Innovations

The Application of the English Fun Dubbing App in Oral English Teaching for College English Majors

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Abstract

With the rapid development of contemporary information technology and mobile networks, the popularity of smart phones among college students is extremely high, and online learning tools have been widely used, especially some educational apps that provide possibilities and feasibility for mobile learning. However, in teaching, due to the limitations of teaching time and oral environment, the English oral teaching mode is single and boring, resulting in low enthusiasm and participation of English major students in oral learning, which need to be focused on improving. To improve the current situation of English oral teaching for English majors and enhance teaching effectiveness, teachers should attach importance to the transformation and development of teaching methods under the information age, and fully utilize the auxiliary and supportive role of information technology. As an English learning app, English Fun Dubbing (EFD) has gained popularity among many English learners due to its diverse video resources and unique learning methods. English dubbing software, as an information tool to assist oral teaching, provides new ideas for teachers' oral teaching with its vivid and lively content, and also creates real and interesting learning situations for students. This research starts with the theories of "input" and "output" in second language acquisition, analyzing the functions and roles of the mobile smart software EFD in assisting college English majors in oral English teaching. The research results have certain implications for students improving their English ability in a mobile learning environment by using EFD as well as for English teachers applying this software more effectively in pronunciation or oral English teaching.

Keywords: *Mobile learning; English Fun Dubbing; oral English teaching; oral English learning; input and output theory*

Introduction

With the continuous development and wide application of Mobile terminals and wireless communication networks, people can acquire knowledge information and interact with others anytime and anywhere. Mobile Learning (M-learning for short) appears. According to the 49th survey report of China Internet Network Information Center, by December 2023, the number of Netizens in China had reached 1.032 billion, and the Internet penetration rate was 73 percent. The number of mobile Internet users rose to 1.028 billion, accounting for 99.7 percent of the total. Mobile phones have surpassed PC and become the most important devices for accessing the Internet.

In the face of college students, if the school can make good use of mobile phones and mobile technology, it can change passivity into initiative, greatly expand the teaching space and carry out learning across time and space. M-learning can effectively get through in and out of class, enhance the interaction in teaching. Following PC, mobile terminal will become an efficient teaching information tool, become the innovation of traditional classroom teaching mode, improve teaching quality and teaching efficiency. Thus, in order to expand the space for communication and interaction between teachers and students, many teachers use network teaching platforms, we chat, QQ and other teaching practices to expand the space for interaction between teachers and students. As for the oral teaching class, due to the objective limitations of the traditional computer and network, teachers and students can not realize the exchange and learning anytime and anywhere. In addition, because students can not get timely response from teacher's correction of their pronunciation, they are prone to anxiety and helplessness in practicing. Therefore, the adoption of mobile learning in English oral teaching can help teachers and students to truly break through the time and space constraints. Teaching in the new era should find personalized teaching methods suitable for students, make full use of fragmented time, and effectively improve the efficiency of teaching and learning.

English Fun Dubbing (EFD) is an innovative English learning app developed by Hangzhou Feizhu Technology Co., Ltd. It uses the method of dubbing English videos to help users improve their language skills, especially their oral English. By breaking down short English videos into individual sentences, the app allows users to read subtitles, listen to original audio, and imitate it. Through this process, users can practice and refine their pronunciation, intonation, and speech rhythm, culminating in the creation of a complete dubbed work.

Theoretical Framework

These theories were used to explain why students using the EFD can enhancethe interaction, and improve the authenticity of the learning process. The Input

Hypothesis, proposed by American linguist Krashen in the early 1980s, connected linguistic theory with language teaching practice and had a wide impact in the field of foreign language teaching. (Krashen, 1985). It is necessary to first provide a large number of input opportunities in the target language, of course, the input can be diverse, both oral and written. This hypothesis emphasizes the role of students' comprehension. Provided with many vivid learning materials from EFD, the students autonomous ability will be improved. The place of occurrence can be either a direct communicative environment or a one-way non communicative environment.

