The Role of MALL-Based Dubbing in Developing Oral English Skills: A Pilot Study

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Abstract
This pilot study explores the impact of MALL-based dubbing on students' oral English proficiency, as well as their preferences and attitudes towards this learning approach. The participants were 10 sophomore students from a university in southern China. Data collection included pre-test and post-test analytic scores focusing on complexity, accuracy, and fluency (CAF) through objective ratings, alongside descriptive data from two questionnaires. The findings revealed that engaging in MALL-based dubbing improved students' oral English proficiency, particularly in terms of speech rate. Additionally, learners expressed preferences for dubbing tasks with characteristics such as durations of 30 seconds to 2 minutes, three tasks per week, and a standard pace. Most participants demonstrated a positive attitude toward this approach.
Keywords: MALL, Dubbing, Oral English proficiency, CAF

Introduction
Globalisation has led to widespread worldwide communication and interaction in areas such as trade, culture, technology, and education. Accordingly, English has become a worldwide lingua franca in many countries to enable efficient communication and engagement in various contexts (Zhang & Liu, 2018). Consequently, there is a growing demand for talents who possess proficient English in various countries. Numerous nations have included proficiency in foreign language communication as part of their lifelong learning goals to meet the requirements of 21st-century competition (Chen, 2018). Thereby, in the field of language education, numerous scholars have focused on studying effective approaches to acquiring and teaching a second or foreign language. Among the four aspects of language acquisition-listening, speaking, reading, and writing-it is well known that speaking is the most difficult part to learn and teach (Zakaria et al., 2019). Nevertheless, communication is largely dependent on it and is essential for adopting a second language.

Despite the efforts made by teachers to engage students in English as a foreign language (EFL) classroom activities and enhance their teaching efficacy, a significant number of students remain quiet in class and show reluctance to participate in class interactions (Nguyen, 2020). This mainly ascribe to introversion, fear of making mistakes and being laughed at. However, less practise leads to no gains in oral English. Then the unimproved oral English further forbid them from speaking up during the class, and finally generates a seemingly endless loop. While as long as the EFL learners, especially those with broken English, need to speak English during the class, the tension caused by instructors and peers will never fail lead to their reluctance to speak up. However, broken oral English or even inaccurate expressions may cause misunderstanding and even be detrimental to communication. Consequently, instructors and scholars worldwide are delving into ways to enhance the spoken English skills of EFL or ESL learners.

The flourishing of mobile-assisted language learning (MALL) seems to offer an ideal solution to break the loop. MALL refers to the use of mobile devices to assist language learning (Chinnery, 2006), which facilitates new ways of learning that emphasises "continuity or spontaneity of access and interaction across different contexts of use" with the use of personal and portable devices(Kukulska-Hulme & Shield, 2008, p 3). It features ubiquity, accessibility, flexibility, and situating of instructional activities (Alepis & Virvou, 2014; Ogata & Yano, 2005), which helps break the loop by offering oral English learning activities with guidance and fun after class.

MALL-based dubbing is a combination of MALL (Mobile-assisted language learning) and dubbing, which refers to dubbing with the help of MALL technology, or to be specific, video dubbing on Apps. By combining MALL and dubbing, the use of authentic language samples of multi-modality with mobile learning technology seems to be an ideal tool to facilitate oral English learning after class with professional guidance and afford differentiated instruction.

As this is a pilot study, knowing students' preference towards video clips used in dubbing, duration of the material, speech rate, frequency, etc. is quite helpful to facilitate the operation of the further study. Consequently, a questionnaire survey is carried out to ascertain the preferences of students in order to mitigate the impact of aversion.

Attitude refers to an individual's general emotional response or assessment towards items, people, or systems, which can influence their behaviour and determine whether they will engage in a specific behaviour (Albarracín et al. 2005; Fishbein and Ajzen,1975; Mantle-Bromley, 1995; Venkatesh et al., 2003). Investigating students' attitude towards MALL-based dubbing can, to some extent, predict whether it is feasible to be widely adopted as a teaching aid after class and welcomed by learners.

Based on the above-mentioned viewpoints, the study mainly aims to examine the impact of MALL-based dubbing on oral English learning, specifically in terms of complexity, correctness, and fluency. This is based on the recognition of the challenges associated with learning oral English and the belief that MALL-based dubbing can enhance learners' spoken English skills outside of class. Additionally, it also aims to assess the feasibility of the process and test the instrument, materials used, and other factors as this research is a pilot study conducted with

a limited sample size. Therefore, the study also examines the preferences and attitudes of students. Accordingly, the research questions were generated as follows:

Research question 1: What is the effect of MALL-based dubbing on students' oral English in terms of complexity, accuracy and fluency?

Research question 2: What is students' preference for materials used for MALL-based dubbing?

Research question 3: What is the students' attitude towards MALL-based dubbing?

Literature Review

Oral Proficiency and CAF

Oral proficiency is the ability to effectively and accurately use a language in spoken communication (Withanarachchi Samaranayake, 2021). Accuracy, fluency, and complexity are considered to be distinct elements that play a significant role in the performance of individuals learning a second language (L2) (Liu & Ren, 2021; Robinson, 2001). The CAF framework, as outlined by Norris and Ortega (2009), Skehan (2009) and Tavakoli (2016), posits that language proficiency is a multifaceted combination of these three facets (Byler, 2022). This index is extensively utilised as a means of evaluating the performance of language learners in both oral and written assessments. It serves as an indicator of learners' competence level and may also be used to measure progress in language acquisition (Housen & Kuiken, 2009). However, many studies on CAF either provide unclear or broad definitions or utilise specific psychometric instruments and quantitative measures to measure them (Housen et al., 2012). Consequently, the varying interpretations of CAF in different research papers contribute to the conflicting results seen in the CAF literature (Housen et al., 2012). Hence, before commencing this study, it is imperative to establish a precise definition of CAF that will be utilised and determine the methodology for measuring them in the context of this research.

