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**Video dubbing as an effective strategy to enhance 7th graders' pronunciation
of -ed simple past regular verbs**

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Aprendizaje y Evaluación del Inglés

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List of Acronyms

1. EFL : English as a Foreign Language
2. ICT : Information Communication Technology
3. MINEDUC : Ministerio de Educación
4. ELT : English Language Teaching
5. CEFR : Common European Framework of Reference
6. MALL : Mobile Assisted Language Learning
7. TESOL : Teaching English to Speakers of Other Languages
8. TOEIC : Test of English for International Communication

Abstract

This action research aimed to explore the contribution of video dubbing into 7th graders' pronunciation of the final -ed sounds of simple past regular verbs. The study focused on a group of 15 students from a semi-public school in Santa Juana, Chile. A pre-intervention test was administered at the outset of the study, followed by a post-intervention assessment, which utilized an analytic rubric to evaluate pronunciation improvements. This action research highlights the positive influence of integrating video dubbing as a pedagogical strategy. The findings indicate that exposure to this approach significantly enhanced participants' pronunciation abilities, leading to heightened proficiency and accuracy in articulating the distinct sounds associated with simple past regular verbs. Furthermore, this study underscores the potential benefits of incorporating video dubbing techniques into language learning curricula and offers insights for educators seeking innovative strategies that could improve pronunciation among young learners.

Key words : Video dubbing - Pronunciation - Past regular verbs - Communicative competence

Resumen

Esta investigación acción tuvo como objetivo explorar la contribución de doblaje en la pronunciación de los sonidos finales de -ed de los verbos regulares en pasado simple de estudiantes de séptimo grado. El estudio se centró en un grupo de 15 estudiantes de una escuela semi-pública en Santa Juana, Chile. Al comienzo del estudio, se administró una prueba pre intervención, seguida de una evaluación post intervención que utilizó una rúbrica analítica para evaluar las mejoras en la pronunciación. Esta investigación destaca la influencia positiva de la integración de la sincronización de audio en video como estrategia pedagógica. Los hallazgos indican que la exposición a este enfoque mejoró significativamente las habilidades de

pronunciación de los participantes, lo que resultó en una mayor competencia y precisión en la articulación de los sonidos distintivos asociados con los verbos regulares en pasado simple. Este estudio subraya los posibles beneficios de incorporar técnicas de sincronización de audio en video en los planes de estudio de aprendizaje de idiomas y ofrece ideas para educadores que buscan estrategias innovadoras para mejorar la pronunciación en jóvenes estudiantes.

Palabras clave: Doblaje - Pronunciación - verbos regulares - Competencia comunicativa

CHAPTER I : INTRODUCTION

1.1 Research problem

A crucial aspect of enhancing students' communicative competence is the development of pronunciation skills. According to Ahmad (2018), mastering English pronunciation is essential for clear communication during conversations. However, in the specific context of a subsidized school in Santa Juana, seventh-grade students face challenges in speaking activities, primarily due to a lack of emphasis on pronunciation in their six hours of weekly English instruction, where teachers have prioritized grammar and vocabulary, leaving pronunciation neglected.

This neglect poses a significant hurdle for students during oral activities, as they struggle to speak fluently and clearly. Their hesitation often stems from overthinking the correct pronunciation, leading to frequent mispronunciations, particularly with simple past regular verbs. The difficulty lies in identifying the various -ed sounds, crucial for expressing past events, as highlighted by Celce-Murcia et al. (2010). The authors recommend an intuitive-imitative approach, wherein learners listen, imitate, and produce sounds to grasp the target language's rhythm.

Acknowledging these challenges, this action research project aims to explore the impact of video dubbing on seventh graders' pronunciation of the final -ed sounds in simple past regular verbs. Video dubbing, as defined by Talaván and Costal (2017), involves students replacing actors' voices with their own, syncing them with the character's lip movements. This technique leverages students' familiarity with cell phone applications, allowing them to edit their videos and potentially improve their English pronunciation. The effectiveness of video dubbing in enhancing speaking skills is supported by Pamungkas et al. (2019), which revealed positive outcomes.

1.2 Research objectives

Research question

To what extent can the implementation of video dubbing be used to benefit 7th graders' pronunciation of the final -ed sounds of simple past regular verbs?

General objective

To explore the contribution of video dubbing into 7th graders' pronunciation of the final -ed sounds of simple past regular verbs.

Specific objectives

1. To describe the participants' pronunciation performance of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.
2. To analyze the participants' perceptions on the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention.

**CHAPTER II:
THEORETICAL FRAMEWORK**

2.1 The speaking skill

The main purpose of learning English as a foreign language is to develop the four skills, which are divided into receptive and productive. Harmer (2007) defined productive skills as “the term for speaking and writing skills where students actually have to produce language themselves” (p. 265). Speaking has an important role in communication, therefore, it is necessary to develop this ability to communicate fluently and clearly. The speaking skill is defined as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). Speaking is described by Nunan (2003) as the act of generating organized verbal statements with the intention of conveying significance.

Through speaking, according to Nursafitrah (2021), learners can express ideas, feelings and opinions; moreover, teachers who are working with English language learners should enhance and improve the learners’ speaking skill by using different strategies and methodologies to be able to deliver a message meaningfully and effectively. Additionally, Nunan (2001) explained that speaking is essential because a person can learn a new language just by listening to people's conversations in different contexts without having knowledge about vocabulary and grammar rules. According to Hughes (2003), there are five important aspects of speaking which are pronunciation, grammar, vocabulary, fluency, and comprehension. Similarly, Burgess and Head (2005) affirmed that “there are some sub-skills that tend to cover the speaking test: fluency, grammar, vocabulary, and pronunciation” (p. 106-108).

2.2 The pronunciation subskill

Pronunciation holds a central position among the various aspects of speaking, as stated by Hughes (2003), who identified it as one of the important components alongside grammar, vocabulary, fluency, and comprehension. The significance of pronunciation becomes evident when considering its role in successful communication and clear message delivery. Yousef (2018) further emphasized the fundamental role of pronunciation in communicating effectively in English and the potential for misunderstanding if pronunciation is incorrect.

Brown (2004) and Harmer (2007) highlighted the importance of accurate pronunciation in achieving full communicative competence and fluency in English. They explained that learners must master pronunciation to effectively express themselves and be understood by others. Gilakjani (2012) provided a comprehensive perspective on pronunciation, considering both segmental and suprasegmental elements. This included specific phonetic units as well as intonation, stress, phrasing, timing, rhythm, and non-verbal aspects.

The authors mentioned above collectively asserted that pronunciation plays a crucial role in successful communication, and mastering pronunciation enhances learners' ability to express themselves accurately and effectively in English. In summary, the literature on pronunciation underscores its central role in language learning and effective communication. It is considered a vital sub-skill that learners need to develop to achieve meaningful communication, and it encompasses both segmental and suprasegmental aspects.

2.3 Pronunciation of -ed ending sounds of simple past regular verbs

Celce-Murcia et al. (2010) explained that students should have knowledge of the ED-ending sound to recognize them in words and to communicate effectively. They also highlighted the importance of precise pronunciation, focusing on practical techniques to enhance learners' pronunciation abilities, with a specific emphasis on the correct articulation of regular verbs in the simple past tense. This implies that learners need to pay attention to the correct pronunciation of the -ed ending sound of simple past regular verbs to ensure accurate communication. The -ed ending sound is used to form the past tense and past participle of regular verbs, and they can be pronounced in three different ways: /t/, /d/, or /ɪd/, depending on the sound that precedes them. Regarding the rules for pronouncing the -ed ending of regular verbs in the simple past tense, there are some authors such as (Celce-Murcia et al., 2010) who explained how to pronounce them correctly according to the following rules:

1. The first rule states that when the base form of the verb ends in a voiced sound, except for /d/, the -ed ending is pronounced as /d/. In this case, the /d/ sound is merged with the preceding consonant and is not pronounced as an extra syllable. For example, the word "played" (/pleɪd/) follows this rule, where the /d/ sound is combined with the /l/ sound, and there is no additional syllable pronounced.
2. The second rule states that when the base verb ends in a voiceless sound, except for /t/, the -ed ending is pronounced as /t/. Similar to the first rule, the /t/ sound is merged with the preceding consonant and is not pronounced as an extra syllable.

For instance, the word "asked" (/æskt/) adheres to this rule, where the /t/ sound is combined with the /k/ sound, and there is no additional syllable pronounced.

3. The third rule states the base form of the verb ends in a /d/ or /t/ sound. In such cases, the -ed ending is pronounced as /ɪd/ or /əd/ and is also pronounced as an extra syllable. For example, the word "needed" (/niːdɪd/) demonstrates this rule, where the /d/ sound in the base form "need" is followed by the /ɪd/ sound in the -ed ending, resulting in an extra syllable being pronounced.

By understanding and applying these rules, learners can ensure accurate pronunciation of regular past tense verbs and effectively convey their intended meaning in spoken English. Hence, proper pronunciation enhances overall communication skills and facilitates clearer and more precise interactions.

Various approaches have been developed for teaching pronunciation, and Celce-Murcia et al. (2010) highlighted two specific approaches. The intuitive-imitative approach involves learners listening to, imitating, and producing English sounds and rhythm to acquire pronunciation skills. While in contrast, the analytic-linguistic approach focuses on explicit learning of the phonetic alphabet and articulatory descriptions to understand the mechanics of pronunciation in the target language. Additionally, the authors emphasized the importance of considering students' background and language knowledge to select the most suitable approach that facilitates pronunciation learning.

2.4 Use of technology to improve speaking and pronunciation

In the EFL context, the use of technology and innovations has been helpful to facilitate the students' teaching and learning process. As a matter of fact, the use of ICT when learning English has become a fundamental tool to improve students' abilities and motivation to learn a new language. Manurung and Pohan, (2019) explains that the integration of technological devices, webpages and applications for learning can enhance and engage English students' skills and sub-skills, which could have positive effects, since students consider that the most difficult skill in English is the oral performance.

The massive use of phone applications for pedagogical purposes has increased during the past years and has helped teachers to incorporate new resources in their teaching practices. Mobile assisted language learning (MALL) is an approach that has been popular in the EFL classrooms because it involves the use of mobile technology. In this context, Abduh (2019) stated that learners feel more motivated to learn through different

technological devices such as cell phones, iPads and notebooks which are useful for developing and fostering EFL pronunciation and motivation through phone applications.

Nowadays, EFL teachers have tried to implement new methodologies for enhancing learners' English skills by using technological devices such as cell phones, laptops and tablets. In this aspect, Celce-Murcia et al. (2010) indicated that the use of technology for enhancing pronunciation gives students the opportunity to work with authentic material by listening and watching native speakers' speeches taken from videos. Additionally, the use of recordings and videos can help teachers to provide effective feedback about students' progress.

In the EFL context, according to MINEDUC (2015), the integration of technology and innovations has proven to be beneficial in facilitating the teaching and learning process for students. The use of information and communication technology (ICT) in English language classrooms has become a fundamental tool for improving not only students' language abilities but also their motivation to learn a new language.

The use of mobile applications for pedagogical purposes has experienced significant growth in recent years, providing teachers with new resources to enhance their teaching practices. Mobile-assisted language learning (MALL) is an approach that has gained popularity in EFL classrooms, leveraging the use of mobile technology. Manurung and Pohan (2019) explained that the incorporation of technological devices, webpages, and applications for learning can enhance and engage students' English skills and sub-skills. This is particularly valuable considering that students often perceive oral performance as the most challenging aspect of learning English. This idea is supported by Abduh (2019) who affirmed that learners are more motivated to learn when they can utilize various technological devices such as cell phones, iPads, and notebooks. These devices prove to be useful in developing and fostering EFL pronunciation and motivation.

In summary, the integration of technology in the EFL classroom, including the use of mobile devices and applications, is a valuable tool for enhancing students' language skills, particularly in areas such as pronunciation. The availability of authentic materials and the ability to provide timely and effective feedback contribute to students' motivation and overall language learning experience.

2.5 Video dubbing

Yu (2013) explained that dubbing involves the replacement of an existing soundtrack, while in a narrower sense, it involves a specific form of lip-syncing that aims to

synchronize the voices with the lip movements of the original source. Similarly, Talaván and Costal (2017) explained that in video dubbing learners must replace actors' voices and adjust their recordings to the character's lip movements. Dubbing is a form of audiovisual translation where the original track of a film with source language dialogs is replaced by translated dialogs in the target language (Chaume, 2006). It involves synchronizing the translated sound with the actors' lip movements to create the illusion of the actors speaking the target language (Cintas and Orero, 2010).

Matamala (2010) further emphasized that dubbing is a complex process that requires the collaboration of various professionals, including translators and dubbing actors, who work together towards the common goal of creating an audiovisual product in the target language that is perceived as a believable illusion by the audience. Additionally, Requena (2015) explained that dubbing involves re-voicing by muting the original actors' voices. Borell (2000) added that dubbing entails replacing the original soundtrack with a new one in a different language. In essence, dubbing is the process of re-voicing the original speech by muting the original voice, ensuring that the target language sounds, and the actors' lip movements are reasonably synchronized.

With regards to the benefits of using video dubbing Talaván and Costal (2017) have mentioned that video dubbing has several advantages in terms of oral production, specifically in relation to pronunciation, naturalness of speech, speed, and fluency. They also added that this pedagogical method involving the use of authentic video content encourages students to first concentrate on understanding the dialogue through active listening, without relying on written transcripts provided by the teacher. Subsequently, they engage in writing tasks by transcribing the original script, primarily focusing on spelling accuracy rather than creating new content. Finally, the focus shifts to oral expression, where students can enhance their pronunciation skills, develop a more natural way of speaking, improve their speaking pace, and achieve greater fluency in their communication. This idea is supported by (Manurung et al., 2019) who explained that video dubbing can enhance the speaking skill of learners as well as practice pronunciation, intonation and exposure to the language itself. Additionally, video dubbing involves the utilization of authentic film clips, where learners are responsible for dubbing the voices of muted characters (Chiu et al., 2012). This approach to pronunciation instruction deviates from the traditional methods and serves as a supplementary technique for EFL learners to acquire English pronunciation skills.

