assessment that was used as the pre-test was conducted again for the post-test exam (Appendix C). After three weeks, the delayed post-test (Appendix D) was administered to participants during class time.

The data were gathered from the pre-test, post-test, and delayed post-test, and the scores were used to determine if the use of English Fun Dubbing was effective in the areas of vocabulary recognition and vocabulary production. After the delayed post-test, the participants were assigned to complete the survey about using English Fun Dubbing (Appendix E). The qualitative component was implemented through a survey conducted at the end of the experiment to get feedback on the likes, dislikes, opinions, and behaviors of students while using English Fun Dubbing. This procedure helped gauge the students'

positive or negative motivation while using English Fun Dubbing and provided a more in-depth understanding of the issues under examination.

Data Collection and Analysis

Data were collected from the demographic survey, pre-test, post-test, delayed post-test, and questionnaire. The researcher used various methods of collection to ensure the reliability of the data. The researcher triangulated the quantitative and qualitative data to examine the research questions (Leedy & Ormrod, 2013).

The quantitative data included the scores of each students' pre and post-test in both the experimental and the control groups. The student surveys and questionnaires provided both quantitative data (e.g., percent who responded "like") as well as qualitative data from open-ended responses, which were read and analyzed for similarities and differences that could lead to a common theme. These were examined alongside the students' pre-test and post-test scores for any connections with the student's engagement and achievement scores.

The observations were independent, and the Shapiro-Wilk test was used to check the normality of the distribution. The effect size calculations were based on the z-score and chi-square from the Wilcoxon signed-rank test and the Kruskal-Wallis test. The formulas are shown below (Field, 2013; Pallant, 2017).

Kruskal-Wallis test: $r^2 = \frac{z}{\sqrt{N}}$

Wilcoxon signed-rank test: $w^2 = \frac{x^2}{\sqrt{N}}$

Study Two: Writing

Participants

One group was recruited for this study. The Dubbing class had 47 second-year junior high school students. Table 3 summarizes the demographic information of the participants. Their English proficiency level was intermediate, and the average age was 12 years. By the time of the data collection, they had received three years of formal English education.

Table 3 Demographic Information of Participants

Group	N	Male	Female	Average Age (Years)
Dubbing	47	20	27	12.82

Materials

The instruments and materials used in the current study were as follows:

1. Dubbing software

The dubbing task utilized English Fun Dubbing. In this app, students could dub a 30-90 second film clip. The app provides students with both Chinese and English subtitles to help them to dub. After finishing the dubbing, the students could review all the sentences and re-record them if they were not satisfied with the result. Once all the sentences were checked, students clicked “compose my recording,” which issues a complete dubbing performance for individual or group work.

2. Writing materials

English Fun Dubbing provided four videos related to the writing topic for the participants (Hillary Clinton's speech about wildlife conservation, Youtube video of a slow loris, animal world, and garbage classification).

3. Writing task

Students wrote a three-paragraph essay about animal protection. The first paragraph was about animal survival status, the second paragraph was related to the reasons why we need to protect animals, and the third paragraph was about how to protect animals.

4. Background questionnaire

A demographic survey was assigned to each participant. They were asked their age, the length of English study, their English proficiency level, and the most challenging part about learning English (Appendix A).

5. Questionnaire

There were ten questions about the attractiveness and usefulness of English Fun Dubbing, participants' attitudes toward the dubbing software in Chinese EFL classrooms for vocabulary acquisition. (Appendix H). The questionnaire was based on a 5-point Likert-type scale from 1 to 5, with 1 being very unlikely and 5 being very likely.

Assessment Measure

Two series of writings were collected, pre-writings (Appendix F) and post-writings (Appendix G) that were rated by IELTS writing criteria (www.examenglish.com/ IELTS/IELTS_Writing_MarkSchemes.htm). The assignments were scored from one to

nine, which is the grading standard for IELTS. Moreover, two people rated the writings, the researcher and another colleague, to reduce bias. The researcher was trained in the grading system for five sessions by an expert in China, and the other rater was the teacher who taught IELTS and was familiar with the grading system of IELTS exams. The final score was an average of the two coders' scores.

Training Program

A training program was held for the participants in the Dubbing Group in order to assist them in the employment of the English Fun Dubbing app by smartphone. A qualified teacher conducted the training program for the experimental group. The training program was conducted in the first two weeks over five sessions. The participants in the Dubbing Group took three sessions on Monday, Wednesday, and Friday of the first week and took another two sessions on Tuesday and Thursday of the second week. The training session was held in a multimedia classroom in the middle school attached to the University of Science and Technology of China (KDFZ). Each session took an hour in their regular class. In these sessions, the participants received training on the English Fun Dubbing features and applications.

Procedure

The study took place in a multimedia classroom as part of a regular English class. It lasted for two weeks.

On the first day, all participants first completed a demographic survey (Appendix A) about their English learning experience. After that, one writing topic was assigned to the participants, and they were asked to write about the topic for three paragraphs and

write the essay by hand on a paper. In other words, they needed to write about the topic of animal protection based on their own background knowledge before the related videos from English Fun Dubbing were played for them. Pre-writings were collected before the participants were asked to watch each of the audiovisual materials.

After one week, the first video from English Fun Dubbing, called "Hillary's speech about wildlife conservation," was played for the participants. Its length was five minutes. The process was repeated for the other three videos within two weeks. Having finished watching and dubbing the four videos, students started writing about the topic again immediately. After the post-writing, the participants were assigned to complete a questionnaire about using dubbing software for the writing task (Appendix H).

Data Collection and Analysis

The researcher used various methods of collection to ensure the reliability of the data. The researcher triangulated the qualitative and quantitative data to seek answers for the research questions (Leedy & Ormrod, 2013). The data collected were searched for commonalities between all sources. The quantitative data included the scores of each student's pre- and post-test in the experimental group. Five paired-sample t-tests were calculated and tabled to show the differences in score between the pre-test and post-test. The results indicated the effects of using English Fun Dubbing on students' writing skills. As Brown (2005) suggested, two types of reliability, i.e., inter-rater and intra-rater reliability, are necessary for language testing situations when raters make judgments and give scores on the language produced by the participants.

The study surveys, as well as the field and observation notes, were collected and read and analyzed for similarities and differences that could lead to a common theme. These were examined alongside the students' pre-test and post-test scores for any connections with the students' engagement and achievement scores.

CHAPTER IV: RESULTS

Study One: Vocabulary Results

The present study investigated the effect of different types of English instruction on Chinese learners' vocabulary development. Table 4 presents the descriptive statistics of each group. Each student's total vocabulary score was calculated by averaging their points earned on each of the 84 items. As Table 4 shows, the mean of the dubbing group was different from the mean of the traditional group on the vocabulary pre-test. In addition, the assumption of normality was violated, so a non-parametric test should be utilized. Therefore, the Kruskal-Wallis H test was employed to see whether a statistically significant difference existed between the two groups' pre-test scores. The result demonstrated a statistically significant difference between the two groups [$x^2(1)=16.39$, $p< .001$]. Thus, instead of directly comparing the post-test scores, the progress of learners in the two conditions was compared (i.e., the difference between their post-test and pre-test total scores). After deleting outliers, only 45 participants in the dubbing group and 45 participants in the control group remained.

Table 4 Descriptive Statistics of Each Group

		n	***M***	***SD***	***Sk***	***Ku***
Dubbing	Pre	47	4.09	0.62	-0.72	2.79
	Post	47	4.84	0.30	-2.20	7.33
	Delay	47	4.80	0.13	-2.48	9.01
Traditional	Pre	49	4.38	0.62	-1.96	6.38
	Post	49	4.53	0.43	-2.11	8.56
	Delay	49	4.40	0.96	-2.44	10.02

The first research question addressed the effectiveness of using a dubbing task on Chinese students' English vocabulary development. The results from the Friedman test showed that significant differences existed among pre-test, post-test, and the delayed post-test scores in both the Dubbing Group and the Traditional Group [$x^2(1)=167.52$, $p<.05$, $x^2(1)=189.38$, $p<.01$, respectively]. This supported Hypothesis 1, which posited that the use of the English Fun Dubbing app in a Chinese EFL class would have a positive and significant impact on students' knowledge of English vocabulary.

Table 5 Friedman Test Results in Both Conditions

	N	***Friedman***	***Kendall***	***p-value***
Treatment	45	189.38	0.71	0.00
Control	45	167.52	0.63	0.03

The Wilcoxon signed-rank test was then carried out for the follow-up comparisons. As shown in Table 4, a significant difference between the pre-test and the post-test vocabulary scores ($Z=-5.76$, $p< .001$, $r^2=0.37$) was found in the Dubbing Group, indicating that there was great progress in vocabulary from pre-test to the post-test. The obtained effect size expressed by r^2 was 0.37, which was quite large. No statistically significant differences between the delayed test and the post-test in the Dubbing group suggested that the effects were maintained after two weeks.