As stated by Housen et al. (2012) complexity is defined as a characteristic or attribute of a phenomenon or entity, based on (1) the quantity and characteristics of the individual components that make up the entity, and (2) the quantity and characteristics of the relationships between these components. The term "complexity" in this study specifically refers to syntactic and lexical complexity. The participants' performance in the oral interviews during the experiment will be evaluated separately within these two domains. More precisely, the L2 Syntactic Complexity Analyzer developed by Lu (2010) was used to quantify syntactic complexity.This will be accomplished by analysing the mean length of sentence(MLS), the number of clauses per sentence (C/S), and the number of coordinate phrases per T-unit (CP/T). Lexical complexity is assessed by three sub-dimensions: lexical density, lexical diversity, and lexical sophistication. The Lexical complexity analyzer developed by Lu (2012) was utilised to assess lexical density and lexical sophistication. The measurement of lexical diversity will be conducted by using the Measure of Textual Lexical Variety Moving-average bidirectional MTLD (MTLD-MA-Bi) as the index, which was established by Kyle (2016) and was measured with Tool for the Automatic Analysis of Syntactic Sophistication and Complexity (TAASSC). For simplification, the abbreviation MTLD was employed as a substitute for the longer form MTLD-MA-Bi in the following paragraphs.

About the definition of accuracy, no census has been made on it. In oral proficiency, its definition is usually intertwined with the correct pronunciation and intonation, such as the

definition stated by Brumfit (1984), Omaggio (1986) and Bryne (1986), or to sounds like a native speaker (Batram & Walton, 2002) . Thereby, the evaluation of grammar, pronunciation, and vocabulary is commonly considered while measuring accuracy (Brumfit, 1984; Omaggio, 1986). As the effect of dubbing on pronunciation and intonation acquisition has been investigate in quite a few studies in the literature. Accuracy in this study only focus on the proper utilisation of vocabulary and grammar in spoken English. Accordingly, the weighted clause ratio (WCR), established by Foster and Wigglesworth in 2016, was used for measurement.

Fluency in speaking refers to the ability to speak a second language with the same speed and ease as a native speaker, including the usage of pauses, hesitations, and the need to rephrase thoughts (Housen et al., 2012). In his study, Skehan (2003) suggested that fluency can be categorised into three specific subdimensions: speed fluency, breakdown fluency, and repair fluency. Skehan (2009) further proposes the evaluation of fluency in terms of these main dimensions: speed fluency can be measured by the number of syllables per minute; breakdown fluency can be measured by pauses; repair fluency can be measured in terms of false starts, misformulations, self-corrections, and repetitions. Tonkyn (2012) and Tavakoli (2016) have utilised these measures in their own studies on fluency, and they were adapted for use in this current study as shown in Table 2.1. To precisely evaluate speed fluency and breakdown fluency, the software Adobe Audition, developed by Adobe Systems, was employed to quantify the duration and number of pauses. In addition, the fluency of repairs can be assessed by calculating the proportion of non-extraneous syllables to the total number of syllables using an online tool called Syllable Counter.

Table 2.1
Measure of fluency, adapted from Tonkyn (2012) and Tavakoli et al. (2016)

Classification	Measured by	How to measure
Speed fluency	rate of linguistic units produced	Rate of speaking: syllables per second)
Breakdown Fluency	number, length and location of pauses	The mean length of run: the mean number of syllables between two pauses
Repair Fluency	false starts, misformulations, self-corrections and repetitions	Non-extraneous syllables / Total syllables

Dubbing
Dubbing is to replace the original audio track of a film or theatrical production with a different voice or language. The process entails the conversion of the film or theatrical production from its original language to the desired language, with the objective of assuring comprehension for international viewers. Within the realm of language learning, the term is categorised into Didactic Audiovisual Translation (DAT), which pertains to the didactic utilisation of different forms of Audiovisual Translation (AVT) including subtitling, dubbing, voice-over, and audio description (Talaván et al, 2023).

Dubbing can be broadly categorised as intralingual dubbing and interlingual dubbing. Intralingual dubbing, as the name suggests, does not entail translating between languages while replacing the voice. Intralingual dubbing can be classified into two distinct types: simple video dubbing, where the original soundtrack is replaced with one's own voice without any changes to the content, and scenario creation, where a modified script is used to dub over a muted video clip, altering the storyline (Burston, 2005).

Talaván (2019) states that creative dubbing allows students to adapt the original content to align with their language proficiency and individual preferences (Talaván, 2019). Thus, it can be regarded as analogous to the process of generating scenarios. Fundubs can be seen as a subset of scenario creation, where participants engage in creative revoicing. However, its main objective is to produce a dubbed version that is entertaining and humorous (Chaume, 2018). Interlingual dubbing, which involves transferring languages during the dubbing process, is also used for language acquisition. Interlingual dubbing consists of two types: direct or standard dubbing (L2 to L1 dubbing) (Fernández-Costales, 2021; Lertola, 2021) and reverse dubbing (L1 to L2 dubbing). In this study, the app used only offers simple video dubbing, and dubbing is short for simple video dubbing for simplification in the following paragraphs.