Swain, who studied children in immersive language teaching programs in Canada, proposed the "Output Hypothesis" based on his own observations. The idea behind summarizing this hypothesis is that language acquisition can occur through the production of language, whether oral or written(Yang Lianrui, 2007).Wen Qiufang (2008) proposed the "Output driven Hypothesis", whose core idea is that output is both the driving force and the goal of language acquisition. Van Lier pointed out that authenticity should permeate all aspects of the teaching process. Teachers should not only choose authentic language materials based on students' actual level, but also design authentic classroom activities, create a real teaching environment, and achieve authenticity. Authenticity is a dynamic process closely related to the interaction between teachers and students in the learning process.

Therefore, these theories explain that in the process of English oral teaching, teachers should respect the guidance of comprehensible input principles, actively create a relaxed, friendly, and harmonious learning atmosphere by selecting the authentic materials from the, and ensure the smooth progress of the English input process. At the same time, emphasis should be placed on language output, providing students with ample opportunities for speaking, and continuously stimulating their effective output in teaching. Thus, teachers can add EFD app to their English speaking classes,and English majors'speaking skills will be significantly improved. It helps improve pronunciation, fluency, and overall oral communication through immersive and enjoyable language activities.

Literature Review

With the rapid development of the information age, mobile devices have provided convenient learning conditions for English learners. Therefore, more and more programs are being applied to English oral teaching, and research on mobile English oral teaching has also increased. Research on mobile learning abroad has shown that by utilizing mobile devices, teachers can obtain timely feedback from students and continuously improve teaching efficiency. The author conducted a literature search on the topic of "English Fun Dubbing" and "English oral teaching" on China National Knowledge Infrastructure (CNKI), and found a total of 40 relevant articles, including 13

journal articles and 17 master's theses.

Oral English is one of the basic skills for any second language acquisition, especially the English majors. Xiang Zongping(2019) proposed that as for the students who majoring in English, the oral English with high proficiency is vital. But because of limited time in class activities, the use of mobile APP is a great supplement to classroom learning. Based on the constructive perspective, Xu Liangyan(2023) conducted project-based English oral teaching practice in vocational colleges using EFD as an example. Tang Hongmei et al.(2021) used Swain's output hypothesis to explain the impact of EFD on English speaking ability in language acquisition. Wu Huiqi (2021) conducted the following research on the title "Beyond Parroting: Using English Fun Dubbing Improve English Oral Performance", aiming to develop the present project to incorporate oral proficiency.

The author found that most of the research is conducted through experimental processes to study students' pronunciation or speaking abilities, but no effective teaching model has been established. This paper utilizes input and output theory to establish a classroom centered teaching approach, with its oral teaching model based on various materialchosen from EFD APP. Research indicates that dubbing apps provide authentic, engaging, and interactive practice, which significantly improves pronunciation, intonation, and overall fluency (Thomson & Derwing, 2015). By leveraging immediate feedback and real-world content, these tools align with authentic theories of language learning, facilitating active and contextualized learning experiences (Duffy & Cunningham, 1996). However, challenges such as ensuring consistent evaluation, addressing diverse learner needs, and integrating with traditional teaching methods must be addressed to maximize the effectiveness of these tools (Chapelle & Voss, 2016).

Overall, the literature supports the potential of EFD to transform traditional language learning and instruction, offering a more dynamic and effective approach to developing oral English skills.

Methodology

This study focuses on 40sophomores from two classes majoring in English at the School of Foreign Languages of Henan University of Traditional Chinese Medicine. Even though the Students had one years study, they still have weak English foundations, lack interest in learning English, and lack enthusiasm in classroom teaching. This study was carried out in 4 weeks and mainly adopts action method and observation method to carry out the following research work. Based on the review of input and output related theories, blended learning, collaborative learning, and task-based language teaching are combined into a comprehensive teaching model. This mode not only provides rich comprehensible input, but also strengthens students'

language expression ability through multiple output exercises, which is in line with the basic principles of second language acquisition. This comprehensive teaching model is as follows: before class, students independently complete dubbing tasks through the EFD app, achieving self-directed learning and task-based language teaching; In the classroom, teachers use flipped classroom and blended learning modes to organize students for group collaborative learning, deepening understanding and application through interaction, discussion, and feedback. This model not only leverages the advantages of students' self-directed learning, but also combines the effectiveness of classroom interaction and teacher guidance, comprehensively improving students' oral expression ability. Finally, based on the constructed instructional design pattern, three kinds of elaborately materials "Documentaries, Movies, TV series" were selected for instructional design. After the procedures, we conducted observation methodon these students, and through reflection, further revised the English oral teaching design model supported by EFD.

