# Investigating the Effects of Online English Film Dubbing Activities on the Intelligibility and Comprehensibility of Chinese Students' English Pronunciation

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*Abstract*—**Intelligibility and comprehensibility in English learners' pronunciation plays a vital role in effective communication. Empirical studies show that Chinese English learners have difficulties achieving a high level of intelligibility and comprehensibility in their English pronunciation, one possible cause being the lack authentic context for pronunciation practice. Mobile-assisted Language Learning (MALL), i.e., language learning assisted or enhanced through the use of a handheld mobile device, is reported to provide a more authentic and therefore robust learning environment for EFL learners. This research explored the impact of online English film dubbing activities using mobile phones (MALL) on the intelligibility and comprehensibility of Chinese English learners' English pronunciation. We recruited two classes of first-year college students, one as the experimental group and the other the control group. Recordings of the two classes were collected before and after the online English film dubbing activities, and a questionnaire was administered to the experimental group. The findings show that online English film dubbing activities positively influenced the performance of the EG's English pronunciation in intelligibility and comprehensibility. The results from the questionnaires showed general positive attitudes towards the online English film dubbing activity.**

*Index Terms*—**online dubbing, intelligibility, comprehensibility, English pronunciation**

## I. INTRODUCTION

Good pronunciation plays a vital role in effective communication, as it leads to messages being correctly understood by the recipients, enhances the speakers' confidence in speaking the language, increases their use of the target language, and ultimately improves their overall language skills (Prashant, 2018). While it is generally agreed that it is very difficult, therefore unnecessary for EFL learners to eliminate their accent, it is nonetheless important to focus on achieving a higher level in the intelligibility and comprehensibility of their English pronunciation so as to promote and ensure successful communication. However, empirical studies show that Chinese English learners have difficulties achieving a high level of intelligibility and comprehensibility in their English pronunciation (Munro & Derwing, 1995), and one of the crucial reasons is that they have not mastered the supra-segmental phonetic features of English pronunciation such as stress, tone, intonation, weak forms, rhythm, etc. (Pei, 2012). A possible cause may be the lack of authentic context for pronunciation practice, which is not always found in the teaching and learning in traditional classrooms (Tian & Jin, 2015).

With the development of mobile technology, Mobile-assisted Language Learning (MALL) has come to the attention of researchers and practitioners of pronunciation instruction. MALL refers to language learning assisted or enhanced through the use of a handheld mobile device. The main characteristics of MALL are recognized as the potential for the learning process to be personalized, spontaneous, informal, and ubiquitous (Miangah & Nezarat, 2012), thus providing a more robust learning environment for EFL learners. However, the limited number of studies which produced statistically reliable learning outcomes from MALL focused on reading, listening, and speaking (Burston, 2015; Sung et al., 2016), and the effects of MALL on English pronunciation are relatively underexplored. Therefore, this research aims to investigate the effects of MALL on the learning outcome for English pronunciation, specifically how the incorporation of online English film dubbing activities into English Phonetic Lessons influences Chinese English learners' English pronunciation in intelligibility and comprehensibility.

## II. Literature Review

Intelligibility and comprehensibility in pronunciation are not strictly distinguished in the early stages. For example, intelligibility is defined as a principle that the speaker should be understood or comprehended (Levis, 2005). Later, intelligibility was defined as the extent to which the speaker's intended pronunciation can be recognized (Pickering, 2006), and comprehensibility as the degree to which the speaker's speech is understood or comprehensible (Derwing & Munro, 2009). Intelligibility in pronunciation is affected to a greater extent by the accuracy of segmental phonemes such as vowel, consonant, or semivowel sounds (O'Neal, 2015), while comprehensibility in pronunciation mainly depends on the supra-segmental phonetic features such as stress, tone, intonation, weak forms, rhythm, etc. (Pickering, 2006).

