



Universidad  
Nacional  
de Loja

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**Facultad de la Educación, el Arte y la Comunicación**

**Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

**Dubbing technique in pronunciation skill among middle basic education students  
at a public institution in Loja, school year 2023-2024**

**Técnica de doblaje en la habilidad de pronunciación en estudiantes de educación  
básica media de una institución pública de Loja, año lectivo 2023-2024**

**Trabajo de Integración Curricular  
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## **Dedication**

I would like to express my deepest gratitude and dedicate my work to the most important people who have supported me on my journey. First and foremost, my heartfelt appreciation goes to my father, Franklin Gaona, and my dear mother, Coralia Calva. Their unwavering support and encouragement have been the driving force behind my success. Every day, they provided me with words of motivation that inspired me to keep going. I am deeply grateful to these extraordinary individuals, and it is with immense love and gratitude that I dedicate this research to them.

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## **1. Title**

**Dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024**

## 2. Resumen

En este estudio, se examina a estudiantes de educación básica media de una institución pública de Loja para determinar qué tan bien pueden pronunciar palabras correctamente utilizando la técnica del doblaje en el año académico 2023-2024. En el estudio se utilizó un enfoque de método mixto para recopilar datos sobre las opiniones y observaciones de los estudiantes sobre la técnica, así como pruebas previas y posteriores para determinar las mejoras en la pronunciación. Como parte de la intervención, las clases de inglés participaron en ejercicios de doblaje en los que los estudiantes sustituyeron sus propias voces por las voces originales en breves clips de películas y videos. Los resultados indican una mejora notable en las habilidades de pronunciación de los estudiantes, como lo indica el aumento en las puntuaciones medias entre la prueba previa y la prueba posterior. Además, la mayoría de los estudiantes tenían opiniones favorables con respecto al método de doblaje, señalando que mejoraba el aprendizaje al hacerlo más interactivo y útil. Al demostrar la utilidad del doblaje en la adquisición del lenguaje y ofrecer a los docentes estrategias creativas para mejorar la pronunciación, este estudio avanza en el campo de la enseñanza. Según el estudio, el doblaje es una técnica de enseñanza útil que mejora la motivación y las habilidades de pronunciación de los estudiantes.

**Palabras Clave:** *Doblaje, Pronunciación, Aprendizaje de idiomas, Innovador, Dinámico*

## **Abstract**

In this study, middle basic education students at a public institution in Loja are examined for how well they can pronounce words correctly using the dubbing technique in the 2023–2024 academic year. A mixed-method approach was used in the study to collect data on students' views and observations of the technique, as well as pretests and posttests to determine gains in pronunciation. As part of the intervention, English classes participated in dubbing exercises where students substituted their own voices for the original voices in brief film clips and videos. The results indicate a noteworthy enhancement in the pronouncing abilities of the students, as indicated by the increase in mean scores between the pretest and posttest. Furthermore, most students had favorable opinions regarding the dubbing method, noting that it enhanced learning by making it more interactive and useful. By proving the usefulness of dubbing in language acquisition and offering teachers creative strategies for enhancing pronunciation, this study advances the field of teaching. According to the study, dubbing is a useful teaching technique that improves students' motivation and pronunciation abilities.

**Key Words:** *Dubbing, Pronunciation, Creative strategies, Motivation, Interactive*

### **3. Introduction**

In today's globalized world, mastering English is crucial for many activities, especially for those seeking to improve their professional profile and personal growth. Being able to communicate well in English opens doors to international scholarships, studying abroad and competing in the global job market. Among the various aspects of language learning, pronunciation plays a key role. However, traditional teaching methods often overlook this aspect. This research focuses on improving the pronunciation skills of high school students in a public institution in Loja during the 2023-2024 academic year using dubbing technique.

Clear pronunciation is essential for effective communication. Low (2021) notes that poor pronunciation can hinder a speaker's comprehension, even if his or her grammar is perfect. This highlights the importance of pronunciation in ensuring that oral communication is clear and accurate. Furthermore, pronunciation is not only a cognitive skill, but also a physical one, requiring constant practice to achieve proficiency. Therefore, integrating pronunciation exercises into language curricula is vital to develop learners' overall communicative abilities

This study aims to answer the following research question: How does the dubbing technique improve students' pronunciation skills? The objective is to determine whether students can improve their pronunciation using dubbing as a teaching strategy. To guide this research, several sub-questions have been formulated: What is the effectiveness of using the dubbing technique to improve students' pronunciation? What are students' perceptions about using the dubbing technique to improve their pronunciation skills? The study will focus on the students' reflections after using the dubbing technique, assessing whether they think it has helped them improve and whether they find it a useful method. It is assumed that students who use the dubbing technique will show more significant improvements in pronunciation compared to those who do not.

Furthermore, to fulfill the general objective, which is to improve pronunciation skills by using the dubbing technique among students of middle basic education at a public institution in Loja during the 2023-2024 school year, specific objectives are also proposed. The first specific objective is to demonstrate the effectiveness of the dubbing technique in enhancing pronunciation skills among middle-basic education students at a public institution in Loja during

the 2023-2024 school year. The second specific objective is to describe students' perceptions about using the dubbing technique to improve pronunciation skills among middle basic education students at a public institution in Loja during the 2023-2024 school year.

Previous studies have demonstrated the potential benefits of using audiovisual materials in language learning. For example, Tran Hai (2021) and Wati and Rozimela (2019) found that film dubbing projects bring real-world language use into the classroom, helping learners improve fluency and intonation. However, there is still a gap in understanding the specific impact of dubbing on pronunciation among younger learners in elementary education settings. This study aims to fill that gap by providing empirical evidence on the effectiveness of dubbing in improving pronunciation skills.

The findings of this research could significantly benefit the field of language education. By demonstrating the effectiveness of dubbing, the study could inform teaching practices and curriculum development, offering educators new tools to enhance students' pronunciation. Furthermore, this approach could boost students' confidence and motivation by making learning more engaging and interactive, ultimately leading to better educational outcomes.

This study focuses on middle basic education students at a public institution in Loja, with the intervention plan implemented over six weeks. Although the results are promising, the study faced limitations such as limited practice time and varied levels of student proficiency. Future research should consider longer intervention periods and have a larger and more diverse sample to validate the results and explore additional variables that may influence the effectiveness of the dubbing technique.

In conclusion, improving English pronunciation remains a key challenge in language teaching. This study contributes to addressing that challenge by exploring the use of dubbing as an effective tool for improving pronunciation skills in young learners. The goal is to help educators improve not only pronunciation, but also the overall communicative abilities of their students.

## **4. Theoretical Framework**

This section is a description of the theoretical foundations collected from different authors and primary sources related to the dependent and independent variables. Also In addition, this project contributes to the educational field, allowing students to learn a new technique related to dubbing, which will help them improve their English pronunciation.

### **4.1Dubbing Technique**

#### ***4.1.1Dubbing definition***

Dubbing is when new audio is incorporated into films, video games, or other media in a language other than the original. In a nutshell, it's a post-production method where the original language recording is replaced with audio in a different language and then mixed with the media's original audio to achieve a natural sound (Zaccagnino, 2022).

In education, dubbing is a technique that consists of replacing the original voices of movies or television programs with other voices, which in this project will use students' voices to improve the pronunciation of words, sentences or phrases in English. Research conducted by Lertola (2019), reveals that film dubbing is one of the most researched techniques for foreign language learning among the different audiovisual translation methods. Movie dubbing is one of the most studied techniques for foreign language learning among the different audiovisual translation methods, however, not everyone in the world watches dubbed movies, most of them are in English, and being one of the most spoken languages, it facilitates understanding in some countries, but thanks to the magic of technology in dubbed content, non-English speakers can also enjoy movies.