Teaching practice

The author spent four weeks trying to recommend and use the EFD app in two classes of second year English majors in college. The specific steps are as follows:

Firstly, it is the before class preparation stage. The teacher establishes a class group in the EFD app and guides students to download and install the program in the app market. After installation, guide students to enter the class group. Group every 4 or more students and elect a group leader. Students should submit at least one voice over work in the class group every week, and submitting more will earn extra points. The group leader is responsible for keeping track of the statistics. The content of dubbing will be specified by the teacher from the three kinds. If students choose their own content, they can choose classic textbooks, popular movies or TV dramas based on their English proficiency and interests. The duration of the dubbed video must be more than 1 minute, and the recorded sound must be loud and clear. After sharing dubbing works, both teachers and classmates must actively encourage, positively motivate, and affirm their efforts, create a good learning atmosphere in the dubbing class group, work hard, and make progress together.

Secondly, it is the classroom sharing and appreciation stage. Spend about 10 minutes in each class appreciating the voice over works of 40 classmates. Teachers play students' dubbed videos, on the one hand, actively affirming the areas where students do well; On the other hand, it will also point out some shortcomings of students and tell them how to correct them. At the same time, regarding the dubbing content of students, appropriate explanations should be given from several aspects such as pronunciation, intonation, vocabulary, fixed collocations, emotions, and culture to enrich students' English knowledge. During four weeks of class time, teachers are

required to evaluate at least one dubbing work of each student. This authentic communication and evaluation method based on video works is novel, intuitive, interesting, and efficient, making it easy for students to make timely corrections and improve learning efficiency.

Thirdly, it is the after class summary and improvement. For the dubbing content designated by the teacher, if there are some common problems among the whole class, the teacher can demonstrate and explain to the students in the class group of the EFD APP. The highquality works of videos not only improve their own English proficiency in oral English, but also enlarge their latitude of knowledge. In the past, English oral exercises such as reading aloud, memorization, dialogue, etc. were usually completed by students after class and could not be recorded. Teachers also had no way to supervise, so students would cut corners. However, using the EFD software can to some extent solve the problem of difficulty in supervising extracurricular English oral practice, making the process of English oral learning more rich, interesting, and effective.

Lastly, through this method of operation, most students can freely and skillfully choose dubbed videos based on their interests and English proficiency, repeatedly dubbing to create a better work. Through intensive listening and dubbing, students gradually improve the accuracy of English pronunciation and the standardization of intonation, and learn many vocabulary and expressions that are not in textbooks, experiencing the infinite joy brought by English dubbing. Classmates communicate and appreciate each other, sometimes doing voice acting independently, sometimes collaborating with two people, and sometimes forming groups to do voice acting. Each vivid work, regardless of the level and difficulty of English proficiency, is the result of students' independent English learning. In the matter of English learning, students have changed their original attitude of rejection towards English learning and gradually developed some favorable feelings and experienced some fun.

Discussion

After completing the experimental research, the author focused on observing the two aspects: Student behavior performance and teacher classroom performance.

As for the Student behavior performance, during the experimental research process, students were able to operate this APP fluently for English oral practice. Due to students' good adaptation to this new teaching mode, their attention naturally focuses on the classroom, and the phenomenon of whispering in class is almost nonexistent. The enthusiasm for group cooperation is still high, and teaching efficiency and work quality have significantly improved. In addition, due to the effective control of the classroom by the teachers, the author timely and effectively evaluated the students' works, improved feedback efficiency, and promoted the progress of students' English

speaking. In response to the phenomenon of students' pseudo cooperation and incomplete cooperation that occurred in the fist two weeks, the author the author uses classroom action method and reflects on the fact that they did not play a good guiding role in student group cooperation exercises, and the role division of students was not clear. Therefore, in the experimental research process, the author clarified the roles of each member in the group and explained the cooperation rules before the start of the group collaboration. In response to students inactive participation, the author provided constant positive feedback to the students, which will guide them to cultivate their consciousness and renew their interests.

