

# THE LEARNING MANAGEMENT WITH THE FUN DUBBING APPLICATION FOR ENGLISH SPEAKING SKILL OF GRADE 6 CHINESE STUDENTS IN SICHUAN PROVINCE

BY LI XUE

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#### Thesis entitled

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#### **Abstract**

This research investigated whether the use of the Fun Dubbing Application improved the speaking skills of 31 Chinese grade 6 students and further explored their satisfaction towards the use of the Fun Dubbing Application. A class was randomly selected from four classes in the grade 6 of a primary school as the research sample. The selected class used the Fun Dubbing Application as a study material to improve their English speaking skills.

The quantitative data were collected through pretest and posttest, and the questionnaire was analyzed and interpreted using an inferential statistics t-test with a p<0.05 significance level, mean, and standard deviation. The results revealed that the mean score of the pretest is 12.03; the mean score of the posttest is 15.80, and a mean difference is 3.77. In addition, the important obtained value (p) is 0.000. The results showed that posttest scores were higher when compared to the pretest scores of all 31 students. The results of the questionnaire also revealed the students' positive satisfaction towards the Fun Dubbing Application.

Therefore, the results of the study showed that the Fun Dubbing Application had a positive effect on the students speaking English skills.

(Total 134 pages)

Keywords: The Fun Dubbing Application, Grade 6 Students, Students' Satisfaction

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#### **CHAPTER 1**

#### **INTRODUCTION**

This chapter provides a comprehensive overview of the research background, research objectives, research questions, research hypotheses, research framework, conceptual framework, limitations of the study, research terminology, and expected outcomes.

#### 1.1 BACKGROUND

As one of the most common languages in the world today, English has a very important communicative function, especially as a speaking language. In the "Compulsory Education English Curriculum Standards 2011 Edition", it was pointed out that the most important thing to learn English is to master communication skill, and communication skill include the four abilities of listening, speaking, reading, and writing, all of which are indispensable (The Ministry of Education, 2011).

However, the classroom teaching of most teachers in our country has long focused on students' reading ability and vocabulary, and the examination and assessment also pay attention to students' reading and writing abilities, resulting in stagnant speaking English, obstacles to students' speaking output, and non-standard pronunciation (Xiao, 2022). Moreover, in traditional English classroom teaching, teachers generally teach words and sentences without any interest, pay too much attention to the teaching of written knowledge, and do not combine reality with certain real-life situations for teaching. The content is single-minded and lacks interesting facts: the classroom is often dominated by teachers, student participation is low, and there are few opportunities for speaking practice. At the same time, some teachers have some problems with speaking pronunciation due to their lack of theoretical

knowledge, which leads to certain grammar problems in the output of students (Zheng, 2021).

Cheng and Zhao (2016) pointed out in their research on speaking English teaching in primary schools that primary school students at this stage believe that speaking English has the following difficulties: in English learning, they are afraid of reading mistakes and dare not speak; they think learning English is difficult and lack confidence and courage; English learning in our country mainly focuses on students' reading and writing skill while ignoring English listening and speaking skill, resulting in teachers and students not paying much attention to listening and speaking, so that most students learn "dumb" English.

Liu (2022) observed in his research on speaking English in primary schools: First, the classroom is not active, and few students actively speak. Even if students answer questions, they do so mechanically, without any emotion, and their pronunciation is not very accurate. Second, the teaching form is single. Teachers pay attention to the teaching of vocabulary, grammar, and sentence patterns. Third, do not pay attention to speaking English. Even if the students' reading is not standard, the teacher will not correct it too much. Instead, let students memorize and read aloud mechanically. Fourth, it is difficult for teachers to provide one-on-one speaking tutoring to students, which makes them unable to correct mistakes in time. Many students also lose interest in learning English because of this. Therefore, using English learning software to improve speaking English is in line with current educational developments.

In the traditional teaching mode, due to the limitations of the classroom, students cannot effectively practice English, and English learning apps can just make up for this shortcoming. The Fun Dubbing Application has become the choice of teachers and students due to its portability, personalization, good interactivity, and intelligence. Teachers can choose to teach resources and materials for teaching according to the difficulty of teaching and the syllabus, and students can obtain various vivid and interesting learning resources through The Fun Dubbing Application

according to their actual situation (Gu, Z. & Gu, Y., 2018). In this process, students gradually build interest in learning English. In addition, through human-computer interaction, students can correct their pronunciation and intonation in time and exercise and improve various language skill in a near-real-life language situation. The material in The Fun Dubbing Application is rich and diverse, which can satisfy students of different levels. It is very inclusive. Each video has a difficulty level, and students can choose according to their conditions. Every dubbing in the APP must be completed within the specified time, and the dubbing by the students will be graded. By effectively imitating dubbing, students can intuitively feel the English situation, experience foreign cultures, cultivate an interest in English learning, and improve their speaking English expression ability (Liu, 2019).

The "New Curriculum Standards" require "student-oriented" to stimulate and cultivate students' interest in learning. Based on this, the introduction of The Fun Dubbing Application into primary school classrooms can improve the teaching level and quality of teachers and, at the same time, provide students with a pure English learning environment. The learning is lively and interesting, and the learning content is novel and closely related to real life. Feel the charm of speaking English and improve your speaking skill (Shi, 2014). For example, when learning English in elementary school, if we keep boring explanations in a class, students will inevitably feel bored to varying degrees. The Fun Dubbing Application learning method is used to create a relaxed, pleasant, and authentic English learning environment for students, giving them more opportunities to practice speaking English and allowing them to use English for daily life conversations. Doing so will not only enable students to get more opportunities to exercise but also improve their English communication and application skill and create a good learning atmosphere for them. Expand learning channels and resources, broaden students' horizons and thinking, and provide them with more platforms to display.

Due to the importance of speaking English in today's society and the problems existing in speaking English in primary schools at this stage, how to exercise students' speaking English ability in one class and at the same time mobilize students'

enthusiasm for learning English is something we urgently need to solve. We can use The Fun Dubbing Application to assist in teaching. Teachers will select teaching resources and materials for teaching according to the teaching syllabus. In the classroom, activities such as dubbing and role-playing will be added. Students will effectively imitate dubbing and classroom activities. It will increase interest in English learning and improve the ability to speak English at the same time.

In conclusion, the deficiencies of traditional English speaking instruction in Chinese primary schools have led to difficulties in cultivating students' English speaking abilities. In response, the implementation of The Fun Dubbing Application represents a promising means of addressing these shortcomings, as it has the potential to bolster students' English speaking skill and foster greater enthusiasm for language learning. Thus, the researcher aims to investigate the efficacy of The Fun Dubbing Application in promoting the development of English speaking skill among Chinese students.

#### 1.2 RESEARCH OBJECTIVES

- 1.2.1 To compare the English speaking skill of grade 6 Chinese students before and after using The Fun Dubbing Application.
- 1.2.2 To explore grade 6 Chinese students' satisfaction with the use of The Fun Dubbing Application.

#### 1.3 RESEARCH QUESTIONS

- 1.3.1 Would the use of The Fun Dubbing Application help improve the English speaking skill of Chinese grade 6 students?
- 1.3.2 Would grade 6 Chinese students be satisfied with the use of The Fun Dubbing Application?

#### 1.4 RESEARCH HYPOTHESES

- 1.4.1 The English speaking skill of grade 6 Chinese students would be improved after using The Fun Dubbing Application.
- 1.4.2 grade 6 Chinese students' satisfaction would be satisfied with the use of The Fun Dubbing Application.

#### 1.5 RESEARCH FRAMEWORK

This research focused on the use of The Fun Dubbing Application for grade 6 Chinese students to improve their English speaking skill. The research framework was elaborated as follows:

#### 1.5.1 Population and Sample

Population: The study targeted a population consisting of 192 grade 6 Chinese students, distributed across four classes. The students were of mixed gender, with an age range of 11 to 13 years old, and exhibited varying levels of learning ability.

Sample: The researcher selected a sample group from the four classes using cluster random sampling. One class was chosen as the sample group, consisting of 31 students, with 15 male and 16 female students. The students in the sample group exhibited varying levels of learning ability and were of mixed gender.

#### 1.5.2 Location of the study

The research was conducted at a primary school located in Chengdu, Sichuan, China, which boasted an enrollment of approximately 3,000 students.By the school's curriculum, two English classes were held each week.

#### 1.5.3 Time

The study commenced in April 2022 and concluded in July 2023. The teaching experiment spanned 4 weeks, with the researcher conducting one teaching session per week utilizing The Fun Dubbing Application. Each session lasted for 90 minutes. A timeline of the study was provided in Table 1.1.

Table 1.1 Timeline of the study

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Literature					222							
Review				1	A	4						
Research			44	<b>!</b>								
Proposal												
Data				91		110						
Collection												
Data						-						
Analysis												
Report					A.N	111			12/			
Writing	20			II	TAA			200	0			
Final		200		A R		11		ILIZ				
Defense		78	าลัง	200		200	osit	2				

#### 1.5.4 Content of the Study

The researcher designed four lesson plans, with a duration of 90 minutes each, aligned with the content of the PEP edition textbooks. The teaching themes were selected based on the textbook content and were enhanced and enriched using The Fun Dubbing Application.

Table 1.2 Content of the study

Week	Themes	Lessons
1	Ask for directions	The Fun Dubbing Application titled "Where is the
		science museum."
		The Fun Dubbing Application titled "Where are you
		going?"
2	Hobby	The Fun Dubbing Application titled "I have a pen pal."
		The Fun Dubbing Application titled "Peter rabbit's
		hobbies and weaknesses."
3	Occupation	The Fun Dubbing Application titled "What does he do?"
		The Fun Dubbing Application titled "Jerry and Lynns'
		daily story."
4	Weekend activity plan	The Fun Dubbing Application titled "My weekend
		plan."
		The Fun Dubbing Application titled "I go to the
		countryside."

# 1.6 CONCEPTUAL FRAMEWORK OF THE STUDY

In this research, the independent variable was the implementation of The Fun Dubbing Application, while the dependent variables were the improvement of students' English speaking skill and their level of satisfaction with the use of The Fun Dubbing Application. The conceptual framework of the study was illustrated below:

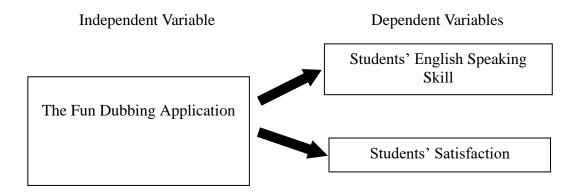


Figure 1.1 Independent and Dependent Variables

#### 1.7 LIMITATIONS OF THE STUDY

The present study was subject to certain limitations, which were as follows:

- 1.7.1 The study was restricted to grade 6 students in Chengdu, China. As a result, the generalizability of the findings may be constrained by the number of participants, and further research involving larger or more diverse samples was needed to confirm the results.
- 1.7.2 The duration of the study was relatively short, and only a portion of the textbook was covered during the instructional period. Therefore, the results may not be representative of the effects of a longer or more comprehensive program.
- 1.7.3 The data collected was based on the use of The Fun Dubbing Application during a limited timeframe, and only a limited number of themes were explored. Consequently, the results may not be as comprehensive or reliable as they would be if the application was used over an extended period with a greater variety of themes.

#### 1.8 RESEARCH TERMINOLOGY

Learning Management with The Fun Dubbing Application refers to an English language learning software that offers a broad spectrum of video content, including American TV series, movies, animations, English song MVs, and other such videos. The user-generated content (UGC) feature allows learners to practice speaking English by dubbing the videos available on the platform. The application encompasses a complete range of foreign language learning systems to enable learners to speak English fluently while dubbing videos. Teachers can use the application by selecting appropriate videos relevant to their teaching content based on the principles of applicability, authenticity, and interest. The teacher can also choose the most popular video at the moment to pique the students' interest. The selected dialogue videos with key sentence patterns can be added to the teacher's collection for use during lessons. During the teaching process, the teacher played the collection video, prompted the students to dub the characters in the video, and provided feedback and comments after the dubbing was completed. To implement this process. In this research, the researcher

was teaching the students in the sample group through The Fun Dubbing Application in five steps as follows:

- 1) Leading in: Before the class, teachers conducted a comprehensive analysis of the teaching content, proficiently grasp the focal points of English speaking instruction, and selected videos relevant to reinforcing prior knowledge and fostering a lively classroom atmosphere.
- 2) Presentation: This segment was designed to deviate from traditional teaching methods, encouraging students to utilize The Fun Dubbing Application to present textbook dialogue content rather than solely relying on opening textbooks.
- 3) Practice: During this practice section, The Fun Dubbing Application was employed to revolutionize conventional speaking exercises, imbuing video dubbing with more interest and flexibility.
- 4) Extend and apply: This session primarily focused on expanding teaching knowledge, with the teacher selecting videos related to the teaching topics for students to observe and replicate.
- 5) Summary: The teacher concluded the lesson by prompting students to summarize the knowledge and skill they have acquired before offering a final summary and assigning homework.

Students' English Speaking Skill refers to the ability of grade 6 Chinese students to enhance their speaking proficiency through the use of The Fun Dubbing Application. In this study, the researcher adopts opening questions for the pretest and posttest with the sample group to evaluate the students' speaking skill, encompassing the following five aspects: pronunciation, communication, fluency, intonation, and vocabulary. The researcher also conducted an English speaking interview with a series of questions focused on four topics: asking for direction, hobbies, occupations, and a weekend plan.

**Students' Satisfaction** refers to the extent of improvement in satisfaction levels amongst grade 6 Chinese students after the implementation of The Fun Dubbing Application. To measure this, a questionnaire survey was conducted, encompassing three key aspects: interest and motivation in speaking learning, engagement, and the

effectiveness of the application on students' learning. The survey employed a Likert scale to gauge students' overall satisfaction with the English language learning process and teaching methodologies.

**Grade 6 Chinese Students** refers to students enrolled in grade 6 of a primary school situated in Chengdu, China.

#### 1.9 SIGNIFICANCE OF THE STUDY

The significance of the study was stated as follows:

- 1.9.1 The English speaking skill of grade 6 Chinese students was improved after using The Fun Dubbing Application.
- 1.9.2 grade 6 Chinese students had positive interests in the use of The Fun Dubbing Application and improve their enthusiasm for cooperative learning in speaking lessons.

#### **CHAPTER 2**

#### LITERATURE REVIEW

In this chapter, the researcher provides a comprehensive review of relevant literature related to the development of English speaking skill among Grade 6 Chinese students using The Fun Dubbing Application, specifically as follows:

- 2.1 Chinese Education System and Curriculum Standards
- 2.2 Principles of Speaking Teaching and Methodologies
- 2.3 Technology in Education
- 2.4 The Use of Technology in Teaching and Learning English Speaking Skill
- 2.5 The Fun Dubbing Application
- 2.6 Learning satisfaction in English language speaking
- 2.7 Related Research Study

#### 2.1 CHINESE EDUCATION SYSTEM AND CURRICULUM STANDARDS

In this part, the researcher will introduce the Chinese education system and the English curriculum standards for primary school.

#### **2.1.1** Chinese Education System

The Chinese education system can be divided into three stages.

The first stage: Ancient Education.

Chinese education begins with Chinese classics, not religious organizations. Many Chinese scholars believe that the history of education in China can be traced back to the 16th century BC. During this period, learning was the privilege of dignitaries; commoners and women had no right to learn knowledge. In the Han Dynasty (202 BC–220 AD), a public education system was established so that not only the nobles of the

upper class could study in schools, but ordinary people could also become better people through education. In the Sui Dynasty (581 AD–618 AD), the establishment of the imperial examination system (to select talents through examinations) and the improvement of the imperial examination system by Emperor Taizong of the Tang Dynasty (618 AD–907 AD) made it possible for ordinary people to participate in politics, and education was relatively fair. The use of examinations to select talents has been used to this day (Zhen, 2017).

The second stage: Modern Education.

Modern Chinese education refers to education from the Opium War in 1840 to the May 4th Movement in 1919. It was also during this period that English education developed. Since the establishment of the Beijing Normal University in 1862, foreign language education in my country has entered the basic curriculum system (Yang, 2014).

The third stage: Contemporary Education

The development of education in the 21st century is international. English, as an international language, is naturally very important. The formulation of English education goals must have international and world awareness. "The internationalization of education is the embodiment of globalization in education (Cai, 2012). At this time, education is no longer confined to a country's social activities; it must interact with various resources and activities around the world. In the current English education system, attention is paid to the development of students as a whole, and the tendency to put too much emphasis on exam-oriented education is gradually being reversed. In language teaching, it is not only to let students learn the language but to stimulate students' interest in language learning, to help students develop their personalities, to develop their potential, to improve their personalities, and to make them develop into full-fledged students that adapt to social development (Wang, 2016).

#### 2.1.2 Curriculum Standards

Curriculum Standards are a guiding document about the content of a certain subject, its implementation, and its evaluation, compiled by the state in the form of an outline according to the curriculum plan.

#### 2.1.2.1 The Goals of the Curriculum

The current English curriculum in China is formulated by the "New Curriculum Standards for Primary School English" (Ministry of Education of the People's Republic of China, 2022). The new curriculum standard is a guide for current English teaching work. It is based on quality education and students' ability development and fully adapts to students' English learning rules and the needs of current English teaching development. The "New Curriculum Standards for Primary School English emphasize the development of primary school students' comprehensive English language ability and the improvement of core literacy, namely language ability, cultural awareness, thinking quality, and learning ability.

The specific goals of the "New Curriculum Standards for Primary School English" in China are as follows:

First: Core Literacy Connotation

Core literacy is the concentrated expression of the value of curriculum education, and it is the correct values, necessary characters, and key abilities that students gradually form through curriculum learning to meet the needs of personal lifelong development and social development (Interpretation of core literacy about English subjects, 2021). The core literacy of students in English courses includes language ability, cultural awareness, thinking quality, and learning ability (Bachman & Palmer, 2016).

Second: Overall Goals

#### (1) Develop language ability

Students can recognize the similarities and differences between English and Chinese in language practice activities such as perception, experience, accumulation, and application, gradually form language awareness, accumulate language experience, and conduct meaningful communication and exchanges.

#### (2) Cultivate cultural awareness

Students can understand the excellent civilization achievements of different countries, compare the similarities and differences between Chinese and foreign cultures, develop the ability for cross-cultural communication and exchange, form a healthy and upward aesthetic taste and correct values, deepen their understanding and

recognition of Chinese culture, establish an international perspective, and strengthen their cultural confidence.

#### (3) Improve the quality of thinking

Students can develop thinking in language learning and promote language learning in thinking development by initially observing and understanding the world and things from multiple perspectives and expressing opinions with reason, so they can gradually develop logical thinking.