In the words of Yen (2021), when dubbing an excerpt from a movie, learners become aware of gaps in their pronunciation by comparing their speech with that of the actor. They then practice reading the script several times, copying the actor's voice and maintaining the original rhythm. This practice, repeated over time, helps them improve their speaking speed and intonation. This film-based dubbing project brings real-life situations into the classroom, making it easier for students to speak English more naturally. In addition, there are several methods for transmitting messages between languages. Subtitles or voice-overs can be used as needed. Their choice



depends on several factors, as they represent different approaches to convey similar general concepts.

#### **4.1.1.1 Subtitling vs Dubbing:**

Dubbing consists of recording dubbing actors interpreting a translated script for a media source. This recorded audio is synchronized with the source material, replacing the original audio. Subtitling, on the other hand, consists of converting the spoken aspect of a piece of content into text. This text is superimposed on the content so that viewers can read it as they watch it. In conclusion, the contrast between subtitling and dubbing is simple: dubbing allows us to listen to a translated and interpreted version of the original audio, while subtitles offer us the opportunity to read a translation of the dialogue on screen while still hearing the voices of the original actors (Bayantech, 2023).

#### **4.1.1.2 Voice-over vs Dubbing:**

While voice-overs and dubbing may seem similar, there is a distinct difference between the two. As proposed by Zaccagnino (2022), dubbing involves a far more immersive process compared to voice-overs. Voice-overs tend to be narrative, failing to capture the original tones, emotions, and lip movements of the actors. In simple terms, a voice-over communicates the message but often fails to convey the intended emotion. Dubbing, on the other hand, aims to replace the original audio as accurately as possible, synchronizing the new dialogue with the actors' lip movements and preserving the original emotional nuances. This process, also known as Language Replacement, creates a seamless and immersive experience for the audience. For movies, video games, and TV shows, dubbing can be the preferred option for creating natural-sounding content, provided that high-quality dubbing is available.

#### ***4.1.2 Evolution of dubbing technique in the context of language adaptation.***

The history of dubbing began in the late 1920s, driven by the need to translate new sound films in the history of cinema to make them accessible to different languages and cultures. At first, attempts were made to recreate the same films with the same scenery, but with actors of different nationalities, a technique known as double or multilingual versions. However, this idea was unsuccessful, not only because of the high costs involved, but also because of unpopularity among the public, who sought the original actors of the films, especially the Hollywood stars of the time.

In a second attempt made years later, the first dubbed film was “Rio Rita” (Luther Reed, 1929) in the United States. This film was dubbed into three languages: German, French and Spanish. However, the technical deficiency of this dubbing process generated great discontent among the public. Complaints were constant due to the poor interpretation, the lack of synchronization of the dubbing with the images and the non-compliance with quality standards. This attempt at dubbing turned out to be a complete disaster. As a result, the film industry opted for a return to multilingual versions, although these were also unsuccessful for the reasons mentioned above. Today, dubbing has greatly improved, thanks to technological advances that make this technique increasingly easier (Chaume 2019).

### ***4.1.3 Types of Dubbing***

#### **4.1.3.1 Lip-synced Dubbing**

Research by Sum (2023) reveals that the most prestigious form of dubbing is lip-synchronization, which involves matching the new dubbed audio as closely as possible to the original audio, including synchronization with the precise mouth movements (lip flaps) of the speaker. Recording lip-sync dubbing in a regular booth can be challenging for voice actors, so a specialized dubbing studio with unique equipment may be necessary. In this setup, the voice actors must synchronize their lines with the visual effects, which requires careful script adaptation to ensure that the dialogue transitions smoothly into the new language while maintaining its meaning and timing. Some degree of transcreation may be necessary to creatively adapt the content to a new language rather than a simple adaptation.

#### **4.1.3.2 Phrase-synced Dubbing**

Sum (2023) argues that phrase-synchronized dubbing is similar to lip-synchronization in its approach to timing, but with a small but crucial distinction. Instead of synchronizing exactly with the speaker's mouth movements, phrase-synchronized dubbing must only match the timing of the spoken line. While this may result in a lower level of immersion, as the dubbed speaker's mouth movements may not perfectly match the dialogue, it offers more flexibility to the scriptwriter in translating the content.

For example, when dubbing a 10-second audio clip, the dubbed voice still has to fit within the 10-second limit, but the requirement to accurately match mouth movements is

eliminated. This flexibility means that a faster speaker can include more words in the same amount of time, depending on the language, and vice versa. Consequently, some script adjustments may be necessary. Phrase-synchronized dubbing is likely to be more economical than lip-synchronization, as it requires less time in the recording booth and a less detailed recording process.

#### ***4.1.4 Importance of pronunciation accuracy in the dubbed context***

Research by Ruden (2019) reveals that pronunciation stands out prominently in English conversations. It is one of the first aspects that listeners notice. People will notice whether your pronunciation is good or bad as soon as you start pronouncing the simplest words. Poor pronunciation creates a bad first impression and can also work against confidence, making communication even more difficult. While having a large vocabulary is good, everyday conversation requires mastering common expressions. You can have a large vocabulary but if you mispronounce words, you will not communicate well. Conversely, if you have a small vocabulary but pronounce words well, you will be a better communicator.

In summary, accurate pronunciation of dubbed content is essential to preserve the cultural and linguistic nuances of the original material. Incorrect pronunciation could mean loss of context, misinterpretation of the characters' personalities and a disconnect between the dubbed content and the original work. This is especially important when the content relies on cultural references, idioms or specialized terminology.

## **4.2 Pronunciation Skill**

### ***4.2.1 Definition***

Pronunciation refers to the way words are pronounced in relation to the sounds produced. Mastering English pronunciation can be difficult for those learning the language. We usually rely on spelling to guide pronunciation. However, in English, spelling often complicates rather than clarifies pronunciation. This is because, unlike many other languages, English letters can represent multiple sounds or phonemes. Consequently, the relationship between English spelling and pronunciation is not as straightforward or predictable as in other languages. To understand English pronunciation, learners must go beyond mere spelling and learn about the different sounds that English letters can make. (Rubavathi 2021).

It is only one component of oral expression, but it plays an important role in ensuring that oral communication is clear, accurate, and easily understood by others. According to Low (2021), incorrect pronunciation can cause learners to be misunderstood, even if their grammar is impeccable. The manner in which speech sounds can significantly affect listeners' comprehension of what is being said and the formation of their initial impression. The challenge of pronunciation is that it goes beyond knowledge acquisition; it is a physical skill that requires regular practice. Therefore, learners must become familiar with correct pronunciation. Pronunciation is considered by many to be a difficult aspect of learning English, so some form of regular classroom teaching and practice is essential.

#### **4.2.1.1 The sub-skills of pronunciation.**

English pronunciation domain requires a focused study of some key sub-skills. Firstly, students must know how to correctly stress words, i.e., know which syllables in a word should be stressed. Equally important is sentence stress, since putting the stress on the wrong word or syllable can lead to misunderstanding the message. Intonation, i.e., the change in tone of voice, gives intention to what you want to convey. Rhythm is essential to sound natural. Finally, be careful with individual sounds. Similar sounds can change the meaning if you mispronounce them. Learners can improve their oral fluency, comprehension, and pronunciation by developing these fundamental subskills of word and sentence stress, intonation, rhythm, and individual sounds (Anglia, 2022).

#### **4.2.1.2 Word and sentence stress.**

Every word in some languages, like Japanese, is pronounced with equal force. For instance, when pronouncing some syllables in English and several other languages, we use a lot of force (stress) while pronouncing others lightly. Native English speakers draw attention to individual words within sentences and accent particular syllables within words. It might be difficult for non-native speakers to follow the fast-paced English-speaking pattern due to this uneven stress pattern. On the other hand, these pressures facilitate understanding and communication for native speakers (Essberger 2023).