Exploratory research was carried out to investigate how L2 English learners can improve intelligibility and comprehensibility in their English pronunciation. Most of these studies focus on imitating the native speakers, such as listening and imitation practice (Hieke, 1981), role-playing in drama (Galante & Thomson, 2017), prosody training (Hardison, 2005; Munro et al., 2015), or shadowing practice (Lima, 2016). These empirical studies find that imitation practices have positive effects on EFL learners' oral fluency, speech intelligibility, word stress, sentence stress, etc. However, most of these studies were carried out in traditional learning context, and the target language was presented in traditional media such as recording or video playback, using applications such as My English Tutor (Hsieh et al., 2013), Connected Speech (Levis, 2005) or Streaming Speech (Pickering, 2005), and the focus of imitation is mostly on a single phoneme (Hamada, 2016; Munro et al., 2015) or the acquisition of pure accents (Bardovi-Harlig & Sprouse, 2018; Hardison, 2005).

Generation Z college students grew up with the development of the Internet and are recognized as "digital natives". Internet-based e-learning, mobile learning, and ubiquitous learning models have become the norm. Easy access to online resources and various imitation practice software make it convenient for them to do MALL. So far, empirical investigations into the effects of MALL on L1 Chinese learners' English pronunciation are still lacking. Therefore, our research aims to explore the impact of online English film dubbing activities using mobile phones on the intelligibility and comprehensibility of their English pronunciation. We specifically aim to answer the following questions:

1). What are the effects of online English film dubbing on the intelligibility of Chinese English majors' English pronunciation?

2). What are the effects of online English film dubbing on the comprehensibility of Chinese English majors' English pronunciation?

3). What are Chinese English majors' attitudes towards online English film dubbing activity?

## III. Methodology

### A. Participants

Two classes of first-year college students in the College of International Studies at Southwest University were recruited for this study from September 2021 to December 2021. The participants were fresh students and presumed to be at the same level of English proficiency as they were randomly assigned by the school to different classes when they were enrolled. One class was designated as the experimental group (EG), and the other class the control group (CG). Both classes were required to take the "English Phonetics" Course.

### B. The Intervention

#### (a). The English Dubbing Activity

The online English dubbing activities were incorporated into the "English Phonetics" Course for the participants in the EG. During the lesson in the first week, the researchers provided an explanation on the English dubbing activity, including why this activity was arranged, how this activity was to be carried out, how the English Fun Dubbing application could be downloaded, how the dubbing activity would be performed, and how this task would be evaluated. Then starting from week two, the researchers chose two videos each week, each lasting about 60 seconds, one in American English, the other one in British English, so that the students could choose an accent to practice. They were also required to stick to practicing one accent. A complete list of the dubbing videos was provided in Appendix A.

After the dubbing, the students were required to download their dubbing videos and submit their videos to the researchers. The researchers would choose three or four videos to play in the English Phonetics class, comment on the merits and demerits of their dubbing practice, and propose strategies for improvement. It was made sure that each student would be able to share their dubbing video at least twice in class.

#### (b). The Interventional Procedure

The experiment was conducted in the participants' regular classroom during regular class hours, which were scheduled for English Phonetics Course. The eight sessions for the online English film dubbing activity were organized by the researcher who was also the participants' instructor of the English Phonetics course.

For this study, data were collected twice: once before the online English film dubbing activities, and once after the English film online dubbing activities. All the participants were asked to record with their cell phone while they read

aloud two English passages, one before the experiment (totaling 137 words) and one after the experiment (totaling 140 words), provided by the researchers. They were allowed to practice the passage no more than three times. The two passages are provided in Appendix B and Appendix C. Then the online English film dubbing activities were incorporated into the English Phonetics course for the participants in EG, lasting eight weeks. At the end of the experiment, a questionnaire was given to the participants in EG.

*C. Instruments*

*(a). The Dubbing Software*

The dubbing software used in this study is *English Fun Dubbing*. It can be downloaded in all the major App Stores such as Google Play Store or Apple App Store for free. Developed by Tracxn Technologies Limited, this App provides practice in English pronunciation and speaking, with short videos lasting from dozens of seconds to a few minutes, featuring films, animations, documentaries, story books, etc. The users can imitate the original voice sentence by sentence, and their imitation is recorded. After they finish the online dubbing practice, their recording will be automatically generated, evaluated and scored.

*(b). The Questionnaire*

After the online dubbing activities, a questionnaire was administered to the participants in the EG. Drawing on the mobile learning framework of Sharples (2009) and the TAM technology acceptance model of Davis (1993), the questionnaire was to investigate how the participants felt about the online dubbing experience, specifically, the feasibility of the dubbing software, the effectiveness in improving their English pronunciation, and their underlying experience of feeling and emotion during the online dubbing activities.