#### (4) Improve learning ability.

Students can establish correct English learning goals, maintain interest in learning, and participate in language practice activities. Except that, they will be willing to communicate and try boldly in learning; learn to explore independently, cooperate, and help each other; learn to reflect and evaluate learning progress and adjust learning methods; learn to self-manage, improve learning efficiency, and be happy to learn (Peng, 2011).

Third: Grade goals

The compulsory English curriculum in China is divided into three sections, and the goals of each section have corresponding levels. The first level is recommended for the 3rd to 4th grades, and the second level is recommended for the 5th to 6th grades. Level 3 should be achieved in the 7th to 9th grades. The table below shows what should be achieved at level 2 (Wang, 2013).

Table 2.1 The goals of the level 2

Level 2	Goals
Language skill	Be able to greet and exchange simple messages about
	individuals, family, and friends in simple English;
	Be able to understand, read, and tell simple stories with
	the help of pictures; Be able to use upper- and lower-case
	letters correctly; Punctuation;
	Be able to learn to sing about 30 simple English songs
	and ballads.

Table 2.1 The goals of the level 2 (Cont.)

Level 2	Goals
Language Knowledge	Learn 600-700 words.
	Can understand the meaning and usage of the simple
	present tense, present continuous tense, simple past
	tense, and simple future tense;
Emotional Attitude	Can appreciate the joy of learning English.
Learning strategies	Can actively participate in English class; Take the
	initiative to ask classmates and teachers for English
	problems. When encountering unfamiliar words, they
	will look them up in the dictionary
Cultural awareness	Willing to learn about foreign cultures and customs.

Source: The Ministry of Education of the People's Republic of China, 2022, pp. 6-12

To sum up, clear curriculum goals allow teachers and schools to have a clear development direction; they also create a smoother growth environment for the cultivation of complete people and strengthen the guiding role of curriculum education. The arrangement and implementation of the courses are more clearly defined under the guidance of the goals.

# 2.1.2.2 Curriculum management

Curriculum management refers to a series of activities to systematically operate and manage courses, including organizing and coordinating course plans, changing and innovating course content or teaching models to meet the needs of both on-campus and off-campus students, and dealing with various disputes arising from course implementation and evaluation. For a specific course, course management mainly includes course structure, teaching content, teaching method, course education practice, and quality evaluation mechanisms (Si, 2020).

#### 1) Characteristics of Curriculum Management in China

Since the founding of the People's Republic of China, Chinese basic education curriculum management has been constantly exploring and innovating in terms

of concepts and related policies, systems, and mechanisms. Its development stage can be divided into three periods: high concentration of state power: "supervision" and "control" of the curriculum (1949–1985); decentralization of curriculum management: focusing on the essential needs of curriculum development (1985–2014); and educational governance background: new trends in development (2013–present) (Zhang, 2014).

In 2014, the Ministry of Education's "Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Tasks of Lide and Cultivating People" emphasized the need to strengthen the management of curriculum implementation. It pointed out that it is necessary to continuously improve the local autonomy space, which is mainly reflected in the development and implementation of local and school-based curricula, giving more management power to the local area, and further enhancing the school-level autonomy in terms of teaching progress, methods, and evaluation. While continuously enhancing the autonomy of different management entities, the educational service function of each management institution has been improved (Shen, 2015).

The development of curriculum management in our country is a process from "centralization" to "democracy", from "compulsion" to "professional", and the core of its development is the issue of power distribution (Yu, 2001). Today, the subject of education governance is no longer limited to the education system itself but has joined the government, society, and other governance subjects to form three-level curriculum management, namely: national curriculum, local curriculum, and school curriculum. The national curriculum is a curriculum formulated and approved by the central educational administrative agency, which reflects the educational awareness of the country; the local curriculum is set up by the provincial education administrative department based on the national curriculum and based on local politics, economy, culture, etc.; The school curriculum is the premise of ensuring the effective implementation of the national curriculum and local curriculum, aiming at the interests and needs of students, combining the school's traditions and advantages and school-running philosophy, making full use of the curriculum resources of the school and the community, and independently developing or selecting the school's curriculum (Luo & Bai, 2021). Moreover, third-level curriculum management gradually increases the participation of social groups in curriculum formulation, implementation, and evaluation. Their ultimate purpose is to tap the potential of education, maximize the value of public education, promote educational equity, and establish a balanced management ecosystem (Wang & Lv, 2019).

2) Curriculum Management of a Primary School in Sichuan Province

The leading value of school curriculum management is to demonstrate
the school's purpose and characteristics through the curriculum, to improve the school's
running level, and to promote the development of students' personalities. The following is
the relevant curriculum management formulated by a primary school in Sichuan Province
based on the characteristics and advantages of the school and on the premise of following
the national curriculum and local curriculum:

The school's curriculum management focuses on the physical and mental development of primary school students and promotes the comprehensive development of students' morality, intelligence, physique, beauty, and labor. It advocates the teaching concept of "learning by doing, teaching by doing, and seeking progress by doing", and pays attention to the cultivation of students' initiative and self-management abilities. To the national and Sichuan educational requirements, the school has developed courses with its characteristics based on the school's unique resources and advantages, integrating the characteristic courses with Chinese, mathematics, foreign languages, physical education, and other subjects to realize the teaching and implementation of primary school characteristic courses (Li, 2022). For example, in Taoism class, this characteristic course is created in combination with the school's resource advantages because Sichuan Qingcheng Mountain is a famous mountain of ancient Chinese Taoism. The construction of Taoism class can let students understand Chinese culture and deepen their understanding of the religion. Another special course is calligraphy. Except for promoting traditional Chinese culture, the establishment of calligraphy is integrated with various subjects and complements each other.

The school's curriculum is divided into three sections according to the characteristics of children of different ages. The first and second grades are the first section, the third and fourth grades are the second section, and the fifth and grade 6s are the third section. Each of the three sections has its characteristics. Difficulty also spirals upward. For example, in physical education courses, the school will set the level of students' rope skipping in layers, which is suitable for students' physical and mental development. For example, English courses also formulate teaching goals and tasks

according to different grades, strengthen the organic connection of educational content at different grades and stages, and create a humanized classroom atmosphere according to the cognitive characteristics of students of different ages (Zhang, 2014). In the teaching process, first and second-graders pay attention to learning through play, developing good study habits, and cultivating their learning awareness. Students in higher grades pay more attention to the perception, understanding, and application of knowledge in the teaching process. In the whole process of teaching, teachers guide students to perceive knowledge, pay attention to students' emotional participation, personal experience, and independent exploration, and cultivate students' language awareness and English thinking.

In the teaching evaluation process, the school conducts an all-round evaluation around the five comprehensive qualities of students: "morality, intelligence, physique, beauty, and labor". The main evaluation can be composed of teachers, schools, and students. Teachers conduct two-way evaluations of students' evaluations, students' self-evaluation, overall school evaluations, and two-way evaluations of students' course learning process and learning results to give feedback on the effect of course teaching management as a whole, facilitate the continuous construction, of courses, and improve and innovate teaching management activities (Wang & Chen, 2022).

In addition to the use of school resources, the school also integrates curriculum resources with social life and solves problems in real-life situations. For example, parents leave work late and children leave school early. This is a situation where children are not picked up or dropped off. The school has made adjustments according to the actual local situation and started the after-school delay service: students can continue to stay in the school for two hours after school and be led by teachers to study or participate in group activities. Another example is the COVID-19 outbreak in early 2020. The school made full use of the advantages of the Internet to expand offline courses online, making classrooms accessible to society and families. Teaching is not only the knowledge transfer in textbooks but also the cultivation of students' practical ability and their perception and experience of life (Ye, 2022). Teachers can organize students to share their cooking and crafting processes online, write their labor perceptions, and report the results of labor. Online teaching enriches the content and form of the course and also promotes the all-round development of students in "morality, intelligence, physique, beauty, and labor

In summary, effective curriculum management has a positive effect on mobilizing teachers to innovate teaching theories and improve teaching ability. Continuous improvement of the course system, teaching methods, course assessment, and teaching evaluation, can effectively enhance students' professional skills and innovative thinking abilities and improve teaching performance.

#### 2.1.3 Content Standards

The "New Curriculum Standards for Primary School English (2022 Edition) is based on the 2011 version and is carried out in the context of socialism with Chinese characteristics entering a new era. It is mainly to cultivate innovative talents who are patriotic, have an international perspective, and have certain cross-cultural communication and cooperation capabilities. It plays an important leading role in textbook compilation, curriculum planning, teaching quality, and evaluation and testing (Ministry of Education of the People's Republic of China, 2022).

Facing a new era, the general curriculum also reflects the new era's requirements for talents:

First: teaching focuses on four core qualities: language ability, cultural awareness, thinking quality, and learning ability. The four can penetrate each other. While cultivating language ability, it is necessary to teach students to respect different cultures and customs, cultivate students' awareness of cross-cultural communication, and understand that behind different languages are different cultures and ways of thinking, which will gradually cultivate students' learning ability (Ni, 2022).

Second, using graded teaching to adapt to the development characteristics of students of different ages, Chinese schools design three basic levels and three "level +" from grade 3 to grade 9 to meet different needs, which can meet sustainable development step by step.

Third, it is emphasized that the curriculum content is presented in the form of units, and each unit has a corresponding teaching theme, requiring students to develop comprehensively, avoiding fragmented language knowledge learning and mechanical language skill development.

Fourth, it emphasizes the teaching concept of entertainment. Teachers are only guides, supervisors, and organizers in the teaching process, guiding students to explore knowledge and use language and cultural knowledge, language skill, and learning strategies. After learning, they can express their views and opinions.

Fifth, follow the principle of "teaching-learning-evaluation" integration and advocate the evaluation concept combining formative evaluation and summative evaluation. While examining students' language ability, they should also pay attention to examining cultural awareness, thinking quality, and value orientation (Wan, 2022).

Sixth, promote the deep integration of information technology and English teaching. With the development of science and technology, teachers are encouraged to use modern technology in their teaching to improve efficiency.

Finally, improve the quality of teaching research and teacher training. Suggestions are put forward from the three levels of schools, teachers, and teaching and research personnel, and it is required to carry out teaching research and teaching and research training based on the curriculum standards, based on learning situations, and based on real problems, to improve the teaching level (Wang, 2022).

The curriculum content for each stage has specific and different requirements. The content of the primary school curriculum is based on the general content, and according to the physical and mental development and learning situation of the primary school students, the curriculum content for the primary school includes the following aspects:

The themes of primary school English courses include three categories: people and self, people, and society, and people and nature. The organization of English content should be guided by the theme and presented in the form of units. For example, the unit on caring for the environment takes people and nature as its theme (Zhang, 2020). In teaching, not only language knowledge and language skill are explained, but students are also guided to care for the environment reasonably. Use study strategies to develop good study habits in students.

The content of primary school English courses adopts a graded design. The first level is the goal that should be achieved in the 3rd to 4th grades, and the second level is the goal that should be achieved in the 5th to 6th grades. The first level is mainly for relatively basic and simple sentences, words, and books. There are a large

number of illustrations that are suitable for the characteristics of younger students. The English curriculum grading system reflects the gradual and continuous development of language learning, which helps to promote the overall, progressive, and continuous development of the English curriculum (Tang, 2011).

The content of the primary school English curriculum focuses on the integration of "teaching, learning, and evaluation". Teachers should pay attention to students' subjective initiative. Teachers are the supervisors, guides, and organizers of the entire teaching process. In teaching evaluation, not only teachers can evaluate, but teachers can guide students to become designers, participants, and collaborators in various evaluation activities so that they can consciously use the evaluation results to improve their learning methods (Li, 2022).

The content of primary school English courses requires the deep integration of information technology and English teaching, the coordination of online and offline teaching, and the interaction between classroom teaching and online platforms. Teachers should make full use of information technology, scientifically organize and carry out online and offline hybrid teaching, enrich course resources, and expand learning channels (Shao, 2022). Teaching with technology cultivates students' interest in learning and promotes effective teaching by teachers and effective learning by students.

The content of primary school English courses requires students not only to learn a foreign language but, more importantly, to let them understand different cultures, compare cultural similarities and differences, absorb cultural essence, gradually form the awareness and ability of cross-cultural communication, and let them learn to look at the world objectively and rationally, establish an international vision, cultivate family and country feelings, strengthen cultural self-confidence, and form a correct world outlook, outlook on life, and values (Xi, 2014).

The introduction of The Fun Dubbing Application under the new curriculum standard into primary school English teaching classrooms:

1) Carefully design teaching introduction using The Fun Dubbing Application.

Teaching introduction is the first link of classroom teaching, which is closely related to overall teaching quality and efficiency. Using The Fun Dubbing

Application, selecting small videos that match the theme, and adding interesting elements can arouse the enthusiasm of students and quickly put them in a good learning state. For example, in the fifth unit "What does he do?" of grade 6 of primary English, the teacher finds the category of grade 6 in the category of The Fun Dubbing Application and searches for the word "occupation" to find the relevant video (Jia, 2019). The teacher uses multimedia to play occupational songs and instruct students to rhythmically beat while singing so that students can initially understand that the theme of this lesson is related to "occupation". The video can play a good role in warming up for the new class. In singing, students can keep in mind the teaching points of this class, and it will also reduce the difficulty of learning the knowledge of this class. Afterward, teachers can lead students to read aloud and recognize the occupational names appearing in the songs to consolidate their perception of the words, which is the foundation for new lessons.

#### 2) Using The Fun Dubbing Application to create a teaching situation.

The use of The Fun Dubbing Application can transform the more abstract elements of knowledge into vivid content, which is convenient for students to understand deeply. For example, in the sixth unit of grade 6 of primary English, "How do you feel", the teaching goal of this lesson not only requires students to master new vocabulary but also requires them to be able to express their feelings. Use The Fun Dubbing Application and find videos about "feelings" in the English column of primary school. Different actions and moods will appear in the videos, and corresponding words will also appear for students to practice. After students answer questions, teachers explain and supplement. Teachers should use multimedia and teaching materials to let students read sentence by sentence along with The Fun Dubbing Application, and it will also be graded according to what the students read (Ma, 2022). In addition, when teachers use The Fun Dubbing Application for teaching, they should select teaching videos that are closely related to life. For example, the "traffic rules" that grade 6 will learn to belong to the theme of "people and society". In teaching, teachers should find videos that are closely related to life in The Fun Dubbing Application, activate the teaching content, and design real tasks: Guide students to pay attention to, collect, and draw signs related to traffic rules and interpret signs around rule awareness and safety awareness so that they can establish traffic rule

awareness and abide by traffic rules. And students find learning fun in APP and keep learning motivated (Peng, 2022).

3) Use The Fun Dubbing Application to expand cultural knowledge.

In the teaching process, in addition to steadily improving the basic knowledge level of students, teachers should also focus on teaching materials, starting with the teaching content of this course, to appropriately expand cultural knowledge for students. For example, in the first unit "How can I get there?" in grade 6 of primary English, teachers can use The Fun Dubbing Application for cultural expansion (Ji, 2022). The APP contains information about the differences and historical origins of traffic rules between China and the West. Teachers can use the APP to expand the culture. In this way, students' knowledge horizons are expanded, they will have more fun learning and their cultural literacy will also be enhanced.

4) Use The Fun Dubbing Application to carry out diversified teaching evaluation.

Teaching evaluation is the last step in teaching activities, and it is also an extremely important link. The Fun Dubbing Application is used in the teaching process. After students read a word or sentence, the APP will immediately give ratings and feedback. Students who read well will get five stars and will be rewarded with the sentence "excellent", If there is a problem with reading, The APP will also give corresponding scores, Students know that there are problems with their pronunciation and will correct them in time. Teachers can also reflect on teaching according to the students' dubbing scores, continue to pay attention to the quality of classroom teaching and students' learning effects, and constantly adjust and optimize the teaching plan (Wang, 2018).

5) Use The Fun Dubbing Application to experience authentic English.

The graded teaching proposed by the curriculum standard, in the second-level listening and speaking goal, proposes that primary school students should "be able to pronounce clearly in speaking expression, and the intonation expresses the meaning". However, in actual teaching, students' listening and speaking skill are relatively difficult. The Fun Dubbing Application can adjust the speaking speed and find new words. When teachers use The Fun Dubbing Application, they can first slow down and then speak at a normal speed, which is convenient for students to imitate and practice and eliminates the

need for "labeling with Pinyin, which is a bad tendency (Zhan, 2018). In addition, most of the time students speak English limited to the classroom, and there is no language environment in life, which is not conducive to language learning. Parents also have the problem of inaccurate pronunciation when they teach at home. Therefore, it is extremely important to reasonably introduce The Fun Dubbing Application into the classroom. The learning resources in The Fun Dubbing Application are not limited by time and space and can be practiced anytime, anywhere, and the English pronunciation in the video is very standard, which can fully meet the needs of primary school students to practice English pronunciation outside of class.

To sum up, the introduction of The Fun Dubbing Application into the primary school-speaking English classroom meets the requirements of the "New Curriculum Standard" in all aspects; it can cultivate the authentic English intonation of primary school students, inject vitality into students' English learning, and ensure the effectiveness of English classroom teaching.

#### 2.2 PRINCIPLES OF SPEAKING TEACHING AND METHODOLOGIES

With the deepening of curriculum reform, the new curriculum standards put forward the importance of speaking English in primary school English teaching. According to the rule of language learning and the rule of students' physical and mental development, improving speaking English ability is one of the important teaching goals of primary school English. In the process of learning English in primary schools, students not only need to learn the basic knowledge related to English but also master the art of speaking it. Speaking English will affect students' listening and speaking abilities (Feng, 2016). In the process of teaching English, teachers should not only correct students' pronunciation mistakes but also let students master the rules of intonation changes. To ensure the accuracy of words used by students when speaking, to fully realize the role of teaching English.

#### **2.2.1 Principles of Speaking Teaching:**

#### 1) The speaking content is easy to understand

It is a primary school student. Primary school students have limited ability to acquire knowledge. Therefore, teachers should combine speaking language learning with students' daily lives so that knowledge can be concretized and students can more easily understand and accept it. In the process of teaching English, teachers can find some topics that students are familiar with so that they will not feel very difficult during the practice process (Xu, 2017). For example, when it comes to the topic of weather, you can ask students, "What is the weather like today?" or ask, "Do you like sunny or rainy days?" When talking about the topic of borrowing and returning, the teacher can arrange a scene of borrowing and returning pencils in the classroom and let students role-play these familiar situations. Because these topics are closely related to their daily lives, they are easy to understand and accept and will not make students feel distant.