Word stress is a vital aspect of speaking and understanding English. For example, the word “rate” has one syllable (/rate/) and one sound. Now consider the word “crisis,” which has two syllables (/cri/sis/). In this word, the stress is on the first syllable (/CRI/sis/). This is what we call an accent. It is essential to pay attention to which syllable to stress

because stressing the wrong syllables or ignoring them can cause listeners to misunderstand and become confused.

Research conducted by Jones (2021) reveals that sentence stress consists of giving more emphasis to certain words in a sentence. While common sayings and phrases typically follow consistent rules for sentence stress, you can alter the emphasis on different words to convey new meanings. Take the common saying "I told you so!" as an example. The usual way to say this phrase is to emphasize "told" as the primary stress and "so" as the secondary stress.

#### **4.2.1.3 Intonation.**

Intonation is principally the inflection of vocal pitch that, in combination with stress and rhythm, adds additional layers of meaning to spoken language. It differs from lexical tone systems, which use changes in pitch to differentiate words or grammatical forms within a language. Augustyn (2022) argues that intonation, in phonetics, is the melodic pattern of an utterance. It conveys differences in expressive meaning (e.g., surprise, anger, or delight) and can also serve a grammatical function. Without altering vocabulary, the simple adjustment of pitch changes throughout speech, like those in music, can mark the contrast between sentence modes, such as declarative and interrogative. Intonation fluctuations in high and low pitches give English linguistic cues that distinguish sentences by function and meaning, beyond the terms employed.

#### **4.2.1.4 Rhythm**

Tolle (2023) describes rhythm as a distinctive pattern of sounds, words, or musical notes commonly found in music, poetry, and dance. However, in the English language, rhythm is determined by two types of accents. When we speak of "accent," we refer to emphasizing or pronouncing one syllable or word more strongly than others in a word or phrase. This emphasis makes the "stressed" syllables and words stand out and be more noticeable.

Darn (2024) found that English has a strong sense of rhythm, and learners who can pick up and maintain this rhythm tend to sound more natural and fluent. Clear pronunciation is crucial, as learners must be easily understandable when they speak. In addition, English exams such as the YLE, KET, PET and FCE, which assess students' proficiency, always include a speaking test that assesses pronunciation. Examiners focus on stress, rhythm and intonation, as these elements are key markers of fluency and can significantly influence the meaning of words or phrases.

#### **4.2.1.5 Individual Sounds**

In English, while there are 26 letters in the alphabet, there exist 44 distinct sounds. Consequently, the number of sounds in a word may not coincide with the number of letters it contains. Consider this instance: “Ship” comprises four letters and three sounds, while “Sheep” consists of five letters but retains only four sounds. When represented using phonemic symbols, we can note the number of sounds each word contains: "SHIP" (/ʃ ɪ p/) whereas "SHEEP" (/ʃ i:p/).

English consists of 44 phonemes, which are individual sounds that make up the language. These phonemes are classified into 19 consonants, 7 digraphs, 5 'r-controlled' sounds, 5 long vowels, 5 short vowels, 2 'oo' sounds, and 2 diphthongs. Phonemes are the fundamental units of sound and serve as “building blocks of words.” To become proficient readers, beginners should develop phonemic awareness by learning to hear and break down words into individual sounds. They should also practice blending sounds, manipulating them to create new words, and then saying the words in short sentences with the correct intonation (Ramadan2022).

### **4.3 Previous Studies**

Many studies highlight that the dubbing technique is very useful for enhancing students' English pronunciation positively and engagingly because by immersing themselves in authentic dialogue and film scenes, students not only improve their pronunciation skills but also contextually experience the language, learning natural expressions and intonations. Active repetition practice not only strengthens phonetic memory but also builds confidence in speaking, in addition can also improve vocabulary, which makes learning English an attractive and culturally enriching experience, preparing students for effective communication in a variety of linguistic contexts. Some studies that support the above are presented below.

Tran Hai (2021) conducted a study entitled “Using Movie Dubbing to Improve Natural English Pronunciation Skills” involving first-year university students. The main objective was to ask the students to dub a fragment of a short film in English, to practice reading the script several times and imitating the actor's voice while maintaining the original speed. An observation guide and video recordings were used as data collection tools in the study, and the results confirmed that the film dubbing project brings real-world scenarios into the classroom, helping students speak English more naturally.

As Aditia (2020) demonstrated in his study "Improving Pronunciation Ability through Dubbing Scenes of a Film at the eleventh-grade students of MA Nurulhidayah Bandung Barat in the academic year 2018/2019", the research was conducted based on the issue that students face difficulty facing their thoughts and feelings in written form. Many students find it easier to articulate their experiences verbally rather than in writing. Therefore, they tend to express themselves orally more frequently than in written form. The research used quantitative methods and collected data through interviews, questionnaires, and a pre-observation guide. The results showed that the learning process was very enjoyable and allowed students to explore and develop their talents and interests through the activity. Students expressed a wide range of emotions, hopes, and aspirations, which helped the teacher to better cultivate their interests and capabilities.

The research paper entitled "How Video Dubbing Can Improve Students' Speaking Pronunciation" by Pamungkas (2019) involved tenth graders. The study aimed to assess the impact of video dubbing on improving students' speaking pronunciation skills. Various instruments were used, such as observation, interviews, video recordings, photographs, and tests (pretest and posttest). After analyzing the data, results, and discussions, it was concluded that the study was successful, as the learners' oral pronunciation improved due to video dubbing. The students showed increased enthusiasm and interest during the learning process. They approached tasks with seriousness, especially when practicing by matching their voices with the actors in the video. The repetition of the recording process in video dubbing decreased from cycle 1 to cycle 2, indicating a boost in the student's confidence as they engaged in video dubbing practice.

The study entitled "The Use of Dubbing Video Technique for Improving Students' Speaking Skills and Confidence of Senior High School Students" by Wati and Rozimela (2019) involved high school students. They aimed to help students express their ideas based on the videos they watched, to improve their speaking skills, and to increase their confidence. Interviews, Questionnaires, and a Pre-Observation guide were used as data collection tools, and the results confirmed that this technique helped the students to develop their speaking ability and self-confidence to produce sound and language.

Muhtar (2019) contributed to the study titled "Dubbing Technique in Short Animation Movie for Speaking Ability at The Second-Year Students of SMPN 3 Makassar". The objective of this research was to find out whether or not dubbing techniques in short animation movies can improve students speaking ability of the second-year students of

SMPN 3 Makassar, in the academic year 2018/2019 which consists of 20 students. This research used a pre-experimental design with pre-test, post-test, and data analysis. The data analysis required quantitative data obtained from the oral test. The results showed that the Dubbing Technique in Short Animation Movies can stimulate the students to improve their speaking ability as second-year students of SMPN 3 Makassar.

Yen Anh (2023) focuses on "The Implementation of Video Dubbing in Enhancing Students' Pronunciation at a High School in Vietnam". The researcher carried out this study to examine the impacts of using video dubbing in improving students' pronunciation in EFL classrooms. This study was conducted as classroom action research involving 40 students (15 females and 25 males) at Luu Nhan Chu High School in Dai Tu district, Thai Nguyen Province. Data collection methods included pretests, posttests, and teacher observations. The research employed both quantitative and qualitative approaches to analyze the data. The findings indicated that video dubbing enhanced the pronunciation skills of Luu Nhan Chu students.

Additionally, the students exhibited a positive attitude toward integrating video dubbing into pronunciation teaching. The results of this research, together with the findings of previous studies, suggest that the use of film dubbing in English language teaching can improve learners' speaking skills, particularly pronunciation. The use of films with interesting themes provides motivation, and listening to characters speaking in authentic situations helps to improve pronunciation, taking into account factors such as intonation, rhythm, and accent. Practicing active repetition not only strengthens phonetic memory but also increases confidence in speaking.