Concerning the Traditional Group, a statistically significant difference existed between the pre-test and the post-test scores ($Z=-4.10$, $p< .001$, $r^2=0.18$), indicating that the learners had great improvement. The observed effect was medium in size. However, no statistically significant differences between the delayed post-test and the post-test were found in the Traditional Group, suggesting no long-term effect after two weeks.

Table 6 Wilcoxon Signed-rank Test Results in Both Conditions

		N	Z	p-value
Dubbing	Post - Pre	45	-5.76	0.00
	Delayed - Post	45	-0.04	0.97
Traditional	Post - Pre	45	-4.10	0.00
	Delayed - Post	45	-2.24	0.03

The third research question investigated the different effects of the two instruction types. The non-parametric test Kruskal-Wallis H test results showed a significant difference between the two groups' vocabulary improvement [$x^2(1)=18.29$, $p<0.001$, $w^2=0.21$], indicating that the Dubbing Group had more progress from the pre-test to the post-test than the Traditional Group. Thus, hypothesis 3, which posited that differences would exist in the vocabulary development of the dubbing group and the traditional group, was supported.

The results of the questionnaire for the participants were analyzed. As mentioned before, the questionnaire contained four closed-ended and six open-ended questions. All closed-ended questions followed the same organizational pattern, in which the students had to evaluate their attitudes and perceptions of using dubbing tasks in the EFL classroom

by choosing a point from 0 to 5, with 0 being the lowest. Figures 4, 5, 6, and 7 show the results obtained from the students and the exact closed-ended questions that were asked, which are provided in the titles of the figures.

As Figure 4 shows, 74% of the participants thought using dubbing software was effective. Fifty percent of the students stated that using dubbing software was creative and improved their pronunciation and speaking skills. Twenty percent of the students also said that the pictures of the dubbing software helped them memorize the vocabulary and promoted their vocabulary learning efficiency. Only 2% of the students said that using dubbing software was a waste of time and had technological problems.

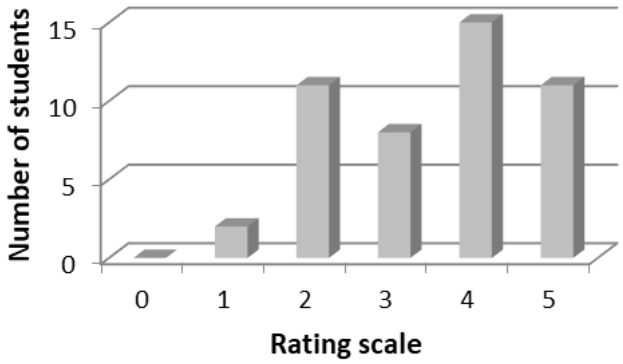

Figure 4. Respondents' answer to the question 1: "Rate your own use of dubbing software from highly ineffective to highly effective".

As Figure 5 shows, more than half of the participants claimed that using dubbing software was fun. Students said that using dubbing software was understandable and authentic. They also mentioned that the videos of the dubbing software helped them to

memorize the vocabulary and improve their classroom interaction. Eighty-five percent of the students claimed that using dubbing software made them relax so that it improved their speaking skills and vocabulary learning efficiency.

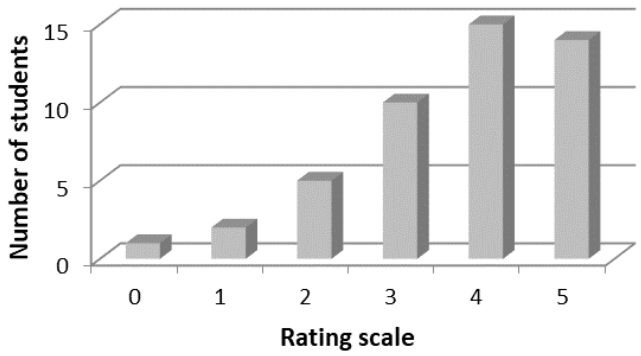

Figure 5. Respondents' answer to the question 2: "Rate your own use of dubbing software from very boring to very fun".

As Figure 6 shows, 96% of the participants believed that the dubbing software was very easy to use. They said that dubbing software was convenient to use and understandable and that the dubbing software was efficient and could help them imitate the pronunciation. Sixty-five percent of the students said that the content of the video was the same as the article, so there was not any extended content.

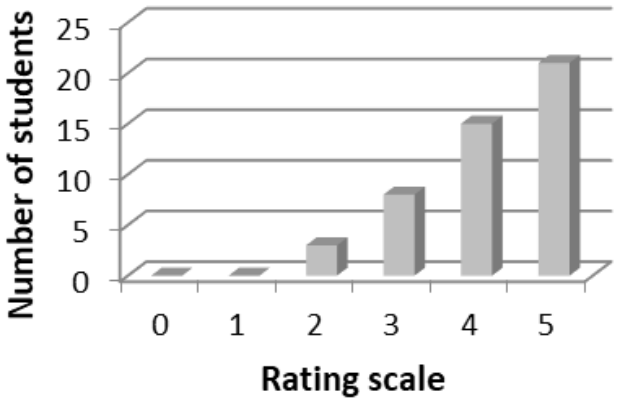

Figure 6. Respondents' answer to question 3: "Rate your own use of dubbing software from very difficult to very easy to use".

As Figure 7 shows, more than half of the students were likely to use dubbing software in the future. Seventy-nine percent of the students stated that using dubbing software was interesting and improved their speaking skills and vocabulary learning efficiency. Forty-five percent of the students mentioned that it helped them memorize the vocabulary and correct their pronunciation. However, 21% of the students said that using dubbing software was a waste of time.

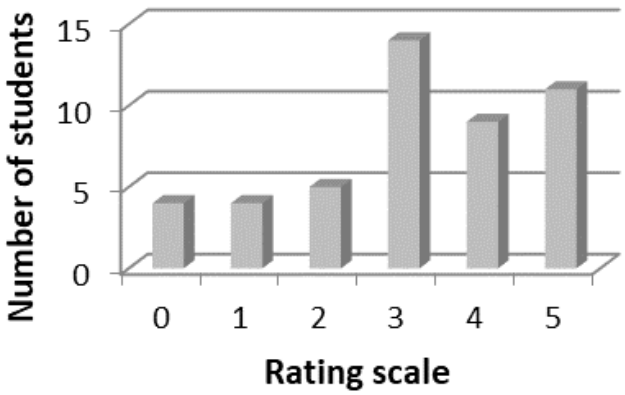

Figure 7. Respondents' answer to the question 4: "In the future, how likely are you to use dubbing software for vocabulary study from very unlikely to very likely".

As Figure 8 shows, 68% of the participants preferred using traditional and dubbing tasks together for their vocabulary learning. Only 32% of participants preferred learning vocabulary by using traditional instruction only. It is possible to conclude that students highly evaluated dubbing tasks and most students held positive attitudes toward using dubbing software in class.

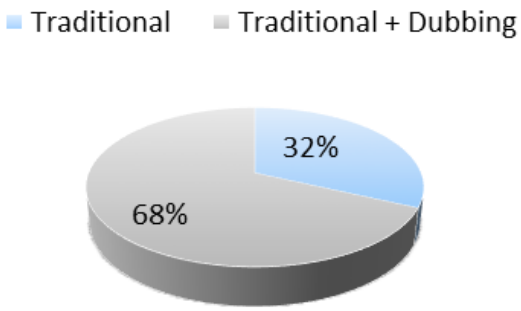

Figure 8. Percentage of participants' preferred method for vocabulary learning.

Study Two: Writing Results

According to IELTS writing assessment criteria, examiners must use detailed performance descriptors when marking IELTS and review a test taker's writing ability in task achievement, coherence and cohesion, lexical resource and grammatical range and accuracy. The score of each descriptor ranged from 0 to 9. The study used the IELTS writing rubric (Appendix I) of these four descriptors, and the assessment of the writing of the participants was based on this rubric.

Research question four addressed the differences in pre- and post-tests for the writing skills of participants after using English Fun Dubbing. The writing test score was numerical, and the observations were dependent (each measurement is separate) and paired because the study had a pre-test and post-test design. The observation difference should be normally distributed. The variable difference was generated, and the normality of this variable was examined using a histogram. The following graphs (Figure 9 to Figure 13) show that the distribution was normal.