#### 2) Diversity of speaking language teaching

The diversification of speaking language teaching refers to the diversification of teaching methods and teaching contents. In speaking language teaching, teachers can use multimedia, physical displays, game activities, etc. Which can enrich the classroom and improve students' enthusiasm for learning. For example, The Fun Dubbing Application can make students imitate the correct pronunciation and, at the same time, let them interpret the role in another way, subtly paying attention to the pronunciation and intonation of English pronunciation. Learning to sing English songs can cultivate students' interest, and telling English stories can enrich the classroom (Wei, 2018). Such forms greatly increase the opportunities for students to speak and enrich the content of the classroom. Diversified teaching content means that students can supplement and expand their speaking English knowledge in the teaching process, allowing them to practice more. For example, when someone says "Thank you", the answer is not only "You are welcome", but also "No problem", "My pleasure", Anytime," and so on.

#### 3) Speaking language teaching is lively and interesting

For primary school students, their interest in learning is particularly important. Boring studies will make them lose interest and even get bored with a subject. Therefore, in the process of teaching English, teachers should enrich the classroom and keep students motivated. In addition to the vivid and interesting selection of speaking language materials, the teaching format should also be full of fun. In speaking language learning, interesting games can be inserted, such as role-playing, short stories, etc. (Yang, 2019). Primary school students are happy to perform, and they also hope to get timely feedback from teachers. Moreover, primary students also have a talent for acting. The simple stories and daily conversations they usually learn will attract their attention.

#### 4) Teaching difficulty follows the "i+1" principle

The American applied linguist Stephen D. Krashen put forward the "i+1" principle, where "i" represents the current level of the student and "1" represents the language knowledge slightly higher than the current level of the language learner, which is the nearest development area of the language. He believes that "Students can only acquire language when they have access to comprehensible language input (Comprehensible Input+1) (Wang, 2009). Therefore, when designing speaking English teaching activities, teachers should follow the principle of going from simple to difficult, from shallow to deep. Choose appropriate speaking materials, adopt reasonable speaking teaching methods, encourage students more, provide a relaxed and pleasant classroom environment, allow them to obtain dual support of knowledge and emotion, and cultivate students' courage to speak English and the confidence of free expression. In this way, students' speaking abilities will improve (Huang, 2018).

#### 5) Teaching should be based on aptitude

Each student's learning ability and learning foundation are different. Therefore, teachers should follow the principle of difference in the teaching process and fully consider the learning ability of each student, especially those students with weak English learning foundations. Teachers should encourage them to speak English and correct their speaking mistakes. Although the current environment of language teaching is large class teaching, there are great restrictions on teaching students by their aptitude, but teachers should pay attention to treating each student differently,

and they cannot have the same requirements for students with different levels. If conditions permit, students' phonological and speaking grammar errors can be corrected individually, and their unique speaking process can be planned (Wei, 2018). For example, in the process of teaching English, the tasks can be divided into three levels: easy, moderate, and difficult. Students who are not good at English can answer simple questions, and students who speak better English can answer more difficult questions, which respects individual differences and increases the participation of the entire classroom.

#### 6) Speaking language teaching should be student-centered

The future development of students' speaking language is inseparable from a reasonable evaluation system of teachers, giving encouragement or stimulating evaluation of each student's speaking language output every time. Teachers should be less scolding and more encouraging, even if it is a simple sentence, a positive look, or a smile. This will become the driving force for them to keep moving forward. At the same time, teachers should take a test at the beginning, middle, and end of the semester so that we can see whether students have made progress and what shortcomings need to be improved. This reasonable evaluation system can see the specific development of students' speaking English. Besides, for students to develop, teachers themselves should reduce the time for explanations and give students free time to internalize language knowledge points through practice; that is, the transformation of input into output is the key to the development of students' speaking proficiency (Zhu, 2021). So, teachers should leave enough time for students to practice and understand their knowledge.

#### 7) The combination of speaking language teaching and Chinese culture

Education should guide students to inherit the Chinese culture, and at the same time as learning foreign languages, they should also be able to tell Chinese stories well. In the course teaching "Speaking English for Primary School Teachers", we insist on strengthening the national character (Zhou, 2020). For example, in the teaching process of Unit Three Story-telling, we can organize students to carry out story-telling activities and guide students to create and tell stories of the Chinese nation in English. Through the creation and interpretation of these stories in English, students will learn the excellent qualities of the Chinese nation's diligence, wisdom,

and patriotism, which will stimulate a stronger sense of national self-confidence and national pride.

## 8) Respect cultural differences

Learning a foreign language means coming into contact with different cultures and understanding their politics, economies, and customs. This will inevitably lead to cultural conflict. English teaching should cultivate students' multicultural awareness and lead them to experience different cultures (Duo, 2020). Respect differences and use the knowledge of foreign languages to tell foreign stories well. Teachers can guide students to collect cultural differences between English and China and bring them to experience different cultures through storytelling, which broadens their horizons and improves their speaking English ability.

There are two major factors in the improvement of primary school students' speaking languages: language environment and interest. Primary school-speaking English teaching should combine students' needs, goals, and interests and let students learn to use vocabulary, grammar, and sentence structure correctly through diverse teaching, creating situations, and stimulating and guiding, so that students can properly express some scenes in life. Each student, teachers teach students by their aptitude, according to the principle of "i+1", provide the corresponding level of language input, and encourage students' language output (Liu & Guo, 2021). The teaching of speaking English in primary schools should not only improve students' communication skill and stimulate their interest in learning English but also guide them to form confidence in self-expression and develop good study habits.

## 2.2.2 Methodologies

The new English curriculum standard requires teachers to combine teaching with modern technology in the teaching process to improve students' four basic abilities of listening, speaking, reading, and writing in English. In the teaching process, teachers not only impart knowledge but also pay attention to students' comprehensive development. However, in the actual teaching process, due to the large number of teaching objects, the school attaches great importance to the cultivation of English reading and writing skills, the quality of teachers, the teaching hardware

conditions, etc. Teachers are limited in teaching speaking English and cannot be thoroughly implemented in students' speaking training (Duan, 2018). This has led to the dumb English of some students, resulting in the situation that students dare not speak and pronounce them incorrectly. There are mainly the following three problems:

First, the lack of time for speaking English practice at present, speaking English teaching in primary schools is mainly concentrated in the classroom and has not been extended to extracurriculars. Teachers mainly teach vocabulary, sentence patterns, and grammar (Ye, 2017). The teaching of sentence patterns and grammar is generally tedious, there is little time for speaking practice, and the class population base is large. As a result, students' speaking practice is not enough, their interest in learning is insufficient, and their motivation for learning is not large.

Second, the teaching content is simple. English teaching in primary schools is mainly based on textbooks. However, there are very few speaking English training parts in textbooks (Lu, 2019). Therefore, teachers should extend their extracurricular knowledge, increase students' knowledge, and broaden their horizons in the teaching process.

The third is the lack of a language environment. In ordinary English teaching, although teachers will create a real language environment, there is still a gap (Kang, 2019). Students cannot experience the authenticity and fun of speaking expression in a real-language environment, which also reduces their interest in speaking expression.

In response to the above problems, the following are the methods to solve them by using The Fun Dubbing Application:

## 1) Strengthen input and output

Speaking English cannot be improved simply by practice; it requires more and more listening. From input to output, English thinking is formed, and speaking English is naturally improved. Through The Fun Dubbing Application to carry out speaking language teaching, it is helpful to improve students' reading ability and listening levels. There are picture books, fairy tales, and animation dubbing suitable for children (Wang, 2019). The content is vivid and interesting, and there are various ways to practice. Students can imitate the dubbing and feel the pronunciation of English. In the process of dubbing, it can self-correct the pronunciation and

intonation, enrich the vocabulary of the students, and improve their enthusiasm for learning. For example, in the teaching of the text "After School", teachers can choose children's songs related to the theme so that students can understand the meaning of new vocabulary while singing English songs, or they can role-play collectively and perform "Tom and Jack after school" speaking dubbing.

## 2) Constructing a real-speaking teaching situation

In the teaching process, teachers should consciously narrow the distance between English teaching and real life and create a more realistic context for students. The dubbing exercises provided by The Fun Dubbing Application have a real and effective language environment, which can let students know what kind of sentence expressions to use under what circumstances and promote students to better integration into the English language and culture. For example, in the teaching of the text "Our animal friends", teachers can find videos about animals on The Fun Dubbing Application, and according to the student's preferences for different animals, they can conduct speaking practice in different roles (Wu, 2020). Teachers can let students listen to the original sound first, let them imitate the pronunciation, pay attention to the tone of the whole sentence, and let the students master the sentence patterns and related new vocabulary such as I have.../They have.../It has... in a real and effective language environment.

#### 3) Various forms of teaching

Traditional teaching is mainly for teachers to teach boring knowledge. The teaching form is simple, and the content is boring. The Fun Dubbing Application has a large number of pictures, songs, and animations that can broaden students' English horizons through multi-sensory stimulation. Teachers can choose from a variety of materials and make the classroom lively and interesting (Bian, 2022). The Fun Dubbing Application also has a variety of exercises that can further enrich the teaching methods and content. On the one hand, it can form students' autonomous learning abilities. On the other hand, teachers can also constantly conduct self-reflection in the teaching process to improve their comprehensive teaching ability.

## 4) Reasonable reward and punishment system

A reasonable reward and punishment system will stimulate students' motivation to learn. Teachers can formulate a reward and punishment system to make

it clear that students can only communicate in English within a certain period and speak at least three sentences in English (Hu, 2020). Taking small groups as a unit, rewards are provided to students who have completed well, and some students who fail to complete the group will be subject to some small punishments, such as singing English songs for everyone in the next class or rehearsing an English sketch. Such a competitive system will enhance the motivation of students. In addition, teachers can grade students' performance in The Fun Dubbing Application to strengthen students' motivation to use this APP.

5) Attach importance to the formation of home-school collaborative education

To improve students' speaking ability. Teachers also need to pay attention to cooperation with parents, and students can use The Fun Dubbing Application to practice at home. Students can choose their favorite animations, picture books, children's songs, etc. for dubbing according to their preferences, such as "Finding Nemo", "Alvin and the Chipmunks," and so on (Zhou, 2022). Parents can also accompany and supervise their children to complete the dubbing homework in a timely and serious manner to ensure the learning effect. Parents should also actively communicate with teachers to understand their children's learning performance in school and reflect on their children's use of funny dubbing at home. Home-school cooperation to promote the all-round development of students How do I use The Fun Dubbing Application in the classroom and after class? Table 1.5 shows the specific use of The Fun Dubbing Application:

Table 2.2 The application of The Fun Dubbing Application

Teaching parts Teacher activity	Tanahan antivity	Ctradout Activities	The role of The Fun
	Student Activities	Dubbing Application	
Step1:	Review what	Follow and imitate	Create vivid
Leading in	students have		language situations
	learned with		to stimulate students'
	dubbed videos		interest in learning;

Table 2.2 The application of The Fun Dubbing Application (Cont.)

			The role of The Fun
Teaching parts	Teacher activity	Student Activities	
			Dubbing Application
	Choose a dubbed		
	video with the same		
	cultural background		
	as the text		
Step2:	Choose the same or	Understand and	Corresponding
Presentation	similar structure or	follow, imitate;	knowledge in class
	word application		with knowledge;
	dubbing video as		
	the text;		
	Explain unfamiliar	Students add	For students to
	words in the	unfamiliar words	review unfamiliar
	dubbing works.	to vocabulary	words and expand
		book.	students vocabulary
Step3:	Choose appropriate	Repeated reading,	Help students
Practice	dubbing works;	imitating, and ask	practice repeatedly,
مي المالية		individual students	master pronunciation
	25.	to dub until they	skill and rules, and
	nel 200 al	are satisfied;	regulate students'
	<sup>ม</sup> ยาลัยรังสิต	Rangs	pronunciation;
	Comment on	Student reviews	Evaluate in a timely
	student dubbing	(self-evaluation,	manner and get
	works;	mutual evaluation)	feedback, so that
		dubbing works;	teachers can
			understand the
			students' level and
			correct their
			pronunciation;
			r-onsidention,

Table 2.2 The application of The Fun Dubbing Application (Cont.)

Teaching parts	Teacher activity	Student Activities	The role of The Fun
l continuing purious			Dubbing Application
	Choose the same or	Understand and	Help students master
	similar structure or	follow, imitate;	the application of
	word application		grammatical
	dubbing video as		structures or words;
	the text;		
	Explain unfamiliar	Students add	For students to
	words in the	unfamiliar words	review unfamiliar
	dubbing works	to vocabulary book	words and expand
		according to their	students' vocabulary
		own	
Step4:	Play children's	Get a feel for	Perceive,
Extent and	songs or animations	pronunciation and	understand, and
apply	related to the theme	foreign cultures	apply knowledge,
			and the video
	Mala .	The state of the s	playback also
م م		5	activates the
	2	I I I'M	classroom, making it
	18/72000	- adsit	easy for students
Step5:	Comment on the	Share and mutually	Timely evaluation,
Summary	dubbing works of	evaluate works;	so that students can
	students in class;		get feedback,
			facilitate teachers to
			understand the level
			of student and
			constantly corrects
			students'
			pronunciation;

Table 2.2 The application of The Fun Dubbing Application (Cont.)

Teaching parts	Teacher activity	Student Activities	The role of The Fun  Dubbing Application
			Dubbing Application
	Assign dubbing	Complete dubbing	Consolidate textbook
	exercises	work	knowledge, enrich
			knowledge, expand
			horizons, and learn the
			excellent traditional
			culture of the West

Source: Chen & Zhou, 2020

English is a highly communicative subject, and the key to teaching English is to let students speak and use English actively. According to the physical and mental development characteristics of primary school students and the principles of speaking English teaching, learning speaking English requires continuous practice and application, converting input into output, mastering specific pronunciation in a real language environment, and teachers' teaching guidance will also enhance students' interest and motivation in learning. With the introduction of The Fun Dubbing Application in the classroom, the learning methods are rich and colorful, and the students' speaking language can also be fully practiced and improved.

# 2.3 TECHNOLOGY IN EDUCATION

With the continuous development of science and technology, the use of multimedia and other electronic software is gradually being used in education, which makes the teaching level and progress more effective. In 2001, European countries, including the UK, Germany, and Sweden, began to use technology in teaching. With the further deepening of social informatization, people are no longer satisfied with the current learning environment and put forward demands for the creation of a smart learning environment to continuously adapt to the development needs of students and

teachers. The development and popularization of smart mobile terminals have made educational apps an indispensable part of creating a smart learning environment.

Guerrero, Ochoa, and Collazos (2010) took local seventh-grade students as the research object and designed a mobile learning software that supports Spanish law teaching and aims to assist teachers in correcting students' homework and tracking students' learning status. The results show that more than 70% of students found the software helpful in improving their Spanish, and more than 86% of students found the software easy to use.

Steel (2012) studied 134 college students to understand the impact of mobile learning apps on language learning in informal learning. The results show that the tested mobile learning app can help students use the fragmented time to learn anytime and anywhere; it can improve students' reading, grammar, and translation abilities to a certain extent and effectively improve students' vocabulary learning.

Petersen, Procter-Legg, and Cacchione (2013) took the usage of the Lingobee App as the research object to study whether the mobile learning App can well assist students in formal and informal learning. The results showed that Lingobee had a positive impact on both student learning and teacher delivery.

Zhang and Chen (2017) took a public school in China as the research object, conducted a questionnaire survey on 356 students in the form of stratified sampling, and found that the use of educational apps is more popular among students.

Li (2022) applied teaching software to piano teaching, made use of the functional advantages of AI piano teaching software to make up for the deficiencies of traditional college piano teaching models, and explored the new reform and innovation of college piano teaching in the context of social technology intelligence.

Zheng (2023) took the lower grades of primary school as the research object and introduced calligraphy practice software into the classroom. The experimental

results showed that offering writing teaching courses in primary school and adding teaching software can not only effectively cultivate students' Chinese literacy but also expand the students' common sense of Chinese, enabling them to practice good calligraphy.

Based on the above content, technology has been applied to teaching at home and abroad and has achieved certain results. The addition of teaching software to education is in line with the requirements of the times. The use of information technology has also injected fresh blood into the classroom and increased vitality, which is helpful for schools. Teachers improve the level and quality of teaching and enhance students' understanding of knowledge.

# 2.4 THE USE OF TECHNOLOGY IN TEACHING AND LEARNING ENGLISH SPEAKING SKILL

Teaching software is used in teaching courses to make teaching easier. In recent years, teaching software aimed at improving speaking English has emerged in an endless stream. A comprehensive analysis found that the most downloaded ones mainly include English Dubbing, English Liulishuo, Keke English, Palm English, Hujiang Hearing Cool, Langyisi Ting, etc. These apps are easy to operate, easy to download, and widely used (Liu, 2012).

Xu and Zhou (2016) started with common problems in speaking English learning, expounded the characteristics of three speaking learning apps, analyzed learners' needs for speaking learning apps, and provided a reference for the design and development of such apps.

Liu (2016) believed that today's speaking English apps are mainly used in teaching aids for primary and secondary schools, early childhood education, e-reading, foreign language training, and vocational examinations and suggested that attention should be paid to learners' potential problems when using mobile learning apps. Technology dependency, information trek, and emotional disorder.

Li and Hu (2015) summarized four modes of teaching speaking English apps: resource-based teacher-student interaction mode, problem-based inquiry mode, situation-based practice mode, and task-based group collaboration model.

He (2021) aimed at the current situation of speaking English teaching in colleges and universities and proposed the use of mobile phone dubbing software to assist learning. In this way, the gap in Chinese English "dumb" education can be opened, and the innovation and reform of speaking English education can be realized.

Wu (2022) believes that the combination of conventional teaching and mobile teaching and the use of the dubbing app "English Liulishuo" can break the constraints of teaching conditions and the language environment. The role-playing mode and evaluation mechanism in the paper can enhance students' interest in learning to speak English, thereby improving the efficiency of speaking English teaching.

To sum up, the emergence of a large number of English dubbing software programs provides new ideas for the reform of spoken English teaching. They can make the learning content more vivid, interesting, and intuitive and provide students with a comfortable learning environment. Teachers choose appropriate and interesting video dialogues according to the teaching content and apply them in the classroom. The application of dubbing software will enhance students' interest in learning English and improve their overall control of English pronunciation and intonation.