## **5. Methodology**

### **5.1 Setting and Participants**

The research project was focused on students in the sixth grade of Basic General Education during the 2023-2024 school at an educational institution in Loja city, which is in the north of Ecuador at a latitude of -3.975096 and a longitude of -79.225088. The participants in the study were eighteen students: five girls and thirteen boys, aged between 10 and 12 years. They had an A2.1 level of English according to the National Curriculum (Ministerio de Educación, 2019). The students were chosen because they were easy to reach (Bhardwaj, 2019). Since they were young, we needed permission from their parents or guardians to use different strategies and tools in the research (Geier et al., 2021).

### **5.2 Procedure**

The study followed an action research model and was conducted over five weeks with high school students. The intervention included six stages: identification of the problem, collection of baseline information, study design, data collection, data analysis and interpretation, and sharing of results. The lessons were structured using the ESA (Engage, Study, Activate) lesson planning model, based on the three elements of the lesson planning model, proposed by Tomlinson (2013), who explained that the ESA method is a technique designed to determine how to stimulate students' interest in a specific topic. To assess the students' speaking skills before and after the intervention, the researcher used a pretest and a post-test. A questionnaire and field notes were used to collect information on the effectiveness of the strategy. Descriptive statistics were applied to analyze the numerical data, while thematic analysis was used to examine the qualitative data, providing a deeper understanding of the impact of the intervention.

#### **5.2.1 Method**

This research project used a mixed method, combining quantitative and qualitative data collection to answer the research questions. This method provided a comprehensive analysis by integrating numerical data with descriptive insights. Therefore, the quantitative method was implemented to collect numerical data on the level of pronunciation proficiency performance in students before and after implementing the Dubbing technique. Similarly, qualitative and quantitative methods were employed to collect information about students' perceptions of the use of the Dubbing technique.

### 5.2.2 *Research design*

In the context of this investigation, the present action research study was conducted within the action research model, specifically designed for middle-basic students majoring in the sixth-grade program at one of the public schools in the city of Loja. To contribute to and improve the process of learning pronunciation skills, the Dubbing Technique was chosen as a solution to the identified problem. The action research outlines several steps for identifying and gathering information, which are referenced by Kemmis and McTaggart (1988, as cited in Herreras, 2004).

First, the **diagnosis step** helped to determine and investigate the object and the nature of a problem or challenge to be studied by analyzing the phenomena and the existence of problematic areas using such strategies. This analysis helped us to understand the nature of the problem and receive much essential background knowledge to focus on the area that can be improved. This preliminary research allowed informed decisions to be made on how best to target the problem. Researchers could fully understand the current situation to determine appropriate solutions and initiatives that would bring about positive change. In summary, a thorough analysis from the outset allowed for the development of impactful research that made a valuable contribution.

In the **planning stage**, the researcher focused on finding important issues in education. This helped them to recognize the best ways to collect information to answer the research questions they had started with. The researcher needed to constantly investigate to discover the educational problem and possible solutions. They also had to identify all the pros and cons of the problem and the solution they wanted to try. In addition, the researcher had to pay close attention to what was expected from the investigation. The planning stage was about getting organized and identifying everything needed to complete the investigation successfully. The researcher made a list of the things that needed to be done in an organized way to meet the goals of the research.

Then, was the **action stage**, where the researcher carried out the intervention plan. The researcher used the tools chosen, like the pre-test, post-test, and questionnaire. The researcher had to plan out and give these tools over the six weeks of in-person classes. During or after the class, the researcher took field notes to collect key information about what was happening in the class. The notes focused on the most important parts and activities related to the use of dubbing to improve students' pronunciation. The field notes collected essential details about

how the dubbing technique was used and how the learners responded. This provided context to the researcher about the intervention activities over the six weeks.

During the **observation stage**, field notes and questionnaires continued to be used throughout the class, along with the administration of pre-tests and post-tests. The researcher monitored, took notes, and documented all processes with the information collected. They assessed whether the proposed solution of using dubbing to enhance students' pronunciation met expectations. The gathered information was analyzed in the **reflection stage** to identify the findings. Based on these findings, the researcher reflected on the proposed solution and evaluated whether it produced different results in the learners' vocabulary acquisition over the six weeks as anticipated.

### **5.2.3 Data Collection Sources and Techniques**

Data collection refers to the process of gathering information or data from various sources for analysis, interpretation and decision making. This process involves the systematic collection of relevant data through a variety of methods, such as surveys, interviews, observations, experiments, and literature reviews (Simplilearn, 2023). For this study, data were collected using multiple techniques and sources, including pretests (see Annex 2) and posttests (see Annex 3) as assessment methods. These tests were administered at the beginning and end of the study. Quantitative data from these tests were then compared with the national grading scale (see Annex 4) established by the Ministry of Education.

On the other hand, observational techniques were used to collect qualitative data. According to Lester (2020), this method helps to better understand the complex aspects of an issue by investigating the reasons “how” and “why” things happen. It provides a more complete view of human behavior, experiences, and contexts that purely numerical approaches may miss. Accordingly, field notes (see Annex 5) were used as a tool to collect qualitative data while observing learners, with the aim of assessing the effectiveness of the dubbing technique in improving pronunciation.

Additionally, a questionnaire (see Annex 6) based on the Likert scale (Hodge, 2005) was conducted. This survey included options like “agree” and “disagree,” which helped the investigator organize and analyze the responses systematically. The results from the survey enabled the researcher to evaluate and recognize the improvement in student's pronunciation using the dubbing technique.

### **5.3 Data Analysis**

For the uses of this study, the quantitative data that were collected from the pretest and posttest were processed using descriptive statistics. As Hayes (2023) explains, these represent “summaries of data and provide information about the data set, which may be the entire population or only a portion of it.” In this case, such data were presented using two frequency tables and a bar chart and were created using Excel. This approach allowed the researcher to calculate the central tendency of the scores obtained by the sixth graders in each of the four sub-skills of pronunciation proficiency such as word stress, intonation, rhythm, and individual sounds.

Next, the qualitative data was analyzed by considering all the observations recorded in the field notes, and the various points of view and opinions expressed by the students in the questionnaire. This allowed the researcher to corroborate the conclusions by selecting the most important narrative data obtained from the open-ended questions. This comprehensive approach helped verify the effectiveness of using the dubbing technique to improve students' pronunciation.

## 6. Results

This section presents a detailed summary of the data collection tools' results, including the pre-test, post-test, and questionnaire. These instruments enabled the researcher to assess the student's progress in pronunciation skills, including intonation, rhythm, individual sounds, and word stress, resulting from the use of the Dubbing technique in pronunciation. A Likert scale-based questionnaire with options such as “Disagree,” and “Agree,” was employed to gauge the students' opinions and perceptions regarding the dubbing implementation. This section also details the achievement of the proposed objectives.

### 6.1 Pretest results

The first objective of this research was to demonstrate the effectiveness of the dubbing technique in improving the pronunciation skills of middle school students in a public institution in Loja. To achieve this, the researcher used pretest and posttest instruments to collect quantitative data.