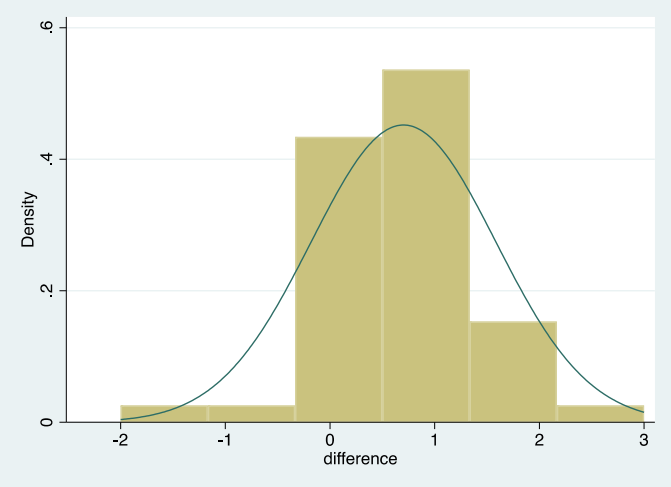

Figure 9. Normal distribution of task achievement score.

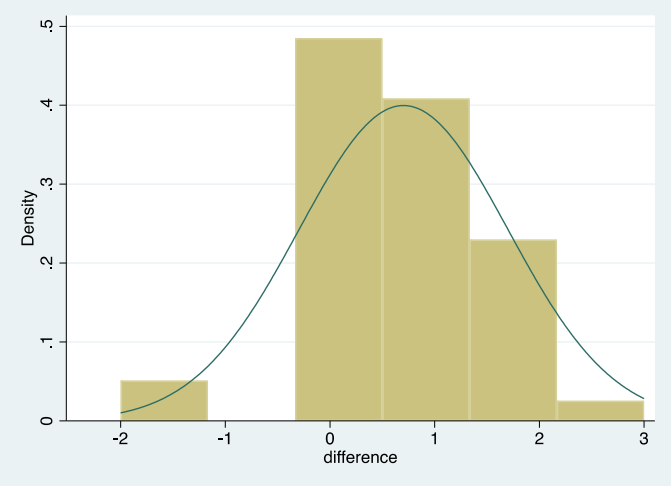

Figure 10. Normal distribution of coherence score.

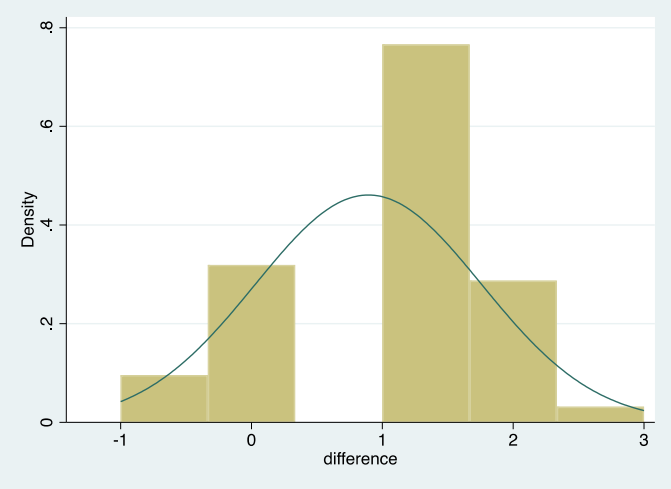

Figure 11. Normal distribution of lexical resource score.

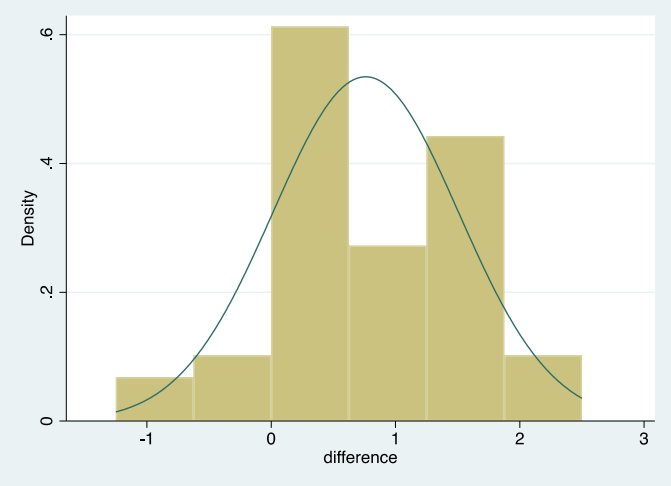

Figure 12. Normal distribution of grammatical range and accuracy.

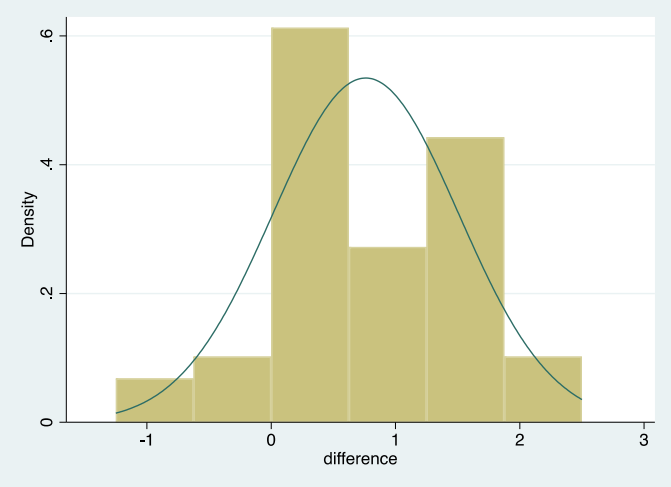

Figure 13. Normal distribution banding writing score.

As for the task achievement, the mean writing score and standard deviation (SD) before using English Fun Dubbing was 6.21 (0.83), and the mean writing score and SD after the intervention was 7.17 (0.73). The mean writing score difference was 0.96 (SD=0.88), with 95% C.I. (0.44-0.96), and the p-value was less than 0.001. Thus, hypothesis 4a, which posited that the use of the English Fun Dubbing app in a Chinese EFL class would have a significant and positive impact on the writing skills of users, was supported.

Table 7 Task Achievement Score Before and After Intervention among Students (n = 47)

Variables	Pre-test score mean (SD)	Post-test score mean (SD)	Mean score difference (95% CI)	t-statistic (df)	p-value
Task achievement	6.21 (0.83)	7.17 (0.73)	0.96(.44-0.96)	5.45 (46)	< 0.001

As shown in Table 7, the null hypothesis was rejected because the p-value was significant (<0.05), and 95% CI does not cross "0". So, the alternative hypothesis (H4a), which stated that a difference would exist before and after using the English Fun Dubbing for writing tasks, was accepted. The mean task achievement score after using English Fun Dubbing was higher than before by 0.96 points and was statistically significant (p-value < 0.001, 95% CI= (0.44-0.96)).

As for the coherence and cohesion, the mean writing score before using the English Fun Dubbing was 5.83 (SD=0.79), and the mean writing score after the intervention was 6.62 SD=(0.77). The mean writing score difference was 0.79 (SD=1.00) with 95% C.I. (0.41-1.00) and a p-value of less than 0.001.

Table 8 Coherence and Cohesion Scores Before and After Intervention among Students (n = 47)

Variables	Pre-test score mean (SD)	Post-test score mean (SD)	Mean score difference (95% CI)	t-statistic (df)	p-value
Coherence and cohesion	5.83 (0.79)	6.62 (0.77)	0.79 (.41-1.00)	4.82 (46)	< 0.001

As shown in Table 8, the null hypothesis was rejected because the p-value was significant (<0.05) and 95% CI does not cross "0;" so, the alternative hypothesis (H4b), which stated that a difference would exist between the mean coherence and cohesion score difference between before and after using the English Fun Dubbing into writing task, was accepted. The mean coherence and cohesion score after using the English Fun Dubbing

was higher than before by 0.79 points and was statistically significant (p-value < 0.001, 95% CI=(0.41-1.00)).

As for the lexical resource, the mean writing score before using the English Fun Dubbing was 6.11 (SD=0.70), and the mean writing score after the intervention was 6.66 (SD=0.70). The mean writing score difference was 0.55 (SD=0.87), with 95% C.I. (0.64-1.15) and a p-value of less than 0.001.

Table 9 Lexical Resource Score Before and After Intervention among Students (n = 47)

Variables	Pre-test score mean (SD)	Post-test score mean (SD)	Mean score difference (95% CI)	t-statistic (df)	p-value
Lexical resource	6.11 (0.70)	6.66 (0.70)	0.55 (.64-1.15)	7.08 (46)	< 0.001

As shown in Table 9, the null hypothesis was rejected because the p-value was significant (<0.05) and 95% CI does not cross "0." So, the alternative hypothesis (H4c), which stated that a difference in the mean lexical resource score would exist before and after using the English Fun Dubbing writing task, was accepted. The mean lexical resource score after using the English Fun Dubbing was higher than before by 0.55, and was statistically significant (p-value < 0.001, 95% CI=(0.64-1.15)).