Several studies of MALL-based dubbing have been conducted to devolve into its effect on oral English acquisition. It is commonly regarded as an effective approach for acquiring spoken language skills, as evidenced by multiple research (Burston, 2005; Dincer, 2020; He & Wasuntarasophit, 2015; Luo, 2016; Talaván & Costal, 2017; Zhang, 2016). Quite a few studies proved that dubbing is effective to improve learners' pronunciation, such as studies conducted by Karimzadeh and Rezaei Ghahroudi (2017) and Florente (2016). It is also proved effective in improving participants' spoken English in terms of both intelligibility and comprehensibility(Wei et al., 2022).

Dubbing is believed to contribute to vocabulary learning. Participants in Florente's (2016) study believed that dubbing is beneficial to them in terms of vocabulary learning. Dincer (2020) conducted action research on university students in Turkey, believing that dubbing is good for vocabulary learning apart from listening, speaking and pronunciation learning.

Dubbing also seems to be effective to improve students' oral English in terms of accuracy. The experimental study conducted by Jao et al. (2022) demonstrated a noteworthy enhancement in students' oral proficiency in terms of accuracy. What needs to be mentioned is that the definition of accuracy employed in this study does not only contain correct use of proper grammar and vocabulary, it combines proper pronunciation and intonation as well.

Dubbing is believed to contribute to fluency acquisition(Jao et al., 2022; Luo et al.,2016; Talaván & Costal, 2017). According to He and Wasuntarasophit (2015), video dubbing task was proven effective in terms of improving students' oral English with regard to fluency, apart from comprehensibility and accentedness. In the study conducted by Sanchez-Requena (2018), learners' speech speed, was improved after the intervention of dubbing, both from the perspective of the speakers and the observers.

However, the result of the improvement of learners' oral English proficiency seems to be doubtful. For example, few experimental studies investigated the learners' vocabulary size change after the intervention. Second, research delving into the accuracy progress of students' oral proficiency after dubbing often involves not only proper use of grammar and vocabulary but also proper pronunciation and intonation. Therefore, these different dimensions were rated holistically. Therefore, learners' improvement in terms of the correct use of vocabulary and grammar is vague. Third, the result proving improvement in terms of fluency was usually reached by students' self-report and subjective ratings done by raters following certain rubrics. For example, learners' speech speed was believed improved from the perspective of the speakers collected from a questionnaire survey and the observers collected from teachers' notes in Sanchez-Requena's (2018) study. The rating done in Talaván and Costal's (2017) study and He and Wasuntarasophit's (2015) study were subjective ratings following certain rubrics.

To conclude, there is a lack of research in the literature that examines the impact of this factor on students' oral English ability with the CAF construct using an objective rating. Furthermore, past research commonly assigned dubbing assignments to students within the same class, regardless of their varying proficiency levels. Thus, assigning them identical dubbing responsibilities contradicts the Input Hypothesis of Kreshen's Monitor Theory. Consequently, in this study, students with varying levels of oral English proficiency are assigned dubbing assignments that align with their respective levels.

Methodology
Participants
All the participants in the study were second-year university students majoring in Industrial Design. They all belonged to the same class and were from a university located in southern China. Mandarin was their native language. The recruitment ad specified the requirement for students to take part in a pilot study, specifically stating that participants should encompass three different levels of spoken English proficiency, namely A2, B1, and B2. A total of 10 students willingly volunteered to participate. They provided self-assessments of their oral English ability based on the Common European Framework of Reference (CEFR). While the self-reported levels of oral English proficiency were initially accepted, they were later confirmed using a pre-test, and certain modifications were made depending on the results of the pre-test. The participants were categorised into two groups: the experimental group received dubbing exercises, while the control group concentrated on reading aloud. Students voluntarily choose to be part of either group. Finally, the experimental group consisted of 5 students, with 1 student at the B2 level, 2 students at the B1 level, and 2 students at the A2 level, and the control group had the same composition.

Instruments and Tool
This research consists of two parts, an experiment and two questionnaire surveys. As for the instrumentation, an oral English proficiency test were employed to delve into the oral English proficiency change. The oral English proficiency test are in the form of B1 preliminary of Cambridge Main Suite Examinations and was conducted before and after the intervention. The B1 Preliminary speaking test is segmented into four components for analytical evaluation: general questions, photograph depiction, discussion, and general conversation. To identify students' preference, a self-developed questionnaire survey was adopted. As for the

students' attitude towards MALL-based dubbing, an adapted questionnaire originally developed by Gonulal(2019) to measure attitude towards MALL was employed.

The dubbing application utilised in this study is Qu Pei Yin (Fun Dubbing in English). This application offers a wide range of dubbing resources that are specifically designed to match the user's proficiency in spoken English, as defined by the CEFR scale. It is downloaded for free from app stores including Google Play and the Apple App Store.The application functions as a platform for honing one's English pronunciation and speaking skills, showcasing concise films that vary in length from a few seconds to a few minutes.

The videos encompass a wide range of content, such as films, cartoons, documentaries, and storybooks. They are divided into segments at the sentence level and have subtitles in both Chinese and English. This style facilitates learners' comprehension of the content and enables them to engage in practice and recording each sentence to achieve mastery in pronunciation. Users have the ability to mimic the speakers in the video by repeating each statement, and their imitations will be recorded and stored. Upon finishing the online dubbing exercise, the application automatically provides feedback and scores as assessment to assist users in enhancing their English dubbing abilities. Users have the freedom to re-dub as frequently as they choose, without any limitations on time. The utilisation of the application allowed every participant to autonomously engage in practicing and improving their English spoken proficiency.

