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Aprendizaje y Evaluación del Inglés

VIDEO DUBBING AS A STRATEGY FOR REDUCING FOREIGN LANGUAGE SPEAKING ANXIETY LEVELS

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Aprendizaje y Evaluación del Inglés

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ABSTRACT

The present action research attempts to describe the influence of didactic audiovisual translation in its dubbing modality to reduce primary school students' speaking anxiety levels in the EFL classroom. The intervention consisted of 5 sessions where students worked in pairs practicing reading aloud the dialogue of a movie or series scene, using the video as an input for intralingual dubbing, to finally record and synchronize their voices with the scene. The participants of this study were 8 Chilean students from 8th grade who were selected based on their high levels of speaking anxiety in the EFL classroom. To analyze the effect of this strategy, a Likert scale, semi structured interviews, and observations were conducted. Findings revealed that the dubbing process contributed to decrease the participants' speaking anxiety levels, declaring to feel more confident, less nervous, and more willing to participate in the EFL classroom, concluding that this strategy has proven to be effective for this purpose.

Keywords: Dubbing, foreign language speaking anxiety, primary education, speaking anxiety, didactic audiovisual translation

RESUMEN

La presente investigación acción intenta describir la influencia de la traducción audiovisual didáctica en su modalidad de doblaje para reducir los niveles de ansiedad de alumnos de primaria al hablar un idioma extranjero en la clase de Inglés. La intervención consistió en 5 sesiones, donde los estudiantes trabajaron en pares practicando leer en voz alta el diálogo de una película o serie, utilizando el video como recurso para doblaje intralingual, para finalmente grabar y sincronizar las voces con la escena. Los participantes de este estudio fueron 8 estudiantes de 8vo año de primaria quienes fueron seleccionados basados en sus altos niveles de ansiedad al hablar inglés. Para analizar el efecto de esta estrategia, se aplicó una escala de Likert, entrevistas semi estructuradas y observaciones. Los resultados revelaron que el proceso de doblaje contribuyó a disminuir los niveles de ansiedad, declarando los participantes sentirse más confiados, menos nerviosos y entusiasmados de participar en la clase de inglés, concluyendo que esta estrategia ha probado ser efectiva para este propósito.

Palabras clave: Doblaje, ansiedad al hablar idioma extranjero, educación primaria, ansiedad al hablar, traducción audiovisual didáctica

CHAPTER 1: INTRODUCTION

1.1 Introduction

In this globalized world, English learning is a matter of interest as it is considered a universal language, being vital for the development of personal and professional goals (Nishanthi, 2018). Chile is no exception to this reality, launching several policies and projects to promote the teaching and learning of the language over the past decades, such as English Opens Doors Program (EODP), English in English and SIMCE Inglés.

Concerning the Chilean educational context, English is taught as a foreign language (EFL), addressing the development of the four language skills (reading, writing, speaking, and listening) within a communicative language approach (Barahona, 2016). It has been established by the Ministry of Education as a compulsory subject from 5th to 12th grade since the late 1990s (Barahona, 2015), and as an optional subject in preschool level and from 1st to 4th grade. However, according to De la Barra and Carbone (2020), private schools start teaching English in nursery school, in contrast to public schools, where due to insufficient financial resources, a high number of public schools do not teach English to early years' students, evidencing how socioeconomic inequalities are reflected on language education. In terms of standardization measures of proficiency, it is expected that students reach an A2 level of English in 8th grade, and B1 in 12th grade in conformity with the CEFR (Ministerio de Educación, 2016).

1.2 Problem identification

Regarding the level required for 8th graders, it is expected for them to be able to present information orally, participate in interactions, react to oral texts, and demonstrate knowledge and use of the language in conversations, discussions, and presentations (Ministerio de Educación, 2016).

However, this is not the current situation for a group of eighth graders from a subsidized school in Coronel, as they present high levels of speaking anxiety when interacting or participating using the target language in the EFL classroom, impacting negatively on the development of their speaking skills.

In response to this issue, the present action research aims at using the video dubbing technique for reducing eighth graders' speaking anxiety levels, following the task-based approach in pairwork. Within this video dubbing process, students will be presented with authentic scenes of films or series they like, substituting the original

soundtrack by their own voices after manifold preparation steps involving listening and reading comprehension activities together with abundant reading aloud practice, giving students the opportunity to repeat their final product if needed.

All things considered, in order to address the problem concerning high levels of speaking anxiety in the EFL classroom, the video dubbing process seems to be a worthy and innovative alternative to explore for helping learners overcome their fear of speaking in English.

1.3 Objectives

General objective

To explore the influence of the short video dubbing process as a useful strategy for reducing Chilean eighth graders' speaking anxiety levels in the EFL classroom.

Specific objectives

1. To analyze the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom.
2. To examine students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom.

CHAPTER 2: CONCEPTUAL FRAMEWORK

2.1 English as a foreign language in the Chilean EFL classroom

According to Renh (2021), “there are around 1.5 billion English speakers around the world” (p. 1), that is to say, a fifth of the world’s population uses this language to communicate for different purposes. Being considered as a global language, “English learning and understanding became an unavoidable requirement” (Siahaan et al., 2021, p. 15). Regarding the Chilean context, since 2003 the main aim of the Ministry of Education (MINEDUC) concerning this topic is to make Chile a bilingual country (as cited in Aravena et al., 2015), to facilitate its citizens’ active participation in the modern world. Within the Chilean school system, English is taught as a foreign language (EFL) with a focus on the development of the four language skills (reading, writing, speaking, and listening) and the adoption of a communicative language teaching approach (Barahona, 2016) along with the alignment of international trends, in particular standardization measures as the Common European Framework of Reference for Languages (CEFR). Considering these criteria, the curriculum for the English subject is oriented towards the development of two levels: 8th-grade students are expected to reach an A2 level and 12th-grade students are required to reach a B1 level according to the CEFR (Ministerio de Educación, 2016).

However, the Chilean EFL classroom reality presents several drawbacks to achieve the mentioned levels, such as the number of students inside the classroom and the number of English lessons per week (Figuroa & Márquez, 2013), requiring teachers to apply different strategies to achieve the national curriculum objectives. For instance, the lack of students’ exposure to English outside the classroom, and the lack of opportunities for interactions using the language are aspects to consider when analyzing non-private school contexts.

In order to measure and assess students’ level of English, the SIMCE Inglés test has been administered since 2010, and the results are clear evidence of the effects produced by the drawbacks mentioned before. For instance, in the SIMCE Inglés test carried out in 2017 to eleventh-grade students, the average score was 51 points (out of a 0 to 100 points scale). Furthermore, considerable differences were shown concerning socioeconomic groups: On one hand, 85% of students from high socioeconomic backgrounds reached a basic and intermediate level (A2 and B1), whereas, on the other hand, only 9% of students from lower socioeconomic backgrounds reached these levels (Agencia de Calidad de la Educación, 2018), revealing that students’ outcomes regarding their English language proficiency are

strongly influenced by Chile's educational system's inequality. Nevertheless, this test only evaluates the reading and listening abilities, leaving aside the productive skills. However, several initiatives have been developed in order to accomplish the goal towards making Chile a bilingual country, including the government program English Opens Doors (EODP), which according to Barahona (2016) "Aims at improving the teaching and learning of English across the public system making English accessible to all Chilean citizens" (p. 14), as well as public speaking competitions, debate tournaments, spelling bees and other activities that promote speaking English at different educational levels.

2.2 Importance of the speaking skill

Several authors such as Rao (2019) consider that among the four language skills, the speaking skill is the most important method of communication, as it enables people to express their ideas and opinions, thus, it is linked to success in the globalized world, being a crucial part of foreign language or second language teaching and learning. In the same line, Penny Ur (1996) in her book "A course in language teaching" declares the following statement:

Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak. (p. 120)

Moreover, learning a language requires learners not only to acquire knowledge of aspects such as vocabulary, grammar, and pronunciation, but also about genre, speech acts and register, that is to say, to know how to speak the target language appropriately in different situations considering cultural diversity (Scrivener, 2005), necessary for effective communication when speaking with people around the world.

2.2.1 Obstacles for developing the speaking skill in the Chilean EFL classroom

As regards to the ELT curricular approaches at primary level in Chile, there is a clear emphasis on the adoption of the communicative language teaching approach, where “The role of grammar is seen as one element that supports communication, but it is not the focus of learning, as grammar accuracy in itself would not allow students to communicate efficiently” (Barahona, 2016, p.12). However, concerning teachers’ evaluative practices at the basic level in Chile, it is concluded, in a study carried out by Campos and Ruay (2020), that the focus is on the evaluation of the writing and reading skills, directed towards the learning of linguistic contents rather than the development of skills, detrimental to the appropriate teaching and learning of the four language skills within the communicative teaching approach as defined by the national curriculum. Consequently, it is stated that the teachers participating in the study manifest a need for updating their methodological techniques and strategies for working on the development of speaking and listening skills in their EFL classrooms.

Penny Ur (1996) states that successful speaking activities are characterized by learners’ enthusiasm to speak the target language, avoiding the use of mother tongue. However, considering non-private school classroom contexts, it is generally difficult to foster the use of the target language during English lessons. Although students are encouraged to use their foreign language during the classes, most of them have limited speaking practice outside the classroom, resulting in shyness and unwillingness to participate, regardless of their English level.

This lack of practice and exposure to the English language has been identified as part of the social-cultural factors related to foreign language anxiety by Mulyani (2018), being considered an obstacle in the development of the communicative competence when it comes to develop the speaking skill. Regarding this issue, the author remarks “language exposure would enrich students’ vocabulary and allow them to recognize the pattern of sentences or grammatical rules and pronunciations through either learning or acquisition process” (Mulyani, 2018, p.15).

2.2.2 Foreign language speaking anxiety levels in the EFL classroom

In modern world, anxiety is a common phenomenon defined as:

An abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it. (Merriam-Webster, n.d)

Regarding foreign language acquisition, Krashen (1981) in his acclaimed Affective Filter Hypothesis considers anxiety as one of the affective factors that may interfere with the effective acquisition of a second language and that may have negative effects on oral communication performance. Even though research concerning the impact of foreign language anxiety as a factor related to the results of learning a new language is still a developing area, many authors have hypothesized regarding its importance.

For instance, Horwitz et al. (1986) define foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128). According to Suleiminova (2013), the high levels of foreign language anxiety that some learners have may be intensified due to the interest in the development of the speaking proficiency, stating that “foreign language learners often express feelings of stress, nervousness or anxiety while learning to speak the target language and claim to have ‘mental block’ against learning” (p.1860). By the same token, the author says that when anxiety is present, the retrieval of information is disrupted, and it manifests as unwillingness to participate in speaking interactions, demotivation, and lack of confidence. It is indicated by Mulyani (2018) that “This problem exists among the EFL learners from the beginning to the advanced levels” (p.3), being the speaking skill the one that provokes more situations of anxiety that learners might face. In order to overcome this problem, it is suggested to carry out activities that provide practice in a relaxed environment.