The use of video dubbing in language teaching provides students with opportunities to practice speaking, improve pronunciation, intonation, and exposes them to natural English language use. According to Burston (2005), preparing soundtracks for dubbing not only enhances listening and reading comprehension but also offers abundant pronunciation practice. It also serves as practical training for both instructors and

students, allowing them to undertake more ambitious video projects in the future, and even create their own storylines and accompanying scripts based on muted video clips.

2.6 Previous video dubbing studies to improve pronunciation

Several studies in the field of education have delved into the potential benefits associated with the incorporation of video dubbing within an English as a Foreign Language (EFL) context. These investigations aim to shed light on the efficacy of video dubbing in amplifying students' oral proficiency and refining specific speaking sub-skills, including pronunciation and fluency. As educators continually seek innovative approaches to foster language acquisition, the synthesis of technology and language learning becomes an increasingly compelling avenue for examination. In this context, video dubbing emerges as a promising tool, prompting researchers to delve into its impact on students' linguistic capabilities, particularly in the domain of spoken English.

Building on the foundation of these educational inquiries, one study that significantly contributes to this discourse is the research carried out by Dian et al. (2021), focused on assessing the English speaking proficiency of 44 second-semester students majoring in English language and literature at Bung Hatta University before and after an experiment using the dubbing method. Employing an experimental research model, specifically a pre-experimental design with a one-group pre-test and post-test approach, the researchers utilized observation, interview, and recording techniques to gauge students' mastery of English, covering aspects such as vocabulary, pronunciation, grammar, and fluency. Throughout the process, researchers employed visual aids, objects, and questions. Documentation in the form of photos and videos, along with students' English notebooks, was collected during the experiment. The findings indicated a positive impact of the dubbing method and learning videos on enhancing students' English speaking skills. Post-test results demonstrated a significant increase in speaking abilities, particularly in pronunciation and fluency, with no student scoring below 60 after the treatment. Notably, the number of students in the very good category (VG) increased from 3 to 17, suggesting substantial improvements in pronunciation and fluency. Although the study lacked detailed qualitative assessments, the overall positive shift in categories and score ranges implied effective contributions from the dubbing method and learning videos to students' enhanced pronunciation and fluency in English speaking.

In a different academic setting, a study carried out by Nursafitrah (2021) was conducted to find out if dubbing can improve students' speaking ability with focus on pronunciation and vocabulary. The participants in this research were 32 second-grade students from a school in Indonesia. Students took a pre and a post speaking test before and after the treatment. In these tests, students answered some questions by recording their voices

and sending them through Whatsapp. Furthermore, in their speaking test they also gave opinions about a topic orally in one minute. In this quantitative research, the researchers use a rubric with different criteria to check pronunciation and vocabulary. During the action stage of the study, students practiced pronunciation using video dubbing in classes, where they were able to edit videos using an application named "Inshot". The findings in this research concluded that video dubbing could improve learners' pronunciation and vocabulary based on the improvements they made on the scores of the pre and post intervention tests.

In another study conducted by Talaván and Costal (2017), the main aim was to examine the progress made by students in their oral production skills and evaluate their level of motivation when engaging in dubbing activities as a teaching method. Additionally, the research sought to assess the effectiveness of a specifically designed rubric for evaluating students' dubbing performances. To achieve these objectives, the researchers employed language assessment tests, questionnaires, and observation as data collection methods. By using multiple sources of data, the research team aimed to provide reliable and consistent results that could potentially be replicated and partially generalized. The participants in the study were undergraduate students in their first year, enrolled in the course "Inglés Instrumental II" at the UNED. This research was presented as an extracurricular activity, offering students a two-month opportunity to enhance their oral skills and earn additional marks for their final grades. Out of the 25 students who volunteered, 15 actively participated in the activities, and 10 completed all the final assessments and questionnaires. The age of the participants ranged from 18 to 52, with an average age of 34. All participants were native Spanish speakers, and they perceived their English proficiency levels to be at the intermediate to advanced range, with around half considering themselves at an upper-intermediate level. The research made use of an online community platform within the UNED virtual campus, providing participants with instructions, tasks, and forums to receive support from teachers. The dubbing tasks were uploaded to the ClipFlair platform, featuring recorded sample interventions to aid students in better understanding the activity. The findings consistently indicated significant improvements in both pronunciation and fluency based on the data collected from various sources. However, due to the limited size of the sample, further systematic studies are necessary to obtain more conclusive results in this field.

In the same vein, another research was conducted by Pamungkas et al. (2019) to determine the impact of video dubbing on students' pronunciation. The sample in this investigation consisted of 20 tenth and eleventh graders from a high school in Indonesia, whose main difficulty was related with their speaking pronunciation and fluency. The instruments used were pre and post-tests, interviews, notes, observations, video and audio recordings. This study was analyzed by using quantitative and qualitative data and all the instruments were used for the data collection. The results showed that the

use of video dubbing had positive effects on all aspects of pronunciation including vowels, consonants and diphthongs. When learners recorded their own voices during the video dubbing process, they were allowed to foster their speaking skill through increasing their post-tests scores and facilitating improvements in pronunciation and fluency significantly. Chiu (2012) carried out a study to determine if film dubbing could facilitate the learners' acquisition of pronunciation and intonation and find out whether film dubbing is beneficial for students or not. The participants were 83 freshmen from an EFL conversation course in Taiwan. Learners were divided into two groups randomly, the experimental group participated in film dubbing activities while the control group was not part of film activities. The experimental group selected a movie scene and practiced their lines and at the end of the study they had a final task where they presented their film dubbing projects. The instruments used in this research were questionnaires and semi structured interviews. The qualitative results showed that film projects are effective to motivate students during their English learning process. Furthermore, through the use of film dubbing students were able to synchronize their voices with the actor's lips movements, as a result they made some improvements in their intonation and pronunciation. The evidence reviewed in this study indicates that the use of film dubbing could significantly improve EFL students' pronunciation subskill.

Similar results were found in a qualitative study conducted by Aditia (2020). The objective of this research was to investigate how the use of dubbing film scenes can improve eleventh grade Indonesian students' pronunciation. Participants took a pre-test which was an oral test where they had to read a text to determine their knowledge regarding pronunciation of vowels, diphthongs, consonants, stress, and intonation. It is important to mention that the instruments used were questionnaires, interviews, observations and oral tests. The action plan consisted in one cycle with three meetings where they learnt about the correct pronunciation of words. Students practice pronunciation with a Harry Potter movie scene, and they record their own voices and use a read aloud technique. After the intervention it was concluded that using video film scenes for improving pronunciation helped students to recognize vowels and consonants' sounds, making fewer mistakes. Furthermore, students engaged more in the lessons, increasing their motivation toward learning English.

In another recent study carried out by Jao et al. (2022) where one of the objectives was to determine the impact of mobile- assisted video dubbing on EFL students' English-speaking ability. The sample included 26 university students who were taking an English remedial course. All participants took the Test of English for International Communication (TOEIC) and they had an elementary level of proficiency based on their scores. In this study students had the opportunity to select their favorite application among the ones presented by the teacher for editing their dubbing videos. For 8 weeks students were practicing and dubbing 1- 2 minutes animation, film or drama videos. After

the intervention, and with the objective to assess and determine their progress, learners took a post test. The findings showed that students were able to improve their speaking skills mainly in fluency, accuracy and overall performance. The processes of video dubbing in this study enhanced students' overall speaking performance because through the process they were listening, practicing, imitating, repeating, self-correcting, and discussing among others. In addition, in the research students had the possibility to express their opinions about the use of video dubbing for improving their speaking skill, and, according to their comments most of them expressed that working with video dubbing was useful and helpful to foster their pronunciation, fluency and accuracy during the different stages that were coaching, modelling ,scaffolding, articulation, reflection, exploration, and discussion.

A study conducted by Putri et al. (2022), aimed to investigate the effectiveness of using dubbing video technique to improve students' pronunciation of friction consonants. It was conducted in Indonesia at the first grade of SMAN 1 Way Jepara, with 347 students in total. Two classes were selected as the experimental and control groups, respectively, with 30 students in each class. The researchers used a quantitative approach with a true-experimental design, where the experimental group received the intervention of dubbing video technique, while the control group received conventional learning methods without the use of dubbing videos. The instruments used were an oral pre and post- test to measure the students' pronunciation abilities. The pre-test was conducted to determine the students' initial pronunciation abilities, while the post-test was conducted after the intervention to measure the improvement in their pronunciation skills. The findings of the study indicated that the use of dubbing video technique significantly improved students' achievement in pronouncing friction consonants compared to conventional learning methods. The N-Gain scores and paired T-test results supported the effectiveness of the dubbing video technique in improving students' pronunciation skills. The experimental group showed a statistically significant improvement in their pronunciation abilities, with a significant level of $0.000 < 0.05$, while the control group did not show any significant improvement. The researchers concluded that the dubbing video technique was effective in enhancing students' achievement in pronouncing friction consonants. The researchers recommended that English teachers can use the dubbing video technique and choose appropriate materials such as short functional texts or scripts. They also suggested that teachers should use media, such as short videos from native speakers, to provide material during pronunciation learning. In summary, the study provides evidence that the use of dubbing video technique can be an effective tool for improving students' pronunciation skills. The findings of the study have important implications for language teachers and curriculum designers who seek to enhance students' pronunciation abilities.

Besides, taking into account students' perceptions is also fundamental when conducting research mainly in the educational field because it gives the possibility to understand if new methodologies or strategies are being enjoyed by learners and if they motivate them enough to learn, reinforce and improve their language abilities. Manurung and Pohan (2019) investigated students' perceptions on the use of video dubbing. Participants were 32 university students from Indonesia who completed questionnaires and interviews to determine their perceptions on the video dubbing project implementation for enhancing their speaking skill. The indicators used in the questionnaires were regarding these aspects: instructor, progress, course, attitude and judgment. The findings revealed that students had a positive perception of the video dubbing implementation. Students expressed that video dubbing was an interesting activity to reinforce pronunciation and some felt that this type of lessons pushed them to use the language inside the classroom. Several students expressed that video dubbing allowed them to improve their fluency, expand their vocabulary, and enhance their pronunciation skills. They mentioned that during the activity, they engaged in repetition exercises to ensure they achieved satisfactory results before recording the audio. Additionally, the project fostered teamwork as they collaborated in groups to complete the task.

Along the same line , a research carried out by Azis et al. (2022) aimed to investigate the impact of video dubbing on Arabic students' and English-speaking fluency at the second grade of SMAN 1 Gunungsari in the academic year 2020/2021. The study was conducted using a quantitative, quasi-experimental research design with a one-group pre-test and post-test approach. The research was conducted at SMAN 1 Gunungsari, and the participants were second-grade high school students. The study involved an experimental group (XI IPA 1) and a control group (XI IPA 2). The experimental group received the treatment of video dubbing, while the control group did not. The research utilized video dubbing as a teaching approach to enhance students' speaking skills. The treatment involved showing procedure text videos with different themes, allowing students to choose a video to dub, and then creating their own monologue for the chosen video. The students' performance was assessed based on predefined criteria. The results indicated a significant improvement in the post-test scores of the experimental group compared to the control group. The mean scores in the post-test were higher than those in the pre-test, demonstrating the effectiveness of video dubbing in enhancing students' Arabic and English-speaking fluency. The findings also suggested that video dubbing positively impacted students' confidence and vocabulary. The students expressed positive perceptions of the video dubbing methodology. They reported feeling challenged, interested, and happy to engage in the video dubbing activities. Additionally, students indicated that they were able to understand the content of the videos better through the dubbing process. Overall, the study concluded that the implementation of video dubbing had a significant influence

on students' Arabic and English-speaking fluency, leading to improved confidence and vocabulary. The findings provide valuable insights for educators and researchers in the field of language teaching and learning, emphasizing the effectiveness of innovative methodologies such as video dubbing in enhancing students' speaking skills.

In a related context, Liekas (2022) explored students' perception of using video dubbing technique for speaking skill. The research, situated at SMPS Sinar Bijaksana Jambi (Guang Ming School), a private junior high school situated in Jambi, Indonesia, involved ten seventh-grade students and they were selected based on their speaking scores, with a preference for first-grade students who were using the video dubbing technique for the first time in their English learning process. The research, employing a qualitative approach, focused on students' perceptions and experiences with video dubbing for speaking skills. The objective was to provide insights into the effectiveness of this technique in enhancing students' speaking abilities and their overall learning experience. The findings revealed a positive perception among students, who described learning through video dubbing as fun, interesting, and not time-consuming. They emphasized that this method made the learning process more enjoyable and provided a novel approach to language education. Additionally, students felt they were learning to use video dubbing correctly and displayed positive attitudes toward its integration into English language education. Students expressed positive views, stating that video dubbing made the learning process more active and engaging. They appreciated the clarity it offered, eliminating guesswork and enhancing their understanding of the content. Furthermore, students found video dubbing to be a more interesting and less boring alternative to traditional methods, expressing enthusiasm for this innovative technique. Importantly, the students perceived video dubbing as an efficient method in terms of time use, further contributing to their positive attitudes. Overall, their opinions reflected a favorable view of using the video dubbing technique to improve speaking skills, emphasizing enjoyment, engagement, and efficiency in their learning experience.