As for the grammatical range and accuracy, the mean writing score before using the English Fun Dubbing app was 6.04 (SD=0.88), and the mean writing score after the intervention was 6.72 (SD=0.80). Mean writing score difference was 0.68 (SD=0.79) with 95% C.I. (0.51-0.98) and a p-value of less than 0.001.

Table 10 Grammatical Range and Accuracy Score Before and After the Intervention among 47 Students

Variables	Pre-test score mean (SD)	Post-test score mean (SD)	Mean score difference (95% CI)	t-statistic (df)	p-value
Grammatical range and accuracy	6.04 (0.88)	6.72 (0.80)	0.68 (.51-.98)	6.44 (46)	< 0.001

As shown in Table 10, the null hypothesis was rejected because the P-value was significant (<0.05) and 95% CI does not cross "0." The alternative hypothesis (H4d) was accepted. It posited that a difference would occur in the mean grammatical range and accuracy score between before and after using the English Fun Dubbing writing task. The mean grammatical and accuracy score of after using the English Fun Dubbing was higher than before by 0.68 points and was statistically significant (p-value<0.001, 95% CI=(0.51-0.98)).

As for the band writing score, the mean writing score before using the English Fun Dubbing was 5.96 (SD=0.92), and the mean writing score after the intervention was 6.71 (SD=0.96). The mean writing score difference was 0.76 (SD=0.75), with 95% C.I. (0.54-0.98), and the p-value was less than 0.001.

Table 11 Band Writing Score Before and After the Intervention among 47 Students

Variables	Pre-test score mean (SD)	Post-test score mean (SD)	Mean score difference (95% CI)	t-statistic (df)	p-value
Band writing	5.96 (0.92)	6.71 (0.96)	0.76 (.54-.98)	6.99 (46)	< 0.001

As shown in Table 11, the null hypothesis was rejected because the p-value was significant (<0.05) and 95% CI does not cross "0." So, the alternative hypothesis (H4e), which stated that a difference in the mean band writing score difference would exist before and after using the English Fun Dubbing writing task, was accepted. The mean band score of after using the English Fun Dubbing was higher than before by 0.76 points and was statistically significant (p-value<0.001, 95% CI=(0.54-0.98)).

The results of the questionnaire for the participants were compiled and analyzed. As mentioned before, the questionnaire contained four closed-ended and six open-ended questions. All closed-ended questions followed the same organization pattern, in which the students had to evaluate their attitudes and perceptions of using dubbing tasks in the EFL classroom by choosing a point from 0 to 5, with 0 being the lowest.

Figures 14, 15, 16, and 17 show the results obtained from the students and the exact closed-ended questions that were asked, which are provided in the titles.

Most participants thought that using dubbing software was effective. More than half of the participants claimed that using dubbing software was fun. Most participants believed that the dubbing software was very easy to use. More than half of the students were likely to use dubbing software in the future. Sixty-eight percent of the participants

preferred using traditional and dubbing tasks together for their vocabulary learning; only 32% of the participants preferred learning vocabulary by using traditional instruction only.

As Figure 14 shows, 96% of the participants thought using English Fun Dubbing was effective. They stated that using English Fun Dubbing helped them mainly improve their spoken English and listening skills. It also helped them expand their vocabulary, which is practical and helpful. Additionally, 40% of students shared that using English Fun Dubbing provided them with writing material and improved their pronunciation and reading comprehension, which is very useful in their writing process. However, three students did not think English Fun Dubbing was effective. They mentioned that they did not have time to use this app, which did not help them much. One student emphasized that using English Fun Dubbing was difficult and boring.

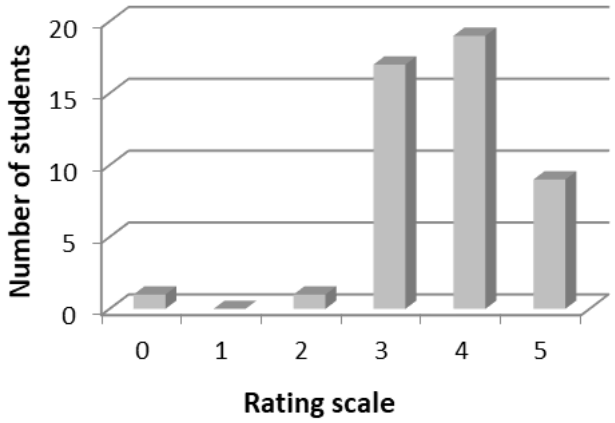

Figure 14. Respondents' answers to question 1: "Rate your own use of dubbing software from highly ineffective to highly effective".

As Figure 15 shows, 96% of the participants said that using English Fun Dubbing in their writing task was fun. They stated that both video and visual images were vivid and interesting, which improved their learning motivation. They also emphasized that listening to the native-speakers' pronunciation and following it to repeat the sentence helped them improve their pronunciation and remember new vocabulary. They stated that the content from English Fun Dubbing was very interesting and helped them become familiar with the content. One student claimed that English Fun Dubbing provided videos based on their learning level, gave grades immediately, and improved interaction between students and their peers.

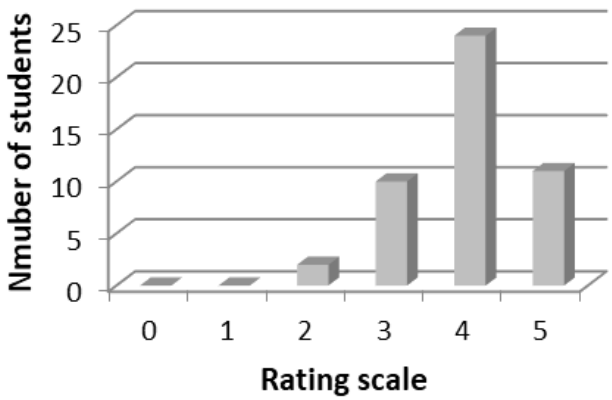

Figure 15. Respondents' answers to question 2: "Rate your own use of dubbing software from very boring to very fun".

As Figure 16 shows, 68% of the participants believed that English Fun Dubbing was easy or very easy to use because they can listen to the video several times. They stated that the content is easy to understand, and they can choose the video level according to

their English learning level, which is good for middle school students. However, 32% of the students claimed that some vocabulary in the video was difficult to understand, and the pronunciation speed was so fast that they could not follow. Two students emphasized that English Fun Dubbing was not easy for low-level students.

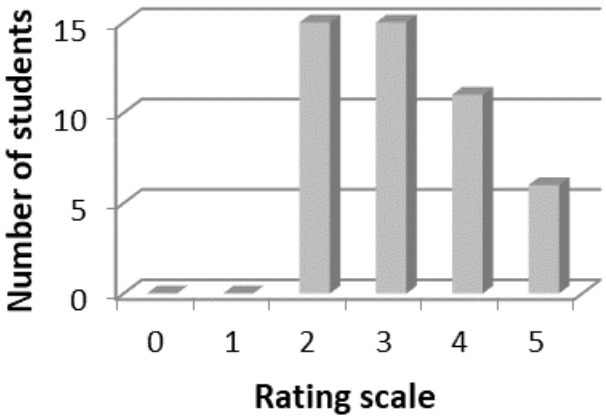

Figure 16. Respondents' answers to question 3: "Rate your own use of dubbing software from very difficult to very easy to use".

As Figure 17 shows, 94% of the students were likely to use English Fun Dubbing in their writing process in the future. They mentioned that using English Fun Dubbing in writing tasks helped them improve their vocabulary, grammar, sentence structure, and even critical thinking skills. Using English Fun Dubbing could also improve the inflexibility in the use of sentence patterns and advanced syntax.

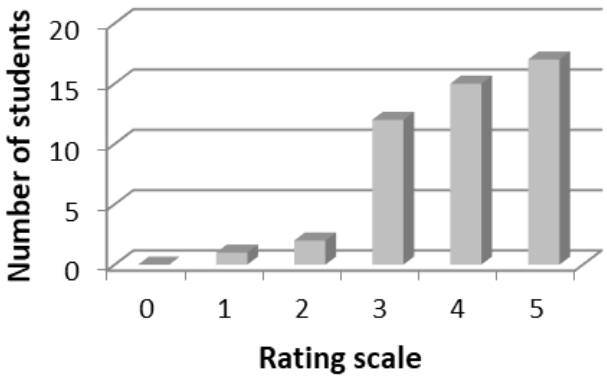

Figure 17. Respondents' answers to question 4: "In the future, how likely are you to use dubbing software for writing skill from very unlikely to very likely".