2.3 Task-based approach to promote speaking skill

Since 1980, the task-based approach has evolved as a method for foreign language learning, emphasizing that teaching should be related to real-life tasks that require communication. In this type of approach, learning is carried out by following carefully designed steps towards the realization of a meaningful task. Nunan (2004) defines a task as:

... a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.4)

For instance, Malilah (2010) states that “teachers should be able to create such situations where students hold meaningful tasks that will promote their speaking proficiency. This can be realized when students work with their friends or in groups to complete a task” (p.85). The teacher assists the learners throughout the process and facilitates the language needed to bring about success in the task, leaving behind the traditional teacher-centered approach and giving learners the opportunity to become active and confident on their own learning. Rodríguez-Bonces & Rodríguez-Bonces (2010) remark that teachers have to consider language as a tool to reach a goal rather than a goal itself, and that “errors are part of the learning process and not necessarily the result of bad learning or teaching” (p. 167).

Masuram et al. (2019) emphasize that “tasks are a useful tool to engage learners in the communicative classroom where learners become more creative, spontaneous and interact with one another to reach desired outcomes through contemplating and strategizing” (p. 63), thus, promoting interaction in a more relaxed environment, where errors are considered a normal aspect of learning and learners are encouraged to speak regardless of their linguistics’ proficiency.

2.4 Didactic Audiovisual Translation (AVT) to enhance speaking

In language learning, new methods and approaches have appeared due to technological advances and accessibility regarding the use of ICT tools. Over the last two decades, the use of Audiovisual translation (AVT) with a communicative approach as a resource in the foreign language classroom has been increasingly researched.

Author Lertola (2019) defines AVT as “the transfer of verbal language in audiovisual media” (p.1), and states that it can be divided into two modes: Captioning and revoicing. The first mode deals with procedures of written language transfer, and the second mode with procedures of oral language transfer. The author states that both modes can be interlingual or intralingual procedures and emphasizes the effectiveness of using these types of tasks in second language acquisition. In other words, by using didactic AVT “...learners engage in subtitling, dubbing, voice-over, audio description, etc. tasks, where they transfer the original message using diverse mediation skills, into written form or into an alternative oral form (be it through intralingual, interlingual, intersemiotic, or creative translation)” (Lertola & Talaván, 2022, p.24).

Accordingly, a study carried out by Talaván (2019) in Spain explored the pedagogical potential of AVT in a teaching project named “CREATE”, funded by UNED (Universidad Nacional de Educación a Distancia). This innovative project combined the use of creative intralingual dubbing and subtitling as didactic tasks for foreign language learning in an online setting. The participants were 8 adults BA degree of English studies with a B2 level of English, who were part of this project for six weeks. The results revealed clear improvements regarding their writing and speaking skills, which are related to language production. The participants’ perceptions were also positive, manifesting high degrees of motivation and enthusiasm towards the tasks, being most of them interested in participating in similar projects in the future.

2.4.1 Dubbing: a didactic AVT modality for developing speaking practice

In the field of foreign language learning, the revoicing mode of AVT is increasingly gaining scholars’ attention, being dubbing its most studied technique.

Dubbing is defined as a process that involves replacing the original soundtrack containing the actors’ dialogue with a recording that reproduces the original message, ensuring that the sounds and the actors’ lip movements are synchronized. Regarding foreign language learning, dubbing can be done in two different directions: L1 to L2, or L2 to L2, being the former combination more studied than intralingual dubbing (Talaván & Costal, 2017).

Dubbing projects promote both collaborative and independent learning, as well as enhance learners’ confidence as they may be carried out through different steps involving language skills in all the areas (reading, writing, speaking, and listening) and developed as gradually as needed. For instance, it is encouraged by Burston

(2005) to divide the task into different stages: “video selection, scene cropping and muting, initial class presentation of the target video, group listening comprehension (or scenario creation) activities, individual practice, group rehearsal and, finally, soundtrack dubbing” (p.79). According to this author, one of the advantages of this type of task is that dubbing “...can be done and redone as often as needed to get the best possible final results. Students can self-monitor and improve their oral performance in a way that is just not possible in real-time” (Burston, 2005. p.80).

In accordance with Beltramello (2016) “Dubbing can provide students with a number of tasks involving the oral dimension of a video clip, so that they are allowed the opportunity to improve their speaking skills by working with authentic video material” (p.1). By the same token, Talaván & Costal (2017) propose that the enhancement of oral production occurs in terms “pronunciation, naturalness of speech, speed and fluency” (p. 63), suggesting that the dubbing process can potentially bring about different interesting benefits when it comes to L2 learning.

In relation to foreign language anxiety, it is stated by Sánchez-Requena (2018) that this type of didactic approach may decrease anxiety levels, specifically in the case of shy students, as being behind a screen is different from live performances in front of the class or teachers. In the same line, Burston (2005) highlights that “students find working with video much less intimidating than performing live and can thus engage in the project with a much lower affective filter” (p.81).

2.5 Related research

Although the use of didactic AVT in language learning is a developing field, published research aimed to use intralingual dubbing in educational settings as a strategy for decreasing foreign language speaking anxiety levels is literally none. Nevertheless, there are similar studies but focused on different aims that inspired this action research to propose an innovative and engaging technique for helping students with this problem, as the dubbing process involves plenty of practice, an adequate source of input (videos), and non-live speaking performances, and in most of the cases, dubbing has a positive answer from students, demonstrating motivation and engagement in the task.

Fernández-Costales (2021) explored the use of AVT as a didactic tool in schools of Primary education in Spain, involving teachers’ opinions regarding the use of combined subtitling and dubbing in CLIL (Content and language integrated learning) sections of bilingual education. The sample consisted of 31 teachers working in 8 public primary schools offering bilingual streams. Information was gathered by

quantitative (a survey) and qualitative (focus group) instruments. The findings show that AVT fits within CLIL, and interestingly, it is remarked that the use of AVT engages students and triggers their motivation, noting that the dubbing process is preferred by teachers and students as it fosters working with oral skills and creativity. Talaván & Costal (2017) investigated the potential of intralingual dubbing to develop general oral production skills and to assess motivation in 10 adult university students in an online learning environment in Spain, by carrying out the iDub project. The data revealed that the intralingual dubbing process is a “motivating, challenging, and highly engaging task, albeit a very demanding one, but also clearly rewarding” (p.81). Besides, improvements regarding oral skills were found concerning fluency and pronunciation.

Manurung and Pohan (2019) aimed to describe the implementation of a video dubbing project in teaching speaking in fourth-semester students at a university in Indonesia. These authors found that dubbing helps to enhance students’ speaking skills in most aspects. Besides, the dubbing process provides students exposure to the target language through speaking, repetition, and self-practice, concluding that students improved their fluency and remarkably got less anxious. A quote from the abstract of the article says, “During the implementation, students were motivated, enthusiastic, active, and eager to work together and show a positive attitude towards the language learning” (p.133).

CHAPTER 3: METHOD

3.1 Type of research

The present study is a qualitative descriptive-oriented action research, involving data collection from qualitative and quantitative methods. Regarding this type of research, it is stated by Burns (2015) that its main objective is to identify issues or situations considered by the participants as problematic and worthy of research to generate critically informed changes in practice, following a self-reflective and critical perspective throughout the process. In addition, it is considered as a set of approaches that “systematically investigates a given social situation and promotes democratic change and collaborative participation” (Burns, 2015, p. 187). Likewise, in her book *Action Research: a Methodology for Change and Development*, Somekh (2006) points out:

Action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps: the collection of data about the topic of investigation; analysis and interpretation of those data: the planning and introduction of those data: the planning and introduction of action strategies to bring about positive changes, and evaluation of those changes through further data collection, analysis and interpretation. (p. 6)

Hence, action research involves researchers’ reflection throughout the entire process to bring about change.

In terms of the intellectual puzzle this action research attempts to address, it is in line with the developmental focus and its purpose is descriptive, as it aims to describe the influence that the use of the short video dubbing process has in terms of a strategy for reducing high levels of speaking anxiety in a group of students, through the analysis and examination of classroom observations as well as the participants’ perception throughout the process, in accordance with the different methodological strategies suggested by Mason, 2002:

Alternatively, you might try to answer your developmental puzzle through the perspectives of people involved, here seeing change less as something which is 'measurable' in before and after indicators or an experiment, and more in terms of its existence in the perspectives and experiences of narrators. (p.32)

3.2 Participants

This action research was carried out in a private-subsidized school from Coronel, Chile, with a non-probability purposive sample. In relation to this type of sampling technique, it is stated that "the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research." (Etikan et al., 2016, p.3). In this case, the sample was composed of 8 students from 8th grade, all of them aged between 12 and 13 years old, with an A1 level of English according to the Common European Framework of Languages. The participants of this study were selected based on their high levels of anxiety displayed in the EFL classroom after applying an adapted version of the foreign language classroom anxiety scale (FLCAS) by Horwitz et al. (1986). These eighth graders have received seven years of EFL instruction, two hours a week from first to fourth grade, and three hours a week since fifth grade. In addition, it is important to mention that parents' and participants' informed consent was required for participating in this study (See appendix A), in agreement with the ethics of action research as mentioned by Burns (2009) "It is important to ask permission of all those concerned and explain how you will involve them, outline your overall aims, and indicate how you will collect data and what you will do with them" (p.121).

3.3 Research question

The question this study intends to answer is the following:

To what extent does the short video dubbing process contribute to reduce Chilean eighth graders' speaking anxiety levels in the EFL classroom?

3.4 Research objectives

This action research attempts to describe how the short video dubbing process contributes to reduce Chilean eighth graders' speaking anxiety levels in the EFL classroom, involving the analysis of participants' perceptions towards the process.

3.4.1 General objective

To explore the influence of the short video dubbing process as a useful strategy for reducing Chilean eighth graders' speaking anxiety levels in the EFL classroom.

3.4.2 Specific objectives

1. To analyze the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom.
2. To examine students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom.

3.5 Research problem

The problem this action research intended to address is that a group of eighth graders from a subsidized school in Coronel exhibited high levels of anxiety when participating in speaking activities, weakening their motivation to actively engage in the lessons when interactions occur. The students manifested that they felt shy, and they did not like to be observed when speaking English, as well as preferring to use Spanish in the classroom. In accordance with this situation, Atas (2015) suggests that "teenagers are afraid of making mistakes in front of their friends and their teachers. They feel embarrassed, anxious, and humiliated. These feelings may cause reticence. When they are anxious, they can't speak. When they can't speak, they become more anxious." (p. 962). This problem was important to approach as these students were not developing their speaking skills properly, considering that

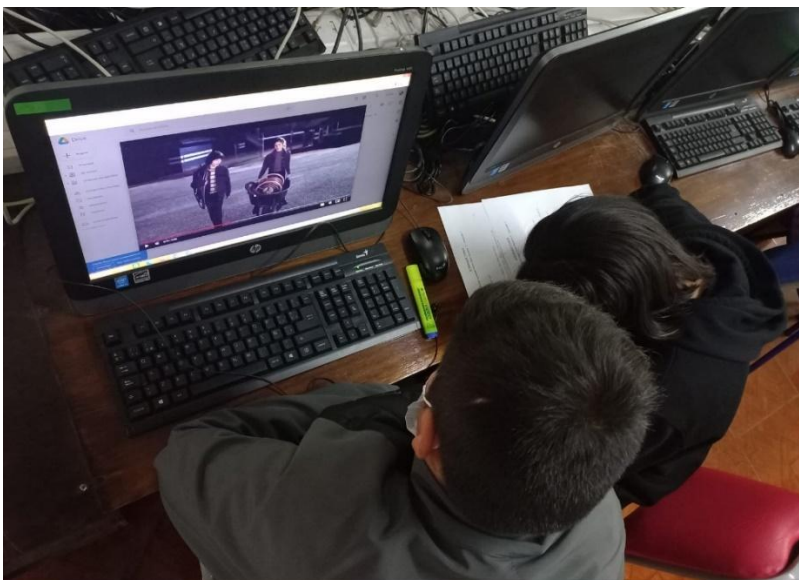
according to their school level (8th grade), they should be able to demonstrate knowledge and use of the language orally (Ministerio de Educación, 2016, p. 74). After trying out several techniques such as role-play, reading out loud, and gamified activities while praising students in a relaxed environment, it was imperative to explore other types of activities conducive to lowering the speaking anxiety levels of this group of students.