In sum, the evidence from previous studies strongly indicates the significant and meaningful role of video dubbing in fostering students' English-speaking skills, as well as its potential to facilitate the overall language learning process, including pronunciation development. When students engage in video dubbing activities, they actively participate in various language production tasks that require them to articulate the target language, imitate native speakers, and synchronize their speech with the on-

screen characters. Through this process, students are exposed to authentic language use, allowing them to refine their pronunciation, intonation, and phonetic accuracy.

Furthermore, video dubbing provides students with a platform to practice and improve their pronunciation skills by closely observing and mimicking the speech patterns and articulatory features of native speakers. Therefore, they learn to pay attention to subtle nuances of pronunciation, such as stress, rhythm, and intonation, which are crucial for effective communication. Additionally, the repetition and rehearsal involved in video dubbing activities allow students to fine-tune their pronunciation, gradually developing a more natural and fluent speaking style.

Moreover, video dubbing enhances students' motivation and engagement in language learning. Since the interactive and creative nature of dubbing tasks captivates students' interest and encourages their active participation. By immersing themselves in the process of dubbing, students become more confident in their ability to speak English, as they witness their own progress and the improvement of their pronunciation skills over time. This sense of achievement further fuels their motivation to continue practicing and refining their speaking abilities.

Overall, the research findings indicated that video dubbing holds immense potential in fostering students' English-speaking skills and supporting their language learning process, including the development of pronunciation. Therefore, by providing an engaging and interactive platform for language practice, video dubbing allows students to refine their pronunciation, gain confidence in their speaking abilities, and ultimately enhance their overall proficiency in English communication.

CHAPTER III: METHOD

3.1 Type of research

The research was conducted using an action research design employing mixed methods. The choice of a qualitative action research approach was made to facilitate the observation of students within the classroom setting, allowing for the identification of weaknesses in pronunciation. According to Burns (2019), action research involves an intervention to solve, understand or change in a specific context through the integration of various strategies, activities, or processes. Upon observing the challenges faced by students in the realm of pronunciation, the researcher planned an intervention with the overarching goal of enhancing the students' pronunciation abilities. This action research not only addressed the immediate concerns but also served as a platform for self-reflection on the teaching practices employed by the researcher.

3.2 Description of participants

The population of this action research was 7th graders from a private school located in Santa Juana near Concepción, Chile. The participants were 15 students (12-13 years old), 8 girls and 7 boys from a middle class socioeconomic background. The group of 15 participants was selected by using a convenience sampling technique based on the accessibility that the researcher had with them. In this aspect, Stratton (2021) explained that through convenience sampling researchers have the possibility to select the participants of the study based on the easy access they have to get the necessary information. The participants were chosen to enhance their speaking skill in the field of pronunciation due to their lack of knowledge on regular simple past verbs' pronunciation. The study was developed during English lessons in the unit called "The past". In this unit participants were learning about simple past tense and had to relate past events about personal experiences and feelings. It is important to mention that participants had 6 hours of English during the week and they had no previous experience in the use of dubbing tasks. It is important to highlight that participants answered a Likert scale and they were also part of a focus group where they answered some questions to determine their perceptions of the use of video dubbing to enhance their pronunciation.

3.3 Research questions and objectives

The research question and objectives of this action research are the following:

Research question

To what extent can the implementation of video dubbing be used to benefit 7th graders' pronunciation of the final -ed sounds of simple past regular verbs?

General objective

To explore the contribution of video dubbing into 7th graders' pronunciation of the final -ed sounds of simple past regular verbs.

Specific objectives

1. To describe the participants' pronunciation performance of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.
2. To analyze the participants' perceptions on the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention.

3.4 Research problem

Afrizal (2015) pointed out that speaking is an important skill for developing students' communicative competence when learning English as the ability to communicate in the target language effectively could potentially play an essential role in the teaching and learning of a foreign language. An important speaking sub-skill that students should develop to improve their communicative competence is pronunciation. Ahmad (2018) explained that the main purpose of learning pronunciation in English is to be clearly understood by others when delivering a message in a conversation. However, in the context where I work, which is a subsidized school in Santa Juana, my 7th graders have struggled with speaking activities, mainly their lack of knowledge in pronunciation. Participants have six hours of English per week; however, teachers have concentrated on teaching more grammar and vocabulary than pronunciation. For this reason, it has been a challenge for students to deal with oral activities because they cannot talk fluently and clearly because they tend to think a lot about the correct pronunciation of words, and usually mispronounce words and verbs, especially simple past regular verbs as they cannot identify the different -ed sounds. For instance, whenever students are asked to relate past events the pronunciation of the -ed sound is non-existing. Celce-Murcia et al. (2010) explained that students should have knowledge of the ED- ending sound to recognize them in words and to communicate effectively. The same authors explained that one approach that has helped students is the intuitive-imitative approach. In this approach learners try to learn sounds and rhythm of the target language by listening, imitating and producing English sounds. Considering my students' difficulties, this action research project aims at exploring the contribution of video dubbing on 7th graders' pronunciation of the final -ed sounds of simple past regular verbs. Video dubbing, according to Talaván & Costal (2017), is when learners must replace actors' voices and add their own voices, students have to record their voices and adjust them to the character's lips movements. Video dubbing gives students the possibility to use their knowledge and skills regarding cellphone applications and through video dubbing they

can edit their own video, which could contribute to their English pronunciation. The positive effects of using video dubbing are also confirmed by a study that showed that video dubbing can enhance the learner's speaking skill because they can practice and improve their pronunciation (Ditya et al., 2019).

3.5 Stages of the action research study

The study consisted of five sessions, including a pre-intervention and post-intervention session, which aimed at improving participants' pronunciation of the -ed sound in simple past regular verbs. To practice this sound, participants engaged in a dubbing activity where they imitated the pronunciation of actors in a short movie scene.

During the pre-intervention session, participants were divided into groups and they selected movie scenes that contained simple past regular verbs. Then, they transcribed the script, assigned roles, and recorded their voices synchronized with the actors' lip movements. These videos were then uploaded to Google Classroom.

The first session focused on introducing the three different "-ed" sounds (/t/, /d/, and /id/) in simple past regular verbs, with specific emphasis on the /d/ sound. Participants listened to the teacher's explanation, practiced the /d/ sound, identified regular verbs with the /d/ ending in their scripts, and imitated the actors' pronunciation through repeated viewings of movie scenes. They recorded their voices and provided feedback to each other.

In the second session, participants practiced the /t/ sound. They engaged in listening exercises and identified regular verbs with the /t/ ending sound in their scripts. Detailed explanations were provided on the distinctions between the /t/ and /d/ sounds. Participants practiced the pronunciation of these verbs and recorded their voices.

The third session focused on practicing the /id/ sound. Participants received instruction from the teacher and completed a worksheet for practicing. They identified simple past regular verbs with the /id/ ending sound in their scripts and refined their pronunciation skills by listening to the actors' pronunciation and recording their voices.

During sessions four and five, participants continued their pronunciation practice by identifying simple past regular verbs in their scripts and recording their voices. They also began the editing process for their final movie scene, synchronizing their voices with the lip movements of the characters. Each of the five intervention sessions is described in detail in Table 1 below. The full lesson plan is presented in Appendix 1.

Sessions	Objectives	Activities
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Session 1	Students will be familiar with video dubbing and will be able to recognize the -ed sound /d/ of simple past regular verbs through reading and practicing a script taken from a movie scene.	-Explanation about the concept of video dubbing and instructions on how to dub movie scenes. - Repetitive viewing of movie scenes for /d/ sound familiarity in regular verbs.
Session 2	Students will be able to recognize the /t/ final sound of simple past regular verbs through reading and practicing a script taken from a movie scene.	-Verbs identification followed by group practice of /t/ sound through movie scene observation and correct pronunciation. -Group-based script analysis and imitation of /t/ final sound in regular verbs from movie scenes.
Session 3	Students will be able to recognize the -ed sound /id/ of simple past regular verbs through reading and practicing a script taken from a movie scene.	-Pronunciation practice of /id/ sound through movie scenes and worksheets.
Session 4	Students will be able to identify and produce the /t/ , /d/ and /id/ sounds by dubbing a movie scene of 2 to 3 minutes in groups through recording their voices and synchronizing their recordings with the characters' lips movements.	-Students repeatedly watch the movie scene, imitating the correct -ed sounds of simple past regular verbs. -Following their practice, students proceed to edit the original movie or series scene by removing the original voices of the characters and replacing them with their own recorded voices.
Session 5	Students will be able to identify and produce the /t/ , /d/ and /id/ sounds by dubbing a movie scene of 2 to 3 minutes in	-Students repeatedly watch the movie scene, imitating the correct -ed sounds of simple past regular verbs.

	groups through recording their voices and synchronizing their recordings with the characters' lips movements.	-Following their practice, students proceed to edit the original movie or series scene by removing the original voices of the characters and replacing them with their own recorded voices
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Table 1. Intervention session summary

3.6 Data collection techniques

The data collection tools are analytic rubrics for the pre and post intervention test, a Likert scale and a focus group interview. Each instrument will be explained below. The qualitative data will be obtained from the focus group interview, meanwhile the quantitative data will be obtained from the pre and post intervention tests and Likert scale.

3.6.1. Pre and post intervention test and rubrics

Rubrics were used to assess the first objective, to describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention. Rubrics, according to Chowdhury (2018), are used to assess different students' speaking, writing, listening and reading tasks where students can understand how they will be assessed, and which criteria will be considered to achieve the objectives. To determine how much students know about the pronunciation of -ed sounds of simple past regular verbs, students took a pre- intervention test at the beginning of the study. During the pre-intervention test, participants watched a movie scene, selected a character and recorded their voices to synchronize them with the characters lips movements of the movie scene. The movie scenes were previously selected by the teacher because they had to contain several simple past regular verbs. The length of the videos was between 2 to 3 minutes and students worked in groups of 3. At the end of the study, after practicing and listening several times during the intervention process, students took a post- intervention test, where they recorded the same videos. However, this time students were asked to record their voices as naturally as possible trying to respect synchrony as far as they could, and they had to pronounce simple past regular verbs correctly by imitating the actor's pronunciation. The rubric used for the pre, and post intervention tests had six criteria: pronunciation, fluency, intonation, voice, synchronization and video edition. The proficiency levels were three: achieve, developing and not achieve. The rubric was constructed by the researcher and validated by experts. The complete analytic rubric is presented in Appendix 2.

3.6.2. A likert scale

The Likert scale was conducted to assess the second objective of this action research, to analyze 7th graders' perceptions of the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention. Cohen et al. (2001)

pointed out that likert scales are useful to collect data related to attitudes and opinions of participants in a study. In the same context, Joshi et al. (2015) stated that the purpose of a likert scale is to comprehend participants' perceptions or attitudes towards a specific area of interest, which are divided into dimensions. This Likert scale questionnaire included five levels of agreement: (1) I strongly agree, (2) I agree, (3) I do not know, (4) I disagree and (5) I strongly disagree. Participants had to rate the levels of agreement they perceived for each of the eight statements present in the Likert scale. The statements were written in Spanish, the participants native language. The complete questionnaire is presented in Appendix 3.

3.6.3. Focus group interview

A focus group interview was carried out to assess the second objective, to analyze 7th graders' perceptions of the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention. According to Wilkinson and Birmingham (2003), interviews are a qualitative technique to collect and comprehend information regarding participants' attitudes, opinions or interests. Besides, Cheng (2014) stated that a focus group interview makes participants feel comfortable to answer specific questions related to a study. Therefore, this was a semi-structured interview of 6 open-ended questions that participants answered in three different groups of five participants each. The dimensions were two, the first one is "effectiveness of using video dubbing to improve the pronunciation of the final -ed sounds of simple past regular verbs" and the second dimension is "Motivation of using video dubbing to improve the pronunciation of the final -ed sounds of simple past regular verbs". The interview was carried out in Spanish to let students express all their thoughts. The interviews were recorded and transcribed for the data analysis.

3.6.4 Validation of instruments

In order to ensure the validity of the measurement tools, namely the analytic rubric, the Likert scale questionnaire and the focus group interview developed by the researcher, a validation process was undertaken. The instruments were sent to two professors affiliated with the Universidad de Concepción in Chile via email for validation purposes. The reviewers thoroughly examined the instruments considering the research objectives and provided valuable feedback. To facilitate their assessment, an additional chart was incorporated into the document, enabling the specialists to indicate whether they recommended retaining, modifying, or eliminating specific aspects intended to be evaluated by the instruments. Their suggestions were carefully considered, and the necessary adjustments were implemented.

3.7 Data analysis techniques

After collecting the data, it was analyzed by quantitative and qualitative analysis. "Qualitative data analysis concerns with how we move from the data to understanding, explaining and interpreting the phenomena in question" (Taylor and Gibbs, 2010). Cohen et al. (2017) explained that qualitative data comes from different sources such as interviews, observation, field notes, diaries and others. The same author points out

that the researcher should organize and categorize the data into key words, themes or categories with the purpose to find similarities or differences.

The data analysis techniques for the pre and post intervention consisted of a descriptive analysis to obtain the mean score and standard deviation as well as the likert scale questionnaire. According to Vikas (2018) descriptive statistics play an important role in the initial analysis of data and serve as the basis for comparing variables. In this analysis tests were compared to see if there were significant differences and improvements between pre and post intervention tests.

The focus group interviews were analyzed by the researcher using a thematic analysis method. In this context, Wilkinson & Birmingham (2003) indicated that researchers must transcribe the participants' interviews to organize the ideas in themes taking into consideration the context and language used by them. Therefore, a brief description between patterns and categories was carried out with the purpose of finding similarities, differences or make inferences in regard to the patterns that emerge after the data is classified and coded.