## 2.5 THE FUN DUBBING APPLICATION

The "English Curriculum Standards for Primary School" emphasize that language learning requires a lot of input, and it is recommended that teachers make full use of information technology and the rich teaching resources on the internet to provide curriculum resources that are close to students' learning and life and expand students' learning channels to apply English. The Fun Dubbing Application provides a new method for primary school English teaching. The vivid and intuitive content is more attractive to students, which is convenient for them to understand and memorize (He,

2021). This part introduces in detail the function of The Fun Dubbing Application, the principles of resource selection, its advantages, and how to apply it concretely. In the teaching of speaking English in primary schools, during the teaching process, use The Fun Dubbing Application in English to carry out teaching activities to enhance the interest of primary school students in speaking English learning, improve the speaking English ability of primary school students, and cultivate the spirit of group cooperative learning and autonomous learning abilities of primary school students.

# 2.5.1 Introduction to The Fun Dubbing Application

In September 2014, The Fun Dubbing Application was officially launched. The software can be logged in on mobile phones and tablets and is not limited by time or place. Students can learn English anytime and anywhere. There is a wealth of learning materials in The Fun Dubbing Application. Everyone can choose the learning content that suits them according to their English level and interests. After the practice is completed, you can start dubbing. The system will score your dubbing in time and point out the advantages and disadvantages of the dubbing so that learners can correct their pronunciation in time and improve their speaking language. In addition to dubbing and scoring, The Fun Dubbing Application also includes translation and explanation of new words, sharing of works, likes and comments, and other activities. The latest and hottest American dramas, animations, songs, and other video resources will be updated daily in The Fun Dubbing Application (Huang, 2020). English learners and English lovers can get rid of the boring endorsement learning method and freely choose to imitate and read their favorite videos. Various forms of learning can help learners get rid of boring imitations to a certain extent. The function of The Fun Dubbing Application is also reflected in the following three parts:

## 1) Dubbing function

The Fun Dubbing Application has a wealth of short videos and other learning resources suitable for people of different ages and levels. If the learner's English foundation is relatively weak. The Fun Dubbing Application will split the sentence by sentence. Students can dub the sentence slowly and feel the specific

pronunciation of the word. After students are proficient, they can connect words into sentences and quickly dub the entire video.

## 2) Learning function

In addition to various English videos, there are also teaching materials for different stages in The Fun Dubbing Application, and the teaching materials are rich in resources. There are also certified foreign teachers from all over the world. Learners can purchase VIPs to chat with foreign teachers and improve their speaking of English unconsciously in a pure language environment. Students can add learning plans independently, and the added learning content is divided into word areas, grammar study areas, pronunciation areas, etc., so users can study systematically according to their weaknesses. There is also a one-click function to view new words in this app. During the dubbing process, the user can add unrecognized words to the vocabulary book, and they can continue to consolidate and practice in their vocabulary book. On top of improving your vocabulary, they can also continuously improve your speaking ability.

#### 3) Communication function

Learners can create study groups or class groups to interact with others and can also share dubbed videos on various social networking sites such as WeChat, QQ, Sina Weibo, etc. to communicate and make progress together (Duan, 2018).

# 2.5.2 Learning Resource Selection Principles

Teachers use The Fun Dubbing Application in the teaching process, which can enrich teaching methods and improve teaching quality. The rich and diverse learning resources and practice methods in The Fun Dubbing Application can effectively improve students' speaking. Before using The Fun Dubbing Application, teachers should also prepare lessons in advance to optimize the teaching effect (Yang, 2019). In the teaching of The Fun Dubbing Application, teachers should understand whether the selection of relevant teaching resources is to activate the classroom atmosphere or to consolidate old knowledge. Is it to expand knowledge or practice speaking? Only when the teacher knows what the purpose of using The Fun Dubbing Application is

can the advantages of The Fun Dubbing Application be brought into play. Therefore, teachers should follow the following principles when selecting classroom resources:

## 1) Applicability

When teachers choose to teach videos, they must consider the English level and age of the students, as well as the difficulty and length of the video. The video content should preferably be close to the students' lives and easy to understand. For example, the lead-in part is mainly to consolidate old knowledge and attract students' attention, the time should not be too long and the content should not be too difficult. As much as possible to attract students' attention and stimulate students enthusiasm for learning (Wei, 2018).

# 2) Authenticity

When choosing videos, teachers should try their best to choose videos that are closely related to life. The real teaching situation will shorten the distance between students, and students will be easier to understand and use. Through a lot of practice of daily vocabulary, students can understand English everywhere, which can greatly improve their quality of life. Students' interest in English learning stimulates their motivation to learn (Huang, 2018).

#### 3) Suitability

In the teaching process, The Fun Dubbing Application should be used appropriately. Too many videos will cause teachers to explain less, students cannot fully understand and absorb the knowledge learned in the classroom, and students need more time to study the video materials, which will also waste the time of speaking training and prevent them from practicing in a timely and effective manner (Zhang, 2018). There are too few teaching videos, and the classroom is dominated by teacher explanations. The classroom is boring, the student's motivation to learn is greatly reduced, and the learning and teaching are not good. Therefore, it is necessary to arrange students' video materials reasonably.

#### 4) Interest

Because the brain of primary school students is in the developing stage, the time to concentrate is relatively short, and it is difficult to concentrate on learning in a 40-minute class, so interest is very important (Li, 2018). It is best to choose animations that students like to attract their attention, and then practice dubbing.

Students feel that the videos are vivid and interesting, and the practice methods are novel and interesting. Naturally, they learn by playing and improving their speaking.

As a new software to assist English learning, The Fun Dubbing Application provides students with a convenient, interesting, practical, and convenient platform. Before class, teachers must abide by the above principles when selecting video materials in The Fun Dubbing Application. According to the relevant teaching steps, teaching is carried out to achieve the teaching purpose.

Grade 6 of elementary school is very curious and is interested in a large number of original movies, animations, and children's songs in The Fun Dubbing Application, and the voice is pure and authentic. It integrates language, scenes, and music, which is very suitable for primary school students. When preparing lessons, teachers choose videos suitable for students according to their level (Ma, 2019). The music "Let it go, let it go" is easy to understand and catchy, and the song is related to the weather in the second unit of grade 6. Music can be used as an introduction to attract students' attention and introduce new lessons. When playing the music, the teacher can introduce the new word "winter", and then enter the new lesson; in the extend and apply part, the teacher can play the music "Let it go, let it go", and then ask the students: "What's the weather like in winter?" Students can feel "cold and snowy; it's white". In this way, students can acquire knowledge while enjoying music. In the part of the summary, students can dub it "Let it go, let it go", which makes it easy for students to learn and gain knowledge.

The videos in The Fun Dubbing Application are all close to life and are closely related to life. In each step of teaching, there will be a dubbing process. The dubbing content is easy to understand, and the difficulty is gradual. Students can dub sentence by sentence, which reduces the difficulty of dialogue; they can master the skill of dialogue, feel the pronunciation, and improve their confidence in learning when they read each sentence. Repeated practice, it will stimulate their enthusiasm for learning and improve their sense of achievement. In addition, teachers can use The Fun Dubbing Application for character dubbing when learning "Let's Talk.", You can find relevant real-scene videos on The Fun Dubbing Application for dubbing learning. The learning content is real, close to life, and easy to understand. The specific steps are as follows:

- Step 1: All the students read the dubbing sentence by sentence together to achieve the purpose of basic imitation.
  - Step 2: The teacher explains the intonation in the dialogue.
  - Step 3: Perform character dubbing in groups and practice dubbing.
- Step 4: Students perform role performances on The Fun Dubbing Application (Dong, 2018).

The Fun Dubbing Application is simple and easy to operate. Introducing The Fun Dubbing Application into the classroom will increase the opportunities for students to practice speaking English. In the lead-in section, use The Fun Dubbing Application to attract students' attention and introduce new lessons; in the practice section, students can practice speaking English word by word (Fu, 2018). With the help of teachers and The Fun Dubbing Application, students quickly mastered new words. For relatively long sentences, they can connect words into sentences. With a little practice, they can understand how to read consecutive readings, accents, and plosives. Western culture can be played to broaden the student's horizons; in the summary session, students can perform collective dubbing and dubbing and then do individual dubbing after class. The Fun Dubbing Application should be used for a whole class, but in the whole teaching process, teachers should follow appropriate principles and not put the cart before the horse. After the teacher finished the new class, he immediately assigned homework, let the students go home to dub, and sent the dubbing work to the teacher. Students acquire knowledge, consolidate it, and apply it. Teachers use The Fun Dubbing Application to practice new knowledge and expand new knowledge in dubbing. The course is interesting and effective. Students can imitate the voice and intonation in the movie, which effectively stimulates their interest in listening and speaking. Moreover, the activities carried out in the classroom, such as dubbing competitions, role-playing, etc., are lively and interesting, and the teaching is mainly student-centered, which greatly attracts the attention of students. The Fun Dubbing Application in English also has a variety of evaluation methods, forming a lively teacher-student interaction situation and stimulating students' interest in learning. After class, students can also upload The Fun Dubbing Application to WeChat or social groups. There will be rankings, and the sense of achievement will also stimulate students' enthusiasm for learning and generate interest (Li & Xu, 2017).

In this thesis, the researcher chooses The Fun Dubbing Application based on the primary school English syllabus, school teaching requirements, and students' real English proficiency. Through the learning of high-quality videos in The Fun Dubbing Application, the researcher hopes to improve primary school students' speaking English ability and achieve the teaching requirements.

# 2.5.3 The advantages of The Fun Dubbing Application in teaching speaking English in primary schools

There are many learning resources in The Fun Dubbing Application. Students can choose videos for learning and dubbing according to their preferences. Teachers can choose suitable videos to assist in teaching according to the syllabus and the real learning level of students. Animation, music, dubbing, and other rich classroom activities will attract students' attention so that they really like English. At present, Yang (2022) said there are some problems existing in primary school-speaking English classrooms, including:

- 1) Students have little interest in speaking English;
- 2) Students have a weak English foundation;
- 3) Students are afraid of difficulties due to non-standard speaking pronunciation;
- 4) The teaching method is too textbook-based, and teachers pay too much attention to the output of knowledge;
  - 5) Lack of practice in speaking outside the classroom.

Using The Fun Dubbing Application in primary school has the following advantages:

1) Make teaching more intuitive and vivid

The Fun Dubbing Application has a variety of teaching videos with a wide variety of video types, and the latest and most popular videos are updated every day to keep up with real-time and broaden learners' horizons. Teachers can choose appropriate teaching videos according to their teaching needs and present the learning content in the teaching materials in front of students in the form of animation and

music, making teaching more lively, interesting, and intuitive. It is easier for students to understand when it is displayed in front of them, and it also arouses students' enthusiasm for English learning and promotes their full participation (Zhu, 2022). For example, when speaking the English verb "be", because the Chinese verb does not change according to the tense, students are affected by the negative transfer of the mother tongue, and it is difficult to understand that the verb in English changes according to the tense. At this time, we can use The Fun Dubbing Application to play the video of the change of the verb "be" accompanied by a jingle Chinese song: I" use "am", "you" use "are" and "is" to connect "him, her, it"; singular nouns use "is", and plural nouns use "are". Turn it into a question, go to the premise, and don't discard the question mark at the end of the sentence. It's easier to become negative, and don't forget after "be". Questions and denials are up to you to change and don't hesitate to capitalize the first sentence. The video makes the knowledge point more vivid and concrete, making it easier for students to understand.

# 2) Learning content from easy to difficult

The video clips in The Fun Dubbing Application have their difficulty levels, ranging from one star to five stars. The higher the level, the greater the difficulty. The learning content ranges from easy to difficult, which is in line with the law of learning development (Ding, 2021). The teacher selects relevant teaching videos according to the teaching requirements for students to practice. Students can also choose a video that suits them, step by step, and maintain their motivation for learning. At the same time, The Fun Dubbing Application also meets the individual needs of learners. Learners can choose the difficulty they want to challenge.

# 3) Provide an extension practice platform

According to different versions of textbooks and different grades, The Fun Dubbing Application has launched dubbing materials that match the teaching, which helps students consolidate what they have learned and expand their horizons. Features include dubbing and singing theme songs for classic animations, such as "Try Everything" and "Let It Go" (Heng, 2021). On the one hand, students can consolidate their knowledge through dubbing videos or songs, and on the other hand, they can expand their knowledge, allowing students to come into contact with a large number of new words they have never learned before, and compared with the vocabulary

learned in books, its practicality is more general, which is conducive to improving students' learning effect and then effectively improving students' English speaking expression level and reading level.

#### 4) Cultivate students' awareness of competition and cooperation

The use of The Fun Dubbing Application in primary school classrooms not only helps to attract students' attention in the classroom but also allows students to feel the standard pronunciation. In group cooperation, it is no longer about reading and reciting but allowing students to integrate into the role of dubbing. During the dubbing process, learn the voice intonation in the dubbing video and feel the charm of authentic English pronunciation (Lu, 2021). Therefore, in the process of The Fun Dubbing Application, students can cooperate and learn from each other, and learners can challenge each other, gain a sense of achievement in competition, and encourage students to continue to study English.

# 5) Provide an authentic pronunciation training platform

In The Fun Dubbing Application, the pronunciation of the language is very pure, and the pronunciation is also very clear. Students imitate the mouth shape and intonation of the characters in the film to practice pronunciation. In Mandarin, there is no continuous reading, ellipsis, or blasting. Chinese students read English word by word due to the influence of Chinese, and the pronunciation is not pure, but in the dubbing video, they constantly imitate, understand, and perceive, and students can slow down. Those who learn English pronunciation skills slowly, with constant practice, master standard pronunciation and improve their speaking ability (Liang, 2021).

#### 6) Cultivate students' multicultural awareness

The Fun Dubbing Application can also improve students' cross-cultural communication skills. Students can learn in a real English environment. Only when students truly understand British and American culture and its historical traditions, living habits, and values can they correctly understand and use the language, be truly interested in English, and truly enjoy learning English pronunciation from the heart, thereby improving their English communication skill (Zhao, 2022). For example, the internal logic of Mandarin is modest, while the logic of English is straightforward and

blunt. When someone praises you, Mandarin will respond euphemistically. And English will reply directly: Thank you.

## 7) Timely evaluation feedback

The evaluation feedback of The Fun Dubbing Application is not limited by factors such as time and place. In the classroom, The Fun Dubbing Application can immediately give feedback on the dubbing of students. The places that are not well-read will be marked in red so that students can practice repeatedly. You can also know where your problem is and correct it in time. The Fun Dubbing Application also provides convenience for teachers' evaluation (Cheng, 2020). Teachers can evaluate students' dubbing works, classroom performance, and other aspects through The Fun Dubbing Application, which can well support students' English listening and speaking learning and help students build self-confidence.

# 2.5.4 How to apply The Fun Dubbing Application in teaching

In the teaching of speaking English in primary schools, teachers use The Fun Dubbing Application in the classroom and can introduce The Fun Dubbing Application in the following teaching contents: lead-in, vocabulary and grammar training, thinking expansion, and speaking communication. The specific steps are as follows:

#### 1) Lead-in

In the lead-in part, teachers can select videos related to the theme on The Fun Dubbing Application, create a real language learning environment, and introduce new lessons learned today; or show dubbing videos of previously learned grammar structures or vocabulary applications so that students can learn to follow along, imitate, and master old knowledge in the process (Liu & Qiao, 2019).

For example, when a teacher is explaining the relevant knowledge of "Seeing the Doctor" in the second volume of the fifth grade, the theme of this unit is seeing a doctor, and the related learning of new words and grammar is carried out from the storyline of seeing a doctor, so the teacher can use The Fun Dubbing Application in the class introduction. Show a video related to seeing a doctor. The video will show new words related to seeing a doctor and a video of related symptoms

when you are sick so that students know what to learn in this class. Moreover, as an introduction, the video can effectively attract students' attention and then ask the students: What are the symptoms of being sick? Do you remember how to say these symptoms in English? These questions cause students to think, pave the way for new lessons, and thus introduce new lessons. In the lead-in part, the intervention of The Fun Dubbing Application makes the scene more intuitive, vivid, specific, and vivid to the students. It not only allows students to understand English knowledge at a glance but also stimulates their interest in speaking English (Zhao, 2020).

# 2) Vocabulary training

In the new word training session, teachers can play the video matched with the teaching material to the students so that they can perceive the video content as a whole. At the same time, they can recognize and read the students' words in this class as a whole. If there are very few words that are difficult to pronounce, they can be added directly to the new word book. For example, when teaching the text "Seeing the Doctor", new words will appear headache, toothache, fever, cough, stomach, etc. The new word stomach is difficult to pronounce. After the teacher explains the pronunciation skill, the word stomach can be used in The Fun Dubbing Application. The dubbing is brought to the specific scene to let students feel and imitate the pronunciation. In addition, teachers can play the dubbing video of cold symptoms on The Fun Dubbing Application so that students can master the pronunciation of new words and their specific application in the real language environment. The pronunciation in The Fun Dubbing Application is very standard. When students imitate, they can learn the correct pronunciation and intonation and lay a solid foundation for speaking the language (Zhou, 2021). Moreover, affected by the forgetting curve, students need to memorize new knowledge many times to strengthen the stimulation of their brains and achieve the purpose of memorizing words. Therefore, teachers must repeatedly refer to the students' words in the whole class, which can deepen their impression of students.

## 3) Grammar training

In the grammar training session, teachers should also consciously bring grammar into relevant contexts in their teaching. Monotonous grammar knowledge will only make students lose interest in English, and they do not know how to use

English grammar. At the same time, according to the relevant grammar points, you can find relevant videos, imitate them in specific scenes, understand the sentence structure, and achieve the purpose of the application (Li, 2019). For example, when the teacher explains the content of "Do you like meat?" to the students, the teaching focus is the sentence pattern "Do you...?" The positive answer is "Yes, I do." The negative answer is "No, I don't." Teachers can make full use of The Fun Dubbing Application to collect related videos for students so that they can participate in this teaching situation and have a deeper understanding of the actual usage of this part of the content. Another example: In the teaching of "Our animal friends", teachers can find videos about caring for animals in the software, and according to the student's preferences for different animals, they can conduct speaking practice in different roles. Let the students listen to the original sound first, imitate its pronunciation and tone, and promote the students to master the sentence patterns and new vocabulary such as I have.../They have.../It has... to describe the characteristics of animals.Based on continuous practice and the teacher's explanation, students will gradually master grammar points and know how to use them.