**Table 1**

*Pretest results on the performance of sixth-grade students in vocabulary skills.*

Students	Word Stress /2,5	Intonation /2,5	Rhythm /2,5	Individual Sounds /2,5	SCORE /10
EDEBMDAFR01	1,00	1,00	1,50	2,00	5,50
EDEBMDAFR02	2,50	1,00	2,50	0,00	6,00
EDEBMDAFR03	2,00	1,00	1,50	1,00	5,50
EDEBMDAFR04	2,50	0,50	2,50	2,00	7,50
EDEBMDAFR05	0,50	1,00	0,00	1,50	3,00
EDEBMDAFR06	2,50	2,00	1,50	2,00	8,00
EDEBMDAFR07	2,50	1,50	0,00	2,00	6,00
EDEBMDAFR08	2,50	2,00	2,50	2,00	9,00
EDEBMDAFR09	2,50	2,00	2,50	2,00	9,00
EDEBMDAFR10	1,50	1,50	1,50	2,00	6,50
EDEBMDAFR11	2,00	2,00	2,00	2,00	8,00
EDEBMDAFR12	2,50	1,50	1,50	1,00	6,50
EDEBMDAFR13	2,50	1,00	2,50	2,00	8,00
EDEBMDAFR14	2,50	1,50	1,50	2,00	7,50
EDEBMDAFR15	2,50	2,00	2,00	2,00	8,50
EDEBMDAFR16	2,00	2,00	1,50	1,00	6,50
EDEBMDAFR17	2,50	2,00	1,50	2,00	8,00
EDEBMDAFR18	2,50	2,00	2,50	2,00	9,00
<b>Mean</b>	<b>2,17</b>	<b>1,53</b>	<b>1,72</b>	<b>1,69</b>	<b>7,10</b>

*EDEBMDAFR01= Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”; 01 students' code*

Table 1 presents the pretest results for sixth-grade students in middle basic education, establishing a baseline of their pronunciation skill before the intervention plan. This pretest allowed the researcher to collect significant quantitative data on students' cognitive abilities. The students achieved an average score of 7.10/10, which is considered neutral according to the Ministry of Education's grading scale.

The pretest results show that students had some difficulties in getting higher scores according to the Ministry's grading scale, highlighting their knowledge gaps. Specifically, a score of 2.17/2.5 in the "word stress" category revealed that some students had difficulty identifying word stress, even when using common and simple vocabulary. Recognizing the correct "intonation" is essential because it changes the meaning or emotion of sentences, improving clarity and understanding.

Additionally, a score of 1.53/2.5 in "rhythm" suggests that students had some trouble with the rhythm of sentences. This could be because they had difficulty recognizing and maintaining the natural flow and rhythm of speech, which is important for clear communication. Understanding rhythm helps in speaking naturally and sounding fluent.

Finally, the score of 1.69/2.5 in "individual sounds" shows that students had challenges with pronouncing specific sounds correctly. This could be due to difficulties in distinguishing and producing different sounds, which are crucial for accurate pronunciation and clear speech. Both scores highlight areas where students need more practice and support to improve their overall pronunciation skills.

## 6.2 Posttest results

**Table 2**

*Pretest results on the performance of sixth-grade students in vocabulary skills.*

<b>Students</b>	<b>Word Stress /2,5</b>	<b>Intonation /2,5</b>	<b>Rhythm /2,5</b>	<b>Individual Sounds /2,5</b>	<b>SCORE /10</b>
<b>EDEBMDAFR01</b>	2,50	2,00	1,00	1,00	6,50
<b>EDEBMDAFR02</b>	2,00	2,00	2,00	2,00	8,00
<b>EDEBMDAFR03</b>	2,00	1,00	2,00	1,00	6,00
<b>EDEBMDAFR04</b>	2,00	2,00	2,00	2,00	8,00
<b>EDEBMDAFR05</b>	2,50	1,50	1,50	2,00	7,50
<b>EDEBMDAFR06</b>	2,50	2,00	2,50	2,00	9,00
<b>EDEBMDAFR07</b>	2,00	1,00	1,00	2,00	6,00
<b>EDEBMDAFR08</b>	2,50	2,50	2,50	2,50	10,00
<b>EDEBMDAFR09</b>	2,50	1,50	2,50	2,00	8,50
<b>EDEBMDAFR10</b>	2,50	2,00	2,50	2,00	9,00

Students	Word Stress /2,5	Intonation /2,5	Rhythm /2,5	Individual Sounds /2,5	SCORE /10
<b>EDEBMDAFR11</b>	2,50	2,50	2,00	2,00	9,00
<b>EDEBMDAFR12</b>	2,00	2,00	2,50	1,00	7,50
<b>EDEBMDAFR13</b>	2,50	1,00	2,50	2,00	8,00
<b>EDEBMDAFR14</b>	2,50	2,00	2,50	2,50	9,50
<b>EDEBMDAFR15</b>	2,50	2,50	2,50	2,50	10,00
<b>EDEBMDAFR16</b>	2,00	2,00	2,00	2,50	8,50
<b>EDEBMDAFR17</b>	2,50	2,00	2,50	2,00	9,00
<b>EDEBMDAFR18</b>	2,50	1,50	2,50	2,50	9,00
<b>Mean</b>	<b>2,3</b>	<b>1,8</b>	<b>2,1</b>	<b>2,0</b>	<b>8,3</b>

*EDEBMDAFR01= Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas";01 students' code*

Table 2 shows the post-test results after using the dubbing technique to improve vocabulary show notable improvements. The total mean score rose to 8.3, compared to 7.1 in the pretest, indicating an overall progress of 1.2 points. Firstly, the "Word Stress" score of 2.3/2.5 shows a strong improvement in students' ability to stress words correctly. This likely happened because the dubbing practice helped them understand and apply the correct stress patterns in words.

In the "Intonation" part, the score of 1.8/2.5 reflects some progress but also suggests that students are still working on mastering intonation. The dubbing technique may have improved their ability to vary pitch and tone, but there is still room for further development in conveying meaning and emotion.

The "Rhythm" score of 2.1/2.5 indicates that students made good strides in maintaining natural speech flow and pace. Practicing with dubbing likely helped them develop a better sense of rhythm and fluency in their speech. The "Individual Sounds" score of 2.0/2.5 shows that students improved in pronouncing specific sounds correctly. The dubbing activities provided repetitive practice, which helped them recognize and produce individual sounds more accurately. Overall, the use of the dubbing technique significantly boosted students' pronunciation skills, as reflected in the improved total mean score. Each area saw progress, though some aspects, like intonation, still need more attention.

### 6.3 Pretest and Posttest Comparison

**Table 3**

*Comparison of Pretest and Posttest means before and after the intervention plan in vocabulary learning.*

<b>Indicators</b>	<b>Pre-Test</b>	<b>Post-test</b>
<b>Word Stress (2.5/2.5)</b>	2,17	2,3
<b>Intonation (2.5/2.5)</b>	1,53	1,8
<b>Rhythm (2.5/2.5)</b>	1,72	2,1
<b>Individual Sounds (2.5/2.5)</b>	1,69	2,0
<b>Total means</b>	<b>7,1</b>	<b>8,3</b>

*The table above shows the comparison of the pretest and posttest means*

Table 3 illustrates the comparison of the results before and after using the dubbing technique to improve vocabulary. The pretest and posttest scores show noticeable improvements in various aspects. Firstly, the "Word Stress" score increased from 2.17 to 2.3, showing that students improved their ability to stress words correctly. This progress can be attributed to their increased exposure to native speakers through the dubbing technique, which provided more opportunities to hear and mimic correct stress patterns. In the "Intonation" category, the score rose from 1.53 to 1.8, indicating some progress in mastering intonation. This improvement might be due to the students' repeated listening and practice with varied intonation patterns in different contexts, which helped them better understand and apply these patterns. The "Rhythm" score improved from 1.72 to 2.1, demonstrating that students made good strides in maintaining natural speech flow and pace. The structured practice provided by the dubbing technique allowed them to internalize the rhythmic patterns of spoken English.

The "Individual Sounds" score increased from 1.69 to 2.0, showing that students improved in pronouncing specific sounds correctly. The focused listening and repetition involved in dubbing helped students become more aware of and better at producing the distinct sounds of English.