CHAPTER IV: FINDINGS

In this chapter, the results of the data gathered during the intervention will be presented separately, according to each specific objective.

4.1. Specific objective 1: To describe the participants' pronunciation performance of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention

The instrument used to obtain data regarding this objective was an analytic rubric. Participants took a pre and post intervention test to compare their pronunciation results and identify whether the video dubbing sessions had any effect on participants' pronunciation of the -ed ending sounds of simple past regular verbs. The rubric was applied on two occasions during the intervention: prior to the video dubbing sessions and after the video dubbing sessions. The purpose was to compare the participants' pronunciation results before and after the intervention, aiming to identify any impact that the video dubbing had on their performance.

4.1.1. Pre- intervention analytic rubric

To gather data about specific objective 1, students recorded their voices reading a script taken from a movie scene. Their voices were recorded by using a cell phone, after that, participants had to edit the movie scene selected and synchronize their recordings with the characters' lip movements. The rubric included six dimensions and three levels of proficiency. Each dimension was assessed on a score of one (minimum score) to three (maximum score). The complete rubric can be found in appendix A.

Table 2 displays a summary of the results for the fifteen participants' performance results obtained from the analytic rubric prior to the implementation of the dubbing sessions.

Dimensions	Mean	Standard deviation (SD)	Minimum possible score	Maximum possible score
1. Pronunciation	1.13	0.35	1	3
2. Fluency	1.6	0.50	1	3

3. Intonation	1.8	0.41	1	3
4. Voice	2.5	0.63	1	3
5. Voice synchronization	2.3	0.48	1	3
6. Scene edition	2.4	0.51	1	3

Table 2. Pre intervention mean and standard deviation table

As observed in Table 2, the mean and standard deviation were presented to obtain data about central tendency and variability.

The mean scores and standard deviations for each dimension were as follows: pronunciation (mean = 1.13, SD = 0.35), fluency (mean = 1.6, SD = 0.50), intonation (mean = 1.8, SD = 0.41), voice (mean = 2.5, SD = 0.63), synchronization of voices with the scene (mean = 2.3, SD = 0.48), and scene editing (mean = 2.4, SD = 0.51).

The results indicated that participants had a relatively low average score for pronunciation, with moderate variation among individuals. However, they demonstrated a slightly better performance in terms of fluency, intonation, voice quality, synchronization with the scene, and scene editing. The group mean score was 12.06 across all measures.

4.1.2. Post intervention analytic results

Students recorded their voices reading a script taken from the same movie scene selected during the pre-intervention test. Their voices were recorded by using a cell phone, after that, participants had to edit the movie scene selected and synchronize their recordings with the characters' lip movements.

Table 3 displays a summary of the results for the fifteen participants' performance results obtained from the analytic rubric after the implementation of the dubbing sessions.

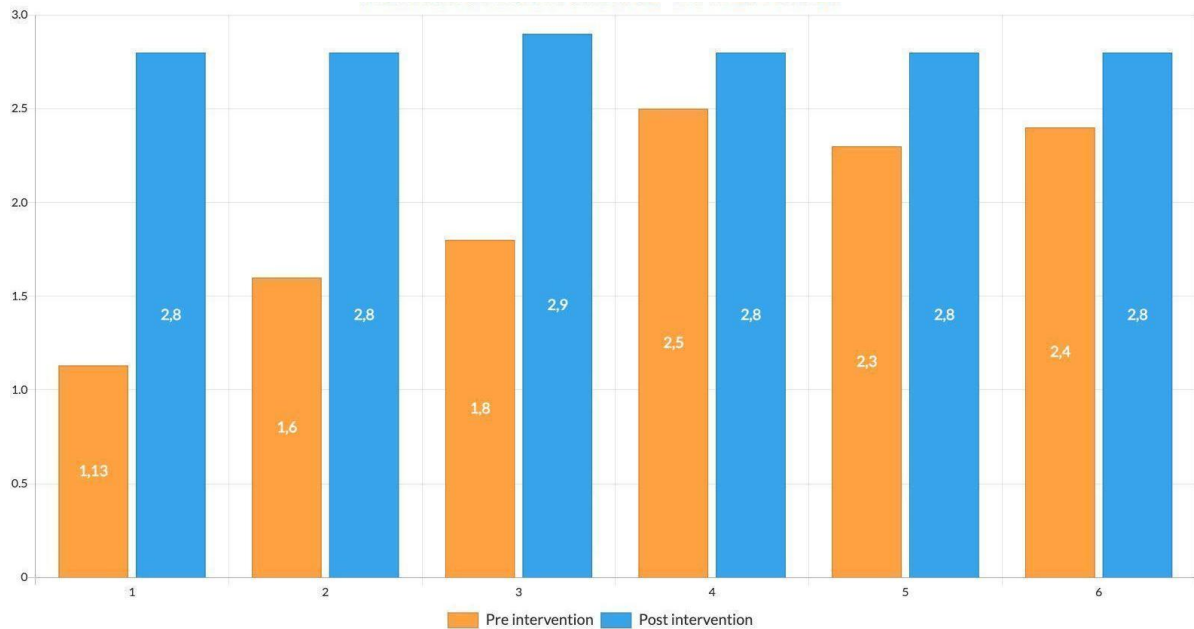
Dimensions	Mean	Standard deviation (SD)	Minimum possible score	Maximum possible score
1. Pronunciation	2.8	0.41	1	3

2. Fluency	2.8	0.41	1	3
3. Intonation	2.9	0.25	1	3
4. Voice	2.8	0.51	1	3
5. Voice synchronization	2.8	0.51	1	3
6. Scene edition	2.8	0.41	1	3

Table 3. Post intervention mean and standard deviation

The post-intervention test results revealed improvements in pronunciation, fluency, intonation, voice quality, synchronization with the scene, and scene editing. The mean scores for all dimensions were consistently high, with a mean of 2.8 and relatively low standard deviations. These findings suggest that the intervention positively impacted the participants' pronunciation skills, resulting in increased proficiency and accuracy when producing the target sounds of simple past regular verbs.

4.1.3. Pre and Post intervention analytic rubric



Graph 1. Pre and Post intervention mean scores

Prior to the intervention, the mean scores for pronunciation, fluency, intonation, voice quality, synchronization with the scene, and scene editing were relatively low, ranging from 1.13 to 2.5, with standard deviations ranging from 0.35 to 0.63. However, after the intervention, a significant progress was observed, in all dimensions showing substantial improvement. The mean scores for pronunciation, fluency, intonation, voice quality, synchronization with the scene, and scene editing increased to 2.8, accompanied by narrower standard deviations ranging from 0.25 to 0.51. These results demonstrate that the video dubbing intervention positively impacted the participants' pronunciation skills, leading to enhanced proficiency, fluency, and overall performance when producing the target sounds of simple past regular verbs.

TOTAL	MEAN	STANDARD DEVIATION
Pre- intervention test	12.06	1.16
Post -Intervention test	17.06	1.57

Table 4. Pre and Post intervention mean and standard deviation scores

Table 4 shows overall performance of students in the intervention; during the pre-intervention test, the participants' mean score was 12.06, with a standard deviation of 1.16. This indicates that, on average, the participants' performance in terms of pronunciation was relatively moderate, with a moderate level of consistency among their scores. Following the intervention, during the post-intervention test, the participants' mean score significantly increased to 17.06, accompanied by a slightly higher standard deviation of 1.57. This indicates that, on average, the participants' pronunciation performance improved significantly after the intervention. However, the slightly higher standard deviation suggests a slightly wider variation in the participants' scores, indicating some variability in their individual levels of improvement.

Overall, the results demonstrate the effectiveness of the video dubbing intervention in enhancing the participants' pronunciation skills. The increase in the mean score from 12.06 to 17.06 indicates a substantial improvement in their pronunciation performance, highlighting the positive effect of the intervention on their ability to produce the target sounds accurately.

4.2. Specific objective 2: To analyze the participants' perceptions on the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention

The data gathered and analyzed for this specific objective was obtained using a rating scale that was answered by all participants after the intervention. The rating scale consisted of eight statements, and participants had to indicate their level of agreement which were: strongly agree, disagree, undecided, disagree, and strongly disagree.

4.2.1. Findings from the Likert scale

The results of this instrument were obtained by giving each possible answer a score:

- I strongly agree: 5 points
- I agree: 4 points
- Undecided : 3 points
- I strongly disagree: 2 points
- I disagree: 1 points

To derive the mean and standard deviation scores for each statement, the answers provided by the fifteen participants were analyzed. The mean score was calculated to gain insights into the overall tendency of the students' responses, while the standard deviation (SD) was computed to assess the dispersion or variability of participants' answers.

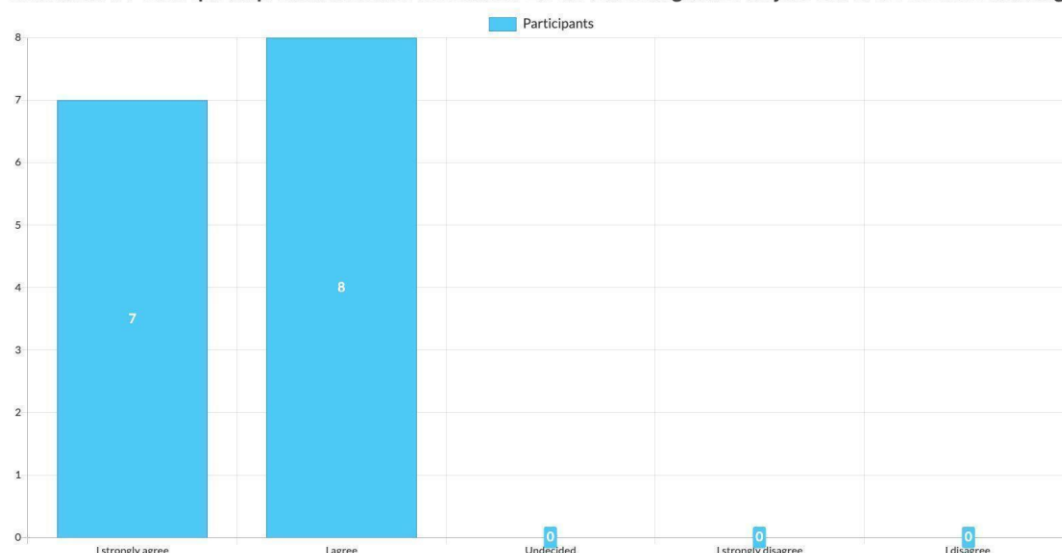
4.2.1.1 Statement 1: Creo que mi pronunciación de los sonidos -ED de verbos regulares mejoró con el uso de video dubbing. (I believe my pronunciation of the -ED sounds of regular verbs improved with the use of video dubbing)

For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
4.46	0.51

The mean score of 4.46 suggests that, on average, the participants' responses leaned towards a positive or agreement-oriented stance regarding the statement analyzed. This indicates a general tendency for the participants to agree or strongly agree with the statement in the rating scale. Furthermore, the standard deviation of 0.51 reveals a relatively low level of dispersion or variability in the participants' responses. This suggests that the participants' answers were relatively consistent and close to the mean score, indicating a degree of agreement or consensus among them.

Statement 1 : "Creo que mi pronunciación de los sonidos -ED de verbos regulares mejoró con el uso de video dubbing"



Graph 2. Likert scale statement 1

Graph 2 presents data regarding the participants' responses to statement 1. The results indicated that out of the total sample, seven participants (53.3%) strongly agreed, answering "estoy muy de acuerdo," while eight participants (46.6%) agreed, answering "estoy de acuerdo". The highest percentage of participants choosing "estoy de acuerdo" suggests a general agreement among the majority of participants suggesting that all of them agreed with the statement that they were able to pronounce -ed sounds of simple past regular verbs correctly after the video dubbing sessions.

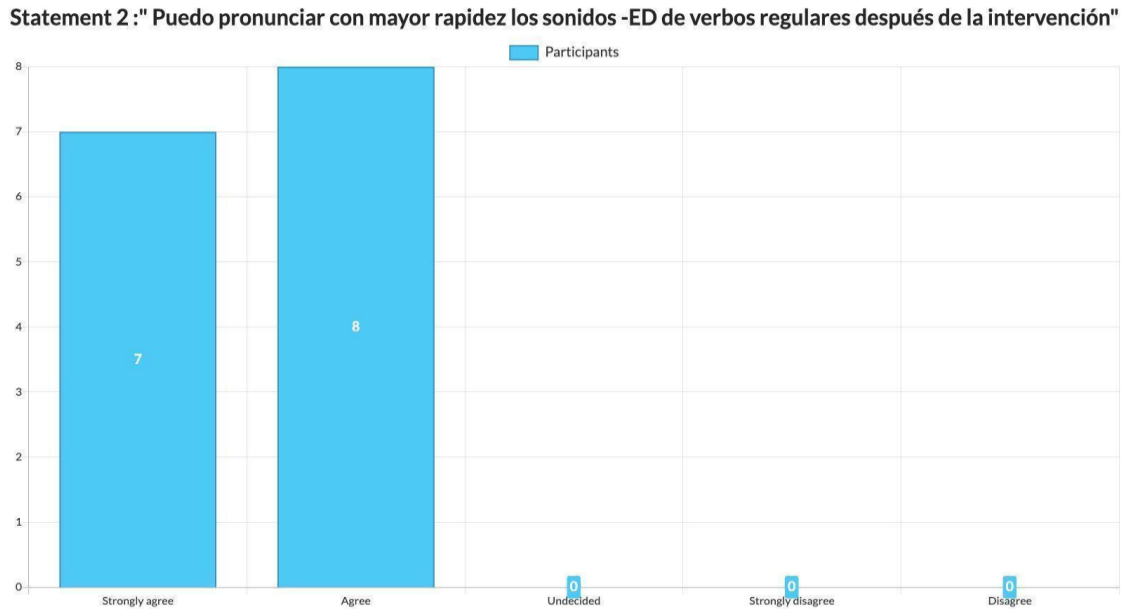
4.2.1.2 Statement 2. Puedo pronunciar con mayor rapidez los sonidos -ED de verbos regulares después de la intervención. (I can pronounce the -ED sounds of regular verbs faster after the intervention)

For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
4.46	0.51

The mean score of 4.46 suggests that, on average, the participants' responses leaned towards a positive or agreement-oriented stance regarding the statement analyzed. This indicates a general tendency for the participants to agree or strongly agree with the statement where they indicated that they were able to pronounce the -ed sounds of simple past regular verbs easily after the intervention. Furthermore, the standard deviation of 0.51 reveals a relatively low level of dispersion or variability in the

participants' responses. This suggests that the participants' answers were relatively consistent and close to the mean score.