The questionnaire included both closed and open questions. The closed questions adopted a five-point Likert scale (strongly agree/agree/do not know/disagree/strongly disagree). And the open question was designed to encourage participants to write down their perception of the online dubbing activities with specific examples and reasons. The questionnaire was conducted in Chinese because of the consideration that Chinese college students would feel more comfortable and could express their ideas more clearly in their mother language. The questionnaire was filled in anonymously, and a copy of the questionnaire in English was provided in Appendix D.

*D. Data Analysis*

*(a). The Analysis of Pronunciation Intelligibility and Comprehensibility*

Before and after the online English dubbing activities, both the CG and EG were asked to record their reading of one English text. Their recordings were then rated in terms of intelligibility and comprehensibility. The intelligibility of the recording was evaluated by the proportion of words that the raters could write down, and the comprehensibility of the recording was decided by the raters using the 1-10 Likert scale: 1 indicated that the pronunciation was very difficult to understand, and 10 indicated that the pronunciation was very easy to understand. Independent t-tests and paired-samples t-tests were conducted to determine whether there were significant differences in intelligibility and comprehensibility between the CG and the EG before and after the experiment.

*(b). The Analysis of the Questionnaire*

The analysis of the questionnaire involved two parts: the answers to thirteen closed questions and the answers to the open question. The answers to the closed questions were analyzed using quantitative methods. First, the proportion of the students choosing score 5, score 4, score 3, score 2, and score 1 to each of the questions were calculated. Then the mean scores and standard deviation of the answers for each question were also calculated. The answers to the open question were processed using qualitative methods looking for possible themes.

## IV. FINDINGS AND DISCUSSION

We found that online English film dubbing activities positively influenced the performance of the EG's English pronunciation in intelligibility and comprehensibility: there were significant differences in the scores of their intelligibility and comprehensibility before and after the intervention, while no significant differences were found in CG's English pronunciation in either aspect. The results from the questionnaires showed general positive attitudes towards the online English film dubbing activity.

*A. The Effects of Online English Film Dubbing Activities on Intelligibility*

As can be seen from Table 1, the pre-tests show no significant differences between the control group and the experimental group in intelligibility of their English pronunciation: $M_{experimental}$ =72.4, SD=7.79, $M_{control}$ =77.6, SD=11.28, $t_{(50)}$=-1.85, $p$ = .07. Before the experiment, the control group and the experimental group had similar performance in intelligibility in their English pronunciation. It is worth noticing that the experimental group had a lower mean score in the intelligibility performance.

TABLE 1
MEAN SCORES AND T-TEST RESULTS FOR INTELLIGIBILITY IN PRE-TESTS

| Group | $N$ | Mean | SD | $t$ | df | Sig |
|---|---|---|---|---|---|---|
| EG | 24 | 72.41 | 7.79 | -1.85 | 50 | .07 |
| CG | 26 | 77.60 | 11.28 | | | |

Significant differences were not found between the control group and the experimental group in intelligibility of their English pronunciation (Table 2): $M_{experimental}$ =81.64, SD=2.85, $M_{control}$ =79.63, SD=4.41, $t_{(50)}$=1.86, $p$ = .06. After the experiment, the control group and the experimental group also had similar performance in the intelligibility in their English pronunciation. However, the experimental group had a higher mean score in intelligibility performance.

TABLE 2
MEAN SCORES AND T-TEST RESULTS FOR INTELLIGIBILITY IN POST-TESTS

| Group | $N$ | Mean | SD | $t$ | df | Sig |
|---|---|---|---|---|---|---|
| EG | 24 | 81.64 | 2.85 | 1.86 | 50 | .06 |
| CG | 26 | 79.63 | 4.41 | | | |

Significant differences were found in the pre-tests and post-tests for the intelligibility of the experimental group: $M_{pre}$ =72.4, SD=7.79, $M_{post}$ =81.64, SD=2.85, $t_{(50)}$=-6.66, $p$ = .00, as can be seen in Table 3. Significant differences were not found in the control group. This means that the experimental group made significant progress in their intelligibility in English pronunciation after the experiment.

