

STUDENTS' PERCEPTIONS TOWARDS THE USE OF VIDEO DUBBING TO LEARN SPEAKING SKILLS AT A VIETNAMESE UNIVERSITY

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ABSTRACT: This study explored students' perceptions of using video dubbing as a pedagogical tool to enhance English speaking skills among non-English major students, particularly those majoring in English for Mathematics at Hanoi Pedagogical University 2 (HPU2) - a learner group underrepresented in prior research. Addressing the challenges these students face, especially in pronunciation, fluency, and communication confidence, the study implemented a structured 15-week dubbing intervention using authentic video materials tailored to their proficiency. An experimental research combining questionnaires and in-depth interviews was employed to capture both quantitative results and qualitative student experiences. The findings indicated that video dubbing significantly improves students' pronunciation, intonation, fluency, and speaking confidence. Students reported that mimicking native speakers enhanced their speech rhythm and real-world language use, though some struggled with fast dialogue and emotional expression. The study contributed new insights into the integration of technology and multimedia in language education in Vietnam and offers practical pedagogical recommendations for future curriculum design.

KEY WORDS: video dubbing; English speaking skills; pronunciation; fluency; non-English. major students; higher education; educational technology; mixed-method research.

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1. Introduction

Hanoi Pedagogical University 2 (HPU2) is one of the prominent pedagogical institutions in Vietnam, educating over 8,000 students across 13 different majors. With a significant contribution to the northern labor market, particularly in education and non-educational fields, HPU2 prioritizes enhancing the quality of teaching and learning. In the context of globalization, it recognizes that students must possess skills beyond their professional expertise, with foreign language proficiency being a key component. Currently, English is the dominant foreign language taught, with more than 90% of non-English major students opting for it.

To graduate, students at HPU2 must meet both specialized subject requirements and foreign language proficiency standards. The university categorizes students into two groups based on their English learning pathways. The first group consists of students from various majors who are required to complete three English courses, ranging from English B1.1 to B1.3, accumulating a total of 7 credits. Their required English proficiency for graduation is B1, which aligns with the general expectations for non-English majors. Meanwhile, the second group includes students majoring in Mathematics and English Education, who undertake a far more intensive English curriculum. They are required to complete a series of courses from English B1.1 to B2.3, totaling 18 credits, with a graduation requirement of B2 proficiency.

While this advanced English training is intended to prepare them for professional and academic endeavors that demand higher language competency, many students in this group face considerable challenges in meeting the B2 requirement, particularly in speaking skills. Unlike English majors, who engage in immersive language training with diverse communicative activities, Mathematics-English students primarily focus on technical and theoretical coursework. Their exposure to real-world

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conversational practice is limited, making it difficult for them to develop fluency and confidence in spoken English. Furthermore, the emphasis on formal assessments such as standardized tests and written examinations often leads to a neglect of practical speaking opportunities, resulting in students struggling with pronunciation, intonation, and spontaneous communication.

Additionally, many of these students come from educational backgrounds where English learning in high school focused heavily on grammar and reading comprehension rather than speaking and listening skills. As a result, they enter university with a foundational gap in oral communication, making it even more challenging to adapt to the demanding English curriculum. This struggle is exacerbated by the pressure of achieving a B2 certification, which requires not only a solid grasp of grammar and vocabulary but also the ability to communicate effectively in academic and professional settings.

Recognizing these difficulties, this study focuses specifically on Mathematics-English students, aiming to support them in improving their speaking skills through an innovative pedagogical approach. By implementing video dubbing activities, the research seeks to bridge the gap between theoretical language knowledge and practical communication skills. Video dubbing provides an engaging, interactive method that encourages students to practice pronunciation, fluency, and expressive communication in an authentic context. Unlike traditional rote-learning techniques, dubbing immerses students in real-world language use, allowing them to mimic native speakers, develop a natural speech rhythm, and enhance their confidence in spoken English.