3.6 Stages of the action plan

The action plan was comprised of 5 sessions (See appendix B). In the first session, participants were introduced to the dubbing process. Then, they started working in pairs with the movies or series scenes they previously chose, and they answered comprehension questions about the story they were about to dub, as shown in Figure 1.

Figure 1

Photograph: Video comprehension activity from Session 1

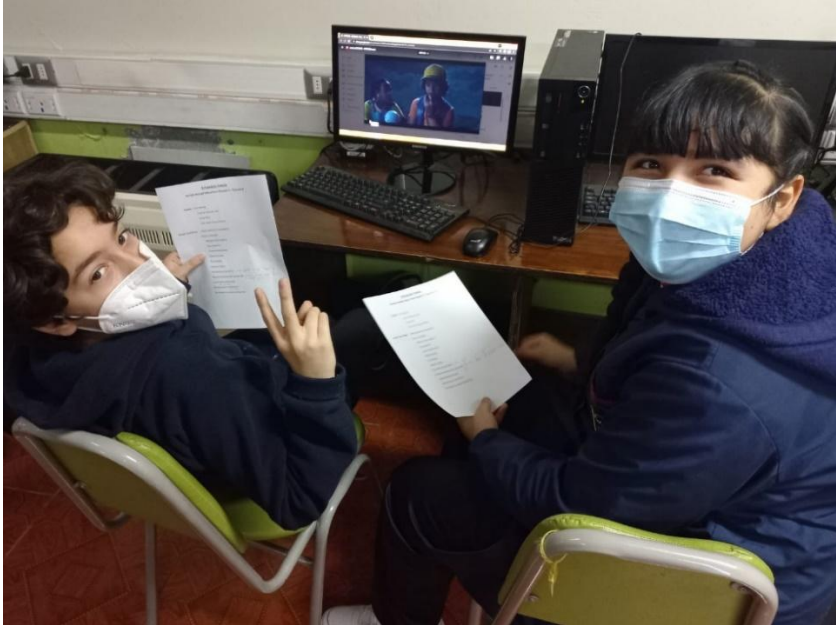


In the next session, the scenes' scripts were handed in. Participants watched the videos and started reading aloud the dialogues, practicing first individually and then with their partners, as presented in Figure 2. In the third session, they continued

practicing and next, they recorded their performance using their mobile phones to listen to it and find errors in the following session.

Figure 2

Photograph: Reading aloud practice from Session 3



Fourth session began by listening to their previous recording. Participants identified errors and kept on practicing, this time focusing on trying to correct their errors and dub the video. Finally, in the fifth session, participants recorded their voices dubbing the videos, as shown in Figure 3. In this part of the process, professional guidance and help were provided by an audio-visual communicator. Figure 4 illustrates the stages of the action plan.

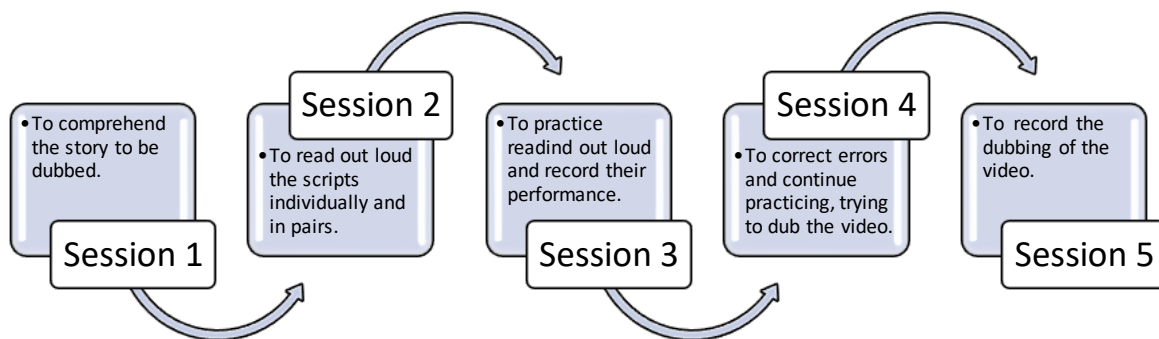
Figure 3

Photograph: Dubbing the videos from session 5



Figure 4

Stages of the action plan



There were some important elements to consider throughout the process, crucial for the correct progress of the sessions. First, the teacher's monitoring of the participants' development during the different stages. This was done in a friendly way, focusing more on students' enjoyment of the task, rather than teachers' direct correction of grammatical errors or mistakes. The idea was to acknowledge errors as a natural and inevitable aspect of learning, and to encourage autonomy for the correction of these. Besides, another important element was to provide access to

the videos as input in all the sessions, so as to give a model to follow and imitate, and to carry out all the sessions in the ICT room, as this enabled participants to manipulate the video in terms of volume, pauses and skipping forward or backward. Also, participants were asked to decide what videos they would like to dub, increasing their interest and motivation for the task.

3.7 Data collection procedures

In the following action research, three instruments were used to gather the necessary data: An Adapted version of Foreign Anxiety level Classroom Anxiety Scale (FLCAS), a semi-structured interview and classroom observation records.

3.7.1 Adapted version of Foreign Anxiety level Classroom Anxiety Scale (FLCAS)

Since the existing instruments used for measuring foreign language speaking anxiety levels are not completely consistent with the characteristics of the participants and context of this study, an adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) was administered to the students before and after the intervention to measure participants' levels of speaking anxiety in the EFL classroom. According to Yaikhong and Usaha (2012), this scale "has been most frequently used to determine overall foreign language anxiety in the classroom" (p.23).

The FLCAS scale is composed of 33 items comprising three dimensions related to foreign classroom anxiety: fear of negative evaluation, communication apprehension, and test anxiety. Participants respond regarding their foreign language classroom anxiety using a five-point Likert scale, ranged from "Strongly agree" to "Strongly disagree".

The adapted version of this scale (See appendix C) consisted of eight items, all of them selected according to their significance regarding this particular instance; thus, these items were reflective of communication apprehension, particularly, in relation to the use of the speaking skill in the English class. The adaptation of items included translating the statements into Spanish, for facilitating participants' understanding of the scale, and word changes with the aim of reflecting on speaking anxiety in an

eighth graders' English class. This instrument is associated to specific objective 1, being applied before the intervention, to identify and select the participants for this study considering the ones who have the higher levels of EFL classroom speaking anxiety, and after the intervention, to analyze the effect of using the short video dubbing process for reducing participants' speaking anxiety levels.

3.7.2 A semi-structured interview

After the intervention, individual semi-structured interviews (See appendix D) were carried out with each of the participants of the study, to inform specific objective 2. Regarding this type of interview, Adams (2015) states: "Conducted conversationally with one respondent at a time, the SSI employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions" (p. 493). This interview was composed of eight questions concerning students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom, allowing the participants to elaborate on their answers so as to collect in-depth information about the students' experience. The interviews took place at school, during an estimated time period of fifteen to twenty minutes. The conversations were registered using a voice recorder, subsequently, the recordings were transcribed for detailed analysis.

3.7.3 Classroom observation records

During the whole process, the teacher kept a record of classroom observations (See appendix E), in correspondence with specific objectives 1 and 2. On classroom observation, Burns (2009) poses "it involves paying particular attention to things you are interested in investigating and screening out for the time-being other events that are less relevant" (p.118). For this purpose, the strategy of three-column note-taking was used for field notes, being a technique that allows teachers to both register and analyze observations, organizing information into 4 main key aspects.

The mentioned research instruments were selected in concordance with the data triangulation methodological approach to increase the validity of this action research's findings. According to Guion et al. (2011) this approach "involves the use of multiple qualitative and/or quantitative methods to study the program" (p. 2), thus, validity increases if the conclusions from the different methods are similar.

It is important to mention that all the instruments for data collection were revised and validated by experts before applying them in this study.

3.8 Data analysis techniques

In order to analyze the data collected from the mentioned instruments, the following data analysis techniques were used:

3.8.1 Quantitative data analysis technique for adapted version of FLCAS

The adapted version of FLCAS (Foreign language classroom anxiety scale) was applied two times, thus, results were analyzed for two main purposes: before the intervention to select participants whose speaking anxiety levels in the EFL classroom are high, and then, after the intervention to compare results and evaluate the contribution of the strategy chosen. Additionally, both times the analysis comprised coding and interpretation of the information collected, in concordance with descriptive statistics, involving measures of central tendency, measures of dispersion and correlation analysis.

3.8.2 Qualitative data analysis techniques for semi-structured interviews and field notes

After assembling the data, a content analysis was carried out by creating a cross-sectional indexing. The central idea of this technique is that “the researcher applies a uniform set of indexing categories systematically and consistently to their data” (Mason, 2002, p. 151). The categories and subcategories identified in the interviews’ transcriptions and field notes are meant to focus and organize the retrieval of information found in the texts, for the purpose of further analysis involving comparison, interpretation, and reporting of the data.

CHAPTER 4: FINDINGS

In this chapter, the findings of this research will be exposed through the analysis of the data collected. The information will be organized considering the two specific objectives this research attempts to address.

4.1 SO1: To analyze the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom.

In order to analyze the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom, it was necessary to diagnose the current level of speaking anxiety of the students. For this purpose, the adapted version of Foreign Language Classroom Anxiety Scale (FLCAS) was applied before the intervention, aiming to identify and select the participants for this study. The preliminary total sample was composed of 18 students who answered the scale.

Similar to the original FLCAS, this adapted version is key reversed, which means that for the positively worded items (1, 3, and 5) the *Strongly Agree* option is given a score of 5 and the *Strongly Disagree* option is given a score of 1, while for the negatively worded items (2, 4, 6 and 7), the *Strongly Agree option* item has a score of 1, and the *Strongly Disagree* option has a score of 5. Negative worded items' responses were reversed and recoded in order to facilitate statistical analysis. Lower scores indicate higher levels of speaking anxiety, whereas higher scores mean lower levels of speaking anxiety (Na, 2014). The theoretical range of this adapted version of FLCAS is from 7 to 35. The foreign language speaking anxiety level for each subject is calculated by summing their scores per item. For more accuracy regarding these results, the calculation of mode per each subject was considered.