Tools for measuring CAF adopted is shown in Table 3.1. They were adopted to avoid human error and bias caused by manual work, and help simplify the rating and help simplify the rating. Although objective rating used for accuracy measuring, manual work was done as no relevant tools have been developed.

Table 3.1
The Tools Used for Measuring CAF

CFA	Branches	Indices	Tools
Complexity	Syntactic Complexity	MLS C/S CP/T	TAASSC 1.3.8 with L2SCA variables
	Lexical Complexity	LD, LS	Lexical complexity analyser
		MTLD	TAALED 1.4.1
Accuracy	Global measure	WCR	Manual work
Fluency	Speed Fluency Breakdown fluency Repair fluency	SR MLR RF	Adobe Audition & Syllable Counter

Research Design
This study is comprised of two components: an experiment and a questionnaire survey. The experiment seeks to evaluate the impact of MALL-based dubbing on students' spoken English proficiency in terms of complexity, accuracy and fluency. In this study, homework is considered the independent variable. The experimental group receives MALL-based dubbing as the treatment, while the control group engages in reading aloud using identical scripts. The

dependent variable is the oral English proficiency exhibited by the participants, which is assessed in terms of complexity, accuracy, and fluency. The questionnaire surveys examines the preferences of students regarding the dubbing materials, the frequency at which they use them, etc., as well as their attitude towards MALL-based dubbing.

Research Procedure
In the initial week of the 5-week research period, the pre-test was conducted. Over the following three weeks, the students in the experimental group were given dubbing activities, whereas the students in the control group were assigned reading-aloud assignments. The reading materials given to the control group consisted of the scripts utilised by the experimental group in their video clips. During the 3-week intervention, participants in both groups receive tasks of different frequency and different genres as shown in the following table to test their preference as this is a pilot study. In the fifth week, the post-test was performed and the experimental group needed to complete two questionnaire surveys. The procedure is illustrated in the Table 3.2.

Table 3.2
Research Procedure

Time	Experimental Group	Control Group
Week 1	Pre-test	Pre-test
Week 2	5 Dubbing tasks (Monday to Friday, daily)	5 Reading aloud tasks (Monday to Friday, daily)
Week 3	3 Dubbing tasks (Monday, Wednesday, Friday)	3 Reading aloud tasks (Monday, Wednesday, Friday)
Week 4	Dubbing based on students' willingness	Reading aloud based on students' willingness
Week 5	Post-test; Questionnaire survey	Post-test

Data Collection and Analysis
The data consisted of the pre- and post-test scores of students who took the B1 Preliminary speaking test. The audio of students' speaking was transcribed into texts for CAF rating. The pre- and post-test scores generated based on CAF were analysed using independent t-tests and paired-samples t-tests to evaluate the students' improvement in English-speaking competency with the use of the video dubbing software. The students' preferences and attitudes were analysed using descriptive analysis based on the data acquired from a questionnaire survey.

Findings
To identify the effect of MALL-based dubbing on students' oral English proficiency, independent sample t-tests and paired-sample t-tests were adopted to compare the result between the two groups and within either group. As Table 4.1 showed, the data set in terms of CP/T and SR in the pre-test, SR and MLR in the post-test are not of normal distribution, they were tested with Wilcoxon Signed Ranks Test and Mann-Whitney Test as substitutes of independent sample t-test and paired-sample t-test respectively. According to Table 4.2, there was homogeneity of variances in all the indicators.

Table 4.1
Result of Normality Test

Indicators	Group	Shapiro-Wilk			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
		Pre-test			Post-test		
MLS	Experimental	.988	5	.971	.984	5	.953
	Control	.969	5	.869	.820	5	.117
C/S	Experimental	.992	5	.986	.791	5	.068
	Control	.880	5	.307	.897	5	.395
CP/T	Experimental	.815	5	.107	.964	5	.832
	Control	.642	5	**.002**	.916	5	.502
LD	Experimental	.778	5	.053	.961	5	.814
	Control	.951	5	.747	.821	5	.119
LS	Experimental	.961	5	.814	.936	5	.636
	Control	.920	5	.532	.826	5	.131
MTLD	Experimental	.971	5	.885	.925	5	.561
	Control	.903	5	.427	.949	5	.727
WCR	Experimental	.861	5	.231	.864	5	.245
	Control	.917	5	.512	.868	5	.258
SR	Experimental	.751	5	**.030**	.716	5	**.014**
	Control	.923	5	.548	.866	5	.252
MLR	Experimental	.786	5	.062	.744	5	**.026**
	Control	.939	5	.656	.976	5	.911
RF	Experimental	.803	5	.086	.779	5	.054
	Control	.968	5	.864	.856	5	.216

Note: The bold data in the table have p values less than 0.05 and are not normally distributed.