This research introduced several novel aspects compared to previous studies. First, it focused on a specific, underrepresented learner group in the Vietnamese context: non-English majors specializing in Mathematics-English. Second, the study incorporated a structured, 15-week intervention using authentic video materials selected to match students' English proficiency. Third, by employing an experimental research, the study captured both statistical outcomes and in-depth student experiences, offering a comprehensive understanding of the pedagogical value of video dubbing. These innovations helped fill the gap in existing literature and provide valuable insights for curriculum designers and language educators seeking effective strategies for enhancing speaking skills among diverse student populations.

Video dubbing, which involves mimicking and revoicing original video clips to match speakers' lip movements, has been identified as an effective method for enhancing language learners' speaking abilities. Previous studies have shown that this technique improves speaking proficiency, reduces speech errors, and helps students focus on intonation while providing a realistic context for language use. Despite its success in various educational settings, there has been limited research on its application in the Vietnamese context, especially in improving English speaking skills for non-English major students.

This study sought to address the existing research gap by designing a video dubbing activity tailored specifically for HPU2 students. Its primary aim was to investigate the potential of video dubbing to enhance learners' English-speaking skills. By incorporating this technique into their learning process, the study aimed to provide a practical approach to overcoming challenges students face when practicing spoken English outside the classroom. The research examined the effects of video dubbing on students' speaking performance, focusing on both their proficiency and their attitudes toward the activity. An experimental research design was employed, utilizing a combination of quantitative and qualitative methods to obtain a comprehensive understanding of students' experiences and perceptions of the dubbing approach.

2. Literature review

Speaking skills

Speaking is a key component of language learning, essential for communication, particularly in non-native languages. It involves producing verbal utterances to convey meaning and requires

fluency, the ability to process language instantly, and the use of language appropriately in various contexts. According to Brown and Yule (1983) speaking can be categorized into three functions: *talk as interaction*, which is social conversation; *talk as transaction*, focusing on the exchange of information; and *talk as performance*, which is used in structured formats like presentations. Each type requires different skills, including grammar, vocabulary, pronunciation, and interactive communication (Burns, 1998).

Grammar refers to the structural rules of language, which can differ between spoken and written forms. In speaking, structures are often simpler, and sentences may be shorter and linked with conjunctions or pauses. Vocabulary is another crucial element, as a wide range of words is necessary to express ideas clearly. Pronunciation involves the correct production of sounds, intonation, and rhythm, which are vital for comprehension. Interactive communication involves the ability to engage with others in conversation, such as asking questions or making offers.

To improve speaking skills, it is essential to balance language input (e.g., listening to lectures or engaging in dialogues) with output (e.g., speaking exercises). Communicative output, where learners close the information gap between speakers, is a key way to develop speaking proficiency.

The concepts of video dubbing

Video dubbing, a technique that replaces the original audio in a video with a learner's voice, has become an effective method for language learning. By mimicking the pronunciation, intonation, and rhythm of native speakers, learners improve their speaking skills (Pamungkas, A. S., 2019). According to Díaz-Cintas & Orero (2010), dubbing can be done in several ways: *voice replacement*, where the original audio is replaced with another language without synchronizing with lip movements; *lip-sync recording*, which matches the lip movements of the characters; and *voiceover*, where additional commentary or narration is added without matching lip movements.

Before dubbing, learners are trained by selecting appropriate videos, practicing pronunciation and speech patterns, and recording their voices. They may use tools for editing the dubbed content. This process allows learners to improve their listening comprehension, pronunciation, and vocabulary usage by replicating real-life language use.

Advantages of video dubbing

Dubbing offers numerous benefits to language learners. It fosters active participation and curiosity about language learning. By listening to and imitating native speakers, students improve their listening reflexes and pronunciation. Dubbing also enhances their vocabulary and contextual understanding, as learners are exposed to authentic language use in different scenarios (Karimzadeh, S., & Ghahroudi, M., 2017). Additionally, dubbing allows for increased engagement with the language, offering a fun and effective method of practicing speaking skills outside the classroom.