TABLE 3
MEAN SCORES AND T-TEST RESULTS FOR INTELLIGIBILITY IN PRE- AND POST-TESTS

| Group | $N$ | | Mean | SD | $t$ | df | Sig |
|---|---|---|---|---|---|---|---|
| EG | 24 | Pre- | 72.41 | 7.79 | -6.66 | 50 | .00 |
| | | Post | 81.64 | 2.85 | | | |
| CG | 26 | Pre- | 77.60 | 11.28 | -1.34 | 50 | .19 |
| | | Post | 79.63 | 4.41 | | | |

## B. The Effects of Online Film Dubbing on Comprehensibility

As can be seen from Table 4, the pre-tests showed no significant differences between the control group and the experimental group in comprehensibility of their English pronunciation: $M_{experimental}$ =80.72, SD=3.68, $M_{control}$ =81.20, SD=5.65, $t_{(50)}$=-.34, $p$ = .73. Before the experiment, the control group and the experimental group had similar performance in the intelligibility in their English pronunciation.

TABLE 4
MEAN SCORES AND T-TEST RESULTS FOR COMPREHENSIBILITY IN PRE-TESTS

| GROUP | $N$ | MEAN | SD | $T$ | DF | SIG |
|---|---|---|---|---|---|---|
| EG | 24 | 80.72 | 3.68 | -.34 | 50 | .73 |
| CG | 26 | 81.20 | 5.65 | | | |

Significant differences were found between the control group and the experimental group in the comprehensibility of their English pronunciation (Table 5): $M_{experimental}$ =80.36, SD=3.95, $M_{control}$ =75.83, SD=4.59, $t(50)$=3.72, $p$ = .00. After the experiment, the experimental group performed significantly better in their post-test in the comprehensibility.

TABLE 5
MEAN SCORES AND T-TEST RESULTS FOR COMPREHENSIBILITY IN POST-TESTS

| Group | $N$ | Mean | SD | $t$ | df | Sig |
|---|---|---|---|---|---|---|
| EG | 24 | 80.36 | 3.95 | 3.72 | 50 | .00 |
| CG | 26 | 75.83 | 4.59 | | | |

Significant differences were found in the pre-tests and post-tests for the comprehensibility of the control group: $M_{pre}$ =81.20, SD=5.56, $M_{post}$ =75.83, SD=4.59, $t(50)$=7.09, $p$ = .00, as can be seen in Table 6, which shows that the control group gave poorer performances in the comprehensibility in post-tests. Significant differences were not found in the experimental group, which means that the experimental group maintained their level of comprehensibility in English pronunciation after the experiment.

TABLE 6
MEAN SCORES AND T-TEST RESULTS FOR COMPREHENSIBILITY IN PRE- AND POST-TESTS

| Group | $N$ | | Mean | SD | $t$ | df | Sig |
|---|---|---|---|---|---|---|---|
| EG | 24 | Pre- | 80.72 | 3.68 | .343 | 50 | .74 |
| | | Post | 80.36 | 3.95 | | | |
| CG | 26 | Pre- | 81.20 | 5.65 | 7.09 | 50 | .00 |
| | | Post | 75.83 | 4.59 | | | |

## C. The Participants' Attitude Towards Online English Film Dubbing Activities

Twenty-three participants in the EG returned completed questionnaires. The questionnaire for the students in the experimental group showed that learners have positive attitudes to the online English film dubbing activity in terms of the feasibility, effectiveness and affect. And they provided concrete suggestions for the online dubbing activity in their answers for the open question.

*(a). Findings From the Closed Questions*

Table 7 shows the mean scores and standard deviation for the closed questions. The first three questions focused on the feasibility the online dubbing activity, and the average score of each sub-item is greater than 4.4: the participants believed that the time they spent on this activity was affordable, and the APP used for this activity was easy to operate and user-friendly.