The analysis of the results was carried out following the descriptive statistics method, including the calculation of score and mode per participant and the frequency of answers for each item to get an overall impression of the sample.

4.1.2 Selection of sample

The first set of data to be analyzed was the participants' answers to the adapted

version of FLCAS. Table 1 illustrates the results scored by each subject. Anxiety scores lower than 3 would indicate some level of anxiety for items 1, 3, and 5, and anxiety scores higher than 3 would indicate anxiety for items 2, 4, 6, and 7. In this case, with the purpose of facilitating statistical analysis, results for items 2, 4, 6, and 7 were reversed and recoded, so that in all cases, lower scores indicate higher levels of foreign language speaking anxiety in the EFL classroom.

The mode calculation of each participant's results indicates the most frequent responses given while answering the scale.

Table 1

Preliminary total sample results of adapted version of FLCAS

Pre - intervention: Adapted version of FLCAS results									
Participants	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Mode	Total Score
Participant 1	2	4	3	3	1	1	5	3	19
Participant 2	4	4	4	4	3	4	4	4	27
Participant 3	1	4	1	1	1	1	1	1	10
Participant 4	1	5	3	1	1	1	3	1	15
Participant 5	5	2	3	1	4	3	2	2	20
Participant 6	5	4	4	5	4	3	5	5	30
Participant 7	2	1	2	1	5	2	1	2	14
Participant 8	2	4	2	1	4	1	1	1	15
Participant 9	2	2	2	5	2	5	5	2	23
Participant 10	3	1	2	1	2	1	2	1	12
Participant 11	4	2	4	1	2	3	1	4	17
Participant 12	2	4	3	2	3	3	3	3	20
Participant 13	4	3	3	3	4	3	4	3	24
Participant 14	5	4	3	3	5	1	2	5	23
Participant 15	3	2	2	3	3	3	2	3	18
Participant 16	1	4	1	1	1	1	1	1	10
Participant 17	1	1	1	1	2	1	1	1	8
Participant 18	2	2	2	2	2	2	3	2	15

The 8 participants selected for this research were the ones who presented higher levels of speaking anxiety, in other words, the ones that had the lower mode and score. Thus, the selected sample for this research is constituted by participants 3, 4, 7, 8, 10, 16, 17, and 18, from now on referred to as participants 1, 2, 3, 4, 5, 6, 7, and 8 respectively, with the intention of presenting the information clearly. Table 2 shows the final selected sample for this research, along with their results.

Table 2*Pre-intervention selected sample results of adapted version of FLCAS*

Participants	Pre - intervention: Adapted version of FLCAS results							Mode	Total Score
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7		
Participant 1	1	4	1	1	1	1	1	1	10
Participant 2	1	5	3	1	1	1	3	1	15
Participant 3	2	1	2	1	5	2	1	2	14
Participant 4	2	4	2	1	4	1	1	1	15
Participant 5	3	1	2	1	2	1	2	1	12
Participant 6	1	4	1	1	1	1	1	1	10
Participant 7	1	1	1	1	2	1	1	1	8
Participant 8	2	2	2	2	2	2	3	2	15

It can be observed in Table 2 that the most common mode value is 1, presented by 75% of the participants, whereas the mode value of the 25% is 2. This information indicates that the most repeated answers in the selected sample are below 2, suggesting a high foreign language speaking anxiety level in the participants.

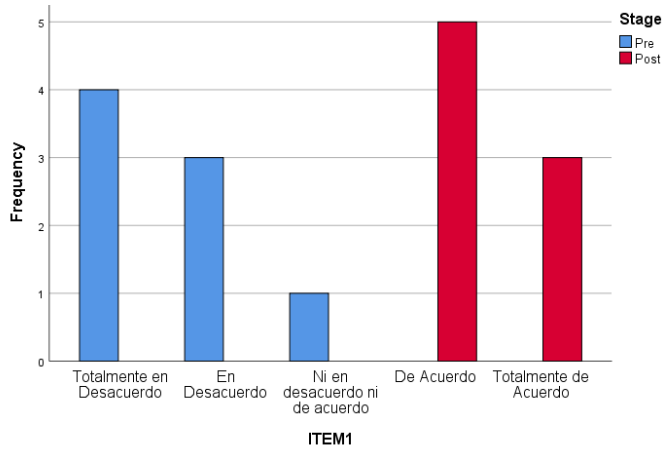
4.1.3 Frequency of answers regarding each item

With the intention of analyzing the 8 selected participants' speaking anxiety levels, the frequency of answers for each item will be examined and displayed in graphs in order to depict how participants' felt regarding each statement, aiming to compare the results before and after the intervention. Statements and levels of agreement are presented in Spanish, identically as in the adapted version of FLCAS.

Concerning the scale's first statement "Me siento seguro (a) al hablar en inglés delante de mis compañeros" (see Figure 5) pre-stage results show that 7 out of 8 participants strongly disagree or disagree (87.5%) showing that most of the participants didn't feel confident when speaking English in front of their classmates. After the intervention, 100% of the participants manifest to strongly agree or agree with the statement, showing that participants' confidence is perceived positively compared to the pre-stage.

Figure 5

Results from Item 1: “statement “Me siento seguro (a) al hablar en inglés delante de mis compañeros”



In the pre-stage, results from Item 2: “Me siento nervioso (a) cuando tengo que hablar en inglés” present 50% of answers that strongly agree or agree with this statement, as shown in Figure 6. After the intervention, 6 participants (75%) answered to strongly disagree or disagree. Therefore, it is possible to deduce that participants feel less nervous when they have to speak English.

Figure 6

Results from Item 2: “Me siento nervioso (a) cuando tengo que hablar en inglés”.

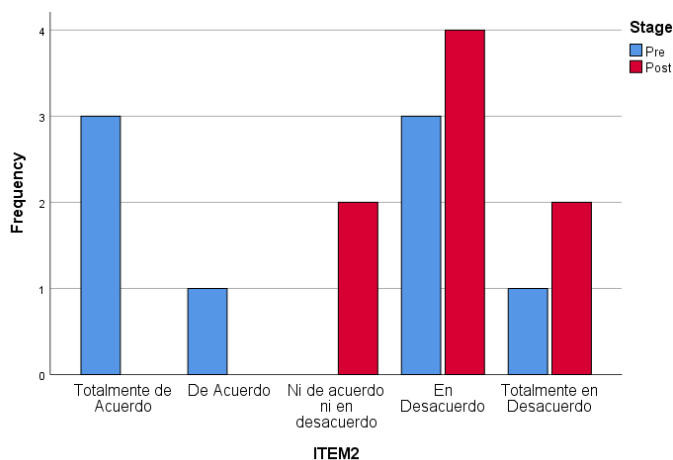
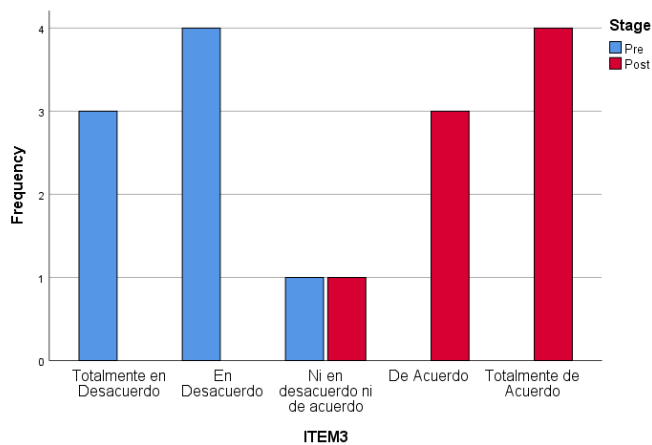


Figure 7 illustrates results for the third statement of the scale, “Me siento relajado (a) cuando hablo en inglés, independiente si cometo algún error”. In the pre stage, 87.5% of the participants manifested to strongly disagree or disagree, while in the post stage, results show that the same percentage of participants now strongly agree or agree with the statement, indicating that after the intervention, they show a highly positive perception about feeling relaxed when speaking English, regardless if they make a mistake.

Figure 7

Results from Item 3: “Me siento relajado (a) cuando hablo en inglés, independiente si cometo algún error”.



As for the results from the fourth statement, “Me preocupa que mis compañeros (as) se rían de mí cuando hablo en inglés”, 100% of the participants answered to strongly agree or agree with the statement, showing that all the participants feared that their classmates would laugh at them when speaking English. However, in the post-stage, 37.5% of answers are strongly disagree or disagree, suggesting that participants’ perception towards this statement is making progress, as shown in Figure 8.

Figure 8

Results from Item 4: “Me preocupa que mis compañeros (as) se rían de mí cuando hablo en inglés”.

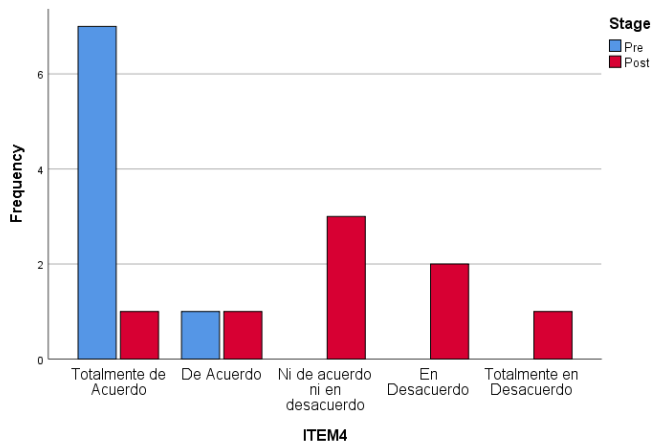
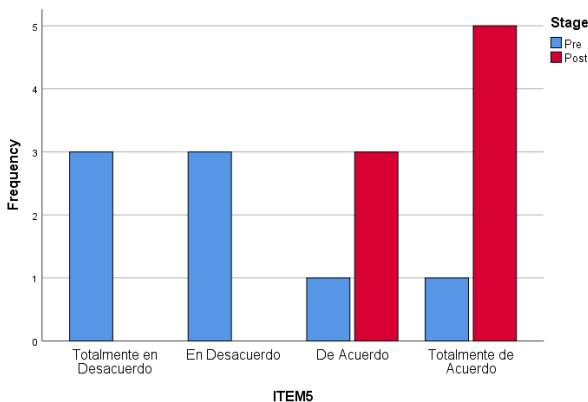


Figure 9 depicts results for the fifth statement, “Me entusiasma participar en la clase respondiendo en voz alta en inglés”. In the pre stage, 75% of the participants manifested to strongly disagree or disagree, showing that most of the participants did not feel excited to participate in the EFL classroom answering out loud in English. After the intervention results changed notoriously, presenting 100% of the answers as strongly agree or agree. Thus, the enthusiasm perceived by the participants progressed from being discouraging to increasing the excitement and interest to participate in the EFL classroom.