Table 4.2
Result of Test of Homogeneity of Variances

CAF Indicators		Levene Statistic	df1	df2	Sig.
MLS1	Based on Mean	.001	1	8	.979
	Based on Median	.001	1	8	.979
	Based on Median and with adjusted df	.001	1	7.918	.979
	Based on trimmed mean	.002	1	8	.968
C/S1	Based on Mean	1.104	1	8	.324
	Based on Median	.970	1	8	.353
	Based on Median and with adjusted df	.970	1	7.881	.354
	Based on trimmed mean	1.161	1	8	.313
CP/T1	Based on Mean	.809	1	8	.395
	Based on Median	.028	1	8	.871
	Based on Median and with adjusted df	.028	1	5.355	.873
	Based on trimmed mean	.489	1	8	.504
LD1	Based on Mean	.222	1	8	.650

	Based on Median	.023	1	8	.883
	Based on Median and with adjusted df	.023	1	6.577	.883
	Based on trimmed mean	.135	1	8	.723
MTLD1	Based on Mean	1.592	1	8	.243
	Based on Median	1.285	1	8	.290
	Based on Median and with adjusted df	1.285	1	4.682	.312
	Based on trimmed mean	1.603	1	8	.241
LS1	Based on Mean	4.255	1	8	.073
	Based on Median	1.164	1	8	.312
	Based on Median and with adjusted df	1.164	1	6.446	.319
	Based on trimmed mean	4.119	1	8	.077
WCR1	Based on Mean	1.058	1	8	.334
	Based on Median	.198	1	8	.668
	Based on Median and with adjusted df	.198	1	6.479	.671
	Based on trimmed mean	.978	1	8	.352
SR1	Based on Mean	.292	1	8	.603
	Based on Median	.006	1	8	.942
	Based on Median and with adjusted df	.006	1	5.196	.943
	Based on trimmed mean	.177	1	8	.685
MLR1	Based on Mean	.696	1	8	.428
	Based on Median	.304	1	8	.596
	Based on Median and with adjusted df	.304	1	5.673	.602
	Based on trimmed mean	.476	1	8	.510
RF1	Based on Mean	.087	1	8	.775
	Based on Median	.008	1	8	.931
	Based on Median and with adjusted df	.008	1	7.177	.931
	Based on trimmed mean	.065	1	8	.805
MLS2	Based on Mean	.368	1	8	.561
	Based on Median	.149	1	8	.710
	Based on Median and with adjusted df	.149	1	6.181	.713
	Based on trimmed mean	.316	1	8	.589
C/S2	Based on Mean	.502	1	8	.499
	Based on Median	.342	1	8	.575
	Based on Median and with adjusted df	.342	1	7.854	.575
	Based on trimmed mean	.520	1	8	.491
CP/T2	Based on Mean	.988	1	8	.349
	Based on Median	.775	1	8	.404

	Based on Median and with adjusted df	.775	1	5.372	.416
	Based on trimmed mean	.936	1	8	.362
LD2	Based on Mean	2.290	1	8	.169
	Based on Median	2.133	1	8	.182
	Based on Median and with adjusted df	2.133	1	7.965	.182
	Based on trimmed mean	2.294	1	8	.168
MTLD2	Based on Mean	.028	1	8	.872
	Based on Median	.001	1	8	.972
	Based on Median and with adjusted df	.001	1	7.983	.972
	Based on trimmed mean	.025	1	8	.879
LS2	Based on Mean	.019	1	8	.894
	Based on Median	.000	1	8	1.000
	Based on Median and with adjusted df	.000	1	7.928	1.000
	Based on trimmed mean	.017	1	8	.900
WCR2	Based on Mean	.192	1	8	.673
	Based on Median	.032	1	8	.863
	Based on Median and with adjusted df	.032	1	7.721	.863
	Based on trimmed mean	.189	1	8	.675
SR2	Based on Mean	.666	1	8	.438
	Based on Median	.179	1	8	.684
	Based on Median and with adjusted df	.179	1	6.093	.687
	Based on trimmed mean	.618	1	8	.454
MLR2	Based on Mean	2.140	1	8	.182
	Based on Median	.630	1	8	.450
	Based on Median and with adjusted df	.630	1	4.572	.466
	Based on trimmed mean	1.571	1	8	.245
RF2	Based on Mean	.002	1	8	.968
	Based on Median	.001	1	8	.974
	Based on Median and with adjusted df	.001	1	7.987	.974
	Based on trimmed mean	.003	1	8	.961

Effect of MALL-Based Dubbing on Students' oral English

A independent-sample t-test and Mann-Whitney Test were used to compare the scores of participants in terms of complexity, accuracy, and fluency between the two groups in both the pre-test and post-test. The outcomes of these examinations are exhibited in the following table. The research indicated that there were no significant between the two groups in the pre-test,expect LS (SD = .02, p <0.05) as shown in the Table 4.3.

Table 4.3

Results of Independent-Sample T-Test on Complexity, Accuracy and Fluency of the Pre-Test

Oral proficiency		Group	N	Mean	SD	t	p
Syntactic complexity	MLS	Experimental	5	8.8620	1.59536	.096	.926
		Control	5	8.7640	1.63300		
	C/S	Experimental	5	1.2880	.34514	.032	.975
		Control	5	1.2820	.22742		
	CP/T	Experimental	5	.2100	.12510	.557	.593
		Control	5	.1440	.23373		
Lexical complexity	LD	Experimental	5	.5020	.02775	2.159	.063
		Control	5	.4680	.02168		
	LS	Experimental	5	.1220	.02280	-2.425	.042
		Control	5	.1740	.04219		
	MTLD	Experimental	5	29.9740	5.38735	-.685	.513
		Control	5	31.7498	2.14553		
Accuracy	WCR	Experimental	5	.7303	.1.0544	-1.567	.156
		Control	5	.8228	.07922		
Fluency	SR	Experimental	5	1.4380	.44201	-.104(z)	.917
		Control	5	1.2880	.29525		
	MLR	Experimental	5	5.2440	2.33459	.516	.620
		Control	5	4.6340	1.24080		
	RF	Experimental	5	.8040	.09370	-.250	.809
		Control	5	.8180	.08289		

In the post-test, no difference has been found between the two groups except in LD as shown in the following Table 4.4. The mean score of lexical density of the experimental group (M=.45, SD=.01) is lower than that of the control group (M = .49, SD=.02) in the post-test with a p-value lower than .05, t (4) = -3.50.