As Figure 18 shows, 87% of the participants preferred using traditional instruction and English Fun Dubbing together for their writing task; only 13% of the participants preferred improving their writing skills by using traditional instruction only. The results of the hypothesis testing are shown in Table 12.

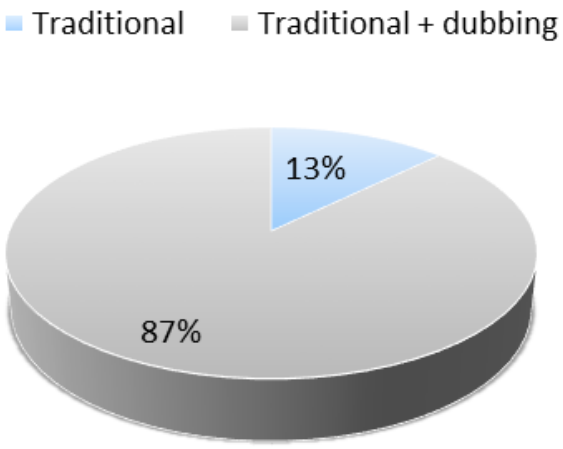

Figure 18. Percentage of participants' preferred method for writing.

Table 12 Results of hypothesis testing

Number	Hypothesis	Supported/ Not Supported
H1	The use of the English Fun Dubbing app in a Chinese EFL class will have a positive and significant impact on their knowledge of English vocabulary.	Supported
H2	H2: The use of the English Fund Dubbing app will have intermediate and long-term effects on the Dubbing Groups.	Supported
H3	H3: Differences will exist in the vocabulary development of the Dubbing Group and the Traditional Group.	Supported
H4	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the writing skills of users.	Supported
H4a	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the mean writing scores.	Supported
H4b	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the mean writing scores.	Supported
H4c	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the lexical resource score.	Supported
H4d	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the grammatical range and accuracy scores.	Supported
H4e	The use of the English Fun Dubbing app in a Chinese EFL class will have a significant and positive impact on the band writing scores.	Supported

CHAPTER V: DISCUSSION

The findings of this study clearly indicate that, after using the English Dubbing app, the learners had better vocabulary achievement, and better coherence and cohesion in their writing skills. Their grammatical range and accuracy significantly improved, compared to employing traditional approaches in English writing, which is indicated by the pre-test conducted before introducing the English Dubbing app. In addition, the role played by the teacher in ensuring learners attain better English learning outcomes was also simplified in comparison to the traditional classroom. These findings confirm Burston's statement (2013) that using video dubbing in English learning improves a learner's linguistic capabilities, including writing, reading, speaking, and listening. They also confirm his claim that video dubbing not only boosts vocabulary acquisition, but it also improves the range and variety of grammar used by the learners.

Vocabulary

The results of the study revealed that the dubbing task had a significant effect on Chinese EFL learners' vocabulary learning. These findings seem to be in line with Danan (2010), who investigated dubbing projects in which students translated and used editing software to dub short American film and TV clips into their target language. His findings indicated that dubbing into the target language involved students in high-level language production tasks, and that these tasks enhanced vocabulary acquisition. These findings are also in agreement with Burston (2013), who investigated the effects of dubbing muted video clips on language production. The findings of the two studies support the contention

that dubbing muted video clips offer an excellent opportunity for foreign language learners to develop their skills in different linguistic domains, such as vocabulary.

The present study is the first study to examine the immediate and longer-term effects of using mobile assisted language learning in EFL classrooms on Chinese learners' vocabulary development. As could be expected, all participants increased their vocabulary immediately after the treatment. However, even after two weeks, the students in the dubbing group retained the improvement. In addition, the present study addressed the potentially different effects of the two types of instruction on vocabulary acquisition. The results of the study revealed that both groups improved significantly from the pretest to the posttest; however, the Dubbing Group had significantly more gains than the Traditional Group. After two weeks, the effects were maintained only in the Dubbing Group, while no significant long-term impact was found in the Traditional Group. In other words, employing dubbing tasks in English teaching appears to be more effective in the long run than traditional methods. The dubbing app helped students learn and maintain vocabulary better than those using traditional methods.

The current study's findings confirm and extend findings from previous studies of mobile assisted language learning. These findings concur with Basal et al. (2016), who found that WhatsApp-based activities were more effective in improving the idiomatic knowledge of students than traditional activities in a Turkish undergraduate classroom. Furthermore, the current findings are also consistent with Wu (2015), who reported that Chinese undergraduate students using smartphones with the Word Learning-CET6 app showed significantly greater improvement on a vocabulary knowledge test than did the

control group. In addition, the current study supports the findings of Kurt and Bensen (2017), who demonstrated that Turkish freshmen who used Vine vocabulary videos (VVVs) on their smartphones also scored higher on a vocabulary knowledge test than those who had not used VVVs. The current study was the first to extend these findings of undergraduate students' success in using mobile assisted language learning to improve their vocabulary to younger students. Although the research is not yet plentiful in this area of the use of mobile assisted language learning in vocabulary acquisition, the consistently positive findings suggest that this is a promising area to study further, both for younger and adult students.

Writing

The present study also focused on determining the impact of the English Fun Dubbing app on the writing skills of the participants, and similar results were found as in vocabulary development. The mean scores of the learners in the post-tests improved significantly compared to before using the dubbing app. They achieved better overall scores. In addition, their improved writing skills were also evidenced in their sentence construction, as evidenced by their increased post-test mean scores in coherence and cohesion. They also showed that the dubbing app increased their range of grammar and improved their accuracy when doing their writing tasks. The current study's findings confirm Burston's (2005) that indicated that video dubbing can provide a rich source of activities in all language skill areas, including writing. These findings are also in agreement with Chen, Carger, and Smith (2017), who found young ELLs using an iPad and a digital writing app (Penultimate) developed more on their narrative writing skills.

The results also confirm the findings of Noriega (2016) that students using a mobile device with podcasts improved in personal recounts, interest and motivation when checking content.

Participants showed generally positive attitudes toward using dubbing software for vocabulary learning. For the closed-ended question, learners stated that using dubbing software was effective and fun for their vocabulary learning. They felt that it was very easy to use dubbing software for improving their vocabulary memorization and speaking skills. What's more, more than half of the participants stated that they were likely to use dubbing software for vocabulary learning in the future. In answering the open-ended questions in the questionnaire, students said that dubbing tasks improved their learning efficiency and pronunciation. They also claimed that using dubbing software was creative and understandable.

Finally, most participants preferred using both traditional instruction and dubbing software for vocabulary learning. These results indicate that participants in the present study generally had positive attitudes toward using dubbing software for vocabulary learning. As such, it would be possible to conclude that the implementation of a dubbing task in the foreign language classroom would be welcome by students and, therefore, could be a tool through which to practice vocabulary in the classroom in a modern, relevant, and fun manner. These findings seem to be in line with Huang (2016), who found that EFL students and teachers held positive perceptions of using a blog in a writing class, finding it engaging and motivating.

However, some learners were still negative about the idea of the English dubbing app. One possible reason may be lack of adequate support from the teacher. This issue can be solved by ensuring that the teachers are well trained to smoothly implement this mobile-assisted learning and remove the barriers that could hinder proactive and productive interactions. In addition, some learners adjust slowly to technological introductions into their everyday classrooms. The training and assessment period on using the dubbing app to foster the development of all the linguistic capabilities might be maximized by increasing the duration for training and familiarization so students will become more comfortable with employing the dubbing app into the learning experience.

Online materials have become popular and improved the efficiency of learning process. However, overload information may mislead students, specifically for students who did not have so many opportunities to use different mobile apps for their English language learning. Therefore, it is really important to choose an appropriate app for foreign language learners. English Fun Dubbing was selected from different learning apps, which is useful for students. Our current results indicated that English Fun Dubbing was helpful for Chinese students' English learning. First of all, English Fun Dubbing improved students' motivation in learning English. Interest is the key factor for intrinsic and internal motivation of language learning. Students will not show motivation to learn if they did not have interest. English Fun Dubbing provides students fun videos and vivid images can improve their motivation to dub the target language.