Figure 9

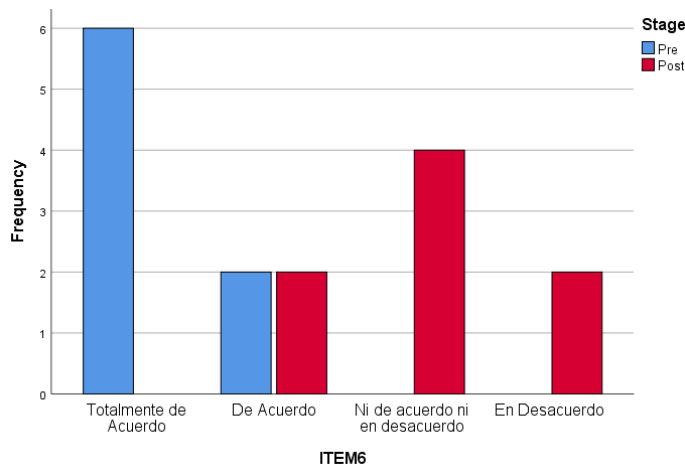
Results from Item 5: “Me entusiasma participar en la clase respondiendo en voz alta en inglés”



Results from Item 6: “Siento que mis compañeros (as) hablan inglés mejor que yo”, illustrated in Figure 10, indicate that in the pre stage, 100% of the participants declared to strongly agree or agree with this statement. After the intervention, significant improvement is presented, as 75% of the participants answered they strongly disagree or disagree. Therefore, it can be concluded that after the intervention most participants perceive that their classmates do not speak English better than them.

Figure 10

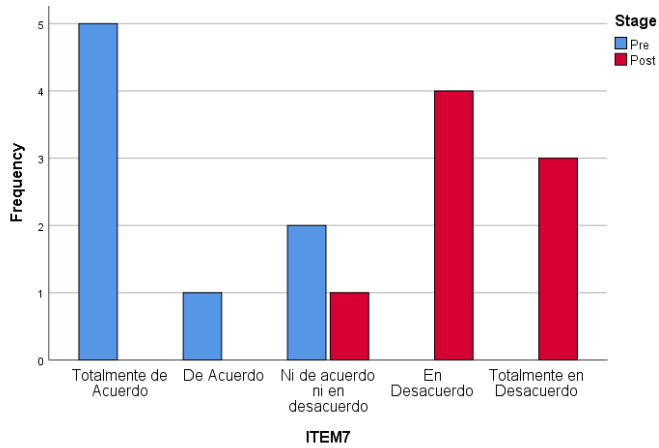
Results from Item 6: “Siento que mis compañeros (as) hablan inglés mejor que yo”.



Concerning the seventh statement, “Mi corazón late fuerte cuando tengo que hablar en inglés”, in the pre stage 75% of the participants answered they strongly agree and agree, as shown in Figure 11, declaring to feel their heart pounding when they have to speak in English, a symptom that can appear as a result of anxiety. On the contrary, in the post stage, 85.7% participants declared to strongly disagree or disagree, showing an improvement in the perception concerning this statement. Consequently, it can be deduced that participants feel more confident after the intervention.

Figure 11

Results for Item 7: “Mi corazón late fuerte cuando tengo que hablar en inglés”.



The presented results show evidence of the progress made by the participants in terms of decreasing their speaking anxiety levels in the EFL classroom. A comparison of answers' frequency from both the pre- and post-stages demonstrates meaningful statistical improvement achieved in all the consulted areas.

4.2 SO2: To examine students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom.

In order to address this specific objective, semi-structured interviews were conducted after the intervention with each of the participants, and classroom observations were recorded by the teacher during the 5 sessions.

4.2.1 Semi-structured interviews

Conversations were voice recorded, transcribed, and subsequently analyzed by the researcher. Information was organized focusing on key aspects related to the manifestation of foreign language anxiety in the EFL classroom, identified in the results provided by the scale applied in the pre-stage, and in the dubbing process itself. Considering the mentioned criteria, three main themes were established: participants' attitudes, methodology, and suggestions for implementation, along with their corresponding subthemes. Frequencies were calculated considering the number of participants that made statements about these topics.

4.2.1.1 Theme one: Participants' attitudes

The first theme deals with the overall attitude that participants presented concerning speaking English in the EFL classroom. Subthemes, frequencies, and statement examples are illustrated in Table 3.

While reading the transcriptions, the most commonly used words by the participants were *self-confidence* and *less nervousness* to describe how they felt after the intervention when having to speak English. Thus, these were considered as the first and second subtheme respectively, presenting both a frequency of 8. Regarding *self-confidence*, participant n°7 posed: "...me gusto el taller porque me dio más confianza al hablar inglés... en las clases y todo eso.", showing that this attitude was perceived not only during the intervention but in the EFL classroom as well. Some participants related their perceived self-confidence with the fact they felt less nervous when having to speak English after the intervention, as mentioned by participant n°4 "...me siento menos nerviosa porque ya entré en confianza conmigo misma al hablar en inglés."

The third subtheme was *willingness to participate*, as 8 participants mentioned they feel motivated to participate in the EFL classroom now, as stated by participant n°8

“...antes yo no participaba mucho en clases, así que yo creo que ahora voy a participar más ya que después de esto pude entender que sí soy capaz de hablar inglés.”.

The fourth subtheme was *learning awareness*, with a frequency of 7 participants that considered the dubbing process helped them improve their learning of the target language. Perceived Improvement in pronunciation and vocabulary were mentioned, as illustrated in the following statements: “...no pronunciaba bien y ahora siento que pronuncio bien.” (Participant n°3) and “...nos sirvió de harta ayuda al mejorar nuestro vocabulario en inglés” (Participant n°1). In addition, some participants acknowledged their learning process from the perspective of an active learner, as participant 5 stated: “...me gustó porque estoy aprendiendo nuevas técnicas para mejorar mi inglés”, evidencing a feeling of progress hroughout the process.

Table 3

Theme n°1 Participants’ attitudes: Subthemes, frequencies, and statement examples

Theme	Subtheme	Frequency	Statement examples
1. Participants’ attitudes	1.1 Self-confidence	8	“...porque como que entré en confianza al hablar en inglés y ahora me siento más segura.” (Participant 4)
	1.2 Less nervousness	8	“...de primera uno se siente nervioso al hacer el doblaje o hablar pero después uno se va acostumbrando y ya no estás nervioso.” (Participant 8)
	1.3 Willingness to participate	8	“... ahora puedo participar más en clases en voz alta sin tener tanta vergüenza.” (Participant 1)
	1.4 Learning awareness	7	“...encuentro que me ayudó harto a mejorar mi vocabulario del inglés” (Participant 3)

4.2.1.2 Theme two: Methodology

This theme regards methodology related aspects mentioned by the participants relevant to the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom. Subthemes, frequencies, and statement examples are reported in Table 4.

Table 4

Theme n°2 Methodology: Subthemes, frequencies and statement examples

Theme	Subtheme	Frequency	Statement example
2. Methodology	2.1 Enjoyment of the task	6	"...me gusto al momento de grabar ya que era mucho más entretenido o reírnos de los chascarros que nos mandábamos, era entretenido y poder hacer otra cosa diferente a la que hago normalmente y me gustó mucho más" (Participant 8)
	2.4 Collaborative learning	5	"... me gusto el taller porque pudimos hacerlo en parejas" (Participant 2)
	2.2 Practice	4	"...ahora me siento menos nerviosa, pero si sigo practicando, me va a ir mejor" (Participant 5)
	2.3 Error correction	4	"...me ayudó a que está bien equivocarse en algunas palabras si en total estamos todos aprendiendo algo nuevo." (Participant 1)

Enjoyment of the task was considered the first subtheme due to its frequency, with 6 participants stating they liked the task because of reasons such as experiencing a new type of task, as participant n°8 commented "...al experimentar una cosa nueva hizo que me gustara más el taller de inglés.", and the possibility to choose the scenes they dubbed, as stated by participant n°2 "...me gusto el taller porque nos dieron nuestra opción de escoger nuestra película o serie que quisimos."

Subtheme n°2 was *collaborative learning*, since pair work and collaboration among peers was mentioned by 5 participants as an aspect of the task, they considered important. For instance, participant n°7 said "...me gusto de que siempre estábamos

como todos para apoyarnos”, demonstrating that although the task was organized for pair work, participants helped each other as a group. By the same token, some participants acknowledged sharing this new experience with the group, as remarked by participant n°1 “...lo que mas me gusto del taller fue compartir la experiencia con cada uno de mis compañeros”.

The third subtheme was *practice*, with a frequency of 4 participants. The dubbing process provided plenty of opportunities for practice, for instance, sessions 2, 3, 4 and 5 included reading aloud practice of the scenes’ scripts, showing noticeable improvement through repetition.

Error correction was the fourth subtheme found in this theme, being mentioned by 4 participants. Within the dubbing process, participants were instructed to voice record their performance and correct their errors using their scene’s video as input, aiming to help students overcome their fear of making errors. This strategy was considered useful by some participants, for example participant 7 said “...ahora como ya sé un poquito más, como que me corrijo yo misma, entonces como que me cuesta menos hablar inglés.”.

4.2.1.3 Theme three: Suggestions for implementation

Participants’ suggestions for implementation of the dubbing process for reducing the reducing speaking anxiety levels in the EFL classroom were considered as a theme due to its importance for further improvement of this strategy. Information was organized under the subthemes *setting* and *equipment*.

Table 5

Theme n°3 Suggestions for implementation: Subthemes, frequencies, and statement examples

Theme	Subtheme	Frequency	Statement example
3. Suggestions for implementation	3.1 Setting	3	“... que tuviéramos un espacio más grande para hablar en voz alta” (Participant 2)
	3.2 Equipment	2	“...cuando escuchemos los audios que haya audífonos y una mejor calidad de audio en la sala de computación.” (Participant 3)

The first subtheme was *setting*, comprehending statements related to circumstances and the place where the sessions took place. 3 participants commented that it would be helpful to provide a bigger space to practice, where participants were able to speak louder, as participant n° 1 said "...que tuviéramos un espacio más abierto y más de nosotros para poder practicar más o hablar más fuerte."

Equipment was the second subtheme identified, involving suggestions related to the equipment used for the dubbing purpose. 2 participants suggested to have headphones and a better quality of audio in the ICT room, as commented by participant n°3 "...cuando escuchemos los audios que haya audífonos y una mejor calidad de audio en la sala de computación."

4.2.2 Classroom observations

These observations were conceived as an additional source of data to the adapted version of the FLCAS and the semi-structured interviews, thus, it is important to consider this information as an insight into participants' perceptions based on observed comments and actions during the sessions (See appendix F, G, H, I and J for Classroom Observation records). Table 6 organizes the observations recorded by the teacher pertaining to each session, along with the analysis of these.

Table 6

Preliminary data: Observed students' perceptions from sessions 1, 2, 3, 4 and 5.