Table 4.4

Results of Independent-Sample t-test on Complexity, Accuracy and Fluency of the Post-Test

Oral proficiency		Group	N	Mean	SD	t	p
Syntactic complexity	MLS	Experimental	5	8.6040	1.30810	-.277	.789
		Control	5	8.8920	1.91950		
	C/S	Experimental	5	1.2960	.22865	.046	.964
		Control	5	1.2880	.31027		
	CP/T	Experimental	5	.1740	.11632	-1.073	.314
		Control	5	.3020	.23994		
Lexical complexity	LD	Experimental	5	.4540	.01140	-3.497	.008
		Control	5	.4900	.02000		
	LS	Experimental	5	.1340	.04278	-1.058	.321
		Control	5	.1620	.04087		
	MTLD	Experimental	5	31.9959	5.68129	-.405	.696
		Control	5	33.4831	5.93332		
Accuracy	WCR	Experimental	5	.8304	.07739	.744	.478
		Control	5	.7878	.10232		
Fluency	SR	Experimental	5	1.5760	.37971	-.525 (z)	.599
		Control	5	1.3240	.24795		
	MLR	Experimental	5	6.4940	2.90311	-1.358 (z)	.175
		Control	5	4.5080	1.02617		
	RF	Experimental	5	.8460	.11393	1.041	.328
		Control	5	.7700	.11683		

Furthermore, a paired-sample t-test and Wilcoxon Signed Ranks Test was conducted to compare the test scores of students before and after the intervention within the experimental group. The analysis focused on the MALL-based dubbing intervention as the independent variable, and the students' English-speaking performance as the dependent variable. The performance was evaluated based on three dimensions: complexity, accuracy, and fluency.

The results shown in Table 4.5 revealed a significant increase in speech rate ($p < .05$) within the experimental group between the pre- and post-tests. While there were no significant difference in complexity and accuracy, the statistics indicate potential enhancements in these aspects as well. The experimental group demonstrated improvement in lexical complexity, as measured by LS (MD = -.012) and MTLD (MD = -2.02). In terms of syntactic complexity, students got progress with regard to C/S (MD = -0.008). Additionally, the experimental group exhibited enhanced fluency, as indicated by longer MLR (MD = -1.25) and improved RF ((MD = -.04).

Nevertheless, within the experimental group, the study revealed that the average post-test score for lexical complexity, as measured by LD (M = .45, SD =.01), was significantly lower than the pre-test scores (M = .50, SD = .03), resulting in a mean decrease of .05. In addition, the study revealed that the average post-test score for syntactic complexity, measured in terms of MLS (M = 8.60, SD = 1.31), and CP/T (M = .17, SD =.12), was lower than the pre-test scores MLS (M = 8.86, SD = 1.60) and CP/T (M = .21 SD =.13), resulting in a mean decrease of .26 and .04 respectively.

The results indicate that the dubbing intervention based on Mobile-Assisted Language Learning (MALL) led to enhancements in the fluency of students' English speaking. Hence, the research provides evidence that utilising MALL-based dubbing as homework yielded beneficial outcomes in enhancing students' English-speaking proficiency in the specified domain. Students in the experimental group also got progress in lexical sophistication, lexical diversity, accuracy, mean length of run, repair fluency, coordinate phrases per T-unit, although the progress is implicit. Table 4.5: Paired Sample t-Test Results and Differences in Complexity, Accuracy, and Fluency

Indicators	Comparison	Mean difference	SD	SD Mean	t	df	Sig.	d
MLS	Pre-Post	.25800	1.55969	.69751	.370	4	.730	.165
C/S	Pre-Post	-.00800	.38206	.17086	-.047	4	.965	-.021
CP/T	Pre-Post	.03600	.06387	.02857	-1.512 (z)	4	.131	.564
LD	Pre-Post	.04800	.02588	.01158	4.147	4	.014	1.85
LS	Pre-Post	-.01200	.06301	.02818	-.426	4	.692	-.190
MTLD	Pre-Post	-2.02190	9.22664	4.12628	-.490	4	.650	-.219
WCR	Pre-Post	-.11524	.11323	.05064	-2.279	4	.085	-1.018
SR	Pre-Post	-.13800	.20511	.09173	-2.023 (z)	4	.043	-.673
MLR	Pre-Post	-1.25000	1.39862	.62548	-1.483 (z)	4	.138	-.894
RF	Pre-Post	-.04200	.09550	.04271	-.983	4	.381	-.440

Students' Preference towards Material Used In Mall-Based Dubbing
Material Used and Frequency
When queried about the optimal frequency for MALL-based dubbing that is effective and sustainable but not burdensome, all participants, with the exception of one, favoured a frequency of three times per week. The only deviation indicated that a frequency of four times per week would be appropriate for him. When asked about the duration of video clips, 80%

of participants expressed that they found a length of 30 seconds to 1 minute to be satisfactory. As for the number of speakers in the video clips, it earned an equal number of votes for monologues and dialogues between two characters. However, no one regarded dialogues involving more than two characters to be suitable.

Regarding the genre of the video clips, every participant unanimously selected brief videos, such as commercials and educational videos. Subsequently, films and TV series garnered three votes, while lectures received two votes. Documentaries, animations, poems, and songs all garnered an equal number of votes, with each category receiving one vote. Nevertheless, none of the participants expressed a preference for videos that were included in textbooks.