Due to the development of mobile technology, mobile device become more and more irreplaceable in the mobile society. In the current study, students not only learnt to

use English Fun Dubbing, they also learnt new vocabularies and essay writing by using the mobile app in the classroom. What's more, English Fun Dubbing provided an opportunity for students to authentic language learning contexts, which is important for improving students' English language learning. By dubbing the English native speakers' video clips and movies, students got higher achievement from the authentic English context based on students' attitudes towards using English Fun Dubbing. Moreover, English Fun Dubbing cultivated students' confidence in using English Fun Dubbing. English Fun Dubbing provides students an opportunity to practice their English with the peers at same level and they could practice as many times as they want. They can assess their own performances while comparing their dubbing work with the original soundtrack of the videos provided. After practicing again and again, student will satisfy with their dubbing performance and get higher score on their own self-assessment. This dubbing process can improve students' confidence in learning English. Finally, English Fun Dubbing was useful for customize individual student's learning.

The present study implies that the characteristic of using mobile apps like mainly based on convenience, self-assessment, flexibility, contextualization and self-regulation. Based on the survey results, most students were willing to use more mobile apps and online materials for their future language learning. In this society of mobile technologies, there will be more and more user-friendly and helpful mobile apps occurring in the coming days.

A few limitations should be acknowledged and addressed here. First and foremost, the participants in the two groups tended to have different starting points at the time of the

pretest, with the traditional group starting with a higher average score. According to the follow-up questionnaire after the study, almost all the students in the Traditional Group reported previewing the content while only two-thirds of the students in the Dubbing group previewed the content. This could be the most probable cause of the significant difference in the pretest. Consequently, it is plausible to expect the Dubbing Group to progress more than the Traditional Group, because the Dubbing Group had more room to improve. Therefore, it is hard to determine if the difference in the impacts of the two treatments was definitely due to the use of the dubbing app. Thus, future research should ensure the same starting point of all participants. Second, short time intervals among the tests could also be another influential factor in the study. As stated earlier, there was only a two-week interval between the pretest and the posttest of the writing study, and a three-week interval between the post-test and the delayed post-test of the vocabulary study. Third, the two different instructors assigned to the two groups may have shown different teaching styles in the two groups, which could also influence the results. Finally, having one condition per classroom becomes a confounding effect for the results. Therefore, the results should be interpreted with some caution due to the above limitations.

Technology in language learning

Teachers have developed different teaching aid tools. The preparation of these teaching aids has been made easier by the use of technology. According to the findings of the current study, technology use can help to develop language skills. The app used depictions of real objects in the form of cartoons, pictures and videos as the teaching aids. The dubbing application software is used to reduce the barriers which would exist between

the learner and the teacher. Using this study, the interaction hypothesis, that students who learn foreign language perform well when they negotiate the vocabulary, could be supported. English Fun Dubbing facilitated negotiating for meaning and noticing. In the current study, students negotiated for meaning by replaying the video when they need clarification, requesting the teacher to clarify a point, or obtaining feedback from peers or teachers. This makes it easier for the learner to acquire more knowledge of the language they are learning. Learners can also receive the feedback on the vocabulary that they did not understand, and they can use more time to process the input they received. Visual images from English Fun Dubbing also improved students' motivation during the writing assignments. The students could repeat the video on the English Fun Dubbing as many times as they want and re-record the dialogue clip with which they were not satisfied. During the process of vocabulary study, students listen to the recordings again in order to identify difference between what they hear and what they record of the text. When the target word does appear more frequently in the input, the likelihood that the target words were noticed is increased. Therefore, the treatment group got higher improvement than the control group in vocabulary acquisition. In this way the learning process does not end.

According to the teacher's anecdotal reports, students behaved actively when using English Fun Dubbing in the class. Students seemed to engage more than in the regular class and there was a high level of interaction in the small group on dubbing the dialogue. This, therefore, seems to be the path by which learners using the dubbing application software will retain and remember most of the vocabulary words learnt compared to a person who has acquired the skills using the traditional method. From the results of writing

study, English Fun Dubbing is a tool that can be utilized to improve Chinese students' motivation in English language learning because they could interact with different characters and same level peers during the dubbing process. English Fun Dubbing provides many chances for students to imitate and dub, so students will not fear to make mistakes and they want to try again and again until they got satisfied scores. With the necessity for individualized language learning process, (Yang, 2012), the interaction hypothesis offers perspectives on personalization by designing the instruction for language acquisition around interactions. An efficient learning environment should be match with students' interest and English Fun Dubbing serves this purpose.

The current study emphasized the importance of developing language learning and teaching apps that are friendly to the learners and the instructors. This study has shown that application software, such as dubbing software, can be a valuable tool to provide authentic input in language development. Since these apps are result-oriented, they will help the learners to understand and develop vocabulary in the language. As demonstrated in the current study, English Fun Dubbing can provide an interactive social context for better learning. Participants shared their dubbing performance to the class. Small group members had discussions with each other and gave comments on classmates' work. Learners also received feedback from teachers. Therefore, it can be said that the community which used the dubbing application software developed meaning in a social context.

The purpose of this research was to determine the effect of using an English dubbing app among Chinese students who are learning a foreign language, English. It

aimed to determine their understanding of the language in terms of the vocabulary used in the language, and writing skills using the English language. We also surveyed about the attitude students had about using apps such as English Fun Dubbing. The result indicated that the learners highly improved by using this app compared to the traditional method. Therefore, based on these results our research was a success because the learners became more eager to learn English using the app, and students were able to interact socially in class by using the app in small groups.

The advantage of the study is that students showed improvement in vocabulary and writing skill. Through the use of videos in the Dubbing application software, the learners improved their behavior and attitude towards learning the language. There is also room to further use the application software to improve students' vocabulary knowledge and move toward mastery of the language. The current study added substantially to the body of knowledge on the use of technology in language learning by extending previous research on use of MALL in university classrooms to the secondary level and by demonstrating that students improve the quality of their vocabulary knowledge, as well as their writing skills, by using a dubbing app.

CHAPTER VI: CONCLUSION

According to the findings of the study, the argument can be made that technology-involved language teaching, like using dubbing tasks, facilitates English vocabulary development. By using the variety of cartoons, pictures, texts, and videos that MALL offers, EFL learners can negotiate the meaning and the appropriate application of the various foreign vocabulary items, hence improving retention and acquisition. Therefore, the findings of this study, being in line with those of some other studies mentioned above, can be a reasonable justification for putting more emphasis on teaching vocabulary by using dubbing software in a Chinese EFL class. This study also shows that the implementation of dubbing software in an EFL classroom is possible and not a very complicated endeavor.

Nevertheless, two points should be made: proper facilities and appropriate instructor training are essential to the success of such implementation. A teacher could still employ dubbing or any other MALL but still maintain a traditional teacher-centered approach. For this reason, the three steps of implicit-explicit teaching procedure offered by Chui (2011) has to be thoroughly employed. Although originally designed for pronunciation instruction, the training procedure of explanation, exposure, and exercise to develop better learning outcomes, along with employing different English language content and different teaching strategies, can also be applied to vocabulary learning.

This study also sheds light on the field of technology-mediated language learning and teaching. Technological apps such as dubbing software can provide beneficial input

and result in vocabulary development simply because they offer the advantages of increased collaboration, autonomy, and self-motivation via the VSA perspectives. Other advantages include increased flexibility, accessibility, interactivity, privacy, user-friendliness, and efficiency among learners (Burston, 2005).

Theoretically speaking, the results of this current study align with Vygotsky's ZPD and the sociocultural perspective. In the context of this current study, English Fun Dubbing was the technological tool by which learners in the Dubbing Group cultivated a sense of autonomy and replaced the monologic teacher-student interaction aided by the support of teachers and peers. As the data show, Dubbing Group members were more successful than the Traditional Group across a wide range of skill sets, including vocabulary development and writing skills. Thus, English Fun Dubbing helped provide an interactive social context for better learning as knowledge was co-created. Thus, the scaffolding that the processes associated with English Fun Dubbing provided, using the tools of the technological culture that most students found fun and easy to use, was effective in acquiring the English language. Vocabulary development grew through social interactions from guided learning within the zone of proximal development as student learners and their partners communicate on the platform and express their views with each other. The community of learners created by the English Fun Dubbing group established a community that played a central role in the process of making meaning in a social context.

Furthermore, learners in the Dubbing Group were exposed to comprehensible input, as Krashen (1987) posited in his input hypothesis, that they had designed with the

support of a community of learners. They could choose the dialogue clip content according to their English learning level and interact with peers at the same learning level. This input followed a natural order that was one step beyond their current stage of linguistic competence, helping them to reach a new level of understanding. As has been noted, this method provided comprehensible input in a situation in which learners are not exposed to the target language outside of the classroom, resulting in a compelling opportunity for language acquisition. As students in the Dubbing Group noted, the dubbing process permits a learner to listen to a video several times, thus slowing the process and permitting a format that focuses on meaning, not merely form.