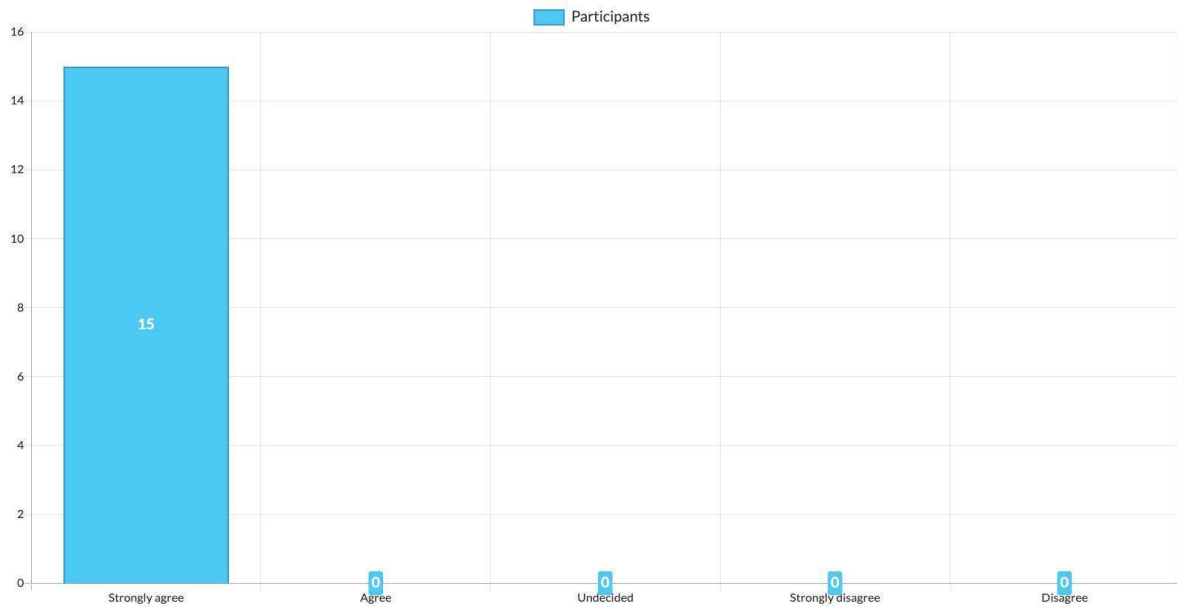
Graph 3. Likert scale statement 2

4.2.1.3 Statement 3. “Mi motivación de aprender la pronunciación de los sonidos -ED de los verbos regulares aumentó con el uso de video dubbing”. (My motivation to learn the pronunciation of the -ed sounds of regular verbs increased with the use of video dubbing).

Mean	Standard deviation (SD)
5	0

The evaluation of the mean score within dimension three reveals that all fifteen participants provided a unanimous response, indicating a strong agreement by selecting "estoy muy de acuerdo" (I strongly agree).

Statement 3: “Mi motivación de aprender la pronunciación de los sonidos -ed de los verbos regulares aumentó con el uso de video dubbing”



Graph 4. Likert scale statement 3

Graph 4 visually presents the participants' responses, demonstrating a consistent alignment where each participant assigned the highest score. These findings highlighted a notable trend among most students, as they strongly agree with the statement, confirming that the utilization of video dubbing during the intervention contributed to an enhanced sense of motivation in learning the -ed sound of simple past regular verbs.

4.2.1.4 Statement 4. “Mi confianza al pronunciar verbos regulares aumentó con el uso de video dubbing”. (My confidence when pronouncing regular verbs increased with the use of video dubbing).

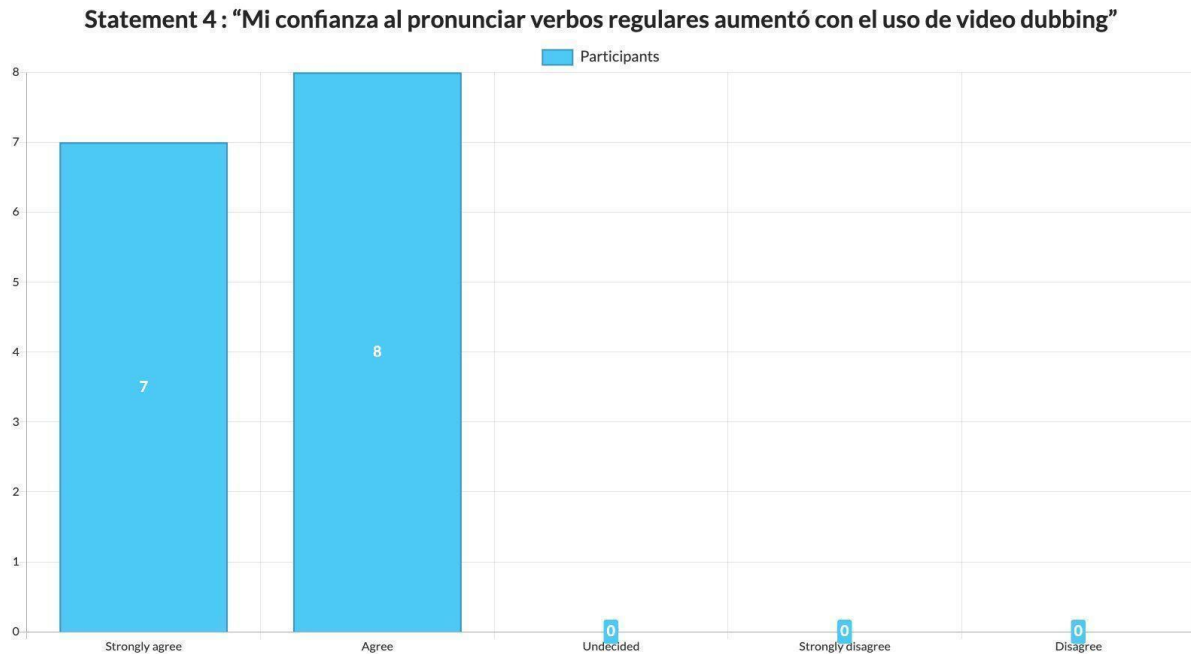
For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
4.46	0.51

The data provided indicated that the mean score for the statement "My confidence when pronouncing regular verbs increased with the use of video dubbing" is 4.46, and the standard deviation is 0.51. The mean score of 4.46 suggests that, on average, the participants' responses leaned towards agreement, indicating a positive perception regarding the increase in confidence when pronouncing regular verbs through the use of video dubbing.

The standard deviation of 0.51 indicates a relatively low level of variability or dispersion in the participants' responses, suggesting that their answers were consistent and clustered closely around the mean score.

In summary, the results indicate that the majority of students agreed or strongly agreed that their confidence when pronouncing regular verbs increased with the use of video dubbing. The low standard deviation indicates a consensus among the participants.



Graph 5. Likert scale statement 4

In graph 5, data related to the participants' responses to statement 4 is presented. The findings reveal that among the entire sample, seven participants (46.6 %) strongly agreed, selecting "estoy muy de acuerdo," which represents the highest possible score for this statement. Additionally, eight participants (53.3%) expressed agreement by choosing "estoy de acuerdo." These results indicate a clear tendency among the majority of students to agree with the statement, affirming that their confidence to pronounce correctly the -ed sound of simple past regular verbs with video dubbing increased after the intervention sessions.

4.2.1.5 Statement 5. "El uso del celular aumentó mi motivación para participar en la edición de videos". (The use of mobile technology increased my motivation to participate in video editing)

For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
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5	0
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The data provided indicates that the mean score for the statement "The use of mobile technology increased my motivation to participate in video editing" is 5, and the standard deviation is 0. This implies that all participants responded with "strongly agree" to the statement, resulting in a complete alignment and no variation in their responses.

The mean score of 5 indicated a high level of agreement among the participants, suggesting that the use of mobile technology significantly boosted their motivation to engage in video editing. The standard deviation of 0 indicates that there was no dispersion or variability in the participants' responses. This indicates a unanimous and consistent agreement among all participants, further strengthening the validity and reliability of the results.

Graph 6 visually presents the participants' responses, demonstrating a consistent alignment where each participant assigned the highest score.



Graph 6. Likert scale statement 5

4.2.1.6 Statement 6. “El uso del computador aumentó mi motivación para participar en la edición de videos”. (The use of computer technology increased my motivation to participate in video editing).

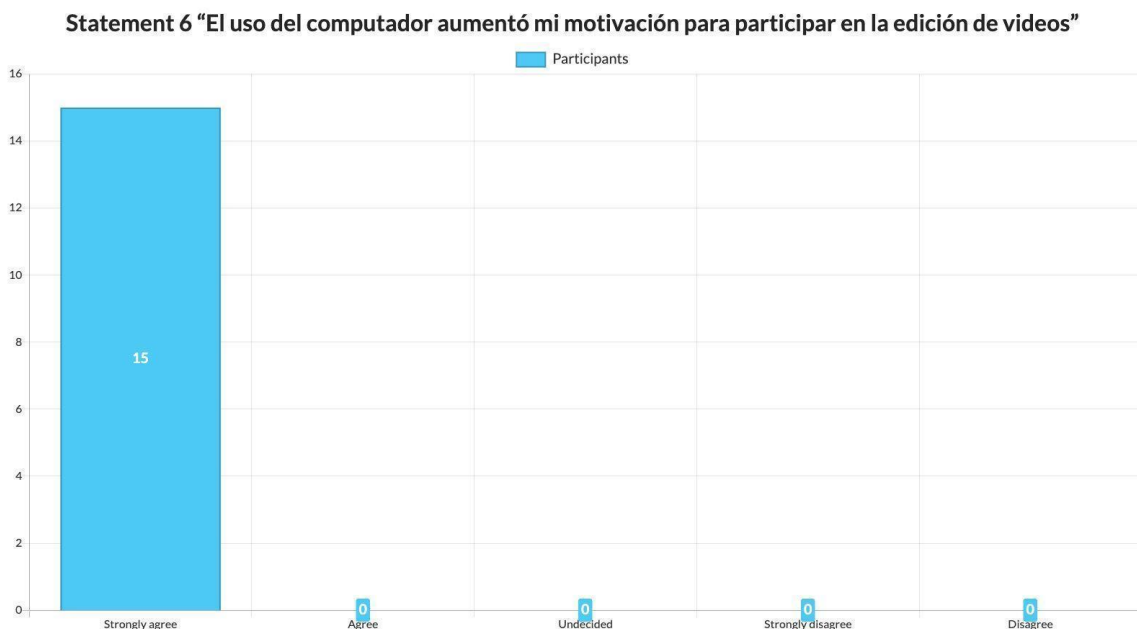
For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
5	0

The data provided reveals that the mean score for the statement "The use of the computer increased my motivation to participate in video editing" is 5, and the standard deviation is 0. This implies that all participants responded with "strongly agree" to the statement, resulting in complete alignment and no variability in their responses.

A mean score of 5 indicated a high level of agreement among the participants, suggesting that the use of the computer significantly heightened their motivation to engage in video editing activities.

The standard deviation of 0 denotes that there was no dispersion or variability in the participants' responses. This indicates a unanimous and consistent agreement among all participants, further enhancing the reliability and validity of the results.



Graph 7. Likert scale statement 6

Graph 7 visually presents the participants' responses, demonstrating a consistent alignment where each participant assigned the highest score.