Previous studies

Overseas Studies: Many studies highlight the positive impact of video dubbing on language learners' speaking skills. For example, He and Wasuntarasophit (2015) found that video dubbing improved students' comprehensibility, fluency, and accent. Talavan and Costal (2017) noted that video dubbing promoted pronunciation and fluency in Spanish EFL learners. Other studies also supported the idea that video dubbing helps students mimic native speakers' tone, accent, and speech pace (Pamungkas, 2019). These studies showed that dubbing tasks, though challenging, could be beneficial for improving English speaking abilities by offering learners real-world language experiences.

Vietnamese Studies: In Vietnam, dubbing has also been shown to improve speaking skills. Nguyen (2019) found that movie dubbing helped Vietnamese learners improve their pronunciation, grammar, and vocabulary. In her study, students practicing dubbing exhibited significant improvements in pronunciation, with more than 70% of them reporting increased confidence in speaking English.

While previous research in Vietnam on dubbing's effectiveness is limited, these findings indicated its potential for enhancing speaking abilities, especially for non-English majors.

This chapter provided an overview of speaking skills and video dubbing as a technique to enhance language learning. It highlighted the functions and aspects of speaking, as well as the advantages of incorporating video dubbing into language instruction. The chapter also reviewed both international and Vietnamese studies, which demonstrate that video dubbing can significantly improve speaking skills, particularly in terms of pronunciation, fluency, and vocabulary acquisition.

In light of the previous discussions, the study aimed to answer the following research questions: 1/How does the application of video dubbing influence the students' English speaking skills performances?; 2/What are the students' attitudes towards their video dubbing experience?

3. Methodology

This study employed an experimental research design to investigate the effectiveness of video dubbing activities in enhancing the English-speaking skills of third-year non-English major students. The design enabled a comprehensive exploration of students' speaking skills and attitudes towards the dubbing technique through the use of various data collection methods such as interviews and questionnaires students over 15 weeks.

The study was conducted at a public university in Vinh Phuc province, approximately 40 km from Hanoi. The region is witnessing an increase in the demand for English proficiency due to the growing influence of English-speaking environments, which provide more opportunities for employment and education. This backdrop highlights the importance of improving English skills among local students. The study's participants were 26 non-English major students, aged between 19 and 21, all of whom had been studying English for over 10 years. The students were at the pre-intermediate level and had no prior experience with video dubbing techniques aimed at improving speaking skills.

The students were enrolled in English courses designed for non-English majors, including subjects in grammar, listening, speaking, reading, and writing. Over the course of the study, they were given 15 different film videos, selected carefully by the researcher to align with their proficiency levels. These videos, sourced from popular films like *Titanic*, *Home Alone*, *Harry Potter and the Philosopher's Stone*, and *The Lion King*, were suitable for pre-intermediate students, providing content with clear vocabulary and speech patterns for the dubbing process.

Semi-structured interviews were conducted with 10 students who agreed to attend the interview. These interviews aimed to explore the students' attitudes and perceptions regarding the video dubbing technique, focusing on their learning experiences, challenges, and the perceived benefits of the method. The interviews helped provide deeper insights into factors influencing students' motivation and their opinions on using dubbing in future courses. In addition to the interviews, students were also surveyed through questionnaires at the beginning and end of the study. These questionnaires were designed to assess students' perspectives on the effectiveness of video dubbing in improving their speaking skills.

The research procedure was structured over 15 weeks. In the first week, the students were introduced to the study, and students were tasked with completing weekly dubbing activities. Each week, students selected a video and substituted their own voice for the original one. The videos were gradually increased in difficulty from B1 to B2 level to keep students engaged and to monitor their progress. In addition, the students practiced speaking at the natural speed of the video and aimed to imitate the original voice as closely as possible. The videos were carefully edited by the researcher to match the timing and clarity needed for the dubbing process, and transcripts were provided to assist with practice.