Session	Observation	Analysis
Session 1	<p>Participants say they like the movies and series they chose for the dubbing process. They share their interests with their partner.</p> <p>They say they would like to participate in more projects like this.</p> <p>They are reluctant to speak in English. They claim they do not feel comfortable speaking English.</p>	<p>The project is interesting and different to them, it appeals to their own interests and gives them the chance to share what they like.</p> <p>The problem concerning their speaking skill is evident.</p> <p>Showing a video of famous people dubbing movies was an excellent idea, it caught their attention, and it motivated them to participate.</p>

	They say they enjoyed watching the video about famous people dubbing movies.	
Session 2	<p>They comment they liked the first session.</p> <p>They say they enjoy working in the ICT room as they can concentrate better.</p> <p>Students read out loud and try to imitate intonation and pronunciation. Some students say it is difficult, but they continue trying.</p> <p>They write notes on how to pronounce words correctly.</p> <p>They say they like pair work, it makes them feel more comfortable.</p>	<p>It seems that the participants are reluctant to speak the target language when they have to express their ideas spontaneously rather than repeating or reading.</p> <p>Although for some students it is a difficult task, they seem to be motivated as they continue trying to read out loud correctly.</p> <p>By working in pairs, students are helping each other, they laugh and seem to be comfortable. Teachers' monitoring is not direct, and it seems that this makes them feel more relaxed.</p>
Session 3	<p>Most of the participants have practiced reading out loud at home.</p> <p>They continue practicing without hesitation. They ask for help when needed.</p> <p>They try to imitate intonation and pronunciation. They seem to be more comfortable as they are raising their voices.</p> <p>Some of them say they feel shy before recording their voices, but they do it anyway. Participants encourage each other when recording.</p>	<p>Even though I did not ask them to practice at home, most of them did. This shows that motivation is real.</p> <p>Participants really want to do the dubbing of the videos, so they practice regardless of their fears. They want to complete the task.</p> <p>Students show interest and responsibility regarding their participation in the project.</p> <p>Collaboration and scaffolding among peers are really important for this process, as it sets a learning environment where students develop their social skills as well</p>
Session 4	<p>They look motivated to continue with the project.</p> <p>They practiced at home during the winter break.</p>	<p>Although the third session was one month ago, participants continue to be engaged in the project.</p> <p>Collaboration among peers is an important supportive factor for speaking practice.</p>

	<p>Participants help each other while correcting errors and providing support.</p> <p>Participants say it is helpful to practice outside in the school's playground.</p>	<p>Practicing outside was a good decision as it enabled participants to speak louder while practicing.</p>
Session 5	<p>All the participants are excited to dub their scenes. They want to see the final product.</p> <p>Some of them say they feel nervous.</p> <p>Most of them are willing to perform, while 2 students delay their participation and prefer to be recorded after their partners.</p> <p>For most participants, it is difficult to raise their voices at the beginning. They say it happens because they did not practice like this before and to the natural volume of their voice.</p> <p>It is important to create an easy atmosphere for the participants, so they feel comfortable.</p>	<p>Participants are interested in finishing the task. They seem to be excited about the session, and even if they feel nervous, they are still committed to the project.</p> <p>The easier the atmosphere, the more relaxed participants become when dubbing their scene.</p>

In session 1, participants were observed to say they liked movies and series, and that they would like to participate in similar projects. It can be inferred that they are interested in the project, as it is different from traditional methodologies. Being a topic that engages their attention and allows them to share their own interests, the dubbing process of movies or series scenes seems to be attractive to them. This was evidenced after showing them a video of famous people dubbing movies, as participants commented that they enjoyed watching it. Concerning the objective of this session, students were able to demonstrate understanding of the video they chose but were reluctant to express their ideas using the target language and preferred to use Spanish instead, evidencing a problem regarding their speaking skills.

Observations from session 2 indicate that participants commented they liked the first session of the intervention, and that working in the ICT room helps them to concentrate better. In terms of the aim of this session, students were able to read the video dialogues out loud imitating intonation and pronunciation. Even though

some students said it was difficult for them, they tried to do it, helping each other, and taking notes about how to pronounce words correctly. It was observed that pair work seems to be a key aspect for making the participants feel more relaxed, along with the teacher's monitoring style, which in this case, is more focused on noting good work when done and helping participants when needed, rather than direct error correction.

Regarding session 3, it was observed that students presented a responsible attitude towards the project. Most of them practiced reading out loud at home, and they continued practicing during the session. This time, they seemed to be more confident, as they increased the volume of their voices when reading. The aim of this session required participants to audio record their performance using a mobile phone. Some participants were hesitant to do it, claiming that they felt shy, but they did it anyway. Again, the importance of pair work as a strategy in this process is fundamental, as participants encouraged each other to complete the task and shared their knowledge. It is concluded that this strategy helped to facilitate the dubbing process, and hopefully, reduce the foreign language speaking anxiety levels of the participants.

In session 4 it was observed that participants continued to be engaged in the project even though the third session was one month ago due to winter break, they said they practiced reading their scripts at home. In this session, participants were instructed to listen to their voice recordings from session 3 and correct their errors using the videos as input. It was observed during this part of the session that participants helped each other both in identifying and correcting errors. Then, participants had the opportunity to practice outside, which according to the students enabled them to raise their voices and to practice more separately, in a relaxed environment.

Finally, observations from session 5 were summarized since the 4 pairs worked separately. Participants seemed to be excited and commented they wanted to see the final product. Some students said they felt nervous and preferred to record their dubbing part after their partner, showing once more their commitment to the project. At the beginning of the session, for most participants, it was difficult to read aloud increasing the volume of their voice so as to record good quality dubbing. It is assumed by them that it happened due to their lack of practice using a louder voice volume, and their natural tone of voice. Lastly, it was observed during these sessions that it is essential to provide a relaxed environment for the participants, undisturbed and peaceful for them to concentrate and feel comfortable while doing this task.

CHAPTER 5: DISCUSSION

5.1 Reflection upon the results

The present action research was conducted to explore the influence of the short video dubbing process as a strategy for reducing Chilean eighth graders' speaking anxiety levels in the EFL classroom. This chapter deals with the interpretation of findings regarding the specific objectives of this study.

5.1.1 Specific objective 1: To analyze the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom.

As it was previously mentioned, an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) was applied in order to measure the students' speaking anxiety levels in the EFL classroom before and after the intervention, aiming to collect evidence regarding the influence of the short video dubbing process to reduce students' speaking anxiety levels in the EFL classroom. After comparing the results from both instances, findings show that after using the short video dubbing process as a strategy, participants decreased their levels of speaking anxiety in the EFL classroom in all the areas under investigation.

Before the intervention, 87.5% of the participants disagreed or strongly disagreed when asked how they felt regarding the scale's first statement "Me siento seguro (a) al hablar en inglés delante de mis compañeros", whereas, after the short video dubbing process, 100% of the participants agreed or strongly agreed with the statement, showing that it has positively influenced their self-confidence when speaking English in front of their classmates. Similarly, before the intervention half of the participants agreed or strongly agreed regarding the statement "Me siento nervioso (a) cuando tengo que hablar en inglés". However, results show that participants answered they felt less nervous after applying the proposed strategy, presenting 75% of answers that disagree or strongly disagree with the statement. It is believed that this improvement is related to a lower affective filter, as participants were encouraged to read aloud with their peers regularly using the videos as input in a relaxed environment, instead of performing live in front of their whole class, which eventually led to a lower communication apprehension, which is related to the third statement "Me siento relajado (a) cuando hablo en inglés, independiente si cometo algún error". Results indicate that 87.5% of the participants disagreed or strongly disagreed in the pre-stage, while in the post-stage, the same percentage of

participants answered to feel relaxed when speaking English regardless if they make a mistake. It is assumed by the researcher that this fluctuation of answers may have been influenced by the opportunities provided during the sessions for practice and error correction. For instance, when students had to voice record their performances and then listen to them and correct their errors, it was observed that it helped them conceive errors as an inherent aspect of learning rather than something to feel ashamed of. Another area that showed progress was related to participants' fear of being laughed at by their classmates when speaking English. Before the intervention, all of the participants agreed or strongly agreed with the statement "Me preocupa que mis compañeros (as) se rían de mí cuando hablo en inglés". Nevertheless, after the intervention, 37,5% answered they strongly disagree or disagree, evidencing a small improvement concerning this topic, which could be related to the inherent characteristics of the participants since they are all teenagers. As for participation in the EFL classroom, in the pre-stage 75% of the participants strongly disagreed or disagreed with the statement "Me entusiasma participar en la clase respondiendo en voz alta en inglés", while in the post-stage, all the participants answered to agree or strongly agree, suggesting that now participants feel enthusiastic when speaking English aloud in the EFL classroom. This improvement is assumed to be connected with item 6, "Siento que mis compañeros (as) hablan inglés mejor que yo", where all the participants agreed or strongly agreed with the statement before the intervention, whereas after it, 75% of the participants answered they disagreed or strongly disagreed. Therefore, it can be determined that after the sessions, most participants realized their level of the target language was similar to their classmates' level, impacting positively on their willingness to participate and confidence when speaking English. Concerning anxiety physical symptoms, 75% of the participants previously agreed or strongly agreed with the statement "Mi corazón late fuerte cuando tengo que hablar en inglés", while afterwards, 85.7% declared to strongly disagree or disagree, showing that most participants do not feel their hearts pounding while speaking aloud in the target language after the intervention. Consequently, it can be deduced that the video dubbing process contributed to reducing participants' foreign language speaking anxiety levels.

5.1.2 Specific objective 2: To examine students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom.

The analysis of students' perceptions towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom was based essentially on data collected from semi-structured interviews and classroom observations to complement those findings. Hence, a discussion of the results will be presented following the main themes identified in the interviews: Participants' attitudes, methodology, and suggestions for implementation.

Concerning participants' attitudes, all the students mentioned perceiving an improvement in their self-confidence, less nervousness, and more willingness to participate when speaking English in the EFL classroom after the intervention. Also, learning awareness was stated by most participants, acknowledging that the dubbing process influenced positively on their perceived pronunciation and vocabulary knowledge. This effect could be related to the comprehension activities involved in the dubbing process, where students were asked to demonstrate an understanding of the scripts and context of the videos along with continuous reading-aloud practice following the scene as a model, demonstrating that videos are a powerful source of input not only for developing listening skills but also oral skills.

As for methodology-related aspects, most participants claimed to have enjoyed the task due to its innovative nature, and the possibility to choose the scenes they dubbed themselves. It was observed that this decision enabled students to share their personal interests with their classmates, as well as engage them in a new and different task type. Another element considered important by the participants is collaborative learning. Although students were arranged in pairs for the task, they remarked they helped each other as a group, and that sharing this experience with their classmates was meaningful to them. In addition, practice and error correction were mentioned as factors that helped them through the process, showing the usefulness of providing instances for repetition and acknowledgment of errors when planning speaking tasks.

Lastly, participants' suggestions for implementation focused on two aspects: setting and equipment. Students suggested to a bigger place for practicing, where they could speak louder as they were unable to speak properly when working in the ICT room due to space constraints. This was evidenced in session 5, where participants were observed to struggle when having to raise their voices while recording their voice dubbing.