4.2.1.7 Statement 7. “Sincronizar mis grabaciones con las voces de los actores de la película o serie fue fácil”. (The synchronization of my recordings with the voices of the actors in the movie or series scene was easy)

For this specific item, the following results were obtained:

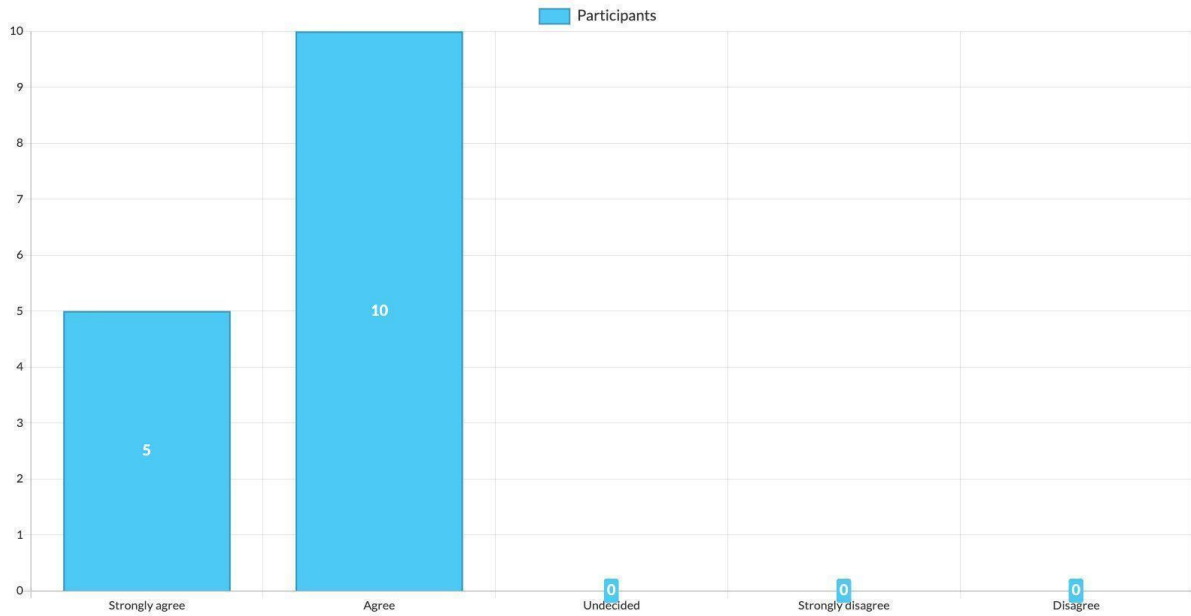
Mean	Standard deviation (SD)
4.3	0.48

The data provided indicates that the mean score for the statement "The synchronization of my recordings with the voices of the actors in the movie or series scene was easy" is 4.3, and the standard deviation is 0.48. The mean score suggested that, on average, the participants' responses leaned towards agreement, indicating a positive perception regarding the ease of synchronizing their recordings with the voices of the actors in the movie or series scene.

The standard deviation of 0.48 indicates a relatively low level of variability or dispersion in the participants' responses, suggesting that their answers were consistent and clustered closely around the mean score.

Graph 7 visually presents the participants' responses. Five students responded with "strongly agree," (33.3%) while 10 students responded with "I agree" (66.6%).

Statement 7 :“Sincronizar mis grabaciones con las voces de los actores de la película o serie fue fácil”



Graph 8. Likert scale statement 7

4.2.1.8 Statement 8. “Grabar mi voz con mi celular fue fácil”. (Recording my voice with my cellphone was easy)

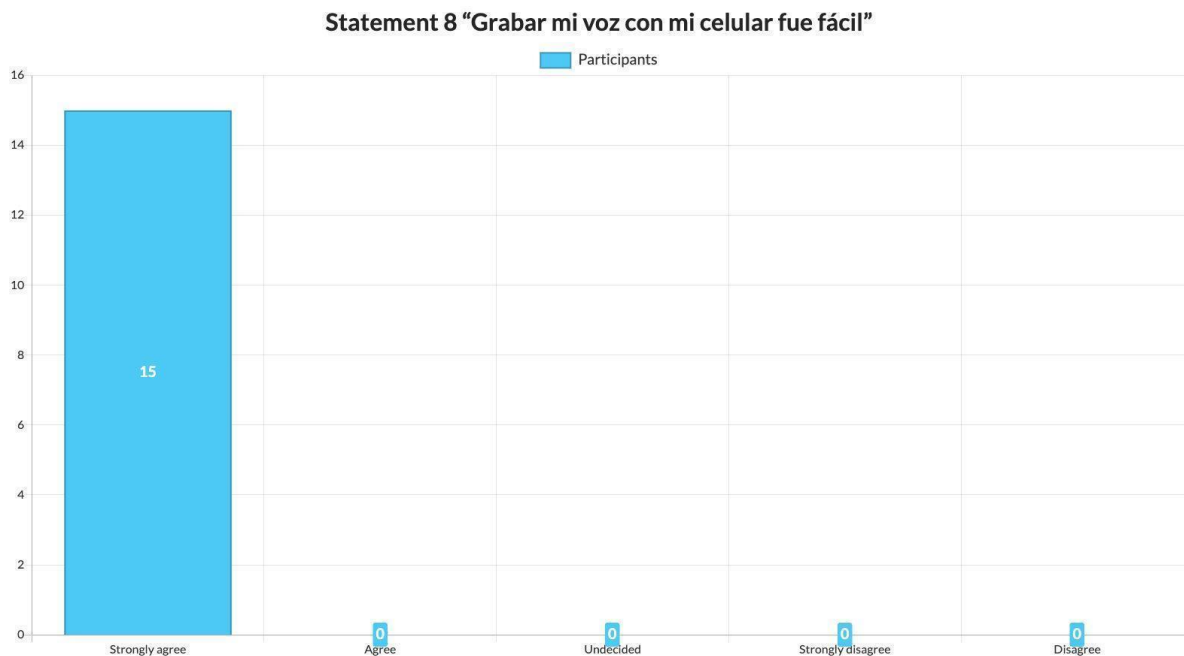
For this specific item, the following results were obtained:

Mean	Standard deviation (SD)
5	0

The data provided reveals that the mean score for the statement “Recording my voice with my cell phone was easy” is 5 and the standard deviation is 0. This implies that all participants responded with "strongly agree" to the statement, resulting in complete alignment and no variability in their responses.

A mean score of 5 indicated a high level of agreement among the participants, suggesting that it was easy for participants to record their voices by using their cell phones.

The standard deviation of 0 denoted that there was no dispersion or variability in the participants' responses.



Graph 9. Likert scale statement 8

Graph 9 visually presents the participants' responses. All participants responded with "strongly agree" (100%).

4.2.2. Findings from the Focus group interview

The focus group interview aimed to analyze the perceptions of 7th graders regarding the use of video dubbing as a tool to improve the pronunciation of the final "-ed" sounds. After the intervention, participants were interviewed and answered six open-ended questions. The interview was conducted in Spanish to ensure that students could fully express their thoughts. Through the interview, certain categories and subcategories emerged, providing valuable insights into the students' perspectives.

4.2.3. Analysis with categories and subcategories of participants' responses

Category	Subcategory	Frequency	Focus group extracts
Practice and repetition	Improvement in Pronunciation	9	-"Sí me ayudó a mejorar la pronunciación porque tuve que practicar muchas veces" (P1).

			<p>- “Sí me ayudó a mejorar mi pronunciación porque tuve que practicar hartas veces” (P2)</p> <p>“Sí, porque no ayuda a trabajar en grupo y tuvimos mucho tiempo para practicar y mejorar pronunciación”(P11).</p> <p>“Mi pronunciación igual mejoró bastante ahora puedo hablar más” (P15).</p>
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Table 5. Practice and repetition category

Table 5 shows responses from the category **Practice and repetition**. The participants' responses indicate that the use of video dubbing helped to improve their pronunciation through practice and repetition. Several participants mentioned that they had to practice extensively, which contributed to their improvement in pronunciation. They emphasized that the opportunity to repeat the scenes multiple times allowed them to focus on the pronunciation aspect and adjust as needed.

Furthermore, some participants expressed that the video dubbing activity made the learning process easier and more enjoyable. They found it beneficial because it provided them with a practical and engaging way to practice pronunciation. The inclusion of scenes from movies or series helped to create a motivating environment for learning.

Overall, these responses suggested that the practice and repetition involved in video dubbing contributed to the participants' improvement in pronunciation. The opportunity to engage with authentic materials and work in a group setting enhanced their motivation and provided a meaningful context for pronunciation practice. By practicing extensively and working collaboratively, the participants were able to develop their pronunciation skills and gain confidence in speaking.

Category	Subcategory	Frequency	Focus group extracts
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Motivation and engagement	Use of video scenes	15	<p>“Es divertido y aprendo más porque me gusta ver las escenas”(P 2)</p> <p>“porque aprendemos más palabras con los vídeos”(P5)</p> <p>“me sentía más familiarizado porque suelo ver series o películas más en inglés, entonces me sentía familiarizado con con el tema, entonces me hizo sentir más motivado”(P9).</p>
	Imitation of actors' voices	8	<p>“Me pareció beneficioso porque básicamente no era sólo escribir ejercicio y responder preguntas a mano, sino que era estar repitiéndolo, repetir el sonido no solo en la mente, sino estar practicando hart rato para que saliera bien y era bueno para mejorar la pronunciación”(P6).</p> <p>“Fue entretenido imitar las voces de los actores” (P11).</p> <p>ponernos en el lugar de los actores de la película.(P13).</p>

Table 6. Motivation and engagement category

Table 6 shows responses from the category **Motivation and engagement**. These results indicate that the use of video dubbing in language learning is perceived as engaging, entertaining, and motivating. Participants expressed a positive attitude towards the activity and highlighted various aspects that contributed to their enjoyment and increased motivation. One aspect mentioned by the participants is the entertainment value of video dubbing. They described it as more enjoyable compared to other learning activities, which made them feel motivated to continue working on it.

The use of scenes from movies or series added an element of excitement and familiarity, making the learning experience more engaging. Participants also highlighted that they learned more through video dubbing because watching the scenes and imitating actors' voices helped them to engage more in the process of learning, practicing and improving their pronunciation. The visual aspect of the activity, combined with the audio input, facilitated vocabulary acquisition and exposure to authentic language use. This suggests that the participants found the use of videos to be a valuable resource for expanding their language knowledge. Moreover, participants mentioned that video dubbing helped them feel less stressed and more at ease, compared to other forms of oral presentations.

Overall, these findings emphasized the effectiveness of incorporating movie scenes and voice imitation as valuable tools in language learning. The interactive and creative nature of video dubbing reduced performance pressure and created a more relaxed environment for language practice.

Category	Subcategory	Frequency	Focus group extracts
Technological enhancement	Using phones	6	<p>“El poder usar el teléfono y el tener herramientas que ya sabíamos usar y no tener que aprender como de otra cosa totalmente distinta”(P6).</p> <p>“El uso del celular y todas las grabaciones que nos daban risa” (P10).</p> <p>“Era bastante entretenido utilizar los celulares, ya que bueno por el tema así en el colegio no dejaban.Era bonito volver a utilizarlo, pero de manera pedagógica”(12).</p>

Table 7. Technological enhancement category

Table 7 shows responses from the category **Technological enhancement**. The participants' responses highlighted the positive impact of technological enhancement

on language learning. The use of technology, particularly mobile devices, brought increased entertainment, familiarity, motivation, and pedagogical value to the learning experience.

Participants recognized the enhanced entertainment value associated with the use of technology in language learning. They expressed that incorporating technological tools made the classes more enjoyable and engaging, offering a refreshing change from traditional teaching methods. The availability of familiar tools, such as smartphones, eliminated the need to learn about new devices, allowing participants to focus on language learning without additional technological challenges.

The participants also emphasized the motivational aspect of technology. They found humor in listening to their own recorded voices, which created a relaxed and comfortable learning environment. The use of technology, such as mobile devices and recordings, contributed to their motivation and commitment to continue practicing. The participants felt a sense of empowerment and motivation, as technology facilitated their engagement with the language learning material.

Additionally, the use of technology in language learning provided a novel and pedagogical experience for participants. They expressed the enjoyment of using mobile devices because they did not use them for pedagogical purposes as it was banned at school. By incorporating technology in a pedagogical manner, participants felt a renewed sense of interest and value in utilizing their devices for educational purposes.

Overall, the participants acknowledged that the use of technology in language learning had a positive impact. It brought entertainment, familiarity, motivation, and pedagogical value to their learning experience. The incorporation of technological tools, particularly mobile devices, created a dynamic and engaging environment that facilitated their language acquisition process. These findings underscore the importance of integrating technology effectively into language education, recognizing its potential to enhance and enrich the learning journey.

Category	Subcategory	Frequency	Focus group extracts
Group work in language learning	Enhanced communication and coordination	6	“Sí, porque fueron mejor los métodos de trabajo de nuestro compañero y podríamos distribuir mejor las tareas para que todos

			<p>pudiéramos hacer mejor nuestra parte”(P1).</p> <p>“yo ya con mis compañeros de trabajo y he tenido una cierta relación de amistad y bueno se fue fortaleciendo.”(P4).</p> <p>“Nos ayudó bastante a la comunicación y coordinación al momento de grabar el video y sobre todo para editarlo”(11).</p>
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Table 8. Group work in the language learning category

Table 8 shows responses from the category **Group work in the language learning category**. The participants' responses highlight the positive impact of group work in language learning, particularly in terms of improved communication and coordination among peers. Group work facilitated better task distribution, strengthened relationships, increased enjoyment, and aided in the successful completion of video projects.

Participants recognized the benefits of group work in improving their language learning experience. They noted that working in groups allowed for the implementation of more effective work methods, leading to better task allocation and enhanced individual performance. Collaborating with classmates whom they already had a pre-existing relationship with strengthened their bond. The participants emphasized that group work was more enjoyable compared to working individually, as it eliminated feelings of embarrassment and created a comfortable environment among friends. This positive social dynamic contributed to a more relaxed and open communication atmosphere, enabling participants to express themselves more freely.

Furthermore, group work played a crucial role in facilitating communication and coordination during the video recording and editing processes. The participants acknowledged that working in teams allowed for better communication channels and improved coordination, ensuring the smooth execution of tasks.

Overall, the participants recognized the value of group work in language learning, specifically in terms of enhanced communication and coordination. Working in teams allowed for better task distribution, strengthened relationships, increased enjoyment, and facilitated successful completion of video projects. These findings emphasize the importance of incorporating group work activities in language learning settings to

promote effective communication, collaboration, and a supportive learning environment.