During the 15-week study, students participated in weekly dubbing exercises, uploading their dubbed videos to an online platform where they were reviewed by the teacher. This regular involvement helped ensure that students consistently engaged with the activity and allowed for

ongoing feedback on their progress. Throughout the study, students were encouraged to participate fully, with attendance marks given for timely submissions. The videos were used as a tool to help improve students' fluency, pronunciation, vocabulary, and overall speaking confidence.

The data analysis was based on both quantitative and qualitative methods. For the quantitative data, students' responses to the questionnaires were analyzed using descriptive statistics, and the results were used to evaluate the overall effectiveness of the video dubbing technique. For the qualitative data, interview responses were analyzed thematically to understand students' perceptions of the activity and their motivations. The analysis of both sets of data helped provide a comprehensive understanding of the impact of video dubbing on students' speaking skills, as well as their attitudes towards this innovative learning method.

This research aimed to assess how video dubbing can enhance speaking proficiency by integrating real-world language use through mimicking native speakers in authentic video content. The study's findings were expected to offer insights into how technology and multimedia tools can support language learning, particularly in enhancing English-speaking skills.

Through this approach, the study sought to address the gap in existing research regarding the application of video dubbing in the Vietnamese context. It contributed to a deeper understanding of the benefits and challenges associated with using video dubbing for language learning and aimed to offer practical recommendations for integrating such techniques into the curriculum of universities.

The overall goal was to provide valuable information on how video dubbing could be used effectively to improve students' English-speaking abilities, fostering greater confidence and competence in real-world communication scenarios. By combining innovative teaching methods with technology, the study aimed to make language learning more engaging and relevant to students' needs in the modern globalized world.

4. Findings and discussions

This chapter presented the findings obtained from the data analysis, including interviews and questionnaires, to address the research questions and evaluate the effectiveness of video dubbing in improving students' English-speaking skills. The findings were analyzed both quantitatively and qualitatively to provide insights into the impact of video dubbing on speaking proficiency, students' attitudes, and their perceptions of the method.

4.1. Interviews

The interviews conducted with 10 students offered valuable insights into their experiences with video dubbing. A majority of the students reported feeling more confident in their speaking abilities after engaging in dubbing activities. They noted significant improvements in pronunciation and vocabulary, highlighting that mimicking native speakers helped them better understand intonation and rhythm, which led to more natural-sounding speech.

To strengthen the qualitative aspect, student responses were categorized into several thematic areas:

Theme 1: Increased speaking confidence: Many students expressed that their anxiety about speaking English decreased significantly:

“Before, I was afraid to speak English because I was not sure about my pronunciation. After dubbing practice, I feel more confident because I listen to native speakers and copy how they speak.” Another student added: “Recording my voice felt strange at first, but after a few weeks I stopped being shy. Now I can even speak in class without hesitation.”

Theme 2: Improved pronunciation and intonation: Most participants found that video dubbing improved their awareness of English sounds:

“I could hear how native speakers pronounce difficult words and I tried to copy. After a few tries, I was surprised that I could sound more natural.” Another explained: “The videos helped me

recognize rising and falling intonation. Now, when I speak, I feel like I know when to stress words correctly.”.

Theme 3: Challenges with pace and emotional expression: Despite overall positive feedback, several students reported difficulty keeping up with fast dialogues and expressing emotions:

“Some videos were too fast for me to follow. I had to watch many times before I could dub correctly.” “It was hard to express the same emotions as the characters. Sometimes I just read the lines without feeling.”.

Theme 4: Recommendations for future implementation: Students also made suggestions to enhance the learning experience:

“I think we need a list of vocabulary before we start each dubbing task.” “Maybe we can work in pairs or groups. It would help me feel less nervous and we could support each other.”.