Concerning the rate at which the characters in the videos speak, four students expressed a preference for a slow or standard pace, whilst one student indicated a preference for both slow or standard and accelerated rates. When choosing videos to dub, all participants unanimously agreed that their own interest was the paramount consideration. Subsequently, there was a predilection for films, television series, or poems that appealed to their taste. Additional reasons that garnered a single vote each encompassed their prospective occupation, the specific skills they aimed to enhance (such as listening and writing), recommendations from friends, and assignments provided by their teachers.

Persistence
When questioned about their persistence to continue dubbing without any influence from teachers, assignments, peer supervision or encouragement, 80% of the participants showed doubt and responded with "maybe." In terms of the duration, the findings were discouraging: 60% of participants said that they could persist in using it for a maximum of 4 weeks (with one participant reporting 1 week and two participants reporting 2 to 4 weeks). Nevertheless, every participant expressed confidence in their persistence when teachers assign dubbing homework and when they have colleagues to oversee one another. Surprisingly, monetary incentives did not strongly motivate the participants, as "required payment for a membership used but will be due within limited time" and "a complete refund if they persist in using it" got one vote respectively.

Students' Attitude towards MALL-Based Dubbing
The last objective of this study is to investigate learners' attitudes towards MALL-based dubbing on oral English learning. For that concerned, the relevant descriptive data sets collected from the questionnaire are demonstrated and interpreted as follows.
Every participant shown a favourable disposition towards MALL-based dubbing, with each individual expressing their enjoyment in utilising it for the purpose of practicing and acquiring oral proficiency in the English language.

Table 4.6
Descriptive Statistics of Scale Frequencies of Dubbing Effects Based on MALL

Items	Min	Max	Mean	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
21	3.00	4.00	3.60	0	0	40	60	0
22	3.00	5.00	3.80	0	0	40	40	20
23	3.00	5.00	4.00	0	0	20	60	20

The initial construct of the questionnaire aims to ascertain participants' attitudes toward the effectiveness of MALL-based dubbing, encompassing a total of three items. Table 4.6 indicated that 60% of the participants have a favourable view of MALL-based dubbing, perceiving that learning oral English using MALL-based video dubbing is equally or more effective compared to other methods. Regarding Item 22, a majority of 60% of the participants expressed the belief that utilising MALL-based video dubbing for learning oral English is more suitable compared to traditional methods of oral English learning, among which 20% totally agree on it. In relation to Item 23, 80% of the participants expressed the belief that acquiring oral English skills through MALL-based video dubbing is more effective or at least equally effective compared to traditional methods, with an average score of 4.00. Besides, of all the three items, no one expressed disagreement on its effectiveness. In conclusion, students generally have a positive view towards the effectiveness of MALL-based video dubbing in improving their oral English skills.

Table 4.7
Descriptive Statistics of Teacher Influence on the Use of MALL-Based Dubbing

Items	Min	Max	Mean	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
31	3.00	4.00	3.80	0	0	20	80	0
32	3.00	4.00	3.80	0	0	20	80	0
33	3.00	4.00	3.80	0	0	20	80	0

The second component of the questionnaire aims to determine the extent to which teachers impact the utilisation of mall-based dubbing. According to Table 4.7, it is a surprising finding that participants shared the same belief on the three items, with an average score of 3.8, and 80% of the participants reported agreed that most students believe that teachers' attitude towards MALL-based dubbing greatly influences their attitude towards using MALL-based dubbing for language learning, the level of excitement displayed by teachers towards MALL-based dubbing plays a crucial role in motivating them to use MALL-based dubbing for language acquisition, the competence of teachers in utilising MALL-based dubbing for language learning plays a crucial role in shaping their perception of MALL-based dubbing for language learning. In conclusion, the attitudes, enthusiasm and proficiency of teachers towards MALL-based video dubbing have a substantial impact on students' utilisation of MALL-based video dubbing.

Table 4.8
Descriptive Statistics of the Frequency of the Scales in the Surplus Value based on Dubbing

Items	Min	Max	Mean	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
24	4.00	5.00	4.20	0	0	00	80	20
26	4.00	5.00	4.40	0	0	00	60	40
28	3.00	5.00	4.20	0	0	20	40	40

The third component of the questionnaire aims to ascertain participants' perspectives on the additional value of MALL-based dubbing. As shown in Table 4.8, for Item 24, all participants considered MALL-based video dubbing to be a worthwhile addition to traditional oral English learning techniques. In relation to Item 26, all participants reached a consensus that learning oral English with MALL-based video dubbing gives more flexibility to oral English learning and more than half of them strongly agreed with this point. In relation to item 28, 80% of the participants expressed the belief that learning spoken English using MALL-based video dubbing creates a more comfortable and stress-free environment. In summary, students have a predominantly positive view towards the added value of MALL-based video dubbing in enhancing spoken English learning.

Table 4.9
Descriptive Statistics of the Frequency of the Scales in the Dubbing Tendency Based on MALL

Items	Min	Max	Mean	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
20	4.00	5.00	4.20	0	0	00	80	20
29	3.00	4.00	3.60	0	0	40	60	0
30	3.00	4.00	3.40	0	0	60	40	0

The fourth component of the questionnaire aims to determine participants' orientation towards MALL-based dubbing, comprising three components. The result, as shown in Table 4.9, indicated that all respondents agreed that their oral English learning would improve with the assistance of MALL-based video dubbing. Regarding Item 29, 60% of the participants express a preference for acquiring a new language using MALL-based video dubbing. In relation to item 30, 40% of the participants expressed the belief that acquiring a foreign language through MALL-based dubbing improves their intelligence, with an average score of 3.4. In conclusion, students have a favourable inclination towards utilising MALL-based video dubbing for improving their oral English skills.