TABLE 7
MEAN SCORES AND STANDARD DEVIATION FOR THE CLOSED QUESTIONS

|  |  | Strongly agree | | | Strongly disagree | | | |
|---|---|---|---|---|---|---|---|---|
|  |  | 5 | 4 | 3 | 2 | 1 | Mean | SD |
| 1 | Affordable amount of time | 65.22% (15) | 30.43% (7) | 0% (0) | 4.35% (1) | 0% (0) | 4.57 | 0.73 |
| 2 | APP user-friendliness | 56.52% (13) | 30.43% (7) | 13.04% (3) | 0% (0) | 0% (0) | 4.43 | 0.73 |
| 3 | Functionality | 43.48% (10) | 56.52% (13) | 0% (0) | 0% (0) | 0% (0) | 4.43 | 0.51 |
| 4 | Attention to supra-segmental features | 60.87% (14) | 26.09% (6) | 8.7% (2) | 4.35% (1) | 0% (0) | 4.43 | 0.84 |
| 5 | Evaluation usefulness | 43.48% (10) | 30.43% (7) | 26.09% (6) | 0% (0) | 0% (0) | 4.17 | 0.83 |
| 6 | Improve oral English | 56.52% (13) | 34.78% (8) | 8.7% (2) | 0% (0) | 0% (0) | 4.48 | 0.67 |
| 7 | Improve autonomous learning | 56.52% (13) | 39.13% (9) | 4.35% (1) | 0% (0) | 0% (0) | 4.52 | 0.59 |
| 8 | Improve learning efficiency | 47.83% (11) | 34.78% (8) | 13.04% (3) | 4.35% (1) | 0% (0) | 4.26 | 0.86 |
| 9 | Improve fluency | 47.83% (11) | 34.78% (8) | 17.39% (4) | 0% (0) | 0% (0) | 4.30 | 0.76 |
| 10 | Enhance interest in pronunciation | 52.17% (12) | 43.48% (10) | 4.35% (1) | 0% (0) | 0% (0) | 4.48 | 0.59 |
| 11 | Enhance self-confidence | 47.83% (11) | 34.78% (8) | 17.39% (4) | 0% (0) | 0% (0) | 4.30 | 0.76 |
| 12 | More merits than demerits | 69.57% (16) | 21.74% (5) | 8.7% (2) | 0% (0) | 0% (0) | 4.61 | 0.66 |
| 13 | Willingness to continue online dubbing | 69.57% (16) | 30.43% (7) | 0% (0) | 0% (0) | 0% (0) | 4.70 | 0.47 |

The second dimension involved six questions (questions 4 to 9), focusing on the effectiveness of the online dubbing activity on the English pronunciation learning. The results show that over 90% of the participants agreed that this activity was very helpful by assigning a 5 or 4 to the question 4 (attention to supra-segmental features), question 6 (improving oral English), question 7 (improve autonomous learning). Over 80% of them found this activity was helpful by assigning a 5 or 4 to question 8 (improve learning efficiency) and question 9 (improve fluency). And less than 75% of the participants agreed that the evaluation provided by the APP was very helpful.

The last four questions focused on the learner's interest, confidence, enthusiasm, and willingness to continue online dubbing practice. The response indicates a positive impression of online dubbing practice activity. The vast majority of learners believed that the advantages of online dubbing practice outweigh the disadvantages and can improve their confidence and interest in learning English. Everyone liked this activity and wanted to keep using it. The participants stated that the online dubbing activity helped enhance their interest in pronunciation as well as self-confidence, that they found more merits than demerits in this activity, and that they were willing to participate in this type of activity in future learning.

*(b). Findings From the Open Question*

The open question provides an opportunity for the participants to make further comments on and give suggestions to the online English film dubbing activity. More than half of the participants commented that their experience with this activity was very good and would like to do more dubbing activities, e.g., three or four time each week. Four participants proposed that more individualized evaluation and comments were needed for them to make more progress. Two participants suggested that the videos chosen for the dubbing activities be more tailored to the English proficiency level of the participants.

V. CONCLUSION

The findings reveal that online English film dubbing activities positively influenced the participants' English pronunciation in both intelligibility and comprehensibility, and they also have positive attitudes towards this activity.

We found that online English film activities could help the participants improve their intelligibility and maintain their comprehensibility in English pronunciation. In terms of intelligibility, significant differences were found in the scores of the EG group before and after the intervention, and no significant differences were found in the scores of the CG group. In terms of comprehensibility, significant differences were found between the control group and the experimental group in the comprehensibility of their English pronunciation after the intervention: the EG performed significantly better in their post-test in comprehensibility than the CG. The findings from the questionnaire showed that the participants in the EG enjoyed this activity: they found that the App was easy to operate and use, that the activity was effective and helpful in improving their pronunciation and English learning and that their experiences promoted their confidence and interests in English.