Overall, the mean total score improved from 7.1 to 8.3 by a 1.20 point after the intervention. This significant improvement highlights the effectiveness of the dubbing technique in enhancing students' pronunciation skills. Each aspect saw progress, although some areas, like intonation, still require more attention. This improvement shows that students can benefit from engaging and interactive methods like dubbing to enhance their language skills while enjoying the learning process.

#### **6.4 Questionnaire and Field Notes**

To support the evidence from the posttest after implementing the intervention plan and provide an answer to the second objective which was to demonstrate the effectiveness of the dubbing technique in pronunciation skill among middle basic education students. In the same



way, the third objective aims to describe students' perceptions about the use of the dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja. The questionnaire and field notes were a formal and organized way to collect relevant information to support the first instruments used. For instance, the questionnaire was elaborated with five questions and designed based on the Likert scale which involves the following categories: “Disagree” and “Agree”. In addition, field notes were employed by the researcher to gather relevant information related to the use of movie dubbing in formative assessment during the intervention plan.

The first question of the questionnaire focused on the usefulness of the dubbing technique to improve pronunciation.

**Table 4**

*The usefulness of the dubbing technique in improving pronunciation.*

Question (Q) N° 1	Disagree		Agree	
	(f)	(%)	(f)	(%)
<b>Do you consider the dubbing technique useful to improve your English pronunciation?</b>	3	15%	15	85%
<b>N° Students</b>	18		18	

The researcher presents the results on the students' perceptions about the use of the dubbing technique to improve the pronunciation of sixth grade students. Using as reference the Likert Scale with the categories “agree” and “disagree”, where students mentioned that they feel more motivated to practice their pronunciation despite the fact that at the beginning the strategy was a little difficult for them.

In Table 4, regarding the first question on whether the dubbing technique is useful to improve English pronunciation, it showed that the highest percentage of students 81% “agreed” that the use of the dubbing technique was adequate to improve the pronunciation of words, while 19% “disagreed”. Moreover, how the students feel and how they work was recorded in the field notes, for instance: student No. 11 mentioned that "when I practiced pronunciation with the help of my classmates or teacher, it was easier for me because if I listened directly to the pronunciation from the video, I didn't understand very well." Similarly, it was observed that students pronounced better after practicing in groups or with the teacher. However, among the 15% of students who were "disagree," Student No. 5 mentioned that "most of the videos presented did not catch his attention, as they did not feature characters, he was familiar with,"

indicating a lack of additional motivation in the material used. In summary, with a percentage of 85% who "agree," it can be confirmed that there was a positive impact of using the dubbing technique to improve pronunciation.

**Table 5**

*Did dubbing help you overcome your fear of speaking English?*

Question (Q) N° 2	Disagree		Agree	
	(f)	(%)	(f)	(%)
<b>Do you think the dubbing technique helped you lose your fear of speaking English?</b>	4	20%	14	80%
<b>N° Students</b>	18		18	

In Table 5, the results of the second question based on whether the dubbing technique helped reduce the fear of speaking in English were: 80% of the students commented that they agreed that it did help them. Based on the information gathered from the field notes and the student's perceptions, the following information was supported by student N° 1, who indicated, "It helped me lose my fear because they were dialogues that I practiced in class with my classmates, it is not the same as saying it spontaneously."

Similarly, the researcher observed that students practiced pronunciation better if they first did it in a group, where they read attentively, identifying the intonation and accent of the words. Unfortunately, some students, representing 20%, indicated that they disagreed. For example, student N° 9 expressed, "It didn't help me because my classmates laugh at me when I make mistakes, and I don't like that," which confirms that during the initial sessions, there were students who made fun of others, but measures were subsequently taken to avoid such behavior. In conclusion, the use of the dubbing technique had a positive impact on the students by helping them overcome their fear of speaking English.

**Table 6**

*Motivation to Practice English Pronunciation with Dubbing*

Question (Q) N° 3	Disagree		Agree	
	(f)	(%)	(f)	(%)
<b>Do you feel more motivated to practice your English pronunciation using the dubbing technique?</b>	3	19%	15	81%
<b>N° Students</b>	18		18	

According to question three, which asks if students felt motivated to practice and improve their pronunciation using the dubbing technique, Table 6 shows that 81% of students agreed. From the field notes, the researcher can say that students enjoyed doing new activities in class. For example, student No. 13 said: "I liked doing an activity that is not common with other teachers; I don't like working only with the book."

However, a small percentage of 19% of the respondents disagreed because some showed a lack of interest in the subject more than in the technique used in class. For example, student No. 7 said: "I don't like English because it is very difficult and I don't understand it," which confirms that some students lacked basic English grammar knowledge from the sixth grade. In conclusion, using the dubbing technique to help motivate practice and improve pronunciation was effective, regardless of whether students liked the language.

**Table 7**

*Ease of Practicing English Pronunciation with Dubbing*

Question (Q) N° 4	Disagree		Agree	
	(f)	(%)	(f)	(%)
<b>Do you find it easy to practice the pronunciation of English words or phrases using the dubbing technique?</b>	4	21%	14	79%
<b>N° Students</b>	18		18	

Table 7 shows the results from question number four, where 79% of students agreed that practicing pronunciation with the dubbing technique was easy. For example, Student No. 2 said, "Using the dubbing technique was excellent because the activity was very interesting and engaging." However, 21% of students disagreed. For instance, Student No. 10 mentioned, "I found it hard because I didn't understand the pronunciation in the videos," and Student No. 12 noted, "It was difficult because the characters spoke too quickly."

Therefore, based on field notes, the researcher found that some students were not fully attentive to the dialogues and got lost during the process. Additionally, the researcher conducted intensive pronunciation practice for the most challenging words in each class.

**Table 8**

*Preference for Dubbing Technique Over Repetitions*

Question (Q) N° 5	Disagree		Agree	
	(f)	(%)	(f)	(%)
<b>Do you prefer to use the dubbing technique to improve your pronunciation instead of repetitions?</b>	3	17%	15	83%
<b>N° Students</b>	18		18	

Table 8 focuses on the final question about whether students prefer using the dubbing technique for improving pronunciation rather than using repetition exercises. The results show that 83% of students preferred the dubbing technique. This indicates that most students enjoyed trying a new and different activity for practicing English. For example, Student No. 8 mentioned, "I didn't know there was another way to practice English," showing that they were excited to explore a new method. The researcher observed that many students were unfamiliar with the dubbing technique before this study, which explains why they were eager to try it.

However, 17% of students were not as enthusiastic about dubbing. For instance, Student No. 18 said, "I'm not good at dubbing; I think I'd prefer repetition because I didn't understand what was said in the video." This shows that some students found dubbing challenging and preferred the traditional repetition methods that they were more used to.

Overall, the results suggest that using the dubbing technique had a positive effect on students' pronunciation practice compared to just repetition exercises. Most students found it engaging and beneficial, although a few still preferred the old methods.

## 7. Discussion

This section provides a more in-depth analysis of the findings of previous studies, in which the researcher compares the results of this research with those of the previously mentioned studies. In addition, it attempts to answer the main research questions and sub-questions formulated at the beginning of the study. Furthermore, it highlights the limitations encountered during the intervention plans and offers recommendations for future research.

The main question proposed in this research was the following: How does the dubbing technique improve pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024? The results of the pre and post-test (Table 1) evidenced that the use of the dubbing technique had a positive effect on the improvement of students' pronunciation. This is because students were able to improve their intonation, rhythm, individual sounds, and word stress.