#### 4) Thinking expansion

In speaking English teaching, teaching not only pays attention to the important and difficult points of knowledge but also pays attention to the development of students' thinking, establishes correct values, and cultivates students' multicultural awareness. For example, when teachers explain the relevant content of "Protect the Earth" in grade 6, they can make supplements according to the theme of protecting the environment and introduce "sustainable development", "low-carbon life", "Want Jinshan Yinshan, but also want lucid waters and lush mountains, "etc. Because the knowledge of primary school students is not broad enough, some students do not understand the concept very well. Then teachers can find dubbing videos related to environmental protection on The Fun Dubbing Application in advance and play them in the classroom so that students can more intuitively feel the importance of environmental protection and establish their sense of responsibility for environmental protection (Zhu, 2022). For example, documentaries such as Melting Glaciers and Global Warming can help students understand the concept of environmental protection and promote a correct worldview. In addition, teachers can also play videos about the

differences in thinking between Chinese and English during the class, which can broaden students' thinking, respect different cultures, and cultivate students' crosscultural communication skills. For example, 10% off in Chinese and 10% off in English are different. In Chinese, 10% off is multiplied by 0.9, and in English, 10% off is multiplied by 0.1. Due to different ways of thinking, the structure and expression of sentences are different. The expansion of thinking can better allow students to express sentences accurately (Zhou, 2018).

#### 5) Speaking communication

In the practice session, The Fun Dubbing Application is used, and teachers can perform dubbing exercises in study groups. For example, when teachers explain the content of "A Healthy Diet" to students, they can use The Fun Dubbing Application to find relevant videos. The real world allows students to get a better understanding of the practical application of knowledge. After the students watch the video, the teacher can let the students form their groups and perform role-playing among the groups to continuously practice the knowledge they have learned. skill to help them better use English to express their thoughts and improve their speaking ability. After the dubbing is completed, the teacher can let the students discuss which foods are healthy and what eating habits are healthy on the topic of healthy living and guide the students to use the knowledge they have learned to carry out topical discussions on real-life issues.

S1: Can you tell us some healthy food?

S2: Yes. Fruit, vegetables, and rice.

S1: Do you think what food is healthy?

S3: I think fruit, fish, and milk are healthy.

S1: What about you?

S4: ...:

Teachers can also take a roll call to assign different roles to students to record separately and at the same time require students to imitate the voice and tone of the characters in the video as much as possible. Teachers can then use the method of mutual evaluation among classmates to make comments so that those who do not participate in the dubbing of students comment on the pros and cons of student dubbing. This puts students in the middle of a dialogue, repeatedly listening to,

practicing, and thinking about the dubbing. The whole English speaking class was engaged in interesting dubbing activities, which greatly stimulated the enthusiasm of students to participate (Wu, 2022).

The application of The Fun Dubbing Application to classroom lead-in, vocabulary and grammar training, thinking expansion, and speaking communication can effectively exert its interesting advantages, stimulate students' interest, make them show a stronger enthusiasm for learning, and promote the improvement of speaking language.

Above that, the researcher designs to apply the application in teaching as follows:

1) Leading in: The lead-in is the beginning of a class. The purpose of this link is to create a good learning atmosphere to attract students' attention (Zhao, 2022). Before class, teachers need to analyze the teaching content to master the key points and difficulties of speaking English, and they also need to know how the lead-in link affects the whole class, whether to use dubbing and video to activate the classroom atmosphere or consolidate old knowledge for students to accept new knowledge. After making sufficient preliminary preparations, the teacher searches for suitable English short videos on The Fun Dubbing Application to add to the collection. For example, for the sixth-grade English course theme "hobby", the teacher collects the video about the interesting pair in advance on The Fun Dubbing Application, "Peter Rabbit's Hobbies and Weaknesses,", which is played in the introduction section to attract students' attention and introduce new lessons. The video should be selected to be close to the students' The words and sentence patterns that appear in the video were all learned by the students. The teacher uses the computer to open The Fun Dubbing Application in the classroom and find the selected resources from the collection, guide students to watch, listen, and imitate the content of the video, or play games or dub performances according to the specific content. The teaching forms are various, which can easily stimulate students' interest in learning. A more interesting way to review previously learned knowledge would fully stimulate students' motivation and interest in learning.

- 2) Presentation: With The Fun Dubbing Application, this link is no longer for students to open the book to learn but to use The Fun Dubbing Application to present the textbook dialogue content. Before the teaching starts, the teacher adds a teaching synchronization course in the My Textbook module of The Fun Dubbing Application. During the presentation of a new lesson, the teacher opens the teaching material in the My Teaching Material module of The Fun Dubbing Application and selects the chapter dialogue video to play. The content of the dialogue is presented in the form of animation, which is vivid and intuitive and presents a specific context for students. For example, for the text topic "means of transportation', teachers can synchronize the content of the textbook in The Fun Dubbing Application: "How can I get there?" The presentation of new knowledge is no longer in the form of text in front of students but in the form of dubbing video, which not only provides students with pure pronunciation but also allows students to perceive the dialogue content more vividly through animation scenarios. Teachers can click on any sentence in the dialogue to play it individually, which is convenient for students to learn and imitate.
- 3) Practice: Applying The Fun Dubbing Application in the practice session can make speaking practice more interesting and flexible by dubbing the video. The teacher guides the students to practice in the group and then uses the dubbing function of The Fun Dubbing Application to start the dubbing performance. The teacher opens the dialogue video of this lesson in my textbook, clicks the button to start the dubbing, and then guides the students to choose the voice in the video according to their roles. After the dubbing is completed, the teacher clicks to preview the dubbing and listens to the students' dubbing. Through the comments of teachers and classmates and the comparison with the original sound, the pronunciation of the students was corrected, and the teaching content was better understood and consolidated during the exercise. In addition, teachers can conduct dubbing competitions, and primary school students have a strong desire to win and lose, which can stimulate their desire to learn.
- 4) Extend and apply: After the teacher explains of new knowledge and difficult points, students have a certain understanding of the knowledge they have learned. In the extend and apply link, the teacher plays the favorite video, for example, when teaching "What does he do?" Teachers can collect the dubbed video "Jerry and

Lynn's Daily Story" in The Fun Dubbing Application, allowing students to watch, read, and imitate the dubbing to fully understand how the learning content in this class is used in different situations so that students can better understand specific uses of language.

5) Summary: Teachers can replay all the dubbing videos that appear in this class for students to see so that they can perceive them and remember them repeatedly. Teachers can also give key dubbing sentences collected in the dubbing videos to students and let them dub the sentences. To achieve the effect of knowledge-strengthening memory.

To sum up, with the use of The Fun Dubbing Application in the whole speaking English teaching process, the teaching content is presented in the form of video, the teaching atmosphere is relaxed and pleasant, the teaching methods are diverse, the student's learning interest is strong, the learning motivation is enhanced, and the students' speaking ability is also exercised and improved accordingly.

# 2.6 LEARNING SATISFACTION IN ENGLISH LANGUAGE SPEAKING

Learning satisfaction is the degree to which students are satisfied with the education and learning process. In the teaching process, students with high learning satisfaction are more engaged in learning and increase learning motivation. Teachers can also observe or investigate students' satisfaction and learn about students' learning conditions, to improve teaching and improve teaching levels. Wang (2022) found in speaking English learning, learning satisfaction is an important measure that can reflect students' satisfaction with speaking English teaching methods, resources, and learning environment.

Learning satisfaction plays a key role in speaking English learning. Qin (2021) used junior high school students as the research object to study students' satisfaction with English online courses. The survey results found that when students are satisfied with the learning process, they are more likely to maintain a positive learning attitude and continue to work hard.

Based on self-determination theory, Zhou (2021) studied the satisfaction of junior high school students with online English courses. The study found that

improvement in learning satisfaction can be achieved by creating a positive learning environment and adopting effective teaching methods. Teachers can use interactive and diverse teaching methods, such as role-playing, group discussions, realistic scenario simulations, etc., to stimulate students' interest and participation in learning. In addition, providing high-quality instructional resources and supports that accommodate individual student differences also play an important role in improving learning satisfaction.

Tan and Fu (2020) proposed that a highly satisfactory speaking English learning experience can promote students' learning motivation and self-confidence when studying college students' satisfaction with online English learning and their willingness to continue learning. When students feel that their efforts are being recognized and they can use the acquired English speaking skill fluently in practical communication, their learning satisfaction will increase.

According to the purpose of the research, this research designed three aspects of satisfaction with the use of The Fun Dubbing Application: the student's interest and motivation in English speaking learning, engagement, and effectiveness in learning. This questionnaire consisted of 15 statements (5 items per subsection), rated on a five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Very Disagree). After the questionnaire was designed, three experts were asked to score and review it. After passing the questionnaire, send the questionnaire to the students to understand the students' overall evaluation of The Fun Dubbing Application, and compare the learning satisfaction score with the students' speaking. By comparing the differences in speaking English usage between students with higher and lower satisfaction scores, The researcher can further understand the impact of The Fun Dubbing Application on speaking English learning. Through the learning satisfaction survey, the researcher can understand students' attitudes and experiences towards The Fun Dubbing Application, to better understand its role and effect in speaking English learning, and provide a valuable reference for follow-up research and teaching practice.

In summary, in English teaching, no matter which level it is, the improvement of learning satisfaction can not only stimulate students' interest and motivation in speaking English learning but also enhance their self-confidence and fluency in actual communication.

## 2.7 RELATED RESEARCH STUDY

Numerous studies using The Fun Dubbing Application to teach English speaking skill have been conducted all over the world. Several studies found that The Fun Dubbing Application was an effective teaching strategy in English at all grade levels. Some of the reports and findings of the recent research on The Fun Dubbing Application are discussed below.

Shan (2010) studied the influence of The Fun Dubbing Application on learning English in senior primary schools. The research study has shown that The Fun Dubbing Application makes the whole dubbing process lively and interesting, improves students' interest in dubbing, makes students fall in love with learning English, and also provides new teaching methods for speaking English.

Luo (2012) once studied how The Fun Dubbing Application is taught in the teaching of speaking English in primary schools. For understanding The Fun Dubbing Application that is helpful to the speaking English of primary school students. The research study has shown that teachers need to be familiar with the video content of The Fun Dubbing Application in advance, prepare lessons well, and choose appropriate dubbing videos to attract students' attention, increase students' practice opportunities, and improve students' interest. Those can effectively improve classroom efficiency, improve student participation, and fully mobilize the classroom atmosphere.

Zhu (2012) studied the effect of The Fun Dubbing Application on the speaking English ability of primary school students. To verify the influence of The Fun Dubbing Application on students' speaking English, the researchers concluded from teaching experiments. The research study has shown that The Fun Dubbing Application can effectively improve students' English thinking habits, standard English pronunciation, and accuracy of English culture. Students can practice English in a real environment, acquire language subtly, organize language according to English language thinking habits, and finally be able to pronounce sentences with preparation and logic.

However, he also clearly pointed out that to better and more effectively improve students' ability to use speaking English, it is necessary to adjust the way of applying The Fun Dubbing Application in combination with teaching practice.

Zhang (2018) once studied whether The Fun Dubbing Application has a certain impact on the speaking English of primary school students. Zhang conducted three rounds of action research to test whether The Fun Dubbing Application also had a certain impact on the speaking English of junior high school students, and the research study has shown that students using The Fun Dubbing Application have improved in terms of intonation, accent, continuous reading, and word accuracy. Compared with intonation, stress, and word accuracy, The Fun Dubbing Application is the most helpful for junior high school students in the learning of continuous reading knowledge.

Li (2019) once studied what impact The Fun Dubbing Application has on the teaching of speaking English in junior high schools. She took Yinchuan City A Middle School as an example and used The Fun Dubbing Application to teach. The research study has shown that The Fun Dubbing Application helps improve students' speaking English. It can not only improve the enthusiasm of junior high school students to learn to speak English independently after class but also expand their knowledge. At the same time, because the improvement of speaking English takes a long time and the author's experimental time is limited, there is no obvious difference between The Fun Dubbing Application and traditional teaching in speaking English scores.

From the above research results, it is not difficult to find that The Fun Dubbing Application provides a good resource for students to learn English so that students have a continuous interest in learning English, enhance their self-confidence in learning, and improve their listening, speaking, and pronunciation skill. In speaking English, it can meet the learning requirements of students, and it will play a greater driving role in English classroom teaching, thereby promoting and assisting students' learning.

# **CHAPTER 3**

## RESEARCH METHODOLOGY

This chapter outlines the methodologies employed to address the research inquiries: 1) Can the use of The Fun Dubbing Application enhance the English speaking proficiency of sixth-grade Chinese students? 2) Can The Fun Dubbing Application stimulate students' interest and satisfaction in learning English and promote positive attitudes towards its usage? The following section details the methodologies employed to answer these research questions:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Procedure for Data Collection
- 3.5 Analysis of Data

# 3.1 RESEARCH DESIGN

In this study, only quantitative data were collected and analyzed. The researcher used the assessment rubric and the students' satisfaction questionnaire as the main sources of quantitative data. This approach was considered more effective and scientific than qualitative research because it reduced potential biases and ensured objectivity in data analysis (Yu, 2022). This study aimed was to investigate the effectiveness of The Fun Dubbing Application in enhancing the English speaking proficiency of Chinese grade 6 students and their satisfaction with using the application.

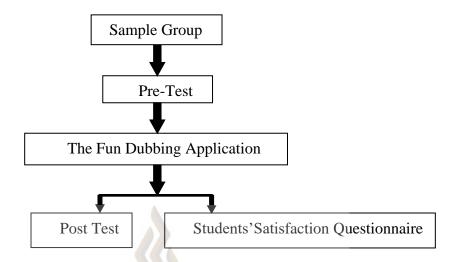


Figure 3.1 The study design of this study

# 3.2 POPULATION AND SAMPLE

# 3.2.1 Population

The study targeted a population consisting of 192 grade 6 Chinese students, distributed across four classes. The students were of mixed gender, with an age range of 11 to 13 years old, and exhibited varying levels of learning ability.



The researcher selected a sample group from the four classes using cluster random sampling. One class was chosen as the sample group, consisting of 31 students, with 15 male and 16 female students. The students in the sample group exhibited varying levels of learning ability and are of mixed gender. Details are shown in Table 3.2.

Table 3.1 Research Population

Age	Male	Female	Total
11	2	4	6
12	9	9	18
13	4	3	7
Total	15	16	31

# 3.3 RESEARCH INSTRUMENTS

The instruments utilized in this study comprised lesson plans, an English speaking skill test and its rubric, and a student satisfaction questionnaire.

#### 3.3.1 Lesson Plans

The researcher designed four lesson plans spanning 90 minutes each that integrated The Fun Dubbing Application as a teaching tool. The course was conducted twice a week for four weeks, with a primary focus on enhancing their speaking proficiency and providing guidance on proper pronunciation. The researcher formulated a teaching syllabus based on The Fun Dubbing Application, which is detailed in Table Persit Rangsit 3.2:

Table 3.2 Learn Plan

Lesson Plan	Themes	Lessons
1	Ask for directions	The Fun Dubbing Application titled
		"Where is the science museum."
		The Fun Dubbing Application titled "How
		to ask for directions."
2	Hobby	The Fun Dubbing Application titled "I
		have a pen pal."
		The Fun Dubbing Application titled "Peter
		rabbit's hobbies and weaknesses."

Table 3.2 Learn Plan (Cont.)

Lesson Plan	Themes	Lessons
3	Occupation	The Fun Dubbing Application titled "What does he do?"
		The Fun Dubbing Application titled "Jerry and Lynns' daily story."
4	Weekend activity plan	The Fun Dubbing Application titled "My weekend plan." The Fun Dubbing Application titled "I go to the countryside."

In this study, the content validity of the lesson plans was ensured through the process of Item-Objective Congruence (IOC) assessment. The IOC, originally proposed by Rovinelli and Hambleton (1977), is a widely used tool for evaluating the validity of unidimensional or multidimensional items. To validate the lesson plans, three experts were invited to review the lesson plans and fill out the IOC form. The three experts included a primary school principal from Sichuan Primary School and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item meets the given objectives.

- 0, means the item is uncertain or unsure if it matches the objectives or not.
- -1, tell us that the item is unrelated to the objective.

The formula used to calculate the IOC score is IOC =  $\Sigma R/N$ , where ' $\Sigma R$ ' represents the total score of the experts' ratings and 'N' represents the number of experts. An IOC score of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the lesson plan got an IOC of 1,and all the research tools were validated (See more details in Appendix C).

## 3.3.2 Students' English Speaking Skill Tests (Pretest and Posttest)

- 1) For English speaking skill tests with The Fun Dubbing Application, the researcher conducted an English speaking test with a series of questions that focused on four topics: ask for direction, hobby, occupation, and weekend plan, then let them speak in 3 minutes (See Appendix B). To rate the participants using the English speaking skill test rubric, which was designed from five aspects: pronunciation, communication, fluency, intonation, and vocabulary. By comparing the scores before and after using The Fun Dubbing Application, the rate of score growth was analyzed.
- 2) The researcher found validity through the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included a primary school principal from Sichuan Primary School and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item meets the given objectives.

0, means the item is uncertain or unsure if it matches the objectives or not.

-1, tell us that the item is unrelated to the objective.

The formula used to calculate the IOC score is IOC =  $\Sigma R/N$ , where ' $\Sigma R$ ' represents the total score of the experts' ratings and 'N' represents the number of experts. An IOC of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the English speaking skill tests got an IOC of 0.89, and all the research tools were validated (See more details in Appendix D).

# 3.3.3 Students' Satisfaction Questionnaire

To examine the students' satisfaction with The Fun Dubbing Application, the researcher utilized a questionnaire to gauge their satisfaction levels.

1) The study developed a research instrument consisting of a student satisfaction questionnaire with two main sections:

The first part included basic information about the participants, such as their gender, age, length of enrolment at the school, and years of English language learning experience.

The second part of the questionnaire included three subsections that assess the student's interest and motivation in English speaking learning, engagement, and effectiveness in learning.

2)To evaluate the students' satisfaction with the use of The Fun Dubbing Application in English classes, a questionnaire was administered. This consisted of 15 statements (5 items per subsection), rated on a five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Very Disagree). where as:

Table 3.3 The Level of Students' Satisfaction

Score	Students' satisfaction Level
5	Strongly Agree
4	Agree
3	Moderate
32	Disagree
ME/200 11	Very Disagree
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3) The researcher found validity through the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts were invited to review the students' satisfaction questionnaire and fill out the IOC form. The three experts included a primary school principal from Sichuan Primary School and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below: If the rating is 1, the item meets the given objectives.

0, means the item is uncertain or unsure if it matches the objectives or not.

-1, tell us that the item is unrelated to the objective.

The formula used to calculate the IOC score is IOC =  $\Sigma R/N$ , where ' $\Sigma R'$  represents the total score of the experts' ratings and 'N' represents the number of experts. An IOC of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the students' satisfaction got an IOC of 0.96,and all the research tools were validated(See more details in Appendix E).