As for teacher's classroom performance, after multiple experimental processes, teachers are better able to grasp the classroom progress. Although teachers may not always pay attention to students with weaker foundations, the author uses classroom observation and post class communication to timely understand the difficulties they encounter in the learning process, in order to provide more targeted guidance, cultivate students' interest in English oral learning, and enhance their confidence in oral learning. In response to the phenomena of student pseudo cooperation and incomplete cooperation that occurred during the experimental process, the author reflects on the fact that they did not play a good guiding role in student group cooperation exercises and did not have a clear division of roles for students. Therefore, in the final experimental research process, the author clarified the roles of each member in the group and explained the cooperation rules before the start of the group collaboration. In addition, due to the fixed oral practice materials in class and the need for students to repeatedly read aloud, although students learn well in class, it is not so easy for them to speak on their own once they leave the specific context. During this process, some students may even develop Chinglish expressions, which requires students to persist in practicing for a long time. After all, oral learning is not achieved overnight and requires continuous learning to develop good habits.

Reflections

Based on classroom observation and action research method, the author reflected and found that the application of EFD APP to college English majors' oral English teaching is relatively new, and students' participation is also high. Through action research, the author found that using the EFD app to learn spoken English is a teaching method that easily attracts students' interest in learning. Some students have overcome their fear of speaking English, so almost the vast majority of students actively participate in the classroom, and their enthusiasm for learning spoken English is also very high.

Students first improve their oral works by independently dubbing and receiving timely feedback in the app. Secondly, they practice speaking through group collaboration. With timely feedback from the author, students have continuously

improved their oral works, resulting in a significant increase in accuracy. Especially by establishing competition mechanisms and group cooperation competition systems, every student can gain a sense of satisfaction in seeking knowledge and a sense of success. The content taught by teachers and learned by students is no longer limited to textbook knowledge, but is expanded through mobile terminal apps.

In summary, applying the EFD app to college English oral teaching has stimulated students' enthusiasm for learning and improved their oral skills to a certain extent. This indicates that the EFD app is an effective measure to assist English oral teaching and can provide reference value for future related research.

Results

Over the four weeks' research, most students have been curious about this software from the beginning, and now they can freely and skillfully choose dubbed videos based on their interests and English proficiency, repeatedly dubbing in order to create a better work. Through intensive listening and dubbing, students gradually improve the accuracy of English pronunciation and the standardization of intonation, and learn many vocabulary and expressions that are not in textbooks, experiencing the infinite joy brought by English dubbing. It is showed that their attitude had changed from the beginning. Interest is the best teacher. With interest, there is hope for learning English. According to Krashen's hypothesis, affective factors(motivation, self-confidence and anxiety) occupy a significant position in learner's second language acquisition. If the students have a positive attitude or their interests or enthusiasm were motivated, they will master the target language much better. Based on the results, the author understands the effectiveness of the implementation of the EFD app.To sum up, in today's "Internet plus" era, mobile English learning software such as EFD, which is simple, practical, fast and interesting, has been introduced into college English teaching activities, which makes it possible for students to use fragments of time to learn English at any time and anywhere. This conforms to the basic law of English autonomous learning, and is conducive to finding solutions suitable for college students' English learning.

The experimental results indicate that the use of EFD helps improve students' oral proficiency. The use of software cannot replace the entire classroom teaching, and it is still worth exploring how to fully utilize EFD in English teachers' classroom and extracurricular English teaching. In this information age, it is necessary for teachers to actively embrace new technologies and learn how to apply them in teaching. And reasonable selection of dubbing materials was made. Teachers should possess the skills of cutting, combining, and even innovating dubbing materials to meet the requirements of students' situations and teaching objectives. Then, after the students complete the dubbing, provide them with effective feedback.

Recommendations

As for language Teachers, they can Integrate EFD into the curriculum to provide varied and engaging oral practice. Not only has it opened up new ideas and directions for teachers' oral teaching, but it has also created a good learning environment for students' oral learning, ultimately improving the learning situation of "mute English". In such an environment and atmosphere, both teachers and students have achieved growth and progress, realizing the mutual benefit of teaching and learning. Furthermore, they can use the app to give students frequent and immediate feedback on their speaking skills.