Regarding the online English film dubbing activities, improvements could be made in choosing videos that are more appropriate for the English learners' language proficiency, providing instructions on supra-segmental features in English pronunciation before the dubbing activity, and delivering more individualized evaluation and feedback after the dubbing activity. There are also some limitations to this study: the size of the sample and the lack of interviews with the participants. The size of the sample was too small, and future research may include more participants. And the inclusion of structured or semi-structured interviews in the research design could also provide more in-depth knowledge and a more profound understanding of the effects of online English film dubbing activities on the participants' English pronunciation.

APPENDIX A.  A LIST OF THE DUBBING VIDEOS

**Week 1**
*Zootopia*
https://moive3.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLF3sqqBe6rb/uid/MDAwMDAwMDAwMLGdpmOBoaaUsad4cg
*Peppa Pig*
https://moive2.qupeiyin.com/index.php?m=home&c=share&a=original_video&course=MDAwMDAwMDAwMLF3smSBi7re&uid=MDAwMDAwMDAwMLGtpqqCi76W&code=081Bx00w3c965W28yg3w3JOuek2Bx00L&state=eb226ec383c02c5a6f4f3433a5fd1974

**Week 2**
*The Little Prince*
https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCHomaBoczc/uid/MDAwMDAwMDAwMLGdpmOBoaaUsad4cg
*Beauty and Beast*
https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdpqyBe9Db/uid/MDAwMDAwMDAwMLGtpqqCi76W?code=031qE8ll24gS574lI4ol22WKHa1qE8lW&state=a4497a996f85c3b74d06e35034401382

**Week 3**
*The Perks of Being a Wallflower*
https://moive2.qupeiyin.com/index.php?m=home&c=share&a=original_video&course=MDAwMDAwMDAwMLCdrmKCi9CX&uid=MDAwMDAwMDAwMLGdpmOBoaaUsad4cg
*Maleficent: Mistress of Evil*
https://moive2.qupeiyin.com/index.php?m=home&c=share&a=original_video&course=MDAwMDAwMDAwMLCHqmOBi66h&uid=MDAwMDAwMDAwMLGtpqqCi76W

**Week 4**
*Frozen*
https://moive3.qupeiyin.com/index.php?m=home&c=share&a=original_video&course=MDAwMDAwMDAwMLF3sqyAob6X&uid=MDAwMDAwMDAwMLGdpmOBoaaUsad4cg
*The Love Book*
https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdoquBobLd/uid/MDAwMDAwMDAwMLGtpqqCi76W

**Week 5**
*The Croods*
https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdxGOAnqKh/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg
*Peppa Pig*
https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLF3uqqBe6qh/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

**Week 6**
*Zootopia*
https://moive3.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdomeAobaW/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

*Guess How Much I Love You*

https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLGHsqmCi6ah/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

**Week 7**

*The Ocean*

https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCHuqyBob6h/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

*Snow White*

https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdpmSBsaaV/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

**Week 8**

*Wonder*

https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdsqyCi9Dc/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

*Pride and Prejudice*

https://moive2.qupeiyin.com/home/share/original_video/app/1/course/MDAwMDAwMDAwMLCdqqqBi6aY/uid/MDAwMDAwMDAwMLGHzGWCi7LcsN2acg

APPENDIX B. THE FIRST RECORDING

Dear all,

Thank you very much for taking part in this **English Phonetics Teaching and Learning Research project** of the College of International Studies, funded by **Southwest University**.

You are kindly asked to hand in **TWO** recordings for this project, the first time at the beginning of this term in October, 2021, and the second time at the end of this term in December, 2021. Your recordings will be used to evaluate your progress in pronunciation. The following week after each recording, you are welcomed to come to **Office 303** in Teaching Building No. 5 for suggestions on how you can improve your English pronunciation. The suggestions will be provided by **Dr. Wei**, the project host.

Please record with your cell phone while you read the following passage aloud, and hand in the recording to your teacher of English Phonetics A, with your English name as the file name. Before you start recording, you can practice the passage for no more than **THREE** times.