4) Furthermore, the researcher tested another grade 6 class of a primary school in Sichuan, and Cronbach's Alpha coefficient was used to calculate the reliability coefficient. If Cronbach's Alpha is equal to or greater than 0.70, it indicates that the questionnaire is reliable; otherwise, it is unreliable (Raksapoln & Suttiwan, 2021). In this study, the reliability was 0.78, which was over 0.70, so it was reliable.

Table 3.4 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of thumb	Internal consistency
α≥0.9	Excellent
0.8≤α<0.9	Good
0.7≤α<0.8	Acceptable
0.6≤α<0.7	Questionable
0.5≤α<0.6	Poor
α<0.5	Unacceptable

# 3.4 PROCEDURE FOR DATA COLLECTION

## 3.4.1 Ethics Approval

The researcher ensured the anonymity of the experimental schools and participants in this article, and the students' personal information was presented in numerical form. Before the study, researchers obtained consent from schools and participants.

#### 3.4.2 Ethical Considerations

Given that the study involved subjects aged 11-13, the researchers obtained consent from the school and participants before the study. The parents of the learners were provided with a consent form to read, comprehend, and sign before data collection commences.

# 3.5 ANALYSIS OF DATA

The survey was used to study the satisfaction of grade 6 students with The Fun Dubbing Application. Therefore, the methods required for data analysis in this study included analysis of the English speaking skill and students' satisfaction with The Fun Dubbing Application for teaching.

# 3.5.1Analysis of the students' English speaking skill

The data gathered from the assessment rubric for speaking skill was scrutinized by employing a paired sample T-Test via a pertinent software application. The comparison was based on the mean, significance level, and standard deviation, with the analysis focused on evaluating the learning outcomes of the participants regarding the utilization of manipulatives in measurement.

#### 3.5.2 Analysis of students' satisfaction

To evaluate the extent of students' satisfaction with the incorporation of The Fun Dubbing Application in English speaking lessons, a questionnaire comprising 15 statements clustered under three categories was distributed among the students. The statistical analysis was conducted through the calculation of descriptive measures such as frequency, mean, and standard deviation for each statement of the questionnaire.

Table 3.5 The Range of Mean Score Interpretation

Mean Score Range	Students' satisfaction Level		
5-4.01	Highest		
4-3.01	High		
3-2.01	Moderate		
2-1.01	Low		
	Need improvement		

All the details of the research methods have been presented in this chapter. The next chapter presents the findings from the research tools mentioned earlier to address the research objectives of the research.

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#### **CHAPTER 4**

#### **RESULTS OF DATA ANALYSIS**

In this study, the researcher employed The Fun Dubbing Application to investigate the changes in English speaking skill among grade 6 primary school students. Additionally, the researcher examined the students' satisfaction with the use of The Fun Dubbing Application for learning to speak English. The target group was assessed before and after using The Fun Dubbing Application to evaluate their speaking performance and satisfaction with the app. The data collected was analyzed using the following research tools: a pretest, a posttest, and a questionnaire. The research findings are presented in the following order:

- 4.1 Analysis of the English speaking skill of grade 6 Chinese students before and after using The Fun Dubbing Application
- 4.2 Analysis of grade 6 Chinese students' satisfaction with the use of The Fun Dubbing Application

# 4.1 ANALYSIS OF ENGLISH SPEAKING SKILL OF GRADE 6 CHINESE STUDENTS BEFORE AND AFTER USING THE FUN DUBBING APPLICATION

This section presents the detailed results of the first research question, which focuses on the use of The Fun Dubbing Application to improve the English speaking scores of grade 6 students. The results were obtained from pretests and posttests. A paired sample t-test was employed to compare the pretest and post-test results within the sample group. The comparisons were conducted using mean values, standard deviations, and inferential statistics, with a significance level set at P<0.5.

#### **4.1.1 Pretest and Posttest Comparison**

The data collected from the pretest and posttest were analyzed using paired samples T-Test (T-Test for Dependent Samples) by using suitable software, as shown below.

Table 4.1 One Samples T-Test

One Sample T-Test						
	n	Mean	SD	Mean Difference	t	P-Value
Pretest	31	12.03	2.32	3.77	-6.73	.000**
Posttest	31	15.80	2.47			

<sup>\*</sup> p<0.05

As shown in Table 4.1 above, a single sample analysis of test scores was conducted, and the result was positive. The pretest mean was 12.03, with a standard deviation of 2.32. The posttest mean was 15.80, with a standard deviation of 2.47. The difference between the pretest and post-test means was 3.77, increasing in the posttest mean. The significance value (P) was .01, and all values were less than 0.05 (P\*0.05). Compared with the pretest scores of the sample group, the posttest scores showed a statistically significant increase.

#### 4.1.2 Comparison of Pre-test and Post-test Scores of the Sample Group

This section focuses on the use of The Fun Dubbing Application in the classroom and examines the enhancement of students' English speaking skill. The students' speaking proficiency was evaluated based on the criteria for each speaking component, and the score ranges in the table below indicate their levels of English speaking proficiency. The following table presents the speaking proficiency of the 31 students in this study, assessed over four weeks when The Fun Dubbing Application was used for teaching English lessons.

Table 4.2 Pretest & Posttest scores of the sample group

Student	Pretest Scores	Posttest Scores	Increase in	0/ 1:55
ID	(Full Score=20)	(Full Score=20)	test Scores	% difference
1	10	16	6	30.00%
2	12	18	6	30.00%
3	9	15	6	30.00%
4	14	20	6	30.00%
5	13	19	6	30.00%
6	16	20	4	20.00%
7	12	16	4	20.00%
8	15	19	4	20.00%
9	8	12	4	20.00%
10	13	15	2	10.00%
11	13	16	3	15.00%
12	14	17	3	15.00%
13	12	17	5	25.00%
14	12	18	6	30.00%
15	11	15	425	20.00%
16	3 8	12	4	20.00%
17	210	14	11114	20.00%
18	14 7ags	17 angs	3	15.00%
19	11	16	5	25.00%
20	10	13	3	15.00%
21	13	16	3	15.00%
22	8	12	4	20.00%
23	12	14	2	10.00%
24	15	17	2	10.00%
25	12	16	4	20.00%
26	15	19	4	20.00%
27	13	16	3	15.00%
28	8	10	2	10.00%

Increase in Student Pretest Scores Posttest Scores % difference ID (Full Score=20) (Full Score=20) test Scores 29 11 13 2 10.00% 30 15 16 1 5.00% 14 2 31 16 10.00% Mean 12.03 15.80 3.77 18.87% Score

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Table 4.2 presents the pretest and posttest scores of the sample group. The average score for the pretest was 12.03, while the average score for the posttest was 15.81. The average growth between the pretest and posttest was 3.77, indicating a positive overall trend. The range of pretest scores was from 8 to 16 out of 20, with the highest score being 16 and the lowest score being 8. After the test, there was a significant improvement in scores, with one participant achieving a perfect score of 20 out of 20, and the lowest score increasing to 10 out of 20. All 31 students exhibited either significant or slight improvements in their post-test scores, with score increases ranging from 1 to 6 points. And the highest increase observed was 30%, and there are a total of six students who have experienced a growth rate of 30%, while the lowest was 5% — just one student. 4.1.3 Pretest and Posttest Comparison

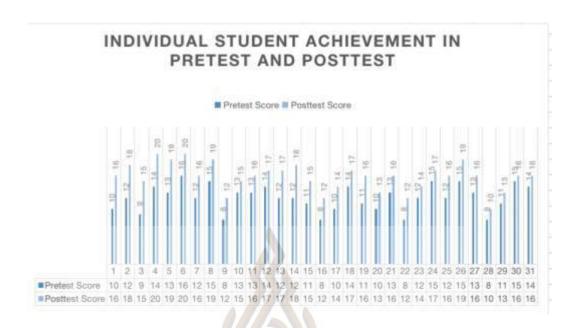


Figure 4.1 Graphical representation of students' pretest and posttest scores

Figure 4.1 illustrates the pretest and posttest scores of the 31 students. The blue bars represent the pretest scores, while the red bars represent the posttest scores. It is evident from the figure that all students exhibited an increase in their scores during the posttest, indicating the effectiveness of The Fun Dubbing Application in enhancing students' English speaking skill.

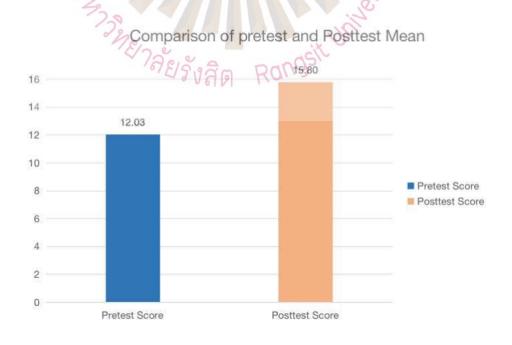


Figure 4.2 Comparison of pretest and posttest mean values

Figure 4.2 presents the mean pretest and posttest scores, which were 12.03 and 15.80, respectively. The posttest mean score, represented by the orange bar, exhibited a significant increase of 3.77 points from the pretest mean score, represented by the blue bar. It is noteworthy that all participants showed improvement in the post-test, resulting in higher grades.

#### 4.2 ANALYSIS OF QUESTIONNAIRE

To gather quantitative data and assess students' satisfaction with the usage of The Fun Dubbing Application in English speaking classes, a five-point Likert scale was employed, with 1 indicating "strongly disagree" and 5 indicating "strongly agree". The questionnaire consisted of 15 items, categorized into three parts: Part A: Interest and Motivation, Part B: Engagement, and Part C: Efficacy. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 5-4.01 is the highest level, 4-3.01 is the high level, 3-2.01 is the medium level, 2-1.01 is the low level, and 1 is the lowest level.

All 31 study participants were provided with the questionnaires. Descriptive statistics, including the mean and standard deviation, were used to analyze the survey results. Table 4.3 shows the averages and growth of the three parts.

Table 4.3 Questionnaire of the sample group

	n	Mean	SD	Interpretation
Part A	31	4.23	0.69	Highest
part B	31	4.20	0.70	Highest
Part C	31	4.16	0.66	Highest
Total	31	4.21	0.68	Highest

From the table above, we can see that the mean score of part A is 4.23, and the standard deviation is 0.69. The score of part B is 4.20, and the standard deviation is 0.70. The score of part C is 4.16,and the standard deviation is 0.68. The overall average score and standard deviation are 4.21 and 0.68 respectively, and the level is the highest.

#### 4.2.1 Analysis of questionnaire part A: Interest and Motivation

Table 4.4 Part A: Interest and Motivation (n=31)

	Part A: Interest and Motivation	Mean	SD	Interpretation
1	The Fun Dubbing Application was fun.	4.03	0.66	Highest
2	The Fun Dubbing Application made	4.42	0.72	Highest
	learning easier to understand.			
3	After class, I was willing to	4.26	0.63	Highest
	consciously learn English using The			
	Fun Dubbing Application			
4	The Fun Dubbing Application is an	4.39	0.80	Highest
	interesting application and makes me			
	eager to learn.			
5	The Fun Dubbing Application	4.06	0.63	Highest
	motivated me to speak English.			
	Average	4.23	0.69	Highest

Table 4.4 shows the mean scores and standard deviations of students' satisfaction with Part A, interest, and motivation. It can be seen from the table that there are five items in total, their average score is 4.23, the standard deviation is 0.69, and the interpretation is at the highest level. Among them, The Fun Dubbing Application made learning easier to understand" had the highest average score of 4.42. "The Fun Dubbing Application is an interesting application and makes me eager to learn," had the highest average score of 4.39, and "After class, I was willing to consciously learn English using The Fun Dubbing Application," had the highest average score of 4.26. "The Fun Dubbing Application motivated me to speak English" had the highest average score of 4.06, and "The Fun Dubbing Application was fun was relatively low but still had the highest average score of 4.03.

#### 4.2.2 Analysis of questionnaire part B: Engagement

Table 4.5 Part B: Engagement (n=31)

	Part B- ENGAGEMENT	Mean	SD	Interpretation
6	All the dubbing videos of The Fun	4.26	0.73	Highest
	Dubbing Application was engaged me			
	to learn.			
7	I become more proactive and excited	4.10	0.65	Highest
	in answering questions in English			
	speaking class.			
8	I can repeat practice with The Fun	4.19	0.65	Highest
	Dubbing Application in English	100		
	speaking class and after class.			
9	I would love to participate in group	4.10	0.79	Highest
	budding activities with The Fun			
	Dubbing Application.			
10	I become more like thinking and	4.39	0.67	Highest
	discussing with my classmates.		rsii	
	Average	4.20	0.70	Highest

Table 4.5 shows the mean scores and standard deviations of students' satisfaction with Part B, engagement. It can be seen from the table that there are five items in total, their average score is 4.20, the standard deviation is 0.70, and the interpretation is at the highest level. Among them, "I became more like thinking and discussing with my classmates." had the highest average score of 4.39. "All the dubbing videos in The Fun Dubbing Application engaged me to learn." had the highest average score of 4.26: "I can repeat practice with The Fun Dubbing Application in English speaking class and after class." had the highest average score of 4.19. "I became more proactive and excited about answering questions in English speaking class." and "I would love to participate in group budding activities with The Fun Dubbing Application." had the highest average score of 4.10.

#### 4.2.3Analysis of questionnaire part C: Efficacy

Table 4.6 Part C: Efficacy (n=31)

	Part C- EFFICACY	Mean	SD	Interpretation
11	The Fun Dubbing Application could	4.42	0.62	Highest
	improve my pronunciation skill.			
12	Using The Fun Dubbing Application	3.97	0.75	Highest
	regularly could improve my confidence			
	in speaking English.			
13	Using The Fun Dubbing Application	4.23	0.67	Highest
	regularly could improve my self-			
	directed learning ability.	70		
14	Using The Fun Dubbing Application	4.16	0.64	Highest
	regularly could improve my English			
	speaking achievement.			
15	Using The Fun Dubbing Application	4.06	0.63	Highest
	regularly could improve cooperation		/ >	
	ability.		2/5	
	Average	4.16	0.66	Highest

Table 4.6 shows the mean scores and standard deviations of students' satisfaction with Part C's efficacy. It can be seen from the table that there are five items in total, their average score is 4.16, the standard deviation is 0.66, and the interpretation is at the highest level. Among them, "The Fun Dubbing Application could improve my pronunciation skill" had the highest average score of 4.42. "Using The Fun Dubbing Application regularly could improve my self-directed learning ability." had the highest average score of 4.23: "Using The Fun Dubbing Application regularly could improve my English speaking achievement." had the highest average score of 4.16. "Using The Fun Dubbing Application regularly could improve cooperation ability." had the highest average score of 4.06, and "Using The Fun Dubbing Application regularly could improve my confidence in speaking English."

was relatively low but still had the highest average score of 3.97.

In conclusion, among the three parts, Part A received the highest average score of 4.23 (SD=0.69), while Part C had a relatively lower mean score of 4.16 (SD=0.68). However, considering the overall average score of 4.19, the researcher was confident that the students expressed a positive level of satisfaction with the use of The Fun Dubbing Application in their English speaking learning.



#### **CHAPTER 5**

#### CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The summary of the study is presented in this chapter as per the sequence given below:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

#### **5.1 CONCLUSION**

The two research objectives stated for this study were:

- 1) To compare the English speaking skill of grade 6 Chinese students before and after using The Fun Dubbing Application.
- 2) To explore grade 6 Chinese students' satisfaction with the use of The Fun Dubbing Application.

Using a quantitative research approach, the study assessed the English speaking proficiency of sixth-grade students in Sichuan Province, China, over four weeks. Next, the results of the pretest and posttest were analyzed using a paired-sample t-test to compare the differences in learning outcomes between the sample groups. In addition, a questionnaire survey was conducted to collect data from the participants. Based on the collected data, the following conclusions were drawn:

#### 5.1.1 The Result of Pre-test and Post-test Data Analysis

The first objective of this study was to compare grade 6 students' English speaking skill before and after applying The Fun Dubbing Application in Sichuan

Province, China. The paired sample T-test was conducted on the pretest and post-test results to compare the differences in the learning performance of the sample group.

The statistical analysis of the paired sample T-test of academic performance showed that the average score of the post-test (15.80) was significantly higher than that of the pretest (12.03), with an average difference of (3.77) and a significance value of 0.000. The standard deviations of the pretest and posttest in the sample group were (2.32) and (2.47), respectively. The mean score of the post-test was higher than that of the pretest.

Thus, the results of this study indicated that the use of The Fun Dubbing Application effectively improved the English speaking level of grade 6 Chinese students in Sichuan Province, China.

#### **5.1.2** The Result of the Questionnaire

To collect quantitative data, the students' satisfaction was studied. The Fun Dubbing Application is adopted in speaking English class. There were 15 items in the questionnaire, which were divided into Part A: Interest and Motivation, Part B: Engagement, and Part C: Efficacy. All 31 (N=31) study participants were given questionnaires. Part A was the highest, with an average score of 4.23 and a standard deviation of 0.69; Part B was the highest, with an average score of 4.20 and a standard deviation of 0.70; and the average score of Part C was the highest, with an average score of 4.19 and a standard deviation of 4.16. Nevertheless, considering the overall average score of 4.21 and a standard deviation of 0.66, the researchers believe that students' satisfaction with The Fun Dubbing Application could improve their English speaking skill.

#### 5.2 DISCUSSION

As noted above, the study found two key results. The first finding showed that the use of The Fun Dubbing Application increased the English proficiency of Chinese students in Sichuan Province, China. A second finding was that Chinese students in grade 6 showed positive satisfaction regarding the use of The Fun Dubbing

Application to learn English. The following discussion presented these findings in detail and explained how they addressed the research questions provided by this study.

#### 5.2.1 Students' English speaking skill

The results showed that The Fun Dubbing Application could improve students' English speaking skill. Participants in this study improved to varying degrees. In comparison, the post-test mean score (15.80) increased by 3.77 points when compared to the pretest (12.03). Furthermore, six students improved by 30% on the posttest. The students' improvement after using The Fun Dubbing Application can be attributed to several factors; for example, The Fun Dubbing Application provided rich sources to practice and a real learning environment. Chen (2018) studied how The Fun Dubbing Application provided students with opportunities for authentic language learning, which can improve students' English speaking skill.

In addition, the majority of participants, 24 out of 31 participants from the sample group, scored more than 15 out of 20 points in the posttest, whereas in the pretest only 5 students scored 15 or above out of 20 points. The use of The Fun Dubbing Application provided a contextualized learning experience for students and created an interactive and engaging learning environment where students could practice English diversely. Liu (2017) explored the effects of using The Fun Dubbing Application on language learning outcomes. The results were the same as the result of this research, which indicates the successful implementation of The Fun Dubbing Application and the students' enhanced understanding and proficiency in the subject matter.