5.2 Links with literature review

Although there is a lack of research mainly focused on the use of video dubbing as a strategy to reduce students' speaking anxiety levels in the EFL classroom, it has been mentioned as an observed finding in many studies. As it was previously stated in this chapter, it was found that this strategy successfully helped students reduce their foreign language speaking anxiety levels, affirming what Huang (2022) and Sánchez-Requena (2018) propose regarding the use of this type of didactic approach, linking this effect to the fact that performances of this type are not live but behind a screen, lowering the affective filter thus engaging students in the task (Burston, 2005). Participants' perceptions towards the task are also aligned with current findings, demonstrating that the video dubbing process contributes to the development of oral skills and triggers motivation and engagement in the students (Fernández-Costales, 2021; Manurung & Pohan, 2019; Talaván & Costal, 2017) together with the development of collaborative learning as dubbing tasks increase group cohesion, as stated by Huang (2022) "video-dubbing tasks could enhance the level of GC by increasing peer interactions, forming a favorable peer relationship, and promoting team spirit." (p. 15).

5.3 Implications and limitations

On one hand, in light of the findings of this action research, the identified implications involve several practical actions that teachers should consider when dealing with foreign language speaking anxiety in their EFL classroom. First, it is important to take into account students' interests. Many times, teachers plan tasks that are not appealing to their students; thus, they do not become engaged. In this case, the participants were observed to be keen on movies and series, therefore, the project caught their attention, and they were committed to participate despite their anxiety. Secondly, to explore the application of didactic audiovisual translation (AVT) as a strategy for helping students overcome their foreign language anxiety. The use of revoicing AVT modalities such as dubbing, audio-description, voiceover, or narration could provide anxious students' the opportunity to practice their speaking skills without being as intimidated as when performing live, and it is crucial to include repetition and error correction as part of the process, as well as selecting videos considering students' level of proficiency in the language. Thirdly, to implement collaborative learning in the EFL classroom regularly, since it was acknowledged by the participants as a relevant factor in the enjoyment and progress of the project. It was observed by the researcher that it contributed to developing a more relaxed

environment, where participants cooperated with their classmates and encouraged each other.

On the other hand, the limitations of this study are mainly related to the school's available conditions for the research. For instance, the number of participants had to be reduced due to time and space constraints, specifically regarding the use of the ICT room, where some computers were under maintenance at the time the first sessions were carried out. Besides, the provided equipment was not complete, therefore, participants used their own headphones for the sessions. Apart from that, it is important to consider that session 4 was delayed 3 weeks as a consequence of the anticipated winter break, modifying the original calendar for the intervention.

CHAPTER VI: CONCLUSION

The present chapter is devoted to the main findings of this study, the teacher-researcher's personal reflection and recommendations for application and further research.

6.1 Main findings

Concerning the first specific objective of this action research, the findings obtained from the adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) indicated that the video dubbing process had a positive influence on reducing participants' speaking anxiety levels in the EFL classroom. Results demonstrated that the process contributed in all the examined areas, especially in statements "Me siento seguro (a) al hablar en inglés delante de mis compañeros", "Me siento relajado (a) cuando hablo en inglés, independiente si cometo algún error", "Me entusiasma participar en la clase respondiendo en voz alta en inglés" and "Mi corazón late fuerte cuando tengo que hablar en inglés", where participants now manifest to feel confident, relaxed and enthusiastic to participate in the EFL classroom, reducing anxiety related symptoms such as heart pounding. It is important to consider that the mentioned findings are result of the different activities included in the process itself, including comprehension activities, individual and paired reading aloud practice, error correction along with pair work and the use of audiovisual material as input, together with taking into account participants' interests when designing the task.

In relation to the second specific objective, semi-structured interviews and classroom observations exposed participants' perception towards the use of the short video dubbing process for reducing speaking anxiety levels in the EFL classroom. Regarding participants' attitudes, all of them manifested that after the intervention they perceived an improvement in their self-confidence, less nervousness and willingness to participate when speaking English in the EFL classroom, while learning awareness was stated by most participants in terms of vocabulary and pronunciation of the target language.

As for methodology related aspects, participants declared they enjoyed the task because they had the opportunity to choose the videos they wanted to dub and due to the innovative nature of the task. Collaborative learning was another important aspect mentioned by the participants, as they helped each other and appreciated to

have shared the experience with their peers. Besides, practice and error correction were also considered as relevant elements, as reading aloud practice of the scripts and error correction contributed to improve students' perceived performance and self-confidence.

Lastly, proper setting and equipment were mentioned by some participants as suggestions for implementation, concluding that this process could be enhanced if a bigger place, where participants were allowed to speak louder, and good quality audio and voice equipment were provided.

6.2 Personal reflection

This experience has certainly changed the way I conceive being an EFL teacher for several reasons. To begin with, it has proven me how essential it is to reflect upon my own teaching practices in order to improve my work. By observing and identifying difficulties happening in my EFL classroom, I was able to investigate possible solutions and make informed decisions. In this case, the problem I identified was my students' high levels of foreign language speaking anxiety when speaking English, and as I started looking for ideas to help my students, I came across with didactic audiovisual translation in its dubbing modality. After applying the dubbing process as a strategy and analyzing the findings of this research, I can confidently say I have helped my students to overcome little by little their fear of speaking English while working in a task that required commitment, responsibility, and allowed them to have fun with their peers, impacting positively in the teaching and learning process.

Therefore, it is crucial for us teachers to connect with our students' different educational needs, their interests, and consider them when planning, to listen to their comments and suggestions because many times that may be the information we need to understand the rights and wrongs of our job as teachers. Furthermore, it is imperative to continue learning, researching and not being afraid of trying out innovative strategies and technology in the EFL classroom.

6.3 Recommendations

The dubbing process can be applied in the EFL classroom as a strategy or task for different purposes such as enhancing oral skills and fostering creativity and enjoyment in the learning process. Besides, since this action research only had 8

participants, it would be interesting to apply the dubbing process to a larger group of students. Also, it could be a different way to assess students' speaking performance, especially for those who struggle with performing live.

In the present study, the dubbing process' steps were carefully designed to fit the needs of this particular group of students, but it is encouraged to modify and explore it as needed. It is advised to select videos that are suitable to the level of the students, to provide an appropriate setting and equipment for the sessions, and to encourage practice in a comfortable and friendly environment. Lastly, it is recommended to implement dubbing projects in other subjects, as well as to continue exploring the different modalities of didactic audiovisual translation.

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APPENDICES

Appendix A.

CONSENTIMIENTO INFORMADO

PADRES O APODERADOS

Proyecto de Investigación-Acción: "El uso del proceso de doblaje de videos como estrategia para reducir la ansiedad al hablar en la clase de inglés"
Universidad de Concepción

Estimado Apoderado/a,

Mi nombre es Tamara Fuentealba, profesora de inglés de quinto a octavo básico del colegio. Se le ha invitado a participar de un proyecto de investigación-acción que se llevará a cabo en el curso de su pupilo. Antes de tomar una decisión, es importante que entienda el motivo de la investigación y lo que involucrará. Por favor tómese su tiempo para leer cuidadosamente la siguiente información. Consúlteme cualquier cosa que no esté clara o si desea más información para que tome una decisión informada sobre la participación de su pupila/o.

El proyecto tiene como principal objetivo "Explorar la influencia de utilizar el proceso de doblaje de videos como estrategia para reducir los niveles de ansiedad al hablar de estudiantes chilenos de octavo básico en la clase de inglés". Los objetivos del estudio son los siguientes:

1. Analizar la influencia de utilizar el proceso de doblaje de videos como estrategia para reducir los niveles de ansiedad al hablar de estudiantes chilenos de octavo básico en la clase de inglés.
2. Examinar la percepción de los estudiantes acerca del uso del doblaje de videos como estrategia para reducir los niveles de ansiedad al hablar de estudiantes chilenos de octavo básico en la clase de inglés.

El proceso se llevara a cabo de la siguiente manera: primero, se aplicará una escala a todo el curso para conocer los niveles de ansiedad al hablar inglés de los estudiantes. Luego, se seleccionará a los estudiantes que presenten los niveles mas altos de ansiedad,

y con estos se realizará la intervención. El proyecto se realizará durante 5 sesiones de 40 minutos cada una, en las cuales los estudiantes procederán a hacer el doblaje de voz en inglés de escenas de películas animadas.

Es importante mencionar que se registrarán observaciones escritas por parte de la profesora a lo largo del proceso y grabaciones de voz en dos ocasiones. Además, se entrevistará de manera individual a los participantes para conocer su percepción acerca del proceso al finalizar la intervención, y se les aplicará una escala para ver si sus niveles de ansiedad disminuyeron.

La participación de su pupila/o es voluntaria y anónima y puede retirarse o rechazar su participación en cualquier momento sin razón alguna y consecuencias de ningún tipo.

Los resultados de esta investigación-acción podría aparecer en artículos de revistas académicas, tanto como en presentaciones públicas de los resultados de investigación. En tales circunstancias, todas sus participantes se mantendrán anónimos, por lo que no se usarán nombres y se proporcionarán seudónimos cuando sea apropiado (por ejemplo, el nombre de la escuela y las niñas y niños).

He leído y aclarado mis dudas respecto al proyecto "El uso del proceso de doblaje de videos como estrategia para reducir la ansiedad al hablar en la clase de inglés", y autorizo la participación de mi pupilo/a en este proyecto de investigación.

Yo (su nombre completo) autorizo a mi pupilo/a (nombre completo de su pupilo/a) a participar del proyecto de investigación.

Conuerdo en que mi pupila/o se parte de la grabación de audio durante su participación en el proyecto de doblaje de videos en inglés:

Sí____ No____

Conuerdo en que se entreviste a mi pupila/o

Sí____ No____

Appendix B.

STAGES OF THE ACTION PLAN

Session	Objective	Activities and Procedures	Assessment	Research Objectives
Session 1	After being introduced to the video and script to be dubbed, students will be able to identify general and specific information about the story by answering short comprehension activities.	<ul style="list-style-type: none"> • Introduce the students to the short video dubbing process and its steps: With the aid of a presentation, describe the video dubbing process and show learners the steps involved. Watch a video as an example of the final product. • Organize students in pairs: Arrange pair work considering students's abilities in order to promote collaboration among peers. • Present students the videos they are going to dub (previously chosen by them). Then, hand in a worksheet containing comprehension questions. Students answer working with their partner. • Students share their answers with the group: Check students' comprehension by asking them to share their answers and comment on the videos, allowing them to speak Spanish if needed. • Address students' concerns and questions related to the short video dubbing process. 	<p>As means of formative assessment, students answer a worksheet with comprehension questions about the videos they are going to dub, including general and specific information about the story.</p> <p>Answers are shared with the group orally.</p> <p>Teacher registers the development of the session and students' attitude towards the task on field notes.</p>	SO1: To analyze the effect of the dubbing short videos process to reduce students' speaking anxiety in the EFL classroom
Session 2	After assigning the characters and practicing with their peers, the students will be able to read a short video dialogue out loud imitating intonation and pronunciation.	<ul style="list-style-type: none"> • Greet students and ask them to describe the short video dubbing process. Ask students if they have any questions or concerns related to the workshop. • Hand in the video scripts. • Assign the characters: Inform the students the video character they are going to dub. • Students watch the short video and practice reading aloud: Instruct students to watch the video and listen carefully. Then, ask them to read aloud the script's dialogue individually. After that, instruct them to watch the video again and read aloud but this time with their 	<p>As means of formative assessment, the teacher monitors and listen to each pair performances as they practice. Provides feedback to each of the participants within the session's development.</p> <p>Teacher registers the development of the session and students' attitude towards the task on field notes.</p>	SO1: To analyze the effect of the dubbing short videos process to reduce students' speaking anxiety in the EFL classroom