Category	Subcategory	Frequency	Focus group extracts
Confidence after video dubbing sessions	Increased confidence to pronounce -ed regular verbs	8	<p>“Si mejoró mi confianza porque ahora yo puedo tratar de decirlo, pronunciarlo con mayor fluidez” (P1).</p> <p>“ya conocemos más los verbos y podemos pronunciar mejor”, (P3).</p> <p>“Si, en mi caso, yo ya tengo confianza a hablar Inglés, pero esto me ayuda mucho a mejorarlo y a pensar más en la pronunciación de los verbos” (P12)</p>

Table 9. Confidence after video dubbing sessions category

Table 9 shows responses from the category **Confidence after video dubbing sessions**. The participants' responses indicated that the video dubbing project had a positive impact on their confidence in pronouncing the "ed" sounds in simple past verbs. Through practicing and imitating actors' voices in the videos, participants developed a better understanding of the pronunciation patterns associated with "ed" endings, leading to increased confidence in using these sounds correctly.

Participants mentioned that the video dubbing project helped them improve their pronunciation skills, specifically regarding the correct pronunciation of the "ed" sounds in simple past verbs. They expressed that the project provided them with valuable practice opportunities, allowing them to develop greater fluency and accuracy in pronouncing these sounds.

By imitating the voices of the actors in the videos, participants became more familiar with the pronunciation patterns of the "ed" endings and gained confidence in using them correctly. The repetition and exposure to various examples of simple past verbs in the videos helped participants internalize the correct pronunciation and made them more conscious of their own pronunciation when using these verb forms.

Through the video dubbing intervention, participants not only gained confidence in their ability to pronounce the "ed" sounds but also felt more comfortable and self-assured in using simple past verbs. They reported that the project provided them with a platform

to practice extensively and reinforce their pronunciation skills, leading to increased confidence when speaking in the past tense.

Overall, the video dubbing project had a positive impact on participants' confidence in pronouncing the "ed" sounds in simple past verbs. By engaging in imitation, practice, and exposure to various examples, participants developed a better understanding of the pronunciation patterns associated with these verb forms. This increased their confidence in using the correct pronunciation of "ed" endings and contributed to their overall proficiency in the past tense.

CHAPTER V : DISCUSSION

This study was conducted to explore the contribution of video dubbing to 7th graders' pronunciation of the final -ed sounds of simple past regular verbs. The results obtained from the data are discussed in connection with the specific objectives as follows :

5.1 Specific objective 1: to describe the participants' pronunciation performance of the /t/, /d/, and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.

The findings revealed that participants' pronunciation performance of the /t/, /d/, and /id/ ending sounds of simple past regular verbs improved significantly after the video dubbing intervention. The pre-intervention results indicated that participants had relatively low average scores for pronunciation, with moderate variation among individuals. However, the post-intervention results indicated substantial improvements in all dimensions. This suggests that the intervention positively influenced participants' pronunciation skills, resulting in increased proficiency and accuracy when producing the target sounds of simple past regular verbs. In this aspect, the study aligns with the ideas presented by Celce-Murcia et al. (2010), who emphasize the importance of learning the correct pronunciation of the -ed ending sound of simple past regular verbs to ensure accurate communication.

Furthermore, the current findings and the conclusions by Aditia (2020), who stated that the incorporation of video film scenes for the purpose of enhancing pronunciation proficiency facilitated the discernment of vowel and consonant sounds among eleventh graders, thereby resulting in a reduction in the frequency of errors. The improvements of the participants' pronunciation are also consistent with the ones observed in Nursafitrah (2021) research, where students practiced pronunciation through video dubbing during their classes using pre and post intervention tests. The findings of that study indicated a positive impact on learners' pronunciation and vocabulary, demonstrated by improvements in their scores on the post intervention tests.

Additionally, the advantages of video dubbing for oral production, particularly in terms of pronunciation, fluency, and the natural flow of speech, as discussed by Talaván & Costal (2017), are strongly echoed by these findings. Nevertheless, it is important to take into consideration that the participants from the previous study were undergraduate students in their first year (18-52 years old) and their participation in the research was as an extracurricular activity. Therefore, even though video dubbing has a positive contribution on participants' pronunciation, leading to notable enhancements, the context differs significantly.

The positive outcomes of this study align with previous research and underscore the potential benefits of incorporating video dubbing for improving pronunciation skills.

However, the contextual variations should be considered when implementing these findings in diverse educational settings.

5.2 Specific objective 2: To analyze the participants' perceptions on the use of video dubbing as a tool for enhancing the pronunciation of the final -ed sounds after the intervention.

The analysis of participants' perceptions through the Likert scale and focus group interview indicated positive perceptions regarding the use of video dubbing as a tool for enhancing pronunciation. The findings from the Likert scale demonstrated a high level of agreement among participants regarding statements related to the effectiveness of video dubbing in improving pronunciation skills. Participants strongly agreed that their pronunciation of the -ed sounds of regular verbs improved, and they could pronounce these sounds more quickly and confidently after the intervention. Moreover, participants reported increased motivation to learn pronunciation and enhanced confidence when pronouncing regular verbs due to the video dubbing sessions. In this aspect, there is a connection among the current findings and the conclusions by Manurung and Pohan's (2019) research, in which students had a favorable opinion of video dubbing, as it helped them improve pronunciation, increased classroom language use, and enhanced various language skills, such as fluency and vocabulary.

Similarly, in a study conducted by Jao et al. (2022) , 26 university students enrolled in an English remedial course took part in a video dubbing experiment. Although the methodology and context differed from our research, the majority of participants found that participating in video dubbing was beneficial for improving their pronunciation, fluency, and accuracy throughout various stages of the learning process. These stages included coaching, modeling, scaffolding, articulation, reflection, exploration, and discussion.

Another aspect which emerged from these findings was the students' perception towards the incorporation of technological tools. Participants expressed that the use of technology was entertaining and effective for language learning, and provided them with a practical and engaging way to practice pronunciation. As Burston (2005) stated , dubbing not only enhances listening and reading comprehension but also offers abundant pronunciation practice. Furthermore, these results align with the claims by MINEDUC (2015), that indicated that the integration of technology and innovations has proven to be beneficial in facilitating the teaching and learning process for students.

Furthermore, this current action research study also unveils students' perception towards the importance of group work and authentic materials, which had a positive

influence on their communication, coordination, and overall enjoyment of the learning process. The chance to interact with real-world materials and collaborate within a group setting boosted their motivation and offered a significant context for honing their pronunciation. This aligns with the pedagogical value of real-world materials and collaborative learning, as emphasized by experts like Celce-Murcia et al. (2010).

In sum, this study's results offer a compelling reflection on the potential of video dubbing as a potent tool for enhancing pronunciation skills. The resounding agreement among participants, as evidenced by the Likert scale and focus group interviews, underlines the effectiveness of this method in improving pronunciation, motivation, and confidence.

5.3 Implications and limitations

The findings of this study offer significant insights into English teaching and learning in Chile, especially within the context of second language acquisition. The study demonstrates the positive impact of video dubbing on improving the pronunciation of the /t/, /d/, and /id/ endings of simple past regular verbs. Incorporating video dubbing activities into the curriculum emerges as an effective pedagogical approach for enhancing pronunciation skills. Moreover, participants' favorable perceptions of video dubbing as a tool for pronunciation improvement underscore the importance of integrating technology and authentic materials in language education. These positive results align with Chilean educational policies advocating for technology integration and active student participation. Video dubbing exemplifies how technology can engage students and facilitate a deeper understanding of language nuances in English language instruction.

In the context of English language instruction, where mastering pronunciation and conversational skills is considered difficult by learners, the encouragement of active student participation within educational policies resonates with the interactive nature of video dubbing. This method requires students to actively engage with the material, not merely as passive recipients of information but as contributors to the learning process. Through the creation of dubbed content, students are not only exposed to authentic language usage but also become co-creators of educational resources. This aligns perfectly with the principles of student empowerment and engagement promoted in Chilean educational policies.

The potential widespread adoption of video dubbing as a valuable tool for English language instruction in Chile underscores its versatility. Beyond its effectiveness in enhancing pronunciation and language fluency, video dubbing cultivates teamwork, creativity, and critical thinking. For instance, collaborative video dubbing projects can

require students to work together, fostering communication skills and encouraging a deeper understanding of the language.

Moreover, the positive outcomes of incorporating video dubbing suggest a need for professional development initiatives for educators. As technology assumes a central role in the classroom, teachers may benefit from training programs that equip them with the skills to effectively integrate and leverage these tools. For example, workshops and seminars can empower educators to confidently incorporate video dubbing projects into their lesson plans.

The alignment with educational policies thus extends beyond the student experience to encompass the professional development of educators, ensuring a seamless and impactful implementation of innovative teaching methods. This alignment could involve policy changes that explicitly support and encourage the integration of technology in language instruction. Recognizing and supporting these initiatives can lead to a more cohesive and progressive educational system.

In contexts where technological resources are limited, it becomes even more essential to rethink any strict rules against using cellphones in schools. Therefore, this study advocates for steering away from restrictive policies on cellphone use, emphasizing that, when used responsibly, these devices can be valuable tools for learning. This shift in policy can pave the way for creative language learning apps or platforms accessible on smartphones, democratizing access to language education. The call to embrace technology isn't just about having the latest gadgets; it's about creating a diverse and interactive learning environment. This study suggests that by incorporating a variety of technological tools and interactive methods into language learning, educators have the opportunity to make the learning experience more captivating and effective. For instance, virtual reality or gamified language apps can cater to different learning styles, ensuring engagement across a spectrum of students.

Additionally, the study implies that an environment that embraces technology and encourages varied approaches to language learning contributes significantly to improving language proficiency. When students are immersed in a learning atmosphere that resonates with their preferences and allows for interactive engagement, they are more likely to be motivated and develop a deeper understanding of the language. This aligns seamlessly with the overarching educational policy initiatives in Chile, which aim to enhance the overall quality of education and prepare students for the challenges of the future.

In essence, the study emphasizes the need to adapt and evolve teaching methods to suit the preferences and technological context of the students. It encourages a shift away from rigid policies that restrict the use of technology in classrooms and advocates

for a more flexible and innovative approach. By doing so, educators not only address the immediate needs of language learners but also contribute to the broader goals of educational policy initiatives, fostering a dynamic and effective learning environment in Chilean schools.

Despite the positive outcomes observed in this study, it's crucial to recognize and openly discuss its limitations. One of the primary challenges encountered during the research was the absence of a computer lab in the school where the study took place. This posed a significant obstacle for the researcher, as the lack of dedicated computing facilities limited the scope and depth of the technological interventions that could be implemented. A considerable number of students either did not possess their own computers or cellphones. This limitation further constrained the implementation of certain technological aspects of the study.

The lack of personal devices among students highlights an important socioeconomic factor that can influence the extent to which technology can be integrated into the learning process. As a result, the study's findings may not fully capture the experiences of students who have more readily available access to technology, potentially limiting the generalizability of the results. The context-specific challenges faced in this particular school as the absence of a computer lab and limited access to personal devices are contextual factors that may not be universally applicable to all schools. In recognizing these limitations, it becomes evident that the study's outcomes should be interpreted within the specific context in which they were derived.

While the results provide valuable insights into the potential benefits of incorporating technology in education, the constraints imposed by the lack of technological infrastructure in this particular school warrant a cautious interpretation. Future research in more technologically equipped environments is necessary to ascertain the broader applicability and impact of these findings across diverse educational settings.

Another limitation of this study lies in the number of participants. The study focused on 7th graders, and the results may not directly apply to other age groups or levels of English learners. Additionally, the limited number of participants may impact the study's external validity, making it challenging to apply the findings to a more extensive and diverse range of English language learners. As a result, it is essential to interpret the results considering the characteristics of this specific group, given that the sample size was somewhat small, potentially restricting the applicability of the findings to a broader context.

In addition, the study's design did not include a control group, making it challenging to attribute the observed improvements solely to the video dubbing intervention because of other factors that may have contributed to the participants' enhanced pronunciation.

Notwithstanding the challenges and limitations encountered in this study, it's important to underscore the significant contributions and valuable insights that have emerged regarding the potential benefits of video dubbing as a tool for pronunciation improvement in English language education. The positive aspects observed in the study provide a foundational basis for future research, adaptation, and implementation of this innovative pedagogical approach in diverse educational contexts. The findings of this research, despite the contextual constraints, shed light on the positive impact of video dubbing on pronunciation improvement. This insight is particularly valuable as effective pronunciation is a critical aspect of language learning. The study, in essence, acts as a starting point, laying the groundwork for further exploration into how video dubbing can be refined and integrated into English language education to enhance not only pronunciation but also overall language proficiency.

CHAPTER VI : CONCLUSIONS

6.1 Summary of the main findings

This action research project has yielded valuable insights into the efficacy of video dubbing as a pedagogical strategy for enhancing the pronunciation of the final -ed sounds of simple past regular verbs among 7th graders. The findings unequivocally establish that integrating video dubbing significantly and positively impacted the participants' pronunciation abilities, resulting in increased proficiency and accuracy in articulating these distinct sounds.

The study contextualizes its findings by drawing parallels with the work of Celce-Murcia et al. (2010), underscoring the pivotal role of mastering the -ed ending sound for precise communication. Additionally, it aligns with Aditia (2020) and Nursafitrah (2021), reinforcing the positive impact of incorporating video dubbing in diverse educational settings.

An exploration of participants' perceptions, using Likert scale responses and focus group interviews, revealed overwhelmingly positive views toward video dubbing. Participants reported enhanced pronunciation speed, confidence, and motivation, echoing results found in studies by Manurung and Pohan (2019) and Jao et al. (2022). The study also sheds light on participants' favorable attitudes towards technology, aligning with broader claims about the benefits of technological integration in language education (Burston, 2005; MINEDUC, 2015).