Lastly, the study also touches upon Long's (1996) Interaction Hypothesis, which posits that learning a foreign language is more effective when the learners negotiate for the meaning of the vocabulary words. The English Fun Dubbing app removed the barriers inherent in monologic teacher-learner interactions, and the power relations between teachers and students they create. The strategies used when negotiating meaning may include slowing down speech, speaking more deliberately, or requesting clarification (Brown, 2000). Through interactions with fellow students, learners were able to model the correct language form. In doing this, learners could receive feedback on the vocabulary that they had not yet mastered. Furthermore, learners could stop to clarify the vocabulary that they did not understand and had more time to process the input that they received (Ellis, 1997). The result was that the Dubbing Group learned and retained English-language skills better than the Traditional Group.

The significant benefit is that this improvement was evident in all aspects of language learning skills: reading, writing, and speaking, as Burston (2005) proved. In addition, the current study also found that video dubbing improved the attitudes of both teachers and learners towards the language learning process. The learners became more interested and enthusiastic about learning English. At the same time, the teachers were more accommodating to this form of mobile-assisted language learning because it made their work easier, especially after effective training, while increasing the learning outcomes.

Hopefully, this research could help boost awareness on the application of mobile-assisted language learning, especially video dubbing, on its significance in facilitating English learning and improving the linguistic abilities of the learners. This research can also be used to guide EFL teachers and future researchers who want to explore the use of mobile-assisted language learning in foreign language classrooms. Based on my positive findings, I also recommend the use of English Fun Dubbing or similar technology for language self-study. Because of its ease of use, I think most foreign language learners could learn to use English Fun Dubbing on their own. They could use it to expand their vocabulary beyond the school curriculum and to gain better understanding of authentic materials. With or without a teacher's guidance, future students will surely benefit more and more from mobile technologies in language learning.

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APPENDIX A

DEMOGRAPHIC SURVEY QUESTIONS

Q1. What is your name? (姓名)

Q2. What is your age? (年龄)

Q3. What is your gender? (性别)

Female（女）☐

Male（男） ☐

Q4. What is your citizenship? (国籍)

Q5. What is your primary language? (第一语言)

Q6. How long have you been learning English? (学习英语的时间)

Q7. How do you think your English proficiency level? (英语熟练程度)

Low (低) ☐

Intermediate (中等) ☐

High (高) ☐

Q8. What is the most difficult part for you when learning English? (最难掌握的部分)

Vocabulary (单词) ☐

Reading (阅读) ☐

Writing (写作) ☐

APPENDIX B

PRE-TEST ASSESSMENT

Name: First _____ Last _____
Grade _____ Class _____
姓名 名 姓
年段 班级

Did you remember following words at after-school class or by yourself before?
是否在辅导班背过或者已经自学背过以下单词?
是 Yes ☐
否 No ☐

*熟悉程度填写说明
[1] I don't remember having seen this word before. 没见过这个单词。
[2] I have seen this word before, but I don't know what it means. 见过这个单词但是不知道意思。
[3] I have seen this word before, and I think it means … (synonym or translation). 见过这个单词，请写出同义词或者翻译。
[4] I know this word. It means … (synonym or translation). 认识这个单词，请写出同义词或翻译。
[5] I can use this word in a sentence. (Write a sentence). 可以用这个单词造句，请写出句子。

***熟悉程度**

词性	单词	1	2	3	4	5
adj.	determined	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	modern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	strange	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sympathetic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	wicked	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonderful	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	comfortable	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	ancient	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	lonely	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	battered	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	mad	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	upset	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
adv.	Heavily	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	soundly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	nearly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	once	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	simply	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	ahead	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	straight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	shortly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	afterwards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
v.	catch	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	realize	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	throw	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complete	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	contain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonder	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	paint	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pretend	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	appreciate	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	notice	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	hang	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	smell	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	leap	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	form	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wind	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	land	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	plough	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	kick	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	retire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	save	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	employ	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	arrest	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	explain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	struggle	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	regret	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	rush	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
n.	waste	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	fisherman	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	boot	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	reason	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sum	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	channel	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	district	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	manager	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	honesty	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	railway	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	porter	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	foreigner	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	critic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pattern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	curtain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	material	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	tent	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	field	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	campfire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	stream	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	myth	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	trouble	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	effect	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	taxi	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	roof	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	block	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	flat	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	company	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	workshop	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	temptation	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
conj.	whether	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

quantifier.	several	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
prep.	towards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

APPENDIX C

POST-TEST ASSESSMENT

Name: First _____ Last _____
Grade _____ Class _____
姓名 名 姓
年段 班级

Did you remember following words at after-school class or by yourself before?
是否在辅导班背过或者已经自学背过以下单词?
是 Yes ☐
否 No ☐

*熟悉程度填写说明
[1] I don't remember having seen this word before. 没见过这个单词。
[2] I have seen this word before, but I don't know what it means. 见过这个单词但是不知道意思。
[3] I have seen this word before, and I think it means … (synonym or translation). 见过这个单词，请写出同义词或者翻译。
[4] I know this word. It means … (synonym or translation). 认识这个单词，请写出同义词或翻译。
[5] I can use this word in a sentence. (Write a sentence). 可以用这个单词造句，请写出句子。

***熟悉程度**

词性	单词	1	2	3	4	5
adj.	determined	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	modern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	strange	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sympathetic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	wicked	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonderful	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	comfortable	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	ancient	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	lonely	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	battered	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	mad	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	upset	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
adv.	Heavily	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	soundly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	nearly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	once	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	simply	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	ahead	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	straight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	shortly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	afterwards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
v.	catch	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	realize	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	throw	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complete	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	contain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonder	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	paint	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pretend	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	appreciate	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	notice	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	hang	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	smell	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	leap	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	form	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wind	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	land	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	plough	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	kick	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	retire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	save	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	employ	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	arrest	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	explain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	struggle	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	regret	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	rush	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
n.	waste	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	fisherman	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	boot	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	reason	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sum	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	channel	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	district	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	manager	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	honesty	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	railway	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	porter	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	foreigner	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	critic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pattern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	curtain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	material	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	tent	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	field	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	campfire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	stream	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	myth	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	trouble	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	effect	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	taxi	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	roof	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	block	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	flat	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	company	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	workshop	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	temptation	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
conj.	whether	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

quantifier.	several	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
prep.	towards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

APPENDIX D

DELAYED POST-TEST ASSESSMENT

Name: First _____ Last _____
Grade _____ Class _____
姓名 名 姓
年段 班级

Did you remember following words at after-school class or by yourself before?
是否在辅导班背过或者已经自学背过以下单词?
是 Yes ☐
否 No ☐

*熟悉程度填写说明
[1] I don't remember having seen this word before. 没见过这个单词。
[2] I have seen this word before, but I don't know what it means. 见过这个单词但是不知道意思。
[3] I have seen this word before, and I think it means … (synonym or translation). 见过这个单词，请写出同义词或者翻译。
[4] I know this word. It means … (synonym or translation). 认识这个单词，请写出同义词或翻译。
[5] I can use this word in a sentence. (Write a sentence). 可以用这个单词造句，请写出句子。

***熟悉程度**

词性	单词	1	2	3	4	5
adj.	determined	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	modern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	strange	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sympathetic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	wicked	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonderful	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	comfortable	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	ancient	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	lonely	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	battered	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	mad	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	upset	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
adv.	Heavily	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	soundly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	nearly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	once	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	simply	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	ahead	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	straight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	shortly	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	afterwards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
v.	catch	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	realize	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	throw	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complete	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	complain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	contain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wonder	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	paint	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pretend	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	appreciate	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	notice	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	hang	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	smell	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	leap	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	form	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	wind	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	land	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	plough	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	kick	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	retire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	save	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	employ	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	arrest	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	explain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	struggle	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	regret	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	rush	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	creep	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
n.	waste	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	fisherman	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	boot	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	reason	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sum	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	channel	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	district	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	manager	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	honesty	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	railway	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	porter	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	foreigner	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	critic	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	pattern	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	curtain	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	material	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	tent	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	field	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	campfire	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

	stream	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	myth	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	trouble	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	effect	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	taxi	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	roof	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	block	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	flat	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	sight	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	company	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	workshop	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
	temptation	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
conj.	whether	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

quantifier.	several	☐	☐	☐	☐	☐
	同义词、翻译或句子:					
prep.	towards	☐	☐	☐	☐	☐
	同义词、翻译或句子:					