		<p>partner, imitating intonation and pronunciation of the video.</p> <ul style="list-style-type: none"> • Students practice as many time as needed: Monitor students' performance and provide feedback. • Teacher observes, monitors and takes notes of attitudes towards the task. 		
Session 3	<p>By the end of the lesson students should be able to read a short movie dialogue out loud imitating intonation and pronunciation and record their performance by using a voice recorder.</p>	<ul style="list-style-type: none"> • Greet students and ask them to remember and comment on what their video is about. Ask students if they have any questions or concerns related to the workshop. • Students practice reading aloud the dialogue with their partner: Instruct students to imitate intonation and pronunciation from the video. • Instruct students on how to use their mobile phone's voice recorders. Then, students record their performance and send the recording to their teacher for previous analysis. • Teacher observes, monitors and takes notes of attitudes towards the task. 	<p>As means of formative assessment, the teacher monitors and listen to each pair performances as they practice. Provides feedback to each of the participants within the session's development. Teacher registers the development of the session and students' attitude towards the task on field notes.</p>	<p>SO1: To analyze the effect of the dubbing short videos process to reduce students' speaking anxiety in the EFL classroom</p>
Session 4	<p>After listening and identifying mistakes on their previous voice recording, students will be able to correct their performance and read the script of a short movie aloud fluently.</p>	<ul style="list-style-type: none"> • Greet the students and begin the session explaining how to identify mistakes in a voice recording by taking notes and how this can be useful when preparing for oral tasks. • Students listen to their voice recording from the previous lesson: Instruct students to listen to their recording and try to identify mistakes. Then, ask them to take notes of their mistakes by writing them in their script's sheet. • Students correct their mistakes and practice: Students correct their mistakes and practice reading aloud, focusing on trying to dub the short video (Considering pace, intonation and mood). • Teacher observes, monitors and takes notes of attitudes towards the task. 	<p>As means of formative assessment, the teacher monitors and listen to each pair performances as they practice, both individually and as a pair. Provides feedback to each of the participants within the session's development. Teacher registers the development of the session and students' attitude towards the task on field notes.</p>	<p>SO1: To analyze the effect of the dubbing short videos process to reduce students' speaking anxiety in the EFL classroom</p>

Session 5	After practicing, students will be able to dub a short video demonstrating speaking fluency in the L2.	<ul style="list-style-type: none"> • Greet the students • Students practice the dialogue trying to dub the video (Considering pace, intonation and mood). • Students record their voices dubbing the short video, repeating if needed (ICT room / Audiovisual communicator) • Teacher observes, monitors and takes notes of attitudes towards the task. 	As means of formative assessment, the teacher monitors and listen to each pair performances as they practice. Provides feedback to each of the participants within the session's development. Teacher registers the development of the session and students' attitude towards the task on field notes.	SO1: To analyze the effect of the dubbing short videos process to reduce students' speaking anxiety in the EFL classroom
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Appendix C.

FLCAS ADAPTATION

Con el objetivo de conocer tu nivel de ansiedad al hablar en el idioma inglés te invitamos a contestar este cuestionario.

Nombre: _____

Instrucciones:

Lee cuidadosamente y escribe una x en la casilla que representa que tan de acuerdo estas con cada afirmación.

1	2	3	4	5
Completamente en desacuerdo	En desacuerdo	Ni de acuerdo, ni en desacuerdo	De acuerdo	Completamente de acuerdo

Afirmaciones	Alternativas de respuesta				
	1	2	3	4	5
1. Me siento seguro (a) al hablar en inglés delante de mis compañeros					
2. Me siento nervioso (a) cuando tengo que hablar en inglés					
3. Me siento relajado (a) cuando hablo en inglés, independiente si cometo algún error					
4. Me preocupa que mis compañeros (as) se rían de mí cuando hablo en inglés					
5. Me entusiasma participar en la clase respondiendo en voz alta en inglés					
6. Siento que mis compañeros (as) hablan inglés mejor que yo					
7. Mi corazón late fuerte cuando tengo que hablar en inglés					

Appendix D.

Semi structured interview instrument

Questions:

1. ¿Te gustó el taller de doblaje de videos en inglés? (Si - ¿Por qué?, No - ¿Por qué?)
2. ¿Qué es lo que más te gustó del taller de doblaje de videos en inglés?
3. ¿Qué es lo que menos te gustó del taller de doblaje de videos en inglés?
4. ¿Sientes que te cuesta menos hablar en inglés después de haber participado en el taller de doblaje?
5. ¿Te sientes más nervioso o menos nervioso al hablar en inglés ahora que has practicado con el taller de doblaje?
6. ¿Te dan más deseos de participar en clases de Inglés respondiendo en voz alta en inglés después del taller de doblaje?
7. ¿Recomendarías asistir al taller de doblaje de videos en inglés?
8. ¿Qué cambios o sugerencias le harías al taller de doblaje de videos en inglés?

Appendix E.

Classroom observation instrument

Session number ____

Date:

Aspect	Observations	Analysis
1. Participants' attitude towards the project		
2. Participants' willingness to perform activities that involve the speaking skill		
3. Development of session and outcomes		
4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)		

Appendix F.

Classroom observation instrument

Session number: 1

Date: 22/06/2022

Aspect	Observations	Analysis
<p>1. Participants' attitude towards the project</p>	<p>Excited to participate. They say they like movies and series. They say they want more projects like this. They previously chose the movies they want to dub, and two pairs actually chose the specific scenes they like (They brought the exact minutes in order to cut the video). They say they enjoy watching the video about famous people dubbing movies.</p>	<p>The project is interesting and different to them, it appeals to their own interests and gives them the chance to share what they like. Showing a video of famous people dubbing movies was an excellent idea, it caught their attention.</p>
<p>2. Participants' willingness to perform activities that involve the speaking skill</p>	<p>Participants are reluctant to use the target language. They claim they do not feel comfortable speaking English. The teacher allows students to use Spanish, and they start completing the task related to the comprehension worksheet.</p>	<p>The problem concerning their speaking skill is evident.</p>
<p>3. Development of session and outcomes</p>	<p>They understand the video</p>	<p>Participants are able to demonstrate understanding of the video. The objective of the session is achieved.</p>
<p>4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)</p>	<p>Students help each other and they talk about the movies ICT room does not have headphones and microphones. Google drive folders for each pair work fine, although Ignacio and Sofia don't remember their institutional email accounts' passwords.</p>	<p>Pair work was a good idea as it enables students to collaborate and share something in common. Ask students to bring their own headphones Organize settings in the ICT room as separated as possible.</p>

Appendix G.

Classroom observation instrument

Session number: 2

Date: 24/06/2022

Aspect	Observations	Analysis
1. Participants' attitude towards the project	They comment that they liked the first session. They say they enjoy working on the ICT rooms as they can concentrate better.	Students seem to be motivated. T
2. Participants' willingness to perform activities that involve the speaking skill	All of the participants read out loud, and they try to pronounce correctly.	It seems that the participants are reluctant to speak the target language when they have to express their ideas spontaneously rather than repeating or reading.
3. Development of session and outcomes	Students read out loud and try to imitate intonation and pronunciation. Some students say it is difficult but they continue trying They write notes on how to pronounce words	Although for some students it is a difficult task, they seem to be motivated as they continue trying The aim of the session was achieved.
4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)	Some students bring their own headphones, the others say they are not disturbed by the other videos' volume. They say they like pair work. It makes them feel comfortable	Students show interest and responsibility regarding their participation in the project. By working in pairs, students are helping each others, they laugh and seem to be comfortable. Teacher's monitoring is not direct, and it seems that this makes them feel more relaxed.

Appendix H.

Classroom observation instrument

Session number: 3

Date: 29/06/2022

Aspect	Observations	Analysis
1. Participants' attitude towards the project	<p>They look happy and they say they prefer to be in the ICT room participating on the project than in classes.</p> <p>Most of them have practiced reading out loud at home.</p>	<p>Even though I didn't ask them to practice at home, most of them did. This shows that motivation is real.</p>
2. Participants' willingness to perform activities that involve the speaking skill	<p>They continue practicing without hesitation. They ask for help when needed.</p> <p>They try to imitate intonation and pronunciation.</p> <p>Some of them say they feel shy before recording their voices, but they do it anyway</p>	<p>Participants really want to do the dubbing of the videos, so they practice regardless of their fears. They want to complete the task.</p>
3. Development of session and outcomes	<p>Participants practice reading out loud, they seem to be more comfortable as they are raising their voices.</p> <p>They voice record their performance, some of them repeat the task.</p>	<p>The outcome of this session was achieved.</p>
4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)	<p>Students help each other in terms of pronunciation and intonation.</p> <p>They encourage each other for recording their voices.</p>	<p>Collaboration and scaffolding among peers is really important for this process, as it sets a learning environment where students develop their social skills as well.</p>

Appendix I.

Classroom observation instrument

Session number: 4

Date: 27/06/2022

Aspect	Observations	Analysis
1. Participants' attitude towards the project	They look motivated to continue with the project. They practiced at home during the winter break.	Although the third session was one month ago, participants continue engaged in the project.
2. Participants' willingness to perform activities that involve the speaking skill	Some participants struggle to hear their voices in the recordings as they don't like to hear their voices. They help each other to overcome this problem. They show support. They continue practicing reading aloud, this time, correcting their errors.	Collaboration among peers is an important supportive factor for speaking practice.
3. Development of session and outcomes	Participants correct their errors by hearing their voice recording and using the video as input. They help each other.	The outcome of this session was achieved.
4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)	After correcting their errors, students practice outside in the school's playground. They say it is helpful.	Practicing outside was a good decision as it enabled participants to speak louder while practicing.

Appendix J.

Classroom observation instrument

Session number: 5

Date: Resume of 02/08/2022, 03/08/2022, 09/08/2022, 10/08/2022

Aspect	Observations	Analysis
1. Participants' attitude towards the project	All the participants are excited to dub their scenes. They want to see the final product. Some of them say they feel nervous but will give their best effort.	Participants are interested in finishing the task. They seem to be excited about the session, even if they feel nervous, they are still committed to the project.
2. Participants' willingness to perform activities that involve the speaking skill	Most of them are willing to perform, while 2 students delay their participation and prefer to be recorded after their partners. For most participants it is difficult to raise their voices at the beginning.	For further implementation, it would be useful to provide practice in open spaces, so students get used to speak louder.
3. Development of session and outcomes	Sessions recording the dubbing lasted about 2 to 2 and a half hours per pair.	The time expected for this session was not accurate, as most of them needed 2 to 2 and a half hours. The outcome of this session was achieved.
4. Other aspects (Pair work, suggestions, opinions, activities and ICT tools)	It is important to create an easy atmosphere for the participants, so they feel comfortable. Participants collaborate with each other, correcting errors and providing emotional support.	The easier the atmosphere, the more relaxed participants become when dubbing their scene.