As for the Facilitators/Instructors, students will be encouraged to practice regularly with the app to improve their oral proficiency and monitored and guided in selecting appropriate video clips for their skill level.

As for the language Learners, by utilizing the app for daily practice is very useful in enhancing their pronunciation and fluency. Moreover, they can share their dubbed works with peers for constructive feedback and motivation.

As for the language curriculum programmers/planners, they can Incorporate technology-based assessment tools like EFD into language learning programs and ensure the app content aligns with the learning objectives and proficiency levels of students.

As for others, researchers can study the impact of dubbing practice on language acquisition. Educational policymakers can support the integration of innovative tools in language education to improve learning outcomes.

By leveraging the capabilities of EFD, stakeholders can enhance the effectiveness of language teaching and learning, making the process more interactive, enjoyable, and productive.

Conclusion

Based on the review of input and output related theories, blended learning, collaborative learning, and task-based language teaching are combined into a comprehensive teaching model. Under the support of EFD Mobile learning, this research constructed the comprehensive teaching model including the collaborative learning, task-driven teaching grounded in the theories of Input and Output Hypothesis as well as Authentic Theory. After the four weeks experiment, this research reached the following conclusions:

This model has important guiding significance for college English majors' oral teaching. In addition, action research based on this teaching design model is feasible. EFD serves as a valuable supplementary tool in the teaching of oral English to English majors. The platform provides students with access to a wide array of authentic language materials. By engaging with these materials, students are exposed to

authentic speech patterns, intonation, and cultural nuances, allowing them to internalize and better understand the target language. The interactive nature of the tool also aligns with Output Hypothesis, which suggests that language acquisition is reinforced through the production of comprehensible output.

In teaching practice, this study takes the mobile teaching mode under input and output theory as guidance, and combines factors such as students' oral proficiency and teaching resources to design relevant cases for application in college English oral teaching. The teaching practice has verified the effectiveness of the teaching design case, demonstrating that the college English oral teaching design mode supported by EFD can be applied to actual classroom teaching with significant results.

After this action research, students' interest in learning oral English has greatly increased; the enthusiasm of students to participate in group cooperative learning has increased; with technical support, students' oral proficiency has greatly improved.

In conclusion, EFD significantly enhances the effectiveness of oral English instruction for English majors by providing a dynamic, engaging, and supportive environment for language practice. Its ability to integrate authentic materials, promote active learning, and offer personalized feedback makes it a powerful complement to traditional teaching methods, ultimately leading to improved oral proficiency and greater student confidence in using English.

Limitations and Future Studies

Despite the promising potential of the EFD app in improving oral English proficiency among college students, several limitations must be acknowledged. Firstly, the effectiveness of the app heavily relies on the quality and variety of the available video content, which may not always align with the specific learning objectives or proficiency levels of all students. Secondly, the research time is limited. This study only lasted for four weeks, which is relatively limited. If we want to obtain more universal conclusions, we need more time to conduct relevant research. The scope of research is relatively narrow. The target of this action research is limited to 40 English major students. A narrow research scope may have an impact on practical conclusions. In addition, the number of students' oral samples selected during the effectiveness analysis stage is limited, so the reliability of the conclusions drawn from the analysis still needs further confirmation.

Future studies should explore ways to enhance the quality and range of video content to better cater to diverse learner needs and preferences. Research could also investigate the integration of more sophisticated feedback mechanisms, possibly incorporating artificial intelligence to provide more detailed and personalized evaluations. Additionally, longitudinal studies are needed to assess the long-term impact of using the EFD app on oral English proficiency, considering factors such as

learner motivation, engagement, and retention. Investigating the app's effectiveness in various educational contexts and its integration with traditional teaching methods could provide valuable insights into optimizing blended learning environments. Finally, exploring strategies to overcome technical and accessibility challenges will be crucial in ensuring that the benefits of technology-based assessment tools like EFD are available to a broader range of learners.

The author hope this research can make more English teachers aware that integrating mobile apps into oral teaching practice is feasible. This study encourages teachers at all stages of education to continue exploring new teaching models with the support of mobile apps, in order to better promote students' academic performance and overall development.

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