**Thank you very much!**

**The passage for recording**

Have you ever seen a forest fire? It is a terrifying thing to see the flames run along the ground, licking up the leaves and dead branches. No wonder those whose homes are near gather quickly to fight the fire. If the fire cannot be stopped, these people will lose everything. Water can seldom be used to put out a forest fire, for most of the time water is not available. Instead of using water, the men fight fire with fire. With hoes, shovels, and rakes, they make a broad, clean path through the forest some distance ahead of the fire. Then they set "backfires" along that side of this clean path which lies toward the coming fire. These backfires burn slowly toward the main fire. When they meet, both must die out for lack of fuel.

APPENDIX C. THE SECOND RECORDING

Dear all,

This is the second recording for the **English Phonetics Teaching and Learning Research Project** of the College of International Studies, funded by **Southwest University**.

Please record with your cell phone while you read the following passage aloud, and hand in the recording to your teacher of English Phonetics A, with your English name as the file name. Before you start recording, you can practice the passage for no more than **THREE** times.

Thank you very much!

**The passage for recording**

Most of us like to eat potatoes. But most people do not know what part of the potato is best for food. Take a sharp knife and cut from middle of the potato a slice as thin as paper: Hold the slice between your eyes and the light. You will see that the potato has a skin, an outside rim, and an inside part. The outside rim which is immediately beneath the skin of the potato is the most valuable part of all. This is often thrown away with the skin. Even the skin itself is better for food than the inside. When eating a baked potato, if you scoop out the inside and leave the outside you are wasting the best part of it. If you cannot eat the whole potato, eat the outside rim and leave the inside.

APPENDIX D. THE QUESTIONNAIRE

Dear all,

This is the last part for the **English Phonetics Teaching and Learning Research Project** of the College of

International Studies, funded by **Southwest University**.

Since you have completed all the dubbing practice, now you are kindly required to fill in the following questionnaire. The questionnaire contains **THIRTEEN** closed questions and **ONE** open question, so we can acquire your opinion on the online English film dubbing activities in the pronunciation classroom. About the closed questions, each includes five options, in which "**SA**= strongly agree; **A**= agree; **N**=do not know; **D**=disagree; **SD**= strongly disagree", and you can circle one of them. The questionnaire was anonymous, and only researchers themselves have access to it. Your honest opinion is very important for our further analysis and research, so please answer carefully and truthfully.

Thank you so much!

**The questionnaire**

1. The time required for online dubbing practice activity is within my acceptable range.

SA       A       N       D       SD

2. This online dubbing practice activity is easy to operate, (learning how to do online dubbing is easy).

SA       A       N       D       SD

3. The software used in online dubbing practice activity has relatively complete functions (different speech speed, pronunciation, imitation order, etc.).

SA       A       N       D       SD

4. Watching the original video is very helpful for me, which makes me pay attention to the intonation, stress, pause, burst, schism, linking, rhythm, and prosodic of English pronunciation, and improves my understanding of the supra-segmental features.

SA       A       N       D       SD

5. The scoring and evaluation function after each dubbing can help me find and correct my English pronunciation problems in time.

SA       A       N       D       SD

6. Following online original audio videos on this app can help me improve my pronunciation intelligibility and comprehension, and thus improve my oral expression ability.

SA       A       N       D       SD

7. This online dubbing practice activity has cultivated my self-learning ability and improved my ability to complete English tasks independently.

SA       A       N       D       SD

8. Compared with the built-in recording function of the mobile phone, this online dubbing practice activity can improve my learning efficiency and help me finish the task faster.

SA       A       N       D       SD

9. Online dubbing practice activity makes me more fluent in reading and speaking.

SA       A       N       D       SD

10. Online dubbing practice activity further stimulates my interest in learning English pronunciation and improves my learning enthusiasm.

SA       A       N       D       SD

11. Online dubbing practice activity can improve my confidence in speaking English.

SA       A       N       D       SD

12. In general, online dubbing practice activity has more advantages than disadvantages.

SA       A       N       D       SD

13. I like to practice English pronunciation with online dubbing practice activity, and I am willing to continue to use this method in my future pronunciation learning.

SA       A       N       D       SD

14. If we continue to use online dubbing practice activity in the future pronunciation learning, what aspects do you think can improve the learning effect of this teaching activity?

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