These findings are like Tran Hai (2021) study, where she started with the use of a movie-dubbing project that brings the real world into the classroom and helps students speak more naturally because it develops their fluency and intonation. Likewise, Wati and Rozimela (2019) conclude that this technique helps the students develop their speaking ability and self-confidence to produce sound and language. Consequently, the use of the dubbing technique to improve pronunciation is an effective methodology to enhance students' learning activities in the English language teaching process. However, during these interventions, there were certain limitations, such as a lack of time, where the trainee teacher could not practice or apply the strategy intensively during the classes. Therefore, the researcher suggests that future studies include more extensive interventions to better assist students with their pronunciation practice.

Addressing the first sub-question, "What is the effectiveness of using the dubbing technique to improve students' pronunciation?" The effectiveness of the dubbing technique in improving pronunciation was reflected in the pre-test score (7.1) and post-test score (8.3), with a difference of 1.20 points. This improvement exceeded the benchmark of 7 points set by the National Grading Scale, indicating a significant enhancement in students' comprehension skills. Moreover, the results obtained in the post-test were effective since the students demonstrated how many points, they improved in each of the indicators, as shown in Table 3: word stress (2.3), intonation (1.8), rhythm (2.1), and individual sounds (2.0). Therefore, the researcher confirmed that the use of the dubbing technique had a notable impact on pronunciation skills.

These results agree with those of Firdaus (2019), who explains that the repetitive nature of dubbing activities enhances fluency and positively affects pronunciation.

Furthermore, the results of the present study align with those obtained by Thai (2023), who noted that this method aids students in enhancing their speaking skills and increasing their confidence in producing sounds and language. This was achieved by encouraging students to participate and work in groups, which helped boost their confidence. Although many felt embarrassed at the beginning of the interventions, their comfort levels improved over time. Similarly, studies by Wati and Rozimela (2019) confirmed that this movie-dubbing project integrates real-world experiences into the classroom, aiding students in speaking English more naturally. By practicing intonation and word stress through dubbing activities, students were able to improve their pronunciation and overall fluency. This combination of group work and practical application through movie dubbing proved to be highly effective in developing both the confidence and the speaking abilities of the students.

Regarding the second question, which was: "What are students' perceptions about the use of dubbing technique to improve students' pronunciation skill?", the information collected from the questionnaire and observations during the interventions through field notes determined that a significant percentage of the participants had positive perceptions towards the use of the dubbing technique to enhance pronunciation. For instance, students mentioned that this technique was intriguing because they had not practiced it before with any subject, and they also noted that they were unaware there could be an engaging way to learn English. The findings reported by Mandazari (2019) are consistent with the results of this study, as they showed that all students unanimously agreed that the project should be continued in future courses due to its effectiveness in improving their fluency and intonation. Also, the students found the project much more enjoyable than traditional classroom activities.

However, it is important to highlight certain limitations based on the findings. Regarding the constrained time available for implementing the intervention plan, the researcher faced challenges due to limited practice time. Additionally, students from a municipal school lacked sufficient language proficiency to effectively engage with videos featuring slightly advanced vocabulary, struggling even with basic pronunciation. Furthermore, this research had fewer interventions due to school-wide activities that involved all students leaving little room for dedicated class time. Another challenge was that previous studies conducted similar projects with high school and university students, which facilitated smoother intervention development. Despite teachers' preference for traditional pronunciation teaching techniques, the researcher

advocates for integrating a movie-dubbing project alongside other methods to offer students a stimulating and enduring learning experience.

## 8. Conclusions

Based on the main goal of this research, which was to improve pronunciation skills through the dubbing technique among middle basic education students at a public institution in Loja during the 2023-2024 school year, it can be concluded that the implementation of the dubbing technique has shown significant positive results. The dubbing technique allowed students to noticeably improve their pronunciation skills. By imitating and repeating native speech in an authentic context, students were better able to grasp intonation, word stress, rhythm, and accentuation of the English language. This strategy also created a dynamic and engaging learning environment, facilitating individual and group participation and increasing their interest in learning.

Continuous practice of dubbing helped students gain confidence in speaking English. In this way, the adaptation of scripts allowed students to work with material that matches their level of language competence, making it easier to practice correct word stress and produce individual sounds. By using adapted scripts, students could focus on the precise stress of words within relevant and accessible contexts, which improved their ability to identify and apply correct stress. Additionally, this targeted practice was essential for perfecting the production of individual sounds, correcting common mistakes, and improving phonetic accuracy. However, voice casting was not very useful for improving students' intonation due to their initial level of language competence. Many students found it difficult to emulate the selected voices because they required a higher skill level than they had. This gap prevented students from fully benefiting from the tone variations that voice casting aimed to teach.

Moreover, rigorous quality control in dubbing activities, constant supervision, and precise corrections allowed students to develop a rhythm that closely resembles that of native speakers. These relationships show how specific elements of the dubbing technique can be effectively integrated to address different areas of English pronunciation, resulting in an overall improvement in students' language skills. Familiarity with the phrases and vocabulary used in dubbing activities made students feel more comfortable and confident using the language. Additionally, using movies and videos as dubbing material proved to be very motivating and engaging for students. This practical and fun approach increased their interest and participation in classes. Repeated exposure to spoken language in a natural context improved students' ability to understand spoken English, as they needed to listen carefully to accurately replicate dialogues during dubbing sessions.



## **9. Recommendations**

Based on the findings of the research, the following recommendations are proposed to maximize the benefits of the dubbing technique in teaching pronunciation. For teachers, it is recommended to use a variety of audiovisual materials, including movies, series, cartoons, and educational videos. This variety will help keep students interested and expose them to different speaking styles and language contexts. It is crucial to regularly include dubbing sessions in the curriculum. Constant practice will allow students to progressively improve their pronunciation and listening comprehension skills. Providing immediate and constructive feedback is essential. Teachers should correct pronunciation errors right away and guide students in improving their intonation and rhythm. Students should also be encouraged to practice dubbing outside the classroom using online resources and mobile apps that allow for pronunciation and intonation practice.

For future researchers, it is suggested to conduct comparative studies between different techniques for teaching pronunciation. This will help determine if dubbing is more effective than other methods, such as group repetition or the use of voice recognition software. It is important to include a more diverse sample of students, considering different skill levels, ages, and socioeconomic backgrounds, to see if the results can apply to a wider population. Long-term effects of the dubbing technique on pronunciation and other language skills should also be studied to see if the benefits remain and evolve over time.

For policymakers, it is suggested to explore the applicability of the dubbing technique in other areas of language learning, such as improving fluency, vocabulary, and reading comprehension, as well as in learning other languages. Promoting the inclusion of this technique in language teaching curricula can provide students with effective and motivating tools to improve their language skills.

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## 11. Annexes.

### Annex 1. Informed Consent



Carrera de  
Pedagogía de los Idiomas  
Nacionales y Extranjeros

### DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, \_\_\_\_\_, con cédula de identidad \_\_\_\_\_ representante legal de el/ la estudiante \_\_\_\_\_, autorizo que mi representado sea partícipe del plan de intervención del proyecto de tesis titulado: **Dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024**, llevado a cabo por Maylee Coralia Gaona Calva estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Además, la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. La identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

01 de mayo de 2024

Firma: \_\_\_\_\_

Nombres y Apellidos: \_\_\_\_\_

C.I: \_\_\_\_\_

Representante legal.

Annex 2 . Pre - test



UNIVERSIDAD NACIONAL DE LOJA  
FEAC. PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS

DATA COLLECTION: PRE-TEST

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code. ....

Date: .....



WORD STRESS (2,5)







1. Listen to the audio, and underline the stressed syllable, for example: (0,25 c/u)



Elephant => **El**ephant      Computer => Com**pu**ter

- a. Straight      b. Wavy      c. Curly      d. Bald      e. Spiky

INTONATION (2,5)

2. Listen to the audio and paint the **blue** arrow  if the intonation is rising, and paint the **red** arrow  if the intonation is falling.