Despite demonstrating a strong positive influence of video dubbing on pronunciation improvement, it is crucial to acknowledge that the applicability of these findings may vary significantly in diverse educational settings. Factors such as geographical location, available resources, cultural differences, and pedagogical approaches can influence the effectiveness of teaching methods. Therefore, the positive outcomes observed in this study should not be assumed to universally apply. Instead, educators are encouraged to assess the compatibility of video dubbing and similar strategies with their unique educational settings, considering the needs and characteristics of their students, technology availability, resources, and the overall learning environment.

The implications for English teaching in Chile are significant, as the study suggests that video dubbing could be a powerful pedagogical tool, aligning with educational policies advocating for technology integration and active student participation. However, the study acknowledges limitations, including challenges related to technology access and a small sample size, urging caution in generalizing findings. It recommends future research to explore the sustainability and broader applicability of video dubbing interventions. In essence, this study contributes nuanced insights into the multifaceted impact of video dubbing on pronunciation skills, offering both practical implications and avenues for further exploration in language education.

Integrating video dubbing activities into language teaching methodologies can significantly enhance language learning, particularly in terms of pronunciation improvement. Active student participation and a culture of feedback and reflection among educators and learners are crucial components for the successful implementation of this pedagogical approach. By continuously seeking feedback and refining instructional practices, language educators and students can collaboratively contribute to an enriched language learning experience.

6.2 Personal reflection

As an English educator who reflects extensively on enhancing pedagogy, I have recognized that ongoing learning is crucial in my profession. Continuous learning not only fosters personal growth but significantly elevates the quality of my teaching. I understand that teaching English is a dynamic field, requiring a constant commitment to learning. Evolving communication methods, integrating technology in the classroom, and understanding changing student needs are continuous elements.

Upon reflecting on my educational journey, particularly during my master's program, I acknowledge the substantial impact of reflecting on my learning. Advancing as an English teacher extends beyond the confines of the classroom. It involves staying attuned to novel teaching methodologies, linguistic research findings, and innovative teaching tools. This proactive approach allows me to incorporate fresh and effective elements into my teaching repertoire.

A notable evolution in my teaching practice is evident through the deliberate modification of my English instruction methods. By consistently exploring new approaches and assessing their efficacy for students, I have identified strategies that significantly enhance language comprehension. Using resources such as videos, participatory activities, and real-life language instances helped me to create a rich and more personalized learning experience for each student which can contribute to their language proficiency and overall academic success.

Balancing the roles of both educator and researcher, the skills honed through research now significantly contribute to my master's degree pursuits. The analytical thinking, logical reasoning, and problem-solving acumen seamlessly transition from the realm of teaching to academic studies. My master's program reinforces the importance of thoughtful consideration, emphasizing that my actions are not mere tasks but integral components shaping both teaching and scholarly endeavors.

In conclusion, being an effective educator revolves around a constant commitment to learning. As an English teacher, recognizing the significance of continual improvement, adapting instructional approaches, and embracing the ethos of lifelong learning—especially through the lens of my master's degree undertaking—is paramount. This dedication is not solely for personal advancement but, more crucially, to instill in my students a love for language and an enduring enthusiasm for learning.

6.3 Recommendations

As future research endeavors, I recommend conducting comparative studies to assess the effectiveness of video dubbing in comparison to alternative pronunciation enhancement techniques. This exploration has the potential to unveil the most efficient methods for improving pronunciation skills, providing valuable insights into the strengths and weaknesses of video dubbing when compared to traditional pronunciation teaching methods.

Additionally, it is advisable to investigate the impact of video dubbing across diverse age groups and varying levels of language proficiency. This research would shed light on whether video dubbing is equally beneficial for both younger and older students, as well as those at different language proficiency levels. These insights will contribute significantly to understanding the broad applicability of the method.

Furthermore, I suggest incorporating qualitative analyses, such as focus groups and in-depth interviews, to delve into students' perceptions and experiences with video dubbing. These qualitative insights will offer a deeper understanding of students' attitudes towards this approach, helping to identify specific aspects they find most beneficial. The integration of qualitative data will complement quantitative findings, providing a more comprehensive perspective for future research.

CHAPTER VII : REFERENCES

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APPENDICES

Appendix 1 : LESSON PLAN

Date	Objective	Activities and procedures	Time	Assessment	Research objective
<p>Wednesday 17th.</p> <p>Session 1</p>	<p>Students will be familiar with video dubbing and will be able to recognize the -ed sound /d/ of simple past regular verbs through reading and practicing a script taken from a movie scene.</p>	<p>-Teacher provides an explanation of what video dubbing is and how to dub movie scenes.</p> <p>-Students watch different cartoon movie scenes with the real actors / actresses behind the characters.</p> <p>-Students watch some videos edited by students to see how their final videos will be like.</p> <p>-Teacher provides an explanation of what regular verbs are , how to use them in a sentence and their correct pronunciation.</p> <p>-Students remember regular verbs. They receive a script of a movie scene</p>	<p>5 min.</p> <p>10 min.</p> <p>5 min.</p> <p>10 min.</p>	<p>Assessment instance 1 : As a means of formative assessment regarding their understanding of regular verbs, students will receive a script from a movie scene and they will highlight regular verbs.</p> <p>Assessment instance 2 : After students record their</p>	<p>1. SO2 : To describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.</p>

		<p>and highlight regular verbs.</p> <p>-Teacher shows the three different sounds of -ed regular past verbs and explains the /d/ sound.</p> <p>-Students listen to the correct pronunciation and practice the /d/ sound with a worksheet in which they have to identify regular past verbs with the final /d/ sound.</p> <p>-Students watch a movie scene and listen to the /d/ sound of regular verbs. They watch and listen to the movie scene several times from their tablets and cellphones in order to recognize the sound.</p> <p>-Students watch the movie scene selected for the pre- intervention test and identify regular verbs with the final /d/ sound. Practice several times by</p>	<p>5 min.</p> <p>5 min.</p> <p>10 min.</p> <p>10 min.</p>	<p>voices with their cell phones they will provide feedback to each other by listening to their recordings.</p>	
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		<p>listening to the movie scene and record themselves by using cell phones or tablets. Students help and provide feedback to each other by listening to their recordings to see if their pronunciation is correct.</p> <p>-Teacher provides oral feedback to students while they work in the activities.</p>	30 min.		
Thursday 18th Session 2	Students will be able to recognize the /t/ final sound of simple past regular verbs through reading and practicing a script taken from a movie scene.	<p>-Students remember the /d/ sound of regular verbs learnt last class.</p> <p>-Teacher explains the correct pronunciation of the -ed sound /t/ through a PPT presentation.</p> <p>-Students observe a list of verbs and identify regular verbs. Then they have to highlight regular verbs with the final /t/ sound.</p>	5 min. 10 min. 10 min.	<p>Assessment instance 1 :</p> <p>As a formative assessment, students receive a list of verbs where they have to recognize regular verbs and their corresponding sounds. The teacher checks students' work.</p>	2. SO2 : To describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.

		<p>-After they identify the verbs they have to practice the /t/ sound by watching and listening to a movie scene in groups . After some minutes they have to write down the verbs and pronounce the verbs correctly.</p> <p>-Students work in groups and read the script taken from a movie scene. (Each group works with the scene selected by the teacher during the pre-intervention test). They have to find regular verbs with the final /t/ sound. After they find them they have to listen and imitate the /t/ final sound of regular verbs by listening to the movie actors' pronunciation.</p> <p>-Students practice the sounds and record themselves by using their cellphones / tablets.</p> <p>--Teacher provides oral feedback to students while they work in the activities.</p>	<p>10 min.</p> <p>20 min.</p> <p>30 min.</p>		
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Tuesday 23rd Session 3	Students will be able to recognize the -ed sound /id/ of simple past regular verbs through reading and practicing a script taken from a movie scene.	<p>-Teacher explains the correct pronunciation of the /id/ sound of regular verbs.</p> <p>-Students watch and listen to some movie scenes and identify regular verbs with the /id/ sound, then they imitate the sound.</p> <p>-Students are given a worksheet with a list of regular verbs. In this worksheet they will see three different options: letter a) with the /t/ sound, letter b) with the /d/ sound and letter c) with the /id/ sound. Therefore, after recognizing the verbs they will have to write the correct letter according to the final -ed sound of verbs.</p> <p>-After they finish , the teacher checks their answers.</p>	<p>10 min.</p> <p>10 min.</p> <p>20 min.</p>	<p>Assessment instance 1 : As a means of formative assessment students will complete a worksheet where they have to decide the correct final sound of regular verbs. After they finish , the teacher checks their work by asking students to write them on the board.</p>	<p>3. SO2 : To describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.</p>

		<p>-Students watch their movie scene and identify verbs with the final /id) sound. Then students practice the /t/ - /d/ and /id/ sounds by imitating the actors' pronunciation of regular verbs.</p> <p>-Students practice pronunciation and record themselves by using their phones or tablets.</p> <p>-After they finish , they listen to each other's recordings to provide oral feedback to each other.</p>	<p>10 min.</p> <p>20 min.</p> <p>20 min.</p>	<p>Assessment instance 2 : As a means of assessment the teacher provides oral feedback of students recordings.</p>	
<p>Tuesday 30th Session 4</p>	<p>Students will be able to identify and produce the /t/ , /d/ and /id/ sounds by dubbing a movie scene of 2 to 3 minutes in groups through recording their voices and synchronizing their recordings with the characters' lips movements.</p>	<p>-Students watch the movie scene selected during the pre - intervention test. They identify again regular verbs from their scene script and listen to the correct pronunciation.</p> <p>-Students practice their lines with the correct pronunciation. They watch the movie several times and imitate the correct -ed sounds of regular verbs.</p>	<p>10 min.</p> <p>30 min</p>	<p>Assessment instance 1 : As a means of assessment the teacher will be providing feedback to the students during the whole lesson while they work</p>	<p>4. SO2 : To describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.</p>

		<p>-They record themselves and try to sound as natural as possible.</p> <p>-After practicing they start to edit the original movie or series scene. They have to take out the real voice of characters from the movie and incorporate their own voices with the recordings.</p>	<p>20 min.</p> <p>30 min.</p>	<p>on their final videos.</p>	
<p>Wednesday 31st.</p> <p>Session 5</p>	<p>Students will be able to identify and produce the /t/ , /d/ and /id/ sounds by dubbing a movie scene of 2 to 3 minutes in groups through recording their voices and synchronizing their recordings with the characters' lips movements.</p>	<p>-In this class students keep working on their videos. They have to edit their videos and add their recordings .</p> <p>-Students can record themselves again if necessary for improving their pronunciation.</p> <p>-At the end of the lesson students present their videos to the class and the teacher provides general feedback on the videos.</p>	<p>50 min.</p> <p>20 min.</p> <p>20 min.</p>	<p>Assessment instance 1 : As a means of assessment the teacher will be providing feedback to the students during the whole lesson while they work on their final videos.</p>	<p>5. SO2 : To describe the performance of 7th graders' pronunciation of the /t/, /d/ and /id/ ending sound of simple past regular verbs through video dubbing before and after the intervention.</p>

Appendix 2 : Analytic rubric

CRITERIA	Achieved	In development	Not achieved
Pronunciation	The student pronounces 4 to 7 regular verbs correctly using the sounds /t/, /d/, or /id/ as appropriate.	The student pronounces 2 to 3 regular verbs correctly using the sounds /t/, /d/, or /id/ as appropriate.	The student pronounces only 1 verb correctly using the sounds /t/, /d/, or /id/ as appropriate.
Fluency	The student rarely pauses, hesitates, or falters during the recording of their voices.	The student sometimes pauses, hesitates, or falters during the recording of their voices.	The student always pauses, hesitates, or falters during the recording of their voices.
Intonation	All recordings have an adequate volume that allows understanding what they want to express.	Some recordings have a volume that does not allow understanding what they want to express.	No recording has a volume that allows understanding what they want to express.
Voice	The voices of the students are synchronized with the lip movements of the actors or characters in the scene.	Some voices are not synchronized with the lip movements of the actors or characters in the scene.	The voices of the students are not synchronized with the lip movements of the actors or characters in the scene.
Voice Synchronization with the Scene	The students' voices are synchronized with the movement of the lips of the actors or characters in the scene.	Some voices are not synchronized with the movement of the lips of the actors or characters in the scene.	The voices of the students are not synchronized with the movement of the lips of the actors or characters in the scene.

Scene edition	The external noise from the recordings and special effects of the scene does not interfere with the final editing.	The external noise from some recordings and special effects interferes with the final editing.	The external noise from the recordings and special effects interferes with the final editing.

Appendix 3 : Likert scale

Statements	1.Strongly agree	2.Agree	3.Undecided	4.Disagree	1. Totally disagree
1. I believe my pronunciation of the -ED sounds of regular verbs improved with the use of video dubbing.					
2. I can pronounce the -ED sounds of regular verbs faster after the intervention.					
3. My confidence when pronouncing regular verbs increased with the use of video dubbing					
4. My motivation to learn the pronunciation of the -ed sounds of regular verbs increased with the use of video dubbing.					

5.The use of mobile technology increased my motivation to participate in video editing.					
6.The use of computer technology increased my motivation to participate in video editing.					
7.The synchronization of my recordings with the voices of the actors in the movie or series scene was easy.					
8.Recording my voice with my cellphone was easy.					

Appendix 4 : Focus group questions

QUESTIONS
1. Do you think that the intervention with video dubbing helped you improve your pronunciation? What are the reasons?
2. What were the benefits of practicing with scenes from movies for the pronunciation of the - ed sounds of regular verbs?
3. Tell me about how video dubbing helped you improve your motivation to learn the pronunciation of regular verbs.
4. Do you believe that video dubbing improved your confidence in narrating events in the simple past using regular verbs?
5. In what ways did video dubbing help you stay motivated during classes?
6. Do you think that the use of technology in classes helped you enhance your motivation to improve your English pronunciation?