Some students made large posttest improvements, such as Student 1, Student 2, Student 3, Student 4, Student 5, and Student 14, who increased their scores by 6 points, with corresponding percentage differences of 30%. On the other hand, some students made smaller posttest improvements, such as Student 10, Student 23, Student 24, Student 28, Student 29, Student 31, and Student 30, who increased their scores by only 2 and 1 points, corresponding to a percentage difference of 10% and 5%, respectively. In the research, it was found that students who have made great progress, such as student 5, have studied English for more than three years and have a strong

English vocabulary, while students who have made little progress, such as student 30, have studied English for a short time and are transfer students. And Hattie (2009) found experimentally that personalized instruction for academic performance is composed of multiple factors and emphasized the importance of identifying and meeting individual student needs through targeted interventions and personalized learning experiences.

In addition, this finding was also similar to a study conducted by Guo (2023). He pointed out that primary school students are in the golden age of language learning, so when schools are teaching speaking English, teachers should take the initiative to find a suitable way for students to learn. Research has found that using The Fun Dubbing Application for teaching is very effective in helping primary school students speak English.

In conclusion, the data analysis showed that the student's English speaking skill can improve after using The Fun Dubbing Application.

#### 5.2.2 Students' Satisfaction

The students' satisfaction with the effectiveness of using The Fun Dubbing Application to improve their English speaking skill in the English classes was gathered. The findings of the descriptive statistical analysis of the survey data are as follows:

The data from Part A showed that The Fun Dubbing Application had a significant impact on learners' interest, and motivation, ( $\bar{X}$ =4.23, SD = 0.63). The Fun Dubbing Application was popular among students with rich dubbing resources, an interesting animation interface, and timely dubbing translation, attracting their interest. According to the item 4 is the highest level," The Fun Dubbing Application is an interesting application and makes me eager to learn.", with an average score of 4.39. That indicates The Fun Dubbing Application had successfully sparked the students' interest and motivation to engage in the learning process. The application likely offered interactive features, engaging content, and enjoyable activities that resonated well with the students, making them excited about learning English. Wang and Chen (2018) used The Fun Dubbing Application to design a series of fun dubbing activities.

They also proved in the research that The Fun Dubbing Application in English can improve interest and motivation for learning English. Students can practice speaking expression through dubbing roles and increase their interest and motivation in English learning. Similarly, a questionnaire survey was also used to study students' satisfaction with The Fun Dubbing Application.

The data from Part B showed that The Fun Dubbing Application had a significant impact on learners' engagement development, with the highest satisfaction ( $\bar{X}$ =4.20, SD = 0.70). The Fun Dubbing Application provided an interactive and participatory learning experience. Students could dub according to their understanding, and The Fun Dubbing Application could get feedback and evaluation on time. According to the item 10 is the highest level, "I become more like thinking and discussing with my classmates.", with an average score of 4.39. That indicates the positive impact of The Fun Dubbing Application on student engagement and collaborative learning. By actively involving students in discussions and encouraging them to think critically about the language content, the application created an environment where students feel motivated to contribute their ideas and engage in meaningful conversations. This is almost consistent with the research of Pham and Salvador (2020), who found that using The Fun Dubbing Application can significantly increase student engagement and interest. Dudding provides an interactive and personalized learning experience that motivates students.

The data from Part C showed that The Fun Dubbing Application had a significant impact on learners' efficacy development, with the highest satisfaction ( $\bar{X}$ =4.16, SD = 0.66). Through The Fun Dubbing Application, students could apply English in real-life situations, thereby improving learning efficiency. Interesting voiceovers increased students' interest in learning, and students were more likely to be engaged in learning and sustain attention and concentration, thereby improving learning efficiency. According to the item 11 is the highest level, "The Fun Dubbing Application could improve my pronunciation skill.", with an average score of 4.42. That indicates The Fun Dubbing Application had significantly contributed to improving students' pronunciation skill. Through dubbing activities, students had the opportunity to imitate and reproduce English sounds, intonation, and rhythm, thereby enhancing their overall pronunciation proficiency. This is in line with Gu's (2022)

findings that the use of The Fun Dubbing Application can significantly improve students' learning efficiency and performance. Students learn independently and personally through The Fun Dubbing Application, which helps them better grasp the learning content and improve learning efficiency.

In conclusion, the data analysis showed that the students' satisfaction improved after using The Fun Dubbing Application.

#### **5.3 RECOMMENDATIONS**

Based on the findings and conclusions made from the study, the following recommendations are proposed:

#### **5.3.1** Recommendations for Implementation

Here are some recommendations for implementing the use of The Fun Dubbing Application in the sixth-grade English classroom in Sichuan, China:

- 1) The use of The Fun Dubbing Application improved the English speaking skill of grade 6 Chinese students in Sichuan Province; the result was positive. So, The Fun Dubbing Application can also be applied to other schools English speaking courses.
- 2) Other teachers can keep themselves updated with the latest features and updates of The Fun Dubbing Application. This will enable them to explore new possibilities and incorporate them into their teaching strategies, ensuring that students develop comprehensively in listening, speaking, reading, and writing.

#### 5.3.2 Recommendations for Future Research

The following recommendations are for any interested researchers to take into account before doing any similar studies in the future.

1) This study was limited to only 31 students in Sichuan Province, China. Therefore, a similar study may be conducted with a larger sample in a different region

of China, which would be useful for replication and help validate and ensure the reliability of the conclusions drawn in this study.

- 2) This study was limited by time and was conducted over one month. Therefore, further studies over a longer time are recommended, even if the results are different.
- 3) For a comparative study, this study could be repeated to examine the efficacy of The Fun Dubbing Application in different schools in different regions.

In conclusion, this study provided useful guidance for English teaching practice. English fun dubbing activities were effective teaching methods that could promote the improvement of students' speaking English ability and increase their students' satisfaction. Through further research and transformation, the application potential of The Fun Dubbing Application could be further explored, bringing more innovation and progress to the field of English education.



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#### Certificate of Approval

#### Chengdu Tianyi School Administration Department

Subject: Approval of Data Collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in te master in Curriculum and Instruction at Rangsit University, Thailand. I am conduing a research on the "The learning management with The Fun Dubbing Application for English speaking skill of grade 6 Chinese students in Sichuan province". The instruments involved during the study pretest, posttest and student satisfaction questionnaires for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and unfisclosed.

Yours Sincerely, Li Xue, Student

Thailand Rangsit University Thailand

Since the study requires data for analysis purposes, Li Xue would collect data from this school and you are kindly requested so allow she to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the The prior mentioned document have been reviewed and approved by the administration of Chengdu Tianyi School.

Signature 11 XVE

Chengdu Tianyi School

## APPENDIX B CONSENT LETTER FROM PARENTS/GUARDIAN



### Participan's Legal Guardian Information Sheet

#### Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Chengdu Tianyi School, Sichuan province, China.

Name: Li Xue

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: The Learning Management With The Fun Dubbing Application For

English Speaking Skill Of Grade 6 Chinese Students In Sichuan Province

## 1. What is the purpose of the study?

To compare English speaking skill of grade 6 Chinese students before and after using The Fun Dubbing Application.

To explore of grade 6 Chinese students' satisfaction towards the use of The Fun Dubbing Application.

The English speaking skill of grade 6 Chinese students will be improved after 2. Expected results using The Fun Dubbing Application.

The grade 6 Chinese students would have positive interests towards the use of The Fun Dubbing Application and improve students' enthusiasm for cooperative learning in speaking lessons.

#### 3. Outcome

as have improved after The English speaking skill of grade 6 Chinese stude using The Fun Dubbing Application.

the use of The Fun The grade 6 Chinese students had positive interests towa Dubbing Application and improve students' enthusiash for cooperative earning in speaking lessons.

4. Number of participants in the study  $\underline{\mathbf{31}}$  individuals

#### 5. Research procedures

The researchers will collect data in 5 steps. First, the participants will be pretested. Second, the participants will be given English speaking lessons using The Fun Dubbing Application. Third, a post-test will be administered after all the lessons have been given. Fourth, a questionnaire was given to the participants to investigate their satisfaction with learning speaking English using The Fun Dubbing Application.

#### 6. Duration

The research period will be 4 weeks, 8 sessions,

Week:class1&2(to be announced) Week:class 3&4(to be announced)

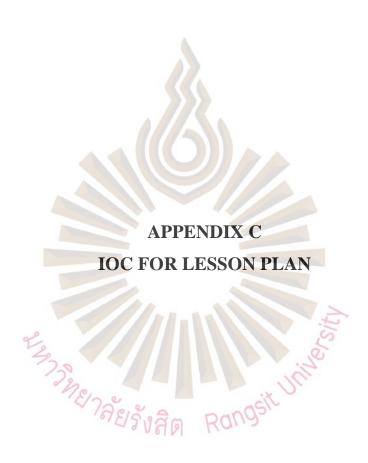
Week:class5&6.(to be announced)Week:class 7&8(to be announced)

#### There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid The school aslo allow 31 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to (Li Xue), who is enrolled at Rangsit University in Thailand to research his thesis.

Signature LI XVD

I P A



Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruence
2	Lesson plan 2	+1	+1	+1	+1	Congruence
3	Lesson plan 3	+1	+1	+1	+1	Congruence
4	Lesson plan 4	+1	+1	+1	+1	Congruence
Ove	erall Average	+1			Congruence	



# APPENDIX D IOC OF ENGLISH SPEAKING SKILL TEST



Item		Expert	Expert	Expert		
No	Attributes	1	2	3	Average	Congruence
1	From the picture	+1	0	+1	0.67	Congruence
	above, please					
	explain how can I					
	get the hospital?					
2	Try to use the words	+1	+1	+1	+1	Congruence
	of these to give the					
	direction to					
	someone. (Traffic					
	light, conner,	1///				
	junction, across or					
	etc.)					
3	How do you get the	+1	+1	+1	+1	Congruence
	school every day?					
4	What's your favorite	+1	+1	+1	+1	Congruence
	hobby and why?	2				
5	Have you ever tried	+1	+1	+1	+1	Congruence
	a hobby that you	///			S	
	didn't like at first,	74	BB.	Mil		
	but eventually grew	200	Dand	sit		
	to love?	ग्रमा	Rans			
6	What will you do for	+1	+1	+1	+1	Congruence
	your hobbies?					
7	What are you going	+1	+1	+1	+1	Congruence
	to be?					
8	Do you think it's	+1	+1	+1	+1	Congruence
	important to have					
	career goals? Why					
	or why not?					

Item	Attributes	Expert	Expert	Expert	Average	Congruence
No	Attributes	1	2	3	Average	Congruence
9	How do you achieve	+1	+1	+1	+1	Congruence
	your dream?					
10	What do you often	+1	+1	+1	+1	Congruence
	do on the weekend?					
11	What are your	+1	0	+1	0.67	Congruence
	favorite weekend					
	activities and why?					
12	How to design a	+1	0	+1	0.67	Congruence
	travel plan?	1///	17			
(	Overall Average		0	.89		Congruence



## APPENDIX E IOC FOR QUESTIONNAIRE OF STUDENT'S SATISFACTION



S1		Expert	Expert	Expert		<b>a</b>
No.	Items	1	2	3	Average	Congruence
	PART A:	INTERE	ST & MO	OTIVATI	ON	
1	The Fun Dubbing	+1	+1	+1	+1	Congruence
	Application was fun.					
2	The Fun Dubbing	+1	0	+1	0.67	Congruence
	Application made					
	learning easier to		į.			
	understand.					
3	After class, I was	+1	+1	+1	+1	Congruence
	willing to consciously	0///	0.0			
	learn English using					
	The Fun Dubbing					
	Application					
4	The Fun Dubbing	+1	+1	+1	+1	Congruence
	Application is an					
	interesting application					
	and makes me eager	ARRA			it	
	to learn.	///			Si	
5	The Fun Dubbing	+1	+1	+1/1	+1	Congruence
	Application 47	9 0		sit		
	motivated me to	รงสต	Rains	)		
	speak English.					
	PA	ART B: E	NGAGEN	MENT		
6	All the dubbing	+1	+1	+1	+1	Congruence
	videos of The Fun					
	Dubbing Application					
	was engaged me to					
	learn.					
7	I become more	+1	+1	+1	+1	Congruence
	proactive and excited					

S1	_	Expert	Expert	Expert		
No.	Items	1	2	3	Average	Congruence
	in answering					
	questions in English					
	speaking class.					
8	I can repeat practice	+1	+1	+1	+1	Congruence
	with The Fun					
	Dubbing Application					
	in English speaking					
	class and after class.					
9	I would love to	+1	+1	+1	+1	Congruence
	participate in group					
	budding activities		2//			
	with The Fun					
	Dubbing Application.					
10	I become more like	+1	+1	+1	+1	Congruence
	thinking and					
	discussing with my	1111			1,5/	
	classmates.				S/2	
	22	PART C	EFFICA	CY		
11	The Fun Dubbing	+1	+1	siX+I	+1	Congruence
	Application could	ग्रम्	Kans	)		
	improve my					
	pronunciation skill.					
12	Using The Fun	+1	+1	+1	+1	Congruence
	Dubbing Application					
	regularly could					
	improve my					
	confidence in					
	speaking English.					

S1 No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
13	Using The Fun	+1	0	+1	0.67	Congruence
	Dubbing Application					
	regularly could					
	improve my self-					
	directed learning					
	ability.					
14	Using The Fun	+1	+1	+1	+1	Congruence
	Dubbing Application					
	regularly could	1///	10			
	improve my English					
	speaking					
	achievement.	11/2				
15	Using The Fun	+1	+1	+1	+1	Congruence
	Dubbing Application		100			
	regularly could					
	improve cooperation	1111			14	
	ability.				5/2	
(	Overall Average	74	0	.96		Congruence

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### Teaching plan (1)

### Lesson Plan 1

Subject: Speaking English

**Topic:** Ask for directions

Grade: 6

Class Strengths: 31 students

Time: 90 minutes

**Students' background knowledge:** Students have been learning speaking English for three years, and have basic speaking and writing skill, as well as a certain amount of English vocabulary. Students have a simple understanding of the pronunciation of speaking English pronunciation skill.

### **Learning Content:**

This unit is required to be able to listen, speak, recognize and read words:

Science, museum, post office, bookstore, cinema, hospital, crossing, turn, left, straight, right.

This unit requires the ability to listen, speak, recognize and read sentence patterns:

"Where is the...?" "It's near/next to/behind...?" "How can we get there?"

"Turn left/right, then...."

▶ Be able to master the rising and falling tones when reading sentences aloud.

**Teaching Strategy:** The Fun Dubbing Application

**Lesson Objectives:** After the course, students will be able to:

- The students can ask the directions.
- The students can explain how to go somewhere.
- The students should know the traffic rules.

Stage &	Teacher's activities	Time
Duration	reaction's activities	Tille
Lead in	1.The teacher ask the students to become a tourist guide to	5 min
	describe how to get the place based on the map.	
	2. Make students in pair, ask them to speak how to get the	
	place that they like.	

Stage &	Teacher's activities	Time
Duration		
Presentation	1. The teacher Play "Where is the science museum." to the	20
	students by The Fun Dubbing Application	min
	2. Let the students to mark the new words and the	
	grammar they do not understand in the text	
	3. Teacher will use The Fun Dubbing Application to	
	explain new words and grammar step by step, and collect	
	the key new words in The Fun Dubbing Application that	
	students do not know, such as: cinema, hospital, post	
	office, bookstore, library, school.	
	4.Students practice the pronunciation of new words	
	through The Fun Dubbing Application, and make grammar	
	notes:	
	"Where is" "Where are" "Be far away from"	
	5. Paste the learned word cards on the blackboard, and ask	
	students to describe the positions of these places according	
	to the positions of the cards. Then lead out "on the left";	
	"near"; "next to"; "on the right"; "behind"; "in front of"	
	and other words indicating direction.	
Practice	1.Randomly call out some students to practice the	35
	dialogue below: Van Rongs	min
	-"Is there a cinema near here?"	
	-"Yes, there is."	
	-"Where is the cinema, please?"	
	-"It's next to the hospital."	
	- "Is it far away from hospital?"	
	- "No, it isn't."	
	- "How can we get there?"	
	- "Just turn left then go straight."	
	2.Play the dubbing video again "Where is the science	
	museum." Let the students read the sentences with The	

Stage &	Teacher's activities	Time
Duration		
	Fun Dubbing Application, students correct their own	
	pronunciation according to the scores of The Fun Dubbing	
	Application.3. According to the ranking on The Fun Dubbing	
	Application, select the top five students, let them take turns to	
	be English teacher, and speak the dialogue.	
	4. Divide the students into 5 groups, each group starts to use	
	The Fun Dubbing Application to practice their own dubbing,	
	and feel the skill of sentence linking and blasting.	
	5. The teacher randomly selects groups to perform dubbing	
	demonstrations.	
	6. The Fun Dubbing Application grades the students'	
	dubbing, and the students evaluate each other at the same	
	time.	
Extend and	1.Teachers will point to the block map in the video,then	20
apply	ask questions, for example:	min
	-"Where is the hospital/post office? Is it far from	
	here."	
	-"It's next to the"	
	Elm Street  Park  Fork  Street  Field Magnitude  Field Ma	

Stage &	Teacher's activities	Time
Duration	reacher's activities	Tillic
	2. Divide the students into 5 groups, let students make a	
	dialogue based on the map and what they have learned.	
	3. Randomly call out some groups to show dialogue,	
	after speaking, the teacher randomly asks some	
	students to comment on the dialogue group.	
Summary	1. The teacher asks questions based on what they have	10
	learned, like:	min
	-"Where is the hospital?"	
	-"It's next to the library."	
	- "How can I get here?"	
	-"Just go straight and turn right."	
	2.Invite a few students at random to summarize what they	
	have learned today.	



### Teaching plan (2)

### Lesson Plan 2

Subject: Speaking English

**Topic:** Hobby

**Grade:** 6

Class Strengths: 31 students

Time: 90 minutes

**Students' background knowledge:** Students have learned and mastered how to ask for directions, as well as the specific usage of interrogative words "where" and "how". In this speaking class, the students will apply the speaking skill about the rising and falling tones that the students have learned last class in this speaking class.

### **Learning Content:**

This unit is required to be able to listen, speak, recognize and read words: dance, paint, draw, playing the violin, kite, story, ride, sing, swim, Kung fu, cook, study, collect, stamp.

This unit requires the ability to listen, speak, recognize and read sentence patterns: "What are ...' s hobbies?" "He/She likes..." "Does he live in Sydney?"

"No, he doesn't. He lives in Canberra."

▶Be able to master the continuous speaking skill when reading sentences aloud.