To conclude, students held a positive attitude towards MALL-based dubbing on oral English learning, especially in terms of its surplus value in its flexibility to oral English learning. By comparison, students shared their great uncertainty on its help to improve their intelligence.

Discussion
The aim of this study, as indicated by the research questions, was to investigate the effect of MALL-based video dubbing on the oral English proficiency of Chinese EFL learners, and to investigate students' preference to use video dubbing as well as their attitude toward it. To summarise, the results unveiled three crucial revelations. Initially, students showed enhancement in their oral English, specifically in terms of speech rate of fluency after utilising

a video dubbing mobile application to practise oral English. Second, students have a preference for video clips that have a duration of 30 seconds to 2 minutes, with a moderate speaking rate. They prefer to do dubbing assignments three times per week. As for their attitude towards dubbing, a majority of students showed a positive attitude towards it, especially in terms of its flexibility. The result of the study can be further illustrated as follows: For the first research question: What is the effect of MALL-based dubbing on students' oral English in terms of complexity, accuracy and fluency? The result is that participants in the experimental group made progress in fluency, especially in speech rate in the post-test, which corresponds to the research outcome of the study conducted by Jao et al. (2022), Luo et al. (2016), Sanchez-Requena, 2018 and Talaván & Costal (2017). The reason for this could be attributed to students' imitating the speakers in the video within the time limit. That is to say, learners tried to speak as fast as the native speakers in the video clips to substitute the original soundtrack.

However, it seems that little progress has been made on complexity and there are even backwardness, especially in lexical density. The Trade-off Hypothesis may also help explain the result. Also referred to as the Limited Attentional Capacity Model, it suggests that speakers have a limited capacity for attention and must allocate their attentional resources to various processes involved in a task (Skehan, 2009; Skehan & Foster, 2001). There is an anticipated trade-off between complexity and accuracy according to Sample and Michel (2014). This is because learners may not have enough resources to focus on both complexity and accuracy at the same time (Sample & Michel, 2014).

Regarding the research question 2: What is students' preference for materials used for MALL-based dubbing? Almost all participants believe 3 times a week is the proper frequency. 80% of the participants found 30 seconds to 1 minute to be an acceptable length. There was a tie in the preference between monologues and dialogues between two characters; however, more than two characters were found unsuitable. All preferred brief video such as commercial and education videos, and there are votes for films and TV series. Regarding the speaking rate, most respondents preferred a slow or standard pace. Notably, participants unanimously agreed that personal interest was the most important factor in selecting videos for dubbing, with a preference for films, TV series, or poems that resonated with them. When asked about their willingness to continue dubbing independently, most participants expressed uncertainty.

This survey also involved users' intention to use it alone and persistence. Only 60% indicated they could sustain dubbing for a maximum of four weeks. However, all participants reported a strong commitment to continue dubbing when it was assigned by teachers or when they had peer supervision. This also can somewhat be proved in the number of dubbing tasks completed in the fourth week: in the experimental group, only 2 participants did dubbing and both of them only accomplished one dubbing task. Interestingly, monetary incentives had minimal impact on motivation according to the survey.

As for Research question 3: What is the students' attitude towards MALL-based dubbing? A majority of students extended a positive attitude towards it, especially with regard to its flexibility. Students' positive attitude towards using it may be ascribed to these videos enhanced users' pleasurable exposure to native-speaking utterances and facilitated language

acquisition (Jao et al., 2022). In the questionnaire survey, all participants found dubbing to be intriguing for various reasons, some ascribe to a sense of accomplishment they experienced after recording a dubbed video using their voice, while some participants valued the customised dubbing materials that were provided to match their oral English proficiency. Additional factors that garnered one vote were a strong enthusiasm for acting and mimicry, as well as the ability to dub at any location and at any time.

Conclusion and Recommendations

This study shows that mobile learning applications used outside of class can have positive effects on learners' oral English proficiency. This study enhances the existing body of knowledge by presenting evidence that the use of a dubbing App for mobile learning can enhance students' oral English proficiency in terms of speech rate of fluency.

The findings of this study may be beneficial to language educators and practitioners. Particularly in the era of booming mobile technologies, it may shed some light on utilising technology-based teaching tools to enhance EFL learners' oral English (Kukulska-Hulme & Shield, 2008).

The findings indicate that students' continued usage of a mobile app for oral English learning should not just depend on learners' autonomy. Assignments provided by teachers and monitored by peers can help individuals maintain practising oral English on the App over a lengthy period of time. The results of this study can provide valuable guidance to English as a Foreign Language (EFL) instructors and researchers on how to effectively encourage learners to practise speaking the target language using authentic learning materials of multi-modality outside of the classroom which can be achieved by using video dubbing mobile applications as assignments.

However, there are certain limits of this study that need to be addressed in the future research. The outcomes of this study are limited in terms of generalizability due to the small convenience sample of EFL students that were recruited. Future research should encompass a broader and more inclusive sample size that could accurately reflect the target population. Furthermore, this study has a duration of 5 weeks, with only 3 weeks dedicated to the intervention. Therefore, the limited duration of the intervention in this study may not fully reflect the result in studies conducted over a longer period of time. While the CAF scores of students in the experimental group improved in the post test, only the speech rate scores of students in the experimental group shown a noteworthy rise in the within group comparison. Studies with longer duration are suggested to investigate the enduring effectiveness of video dubbing and the long-term maintenance of increases in CAF of oral English proficiency.

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