These qualitative findings suggest that while students faced challenges, they recognized the benefits of dubbing in developing oral communication skills. The data reinforce the importance of providing appropriate scaffolding such as pacing adjustments, vocabulary previews, and emotional coaching to maximize the effectiveness of dubbing exercises.

Overall, the interview responses support the view that video dubbing positively contributes to speaking skill development, particularly in pronunciation, confidence, and speech rhythm. Further integration of students’ feedback into future course design will help refine this pedagogical tool for broader application.

4.2. Questionnaires

The questionnaire responses were divided into two sections: students’ attitudes towards video dubbing and the extent to which they felt the method improved their speaking skills. The results indicated a generally positive attitude towards video dubbing. Most students found the activity interesting, with many appreciating the vivid visuals and slower pacing, which helped maintain engagement. A significant number of students also felt that video dubbing was an appropriate workload, with one video per week fitting well into their schedules.

However, some students reported feeling bored at times, which suggests that the activity could benefit from more varied content or additional interactive elements. Despite occasional boredom, the majority of students agreed that dubbing helped improve their pronunciation confidence. They found it particularly helpful to encounter unfamiliar words during the process, as this encouraged vocabulary expansion.

The questionnaire also showed that students felt video dubbing helped them focus on important aspects of speaking, such as intonation, rhythm, and fluency. A majority of students agreed that dubbing allowed them to improve their pronunciation, accuracy, and fluency, especially through imitating native speakers. The activity also helped students understand sentence structure and exposed them to real-world language materials, enhancing their vocabulary and cultural knowledge. Many students felt that dubbing contributed to their non-verbal communication skills by allowing them to mimic facial expressions and gestures.

The low-pressure environment of video dubbing was another benefit, with most students agreeing that it helped them feel more confident in speaking without the fear of judgment. Additionally, students reported that the activity was engaging and motivating, making language learning more enjoyable compared to traditional methods.

However, the responses to certain items showed mixed feelings. For example, while most students agreed that they could keep up with the pace of the videos, a few struggled, suggesting the need for personalized pacing to accommodate varying levels of proficiency. Similarly, some students found challenging vocabulary and fast speech rates discouraging, which could hinder their motivation.

4.3. Discussions of findings

This study explored the effectiveness of video dubbing in improving students' speaking skills and their perceptions of using the dubbing app. The findings demonstrated that dubbing activities were effective in enhancing pronunciation, vocabulary, fluency, and overall speaking confidence, as supported by both qualitative and quantitative data. Student interviews revealed positive experiences, with many students reporting greater confidence and a more natural speaking rhythm as a result of mimicking native speakers in dubbing tasks.

A notable innovation of this study lied in its specific focus on non-English major students specializing in Mathematics-English education, a demographic rarely addressed in prior research. Most previous studies have centered on English majors or general language learners, whereas this research targets a group facing distinct challenges due to the limited speaking practice embedded in their curriculum.

Additionally, this study is among the few in Vietnam to implement a sustained video dubbing intervention across 15 weeks, using a progression of materials sourced from widely recognized movies tailored to students' English proficiency levels. The inclusion of structured weekly activities and mixed-method analysis combining questionnaires and in-depth interviews represents a methodological advancement, offering more robust insights into both the cognitive and emotional impact of dubbing tasks.

These unique aspects differentiated the current research from earlier works and emphasized its contribution to the development of innovative, inclusive, and engaging pedagogical tools for underrepresented learner populations.