APPENDIX E

SURVEY

Name: First _____ Last _____

Grade _____ Class _____

姓名 名 姓

年段 班级

	Survey Questions						
1	Rate your own use of dubbing software from 评价配音软件的使用	HIGHLY INEFFECTIVE (0) to HIGHLY EFFECTIVE (5) 非常没用 非常有用					
		[0]	[1]	[2]	[3]	[4]	[5]
2	Explain why you gave yourself this rating. 请给出你评价的原因						
3	Rate your own use of dubbing software from 评价配音软件的使用	VERY BORING (0) to VERY FUN (5) 非常无趣 非常有趣					
		[0]	[1]	[2]	[3]	[4]	[5]
4	Explain why you gave yourself this rating. 请给出你评价的原因						
5	Explain why you gave yourself this rating. 请给出你评价的原因						
6	Rate dubbing software's ease of use from 评价配音软件的难度	VERY DIFFICULT (0) to VERY EASY TO USE (5) 非常困难 非常简单					
		[0]	[1]	[2]	[3]	[4]	[5]
7	Explain why you gave dubbing software this rating 请给出你评价的原因						

8	Explain your preferred method of VOCABULARY STUDY 请给出你更倾向的单词学习的方式（比如传统教学模式还是加入配音软件的使用）	
9	How might dubbing software be improved upon? 配音软件提高了单词学习的哪些方面	
10	In the future, how likely are you to use dubbing software OR any other digital study aid for VOCABULARY STUDY from 未来是否愿意使用配音软件来帮助单词学习	VERY UNLIKELY (0) to VERY LIKELY (5) 非常不愿意 非常愿意 [0] [1] [2] [3] [4] [5]

APPENDIX F

PRE-TEST ASSESSMENT

Name: First _____ Last _____

Grade _____ Class _____

姓名 名 姓

年段 班级

Did you remember following words at after-school class or by yourself before? 是否在辅导班写过或者已经写过以下作文?

是 Yes ☐

否 No ☐

Please write an essay about animal protection (First paragraph: animal survival status; Second paragraph: the reason to protect animals; Third paragraph: how to protect animals).

请写一篇关于动物保护的作文 （第一段：动物的现状；第二段：保护动物的原因；第三段：如何保护动物）。

APPENDIX G

POST-TEST ASSESSMENT

Name: First _____ Last _____

Grade _____ Class _____

姓名 名 姓

年段 班级

Did you remember following words at after-school class or by yourself before? 是否在辅导班写过或者已经写过以下作文?

是 Yes ☐

否 No ☐

Please write an essay about animal protection (First paragraph: animal survival status; Second paragraph: the reason to protect animals; Third paragraph: how to protect animals).

请写一篇关于动物保护的作文 （第一段：动物的现状；第二段：保护动物的原因；第三段：如何保护动物。

APPENDIX H

SURVEY

Name: First _____ Last _____

姓名 Grade _____ 年段 Class _____ 班级 名 姓

	Survey Questions						
1	Rate your own use of dubbing software from 评价配音软件的使用	HIGHLY INEFFECTIVE (0) to HIGHLY EFFECTIVE (5) 非常没用 非常有用					
		[0]	[1]	[2]	[3]	[4]	[5]
2	Explain why you gave yourself this rating. 请给出你评价的原因						
3	Rate your own use of dubbing software from 评价配音软件的使用	VERY BORING (0) to VERY FUN (5) 非常无趣 非常有趣					
		[0]	[1]	[2]	[3]	[4]	[5]
4	Explain why you gave yourself this rating. 请给出你评价的原因						
5	Rate dubbing software's ease of use from 评价配音软件的难度	VERY DIFFICULT (0) to VERY EASY TO USE (5) 非常困难 非常简单					
		[0]	[1]	[2]	[3]	[4]	[5]
6	Explain why you gave dubbing software this rating 请给出你评价的原因						
7	Explain your preferred method of WRITING STUDY 请给出你更倾向的写作的方式 （比如传统教学模式 还是加入配音软件的使用）						

8	How might dubbing software be improved upon? 配音软件提高了写作的哪些方面						
9	In the future, how likely are you to use dubbing software OR any other digital study aid for WRITING STUDY 未来是否愿意使用配音软件来帮助写作学习	VERY UNLIKELY (0) to VERY LIKELY (5) 非常不愿意				非常愿意	
		[0]	[1]	[2]	[3]	[4]	[5]

APPENDIX I

IELTS Scoring

IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	▪ fully addresses all parts of the task ▪ presents a fully developed position in answer to the question with relevant, fully extended, and well-supported ideas	▪ uses cohesion in such a way that it attracts no attention ▪ skillfully manages paragraphing	▪ uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as "slips"	▪ uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as "slips"
8	▪ sufficiently addresses all parts of the task ▪ presents a well-developed response to the question with relevant, extended, and supported ideas	▪ sequences information and ideas ▪ logically ▪ manages all aspects of cohesion well ▪ uses paragraphing sufficiently and appropriately	▪ uses a wide range of vocabulary ▪ fluently and flexibly to convey precise meanings ▪ skillfully uses uncommon lexical items, but there may be occasional inaccuracies in word choice and collocation ▪ produces rare errors in spelling and/or	▪ uses a wide range of structures ▪ the majority of sentences are error-free ▪ makes only very occasional errors or inappropriacies

			word formation	
7	▪ addresses all parts of the task ▪ presents a clear position throughout the response ▪ presents, extends. and supports main ideas, but there may be a tendency to overgeneralize and/or supporting ideas may lack focus	▪ logically organizes information and ideas; there is clear progression throughout ▪ uses a range of cohesive devices appropriately although there may be some under-/over-use ▪ presents a clear central topic within each paragraph	▪ uses a sufficient range of vocabulary to allow some flexibility and precision ▪ uses less common lexical items with some awareness of style and collocation ▪ may produce occasional errors in word choice, spelling, and/or word formation	▪ uses a variety of complex structures ▪ produces frequent error-free sentences ▪ has good control of grammar and punctuation but may make a few errors

6	▪ addresses all parts of the task, although some parts may be more fully covered than others ▪ presents a relevant position although the conclusions may become unclear or repetitive ▪ presents relevant main ideas, but some may be inadequately developed/unclear	▪ arranges information and ideas coherently, and there is a clear overall progression ▪ uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical ▪ may not always use referencing clearly or appropriately ▪ uses paragraphing, but not always logically	▪ uses an adequate range of vocabulary for the task ▪ attempts to use less common vocabulary but with some inaccuracy ▪ makes some errors in spelling and/or word formation, but they do not impede communication	▪ uses a mix of simple and complex sentence forms ▪ makes some errors in grammar and punctuation, but they rarely reduce communication
5	▪ addresses the task only partially; the format may be inappropriate in places ▪ expresses a position, but the development is not always clear, and there may be no conclusions drawn ▪ presents some main ideas, but these are limited and not sufficiently developed; there	▪ presents information with some organization, but there may be a lack of overall progression ▪ makes inadequate, inaccurate, or overuse of cohesive devices ▪ may be repetitive because of the lack of referencing and substitution ▪ may not write in paragraphs, or paragraphing may be inadequate	▪ uses a limited range of vocabulary, but this is minimally adequate for the task ▪ may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	▪ uses only a limited range of structures ▪ attempts complex sentences, but these tend to be less accurate than simple sentences ▪ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

	may be irrelevant detail			
4	▪ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ▪ presents a position, but this is unclear ▪ presents some main ideas, but these are difficult to identify and may be repetitive, irrelevant, or not well supported	▪ presents information and ideas, but these are not arranged coherently, and there is no clear progression in the response ▪ uses some basic cohesive devices, but these may be inaccurate or repetitive ▪ may not write in paragraphs, or their use may be confusing	▪ uses only basic vocabulary which may be used repetitively, or which may be inappropriate for the task ▪ has limited control of word formation and/or spelling; errors may cause strain for the reader	▪ uses only a very limited range of structures with only rare use of subordinate clauses ▪ some structures are accurate, but errors predominate, and punctuation is often faulty
3	▪ does not adequately address any part of the task ▪ does not express a clear position ▪ presents few ideas,	▪ does not organize ideas logically ▪ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	▪ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling	▪ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning

	which are largely undeveloped or irrelevant		▪ errors may severely distort the message	
2	▪ barely responds to the task ▪ does not express a position ▪ may attempt to present one or two ideas, but there is no development	▪ has very little control of organizational features	▪ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	▪ cannot use sentence forms except in memorized phrases
1	▪ the answer is completely unrelated to the task	▪ fails to communicate any message	▪ can only use a few isolated words	▪ cannot use sentence forms at all
0	▪ does not attend ▪ does not attempt the task in any way ▪ writes a totally memorized response			

Source: University of Cambridge ESOL Examinations