**Teaching Strategy**: The Fun Dubbing Application

**Lesson Objectives:** After the course, students will be able to:

- The students can master the pronunciation and pronunciation skill of key words.
- The students can express their own hobbies and know how to ask others about their hobbies.

The students can develop a certain hobby in the learning process.

Stage &	Teacher's activities	Time
Duration	reacher's activities	Time
Lead in	1. Play music with The Fun Dubbing Application: "I like	5 min
	collecting leaves."	
	2. Make students in pair, ask them to share their own	
	hobbies.	

Stage & Duration	Teacher's activities	Time
		20
Presentation	1. The teacher uses The Fun Dubbing Application to play	20
	about the hobby activities.	min
	2. The students' percept and practice the pronunciation of	
	new words with The Fun Dubbing Application, like:	
	collect/paint/violin/dance/stamp/cook/study	
	3.Learn word "dancing" by The Fun Dubbing Application,	
	reading with boys and girls: Dancing, dancing, I like	
	dancing.	
	Teacher: I like dancing. I can dance.	
	Learning word "singing", showing with The Fun Dubbing	
	Application, writing on the blackboard, and reading in	
	groups: Singing, singing, I like singing.	
	Learn phrase reading stories, show with The Fun Dubbing	
	Application, blackboard writing, read with teacher:	
	Reading, reading stories.	
	Learn phrase playing football, show with The Fun Dubbing	
	Application, blackboard writing, read with the whole class:	
	playing, playing football. I like playing football.	
	Learn doing Kung fu, show with The Fun Dubbing	
	Application, write on the blackboard, read with The Fun	
	Dubbing Application, emphasize the pronunciation of Kung	
	fu, read one by one: doing, doing Kung fu, I like doing	
	Kung fu. And write on the blackboard to guide students to	
	pay attention to the capital K at the beginning of Kung fu.	
	In the same way teach these: making kites/ collecting	
	stamps/riding a bike/diving/drawing the picture/playing	
	football.	
	4. The students read and make sentences.	
	5. Play the text in the textbook with The Fun Dubbing	
	Application: "I have a pen pal."	
	11	

Stage &	Teacher's activities	Time
Duration		
	6. Ask students to describe the hobbies of John's friend and	
	John based on the content of the text.	
Practice	1. Play the dubbed video "I have a pen pal." again and let	35
	the students read the sentences with The Fun Dubbing	min
	Application, students correct their own pronunciation	
	according to the scores of The Fun Dubbing Application.	
	2. Randomly call out some students to practice the dialogue	
	below:	
	-"What's your hobby?"	
	- "I like making kites/ collecting stamps/riding a	
	bike/diving/drawing the picture/doing Kungfu/reading	
	stories/playing football."	
	- "What are' s hobbies?"	
	-" He/She likes"	
	-"Does he live in Sydney?"	
	-"No, he doesn't. He lives in Canberra."	
	3. Divide the students into 5 groups, each group starts to	
	use The Fun Dubbing Application to practice their own	
	dubbing. Persyan Rangsit	
	4. The teacher randomly selects groups to perform dubbing	
	demonstrations.	
	5. The Fun Dubbing Application will score the students'	
	dubbing, and the students will evaluate each other at the	
	same time.	
Extend and	1. Play "Peter rabbit's hobbies and weaknesses." on The	20
apply	Fun Dubbing Application.	min
	2. Set questions based on the content of the story for	
	students to answer:	
	What is Peter's hobby?	

Stage &	Teacher's activities	Time
Duration	reacher's activities	
	What is her mother's hobby?	
	What is her father's hobby?	
	What is Slice's hobby?	
	What is her sister's hobby?	
	3. Ask a few students to summarize the content of the story	
	"Peter rabbit's hobbies and weaknesses."	
Summary	1. Ask students to summarize what they have learned by	10
	themselves	min
	2. The teacher plays "I have a pen pal." the last time	



### Teaching plan (3)

### Lesson Plan 3

**Subject:** Speaking English

**Topic:** Occupation

**Grade:** 6

**Class Strengths:** 31 students

Time: 90 minutes

**Students' background knowledge:** In the last class, the students learned and mastered the specific usage of the verb "like", and knew how to ask each other about their hobbies, at the same time perceived and mastered the skill of continuous speaking when reading sentences aloud.

### **Learning Content:**

This unit is required to be able to listen, speak, recognize and read words: factory worker, postman, businessman, police officer, taxi driver, cleaner, writer, singer, dancer, football player, coach, pilot, scientist.

This unit requires the ability to listen, speak, recognize and read sentence patterns: "What does your father/mother/he do?" "He/She is a/an..." "What are you going to be?" "I am going to be a/an..." "Where does your father/mother/he work?" He/She works at..."

➤ Be able to master the pronunciation skill of light and heavy sounds, the pronunciation characteristics of "er" "or" and "ar" and the authentic speaking expression of "be going to".

**Teaching Strategy:** The Fun Dubbing Application

**Lesson Objectives:** After the course, students will be able to:

The students can master the pronunciation and pronunciation skill of key words.

The students can express accurately and fluently their dreams and introduce their family's occupation.

The students can set future goals and have a good development direction in the learning process.

Stage & Duration	Teacher's activities	Time
Lead in	1.Play music with The Fun Dubbing Application: "What	5 min
	does he do?"	
	2.Make students in pair, ask them to share English words	
	learned before about occupation.	
	3. The teacher reviews the old words through the form of	
	"saying the command yourself, and the students do the	
	action". Such as:	
	Act like a teacher. (students play a teacher)	
	Act like a doctor. (students play a doctor)	
	Act like a nurse. (students play a nurse)	
	Act like a farmer. (students play a farmer)	
	Act like a driver. (students play driver)	
Presentation	1. The teacher plays video of fishermen fishing with The Fun	20
	Dubbing Application. Teacher: "What does he do?" The	min
	students: Fishermen (Chinese). The teacher writes on the	
r i	blackboard and the word can be taught by splitting, such as:	
0	fish—er—man, and let students practice the word in groups.	
	The teacher asks: "Where does the fisherman work?" Guide	
	the students to answer: "He works at sea."	
	2. The teacher plays a video of a scientist doing an	
	experiment with The Fun Dubbing Application, Teacher:	
	"What does she do?" The students: Scientist (Chinese). The	
	teacher writes on the blackboard: scientist, and at the same	
	time uses the split method to teach, such as: sci-en-tist, let	
	the students use scientist to make a sentence. Such as: "I	
	want to be a scientist." The teacher asks: "Where does the	
	scientist work?" The teacher shows the picture of Tsinghua	
	University and guides the students to say: "She works at a	
	university."	

Stage & Duration	Teacher's activities	Time
Duration	3. The teacher plays a movie scene of a helicopter pilot fighting in the air with The Fun Dubbing Application, and asks the students: "What does he do?" The student answers: "Pilot" (Chinese). The teacher asks: "Do you want to be a pilot?" The student answers: "Yes, I do."/ "No, I don' t."  4. The teacher plays a video of an NBA basketball game with The Fun Dubbing Application, points to the team coach who arranges tactics in the video and asks the students: "What does he do?" The student answers: "Coach" (Chinese). The teacher teaches to read the word coach and write on the blackboard.  5. The teacher teaches new words following above way, and constantly strengthens the key sentence patterns of this lesson: "What does your father/mother/he do?" "He/She is a/an" "What are you going to be?" "I am going to be a/an" "Where does your father/mother/he work?" "He/She	
Practice	1. Play the dubbed song "What does he do?" again and let the students read the sentences with The Fun Dubbing Application, students correct their own pronunciation according to the scores of The Fun Dubbing Application.  2. Randomly call out some students to practice the dialogue below:  - "What does your father do?"  - "He/She is a/an factory worker, postman, businessman, police officer, taxi driver, cleaner, writer, singer, dancer, football player, coach, pilot, scientist  "  - "Where does your father work?"	35 min

Stage & Duration	Teacher's activities	Time				
	-"He works at"					
	-"What are you going to be?"					
	-"I am going to be a/an"					
	3. Divide the students into 5 groups, each group starts to use					
	The Fun Dubbing Application to practice their own dubbing.					
	4. The teacher randomly selects groups to perform dubbing demonstrations.					
	5. The Fun Dubbing Application will score the students'					
	dubbing, and the students will evaluate each other at the					
	same time.					
Extend and	1. Play "Jerry and Lynns' daily story" on The Fun Dubbing	20				
apply	Application.	min				
	2. Set questions based on the content of the story for students					
	to answer:					
	What occupations appear in the story?					
	What does Jerry want to be? Why?					
	What does Jerry's mother do?					
	What does Jerry do?					
	Where does Lynns's father work?					
	What is Lynns going to be?					
	3. Ask a few students to summarize the content of the story					
	"Jerry and Lynns' daily story."					
Summary	1.Lets the students try to read/pronounce of the key words.	10				
	2.Students read the story "Jerry and Lynns' daily story"	min				
	aloud together.					
	3. Ask students to summarize what they have learned by					
	themselves.					

### **Teaching plan (4)**

### Lesson Plan 4

**Subject:** Speaking English

**Topic:** Weekend activity plan

Grade: 6

Class Strengths: 31 students

Time: 90 minutes

**Students' background knowledge:** In the last class, the students learned and mastered the authentic speaking expression of "be going to", and knew how to ask each other about occupation, at the same time perceived and mastered the pronunciation skill of light and heavy sounds and the pronunciation characteristics of "er" "or" and "ar" when reading sentences aloud.

### **Learning Content:**

This unit is required to be able to listen, speak, recognize and read words: dictionary, comic book, word book, postcard, visit my grandparents, see a film, take a trip, go to the supermarket.

This unit requires the ability to listen, speak, recognize and read sentence patterns: "What are you going to do this morning/this afternoon/this evening/tonight/tomorrow?" "I' m going to…" "I have to do … now."

➤ Be able to master the pronunciation skill of voiceless consonant pronunciation skill.

Teaching Strategy: The Fun Dubbing Application

**Lesson Objectives:** After the course, students will be able to:

- The students can master the pronunciation and pronunciation skill of key words.
- The students can express accurately and fluently their weekend activity plan.
- The students can have a good study habit, can make plans reasonably in the learning process.

Stage & Duration	Teacher's activities	Time
Lead in	1.Free talks: "What do you often do on the weekend?" "I often" "What are you going to do this weekend? "If a	5 min

Stage &	Teacher's activities	Time
Duration		
	student answers, then lead to the topic of this unit- my	
	weekend plan.	
	2.Make students in pair, ask them to share their weekend	
	plans.	
Presentation	1. Learn the new words:	20
	Teacher plays the pronunciation of word "dictionary" with	min
	The Fun Dubbing Application and show them a thick book,	
	then the word can be taught by splitting, such as dic-tio-na-ry.	
	Teacher plays the pronunciation of word "comic book" with	
	The Fun Dubbing Application and show them some comic	
	books. Spell the words and write them on the board.	
	Present "word book" with The Fun Dubbing Application	
	and show them a word book: "Is this a dictionary?" "No,	
	it' as a word book." Spell together: w-or-d b-oo-k.	
	Present "postcard" with The Fun Dubbing Application and	
	show some pictures, then ask: "can you tell me which one is	
	the postcard?"	
	2.Play the text in the textbook with The Fun Dubbing	
	Application: "My weekend plan."	
	3. Ask students to describe the weekend plan of John's	
	friend and John based on the content of the text.	
Practice	1. Play the text "My weekend plan" and let the students read	35
	the sentences with The Fun Dubbing Application, students	min
	correct their own pronunciation according to the scores of	
	The Fun Dubbing Application.	
	2. Randomly call out some students to practice the dialogue	
	below:	
	- "Where are you going this weekend/this morning/this	
	afternoon/this evening/tonight/tomorrow?"	
Practice	<ol> <li>Play the text "My weekend plan" and let the students read the sentences with The Fun Dubbing Application, students correct their own pronunciation according to the scores of The Fun Dubbing Application.</li> <li>Randomly call out some students to practice the dialogue below:         <ul> <li>"Where are you going this weekend/this morning/this</li> </ul> </li> </ol>	

Stage &	Teacher's activities	Time		
Duration				
	- "I' m going to"			
	- "What are you going to do?"			
	- "I'm going to"			
	- "When are you going?"			
	- "I'm going at"			
	3. Divide the students into 5 groups, each group starts to use			
	The Fun Dubbing Application to practice their own			
	dubbing.			
	4. The teacher randomly selects groups to perform dubbing			
	demonstrations.			
	5. The Fun Dubbing Application will score the students'			
	dubbing, and the students will evaluate each other at the			
	same time.			
Extend and	1. Play "I go to the countryside." on The Fun Dubbing	20		
apply	Application.	min		
	2. Set questions based on the content of the story for			
	students to answer:			
	What is Chen Jie going to do today?			
	What is she going to do next week? She is going to			
	What is Sarah going to do this afternoon? She is going to			
	What is she going to do tomorrow?			
	3. Ask a few students to summarize the content of the story			
	"I go to the countryside."			
Summary	1.Lets the students try to read/pronounce of the key words.	10		
	2.Students read the story "my weekend plan" aloud together.	min		
	3.Ask students to summarize what they have learned by			
	themselves.			

## APPENDIX G STUDENTS' ENGLISH SPEAKING SKILL TEST

### Students' English Speaking Skill Test (PRETEST & POSTTEST)

**Subject: English** Name:

Please answer the following questions

### Topic 1: Ask for direction



- 1. From the picture above, please explain how can I get the hospital?
- 2. Try to use the words of these to give the direction to someone. (Traffic light, conner, junction, across or etc.)
  - 3. How do you get the school every day?

### Topic 2: Hobby

- 4. What's your favorite hobby and why?
- 5. Have you ever tried a hobby that you didn't like at first, but eventually grew to love?
  - 6. What will you do for your hobbies?

### **Topic 3: Occupation**

- 7. What are you going to be?
- 8. Do you think it's important to have career goals? Why or why not?
- 9. How do you achieve your dream?

### Topic 4: Weekend plan

- 10. What do you often do on the weekend?
- 11. What are your favorite weekend activities and why?
- 12. How to design a travel plan?





### **Assessment Rubric**

**Table 1: Example Table of English speaking Score Descriptions by Level** 

Category	4-Excellent	3-Good	2-Fair	1-Needs improvement
Pronunciation	The pronunciation of words is very accurate and clear in pronunciation rules.	The pronunciation of words is accurate and clear.	The pronunciation of words is a little accurate and clear.	The pronunciation of words is not accurate but can understand
Communication	Can communicate to the others correctly in grammatical and let them to understand more clearly. And also, express ideas with great precision.	Can communicate to the others in few grammatical errors and let them to understand. And also, express ideas with precision.	Can communicate to the others and easy to understand.	Not easy to communicate to the others and not very clear.
Fluency	Proficient in speaking clearly, fluently, easily understood, sentences expressed smoothly and very coherently.	Can speak clearly, fluently, easily understood, most of sentences expressed smoothly and coherently.	Can speak clearly, but not fluently, most sentences expressed are correct.	Can not speak clearly and fluently, but can express.
Intonation	Sentences and intonation are emphasized correctly, can express opinions confidently and loudly.	Most of sentences and intonation are emphasized correctly, might express opinions confidently and loudly.	Sentences and intonation are correct, but less confident.	Some sentences and intonation are not correct, and no confident.
Vocabulary	Able to speak and communicate	Able to speak and communicate	Able to speak and communicate	Can speak with a few words.

Category	4-Excellent	3-Good	2-Fair	1-Needs improvement
	with a large of words and variety to help more	with the words that they had learnt. Easy to	with some words but can to understand.	
	understand.	understand.		

**Table 2** English Speaking Level Observation Assessment Form

The following table explains the range of speaking score levels,

corresponding to the English language learner level, and gives a detailed explanation of the rubric

Score Range	Students' Speaking Level
20-16	Excellent
15-11	Good
10-6	Fair
5	Need Improvement



### APPENDIX I STUDENTS' SATISFACTION QUESTIONNAIRE TOWARD THE FUN DUBBING APPLICATION

The questionnaire will be handed out to grade six students who are the sample group of the study. The questionnaire is developed with the intention to examine the students' satisfaction towards use of The Fun Dubbing Application in speaking lessons. This questionnaire filled by participants will be kept confidential and will be used only for this study only.

### **Part 1: Basic Information.**

Please type " $\sqrt{}$ " on the approved option according to your true situation.

- 1. Gender
- A. Male
- B. Female
- 2. Age
- A. 11 years old
- B. 12 years old
- C. 13 years old
- 3. Number of years you have studyed at this school
- A. Less than or equal to one year
- B. 2-3 years
- C. 4-5 years
- D. More than 5 years
- 4. Years of learning English:
- A. 2 years
- B. 3 years
- C. more than 3 years

### Part two: Students' satisfaction toward The Fun Dubbing Application

For the following questions, please answer according to your real situation.1means very disagree; 2 means disagree; 3 means neutral; 4 means agree; 5 means strongly agree.

	Strongly Agree 5, Agree 4, Neut	ral 3, Dis	sagree 2;	Very Di	sagree		
No.	Items	5	4	3	2	1	
	PART A: INTEREST & MOTIVATION						
1.	The Fun Dubbing Application was						
	fun.						
2.	The Fun Dubbing Application						
	made learning easier to understand.						
3.	After class, I was willing to	4//					
	consciously learn English using						
	The Fun Dubbing Application						
4.	The Fun Dubbing Application is						
	interesting application and make						
	me eager to learn.			2/5			
5.	The Fun Dubbing Application		1	Ž.			
	motivated me to speak English.		" NU.				
	PART B: EN	GAGEN	<b>IENT</b>				
6.	All the dubbing videos of The Fun						
	Dubbing Application was engaged						
	me to learn.						
7.	I become more proactive and						
	excited in answering questions in						
	English speaking class.						
8.	I can repeat practice with The Fun						
	Dubbing Application in English						
	speaking class and after class.						

9.	I would love to participate in					
	group budding activities with The					
	Fun Dubbing Application.					
10.	I become more like thinking and					
	discussing with my classmates.					
PART C: EFFICACY						
11.	The Fun Dubbing Application					
	could improve my pronunciation					
	skill.					
12.	Using The Fun Dubbing					
	Application regularly could	44				
	improve my confidence in					
	speaking English.					
13.	Using The Fun Dubbing	7 7				
	Application regularly could					
	improve my self-directed learning					
	ability.					
14.	Using The Fun Dubbing			2/5		
	Application regularly could		1	5		
	improve my English speaking	A B	. Nu			
	achievement.	Rang'	Tie			
15.	Using The Fun Dubbing	110				
	Application regularly could					
	improve cooperation ability.					

### **BIOGRAPHY**

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