The effectiveness of video dubbing in improving speaking skills

Students who engaged in dubbing activities reported significant improvements in their speaking skills, particularly in pronunciation and fluency. Many students found that mimicking native speakers helped them internalize correct pronunciation and improve their intonation. One student shared: "Before, I was afraid to speak English because I was not sure about my pronunciation. After dubbing practice, I feel more confident because I listen to native speakers and copy how they speak." This aligns with previous studies (Chiu, 2012; Danan, 2010) that suggest video dubbing enhances pronunciation and fluency through repeated exposure to authentic speech models. The findings from both the interviews and questionnaires indicate that video dubbing has a positive impact on students' speaking skills. The majority of students reported increased confidence in their pronunciation and felt that the technique improved their ability to produce natural-sounding speech by focusing on intonation, rhythm, and fluency. The use of authentic materials, such as movies and TV shows, helped expose students to real-world language use, including cultural nuances and colloquial expressions.

Students' engagement and attitudes toward video dubbing

The students' responses to the dubbing activities were generally positive. They found the interactive and multimedia nature of the tasks engaging, which kept them motivated to practice speaking regularly. However, challenges such as keeping up with the pace of the videos and pronouncing fast speech correctly were noted. One student explained:

"Some words are very difficult to pronounce, especially when the character speaks too fast. I have to repeat many times." This finding aligned with Karimzadeh and Ghahroudi (2017), who noted that learners often struggle with rapid speech during dubbing tasks. Several students also suggested the addition of more video topics and supplementary materials, such as vocabulary lists, to support their learning, a suggestion echoed by Talavan and Costal (2017).

The study's findings were particularly relevant given the academic background of the participants at Hanoi Pedagogical University 2 (HPU2), where non-English major students often struggle with oral communication due to a curriculum that prioritizes theoretical learning over practical

application. Many students entered university with limited exposure to spoken English, having primarily focused on grammar and reading comprehension in high school. For Mathematics-English students, whose coursework is heavily centered on technical subjects, opportunities for communicative practice are even scarcer. As a result, they faced significant challenges in achieving the B2 proficiency level required for graduation. The implementation of video dubbing as a pedagogical tool directly addresses this gap, providing an interactive and engaging method that enhances students' pronunciation, fluency, and speaking confidence.

Despite the generally positive feedback, challenges related to pacing, difficult vocabulary, and the emotional context of characters were identified. These challenges suggested that, while video dubbing is an effective tool for enhancing speaking skills, adjustments could be made to accommodate students' individual needs. Personalized pacing, a broader range of video topics, and additional language support, such as vocabulary lists or pronunciation guides, could further improve the effectiveness of the method. Additionally, considering the students' limited prior exposure to oral English practice, a structured progression of video complexity - from simple dialogues to more complex, fast-paced conversations - could be implemented to ensure gradual improvement without overwhelming learners.

The results aligned with previous studies that have highlighted the benefits of video dubbing in language learning. Like the studies by He and Wasuntarasophit (2015) and Talavan and Costal (2017), this research supported the idea that video dubbing can improve students' pronunciation, fluency, and confidence. However, the mixed responses related to expressive skills and fast-paced speech suggest that further research and refinement of the technique are needed. Given the specific context of HPU2, incorporating additional pedagogical strategies such as collaborative dubbing, peer feedback sessions, and teacher-guided pronunciation drills could further enhance the method's effectiveness.

In conclusion, while video dubbing proved to be a highly effective and enjoyable method for improving English-speaking skills, addressing the challenges of pacing and vocabulary, as well as incorporating more varied content, would optimize its impact. The study demonstrated the potential of video dubbing as a pedagogical tool for enhancing language learning, providing a valuable addition to traditional language teaching methods.

5. Conclusion

This study investigated students' perceptions of using video dubbing as a pedagogical tool to enhance English speaking skills among non-English major students at Hanoi Pedagogical University 2 (HPU2). It focused on addressing challenges in pronunciation, fluency, intonation, and confidence. The research used a mixed-method approach, including questionnaires, interviews, and data collection over 15 weeks of video dubbing practice.

The findings revealed significant improvements in students' speaking skills, particularly in pronunciation and fluency, with many students expressing positive attitudes toward the video dubbing technique. The study showed that students found the activity engaging, though they faced challenges like technical difficulties and time constraints. However, these did not overshadow the benefits of improved speaking abilities and increased confidence.

This study emphasized the potential of video dubbing to enhance speaking skills, particularly in pronunciation, fluency, and vocabulary development. Despite challenges such as technical issues and time management, video dubbing activities provided significant benefits to students by boosting their confidence and improving their intonation. The results suggested that integrating video dubbing into language learning programs can make learning more interactive and cater to different learning styles. The study offered valuable insights for educators and curriculum designers, showing how video dubbing can be an effective strategy for improving speaking skills in students.

For future research, the study's findings encouraged exploration of the long-term impact of video dubbing, the effectiveness of different video types, and the integration of multimedia tools to complement dubbing practices.

While this study provided valuable insights, it had limitations. The small sample size and the focus on a single institution may limit the generalizability of the findings. Future studies should involve a larger, more diverse group of students to enhance the representativeness of the results. Additionally, the study's 15-week duration may not fully capture the long-term effects of video dubbing. A longitudinal approach could provide a deeper understanding of the technique's lasting impact on speaking proficiency.

Technical issues such as access to dubbing tools posed challenges for some participants, which may have affected their learning experience. Future studies could address these by ensuring reliable access to resources. Lastly, reliance on self-reported data introduces potential bias, suggesting the need for objective assessments to complement questionnaires and interviews.

The study highlighted the potential of video dubbing as an effective tool for improving speaking skills, boosting student confidence, and enhancing pronunciation and vocabulary. As educational institutions seek to equip students with essential communication skills, video dubbing aligns well with contemporary needs and technological advancements. Future research should explore more diverse settings, long-term effects, and the integration of multimedia tools to further enhance dubbing activities. By harnessing the power of multimedia, educators can create dynamic, interactive learning environments that foster both linguistic proficiency and learner autonomy.

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**Nhận thức của sinh viên về việc sử dụng lồng tiếng video để học kỹ năng nói
tại một trường đại học ở Việt Nam**

Tóm tắt: Nghiên cứu này khám phá nhận thức của sinh viên trong việc sử dụng phương pháp lồng tiếng video như một công cụ sư phạm nhằm cải thiện kỹ năng nói tiếng Anh cho sinh viên không chuyên Anh, đặc biệt là nhóm sinh viên chuyên Toán Tiếng Anh tại Trường Đại học Sư phạm Hà Nội 2 (HPU2) - một đối tượng học tập chưa được nghiên cứu nhiều trước đây. Trước những thách thức mà sinh viên gặp phải, đặc biệt về phát âm, độ lưu loát và sự tự tin trong giao tiếp, nghiên cứu triển khai can thiệp lồng tiếng kéo dài 15 tuần với tài liệu video thực tế phù hợp với trình độ. Phương pháp nghiên cứu thực nghiệm kết hợp khảo sát định lượng và phỏng vấn định tính đã được áp dụng để thu thập dữ liệu đa chiều. Kết quả cho thấy lồng tiếng video giúp cải thiện rõ rệt kỹ năng phát âm, ngữ điệu, và sự lưu loát, đồng thời thúc đẩy sự tự tin khi giao tiếp tiếng Anh. Nghiên cứu cũng ghi nhận một số khó khăn như tốc độ lời thoại và việc thể hiện cảm xúc, đồng thời đưa ra các gợi ý sư phạm nhằm tối ưu hóa phương pháp học này. Đây là một đóng góp mới trong việc ứng dụng công nghệ và phương tiện truyền thông trong giảng dạy kỹ năng nói, đặc biệt trong bối cảnh giáo dục đại học Việt Nam hiện nay.

Từ khóa: lồng tiếng video; kỹ năng nói tiếng Anh; phát âm; lưu loát; sinh viên không chuyên tiếng Anh; giáo dục đại học; công nghệ giáo dục; phương pháp hỗn hợp.