Which subject do you like?		
Do you like Science?		
Are you happy?		

Can I eat an apple?		
---------------------	---	---

Nice to meet you	↑	↓
------------------	---	---

**RHYTHM (2,5)**

3. Listen to the audio. Notice the stress part in each word. (**highlight**)

- |                      |             |
|----------------------|-------------|
| - Science            | - Geography |
| - English            | - History   |
| - Physical Education |             |

**INDIVIDUAL SOUNDS (2,5)**

4. Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

Bus	<del>Blue</del>	Rule	To	Do	But
-----	-----------------	------	----	----	-----

Sound 1 (/u/):	Sound 2 (/ʌ/):
- Blue	-
-	-
-	
-	

**THANKS FOR YOUR COLLABORATION!**

Annex 3. Post – test



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NACIONALES Y EXTRANJEROS

DATA COLLECTION: POST-TEST

Dear student, answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

Student's code. ....

Date: .....

WORD STRESS (2,5)


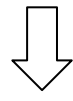

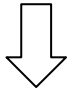
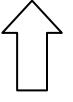
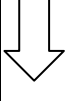
1. Listen to the audio, and underline the stressed syllable, for example: (0,25 c/u)



Elephant => **E**lephant      Computer => Com**pu**ter

- b. Dishes      b. Laundry      c. Table      d. Vaccum      e. Shopping

INTONATION (2,5)

2. Listen to the audio and paint the **blue** arrow  if the intonation is rising and paint the **red** arrow  if the intonation is falling.

You can't speak		
I have to do the shopping with my mom.		
I have to do the shopping		

Can I eat an apple?		
---------------------	---	---



Nice to meet you	↑	↓
------------------	---	---

**RHYTHM (2,5)**

3. Listen to the audio. Notice the stress part in each word. **(highlight)**

- Take a shower
- Flush the toilet
- Make your bed
- Wash your hands
- Clear the table

**INDIVIDUAL SOUNDS (2,5)**

4. Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

Must	<b>Blue</b>	Rule	To	Do	But
------	-------------	------	----	----	-----

Sound 1 (/u/):	Sound 2 (/ʌ/):
- Blue	-
-	-
-	
-	

**THANKS FOR YOUR COLLABORATION!**

#### **Annex 4. Grading scale according to the Ministerio de Educación**

<b>Qualitative Scale</b>	<b>Quantitative Scale</b>
<b>A:</b> Masters the required learning components	9,00 – 10,00
<b>B:</b> Reaches the required learning components	7,00 – 8,99
<b>C:</b> Almost reaches the required learning components	4,01 – 6,99
<b>D:</b> Does not reach the required learning components	<4

**Source: Academic performance, a reflection on behavior in students of a school in Guayaquil, Ecuador (2019).**

## Annex 5. Field notes



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DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

### DATA COLLECTION INSTRUMENT: FIELD NOTES

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 1</b></p>	<p><b>Observer Involved:</b></p> <p>Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> May. 06 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 45 min</p>
<p><b>Descriptive Notes</b></p>	<p><b>Reflective Notes</b></p>
<p>The class start with the game "Ini Mini Mani Mou" where the students do some challenges that their classmates tell them to do, in order to avoid the students getting nervous about the test.</p> <p>The teacher provides some instructions and rules about the test.</p> <p>The students start to take the test while the teacher plays each audio a maximum of 3 times.</p> <p>The teacher was a guide for the students during the test.</p>	<p>The students enjoyed the warm-up because they had not done it before, although they doubted on some of the vocabulary words I used.</p> <p>I think for the next classes I will first show them the vocabulary with images.</p> <p>The students were very surprised, after I told them I was going to take a test because they had not studied. But I explained clearly what they had to do and what it was about, so they did their best.</p>

**DATA COLLECTION INSTRUMENT: FIELD NOTES**

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 2</b></p>	<p><b>Observer Involved:</b></p> <p>Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> May 13<sup>th</sup> 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 45 min</p>
<p><b>Descriptive Notes</b></p>	<p><b>Reflective Notes</b></p>
<p>TOPIC: MODAL VERB MUST</p> <p>The teacher started with the warm-up "Agreement and Disagreement" The teacher said phrases related to the rules of the classroom or school.</p> <p>The teacher showed the students a dialogue about the student's responsibilities.</p> <p>The teacher read and repeated the most difficult pronunciation words.</p> <p>Students formed groups, where they practiced their dialogue one by one</p> <p>Students passed in front of the board and said their part of the dialogue for the whole class</p>	<p>The students enjoyed the warm-up but were a bit noisy as they ran around. Next time I have to suggest that they make less noise.</p> <p>The students paid attention for the first few minutes of the video then as it was in English, they started to talk.</p> <p>At the time of the dialogue practice, despite the practice time, the students still had difficulty pronouncing, I think it could have been nerves, or they were embarrassed.</p>



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DATA COLLECTION INSTRUMENT: FIELD NOTES

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 3</b></p>	<p><b>Observer Involved:</b></p> <p>Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> May 20<sup>th</sup> 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 45 min</p>
<p><b>Descriptive Notes</b></p>	<p><b>Reflective Notes</b></p>
<p>TOPIC: MODAL VERB CAN</p> <p>The teacher used the game "Simon says" but gives commands using the modal verb can, to do a review of some verbs.</p> <p>The teacher showed the students a dialogue about the student's responsibilities.</p> <p>The teacher read and repeated the most difficult pronunciation to practiced the pronunciation and stress of the words.</p> <p>Students formed groups, where they practiced their dialogue one by one.</p> <p>Students passed in front of the board and said their part of the dialogue for the whole class.</p>	<p>The students already knew the warm-up about "Simon says" but they barely understood the vocabulary, so I had to do a little mime with the activities to get them to relate the meaning.</p> <p>Based on the previous experience that the students only paid attention for the first few minutes of the video, I insisted that they pay more attention to the questions I was going to ask them When practicing the dialogue, despite the practice time, the students still had difficulty pronouncing with fluency and proper intonation.</p>

**DATA COLLECTION INSTRUMENT: FIELD NOTES**

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 4</b></p>	<p><b>Observer Involved:</b></p> <p>Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> Jun 03<sup>rd</sup> 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 45 min</p>
<p><b>Descriptive Notes</b></p>	<p><b>Reflective Notes</b></p>
<p>TOPIC: MODAL VERB WOULD</p> <p>The teacher started the class with the warm-up "Like and Dislike", Students had to run to the part of the board they wanted.</p> <p>The teacher showed the students a dialogue about the student's food preferences</p> <p>Students practiced the pronunciation and intonation of the sentences. Students formed groups, where they practiced their dialogue one by one</p> <p>Students passed in front of the board and said their part of the dialogue for the whole class.</p>	<p>The students were already familiar with the warm-up because it was related to a previous class. But I asked them to make less noise to do the activity</p> <p>Based on the previous experience that the students only paid attention for the first few minutes of the video, I insisted that they pay more attention to the questions I was going to ask them.</p> <p>When practicing the dialogue, despite the practice time, the students still had difficulty pronouncing with fluency and proper intonation.</p>



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DATA COLLECTION INSTRUMENT: FIELD NOTES

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 5</b></p>	<p><b>Observer Involved:</b> Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> Jun 07<sup>th</sup> 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 45 min</p>
<p><b>Descriptive Notes</b></p>	<p><b>Reflective Notes</b></p>
<p>TOPIC: MODAL VERB WOULD</p> <p>The teacher started the class with the warm-up "Like and Dislike" Students had to run to the part of the board they wanted.</p> <p>The teacher showed the students a dialogue about the student's food preferences. Students practiced the pronunciation and intonation of the sentences. Students formed groups, where they practiced their dialogue one by one</p> <p>Students passed in front of the board and said their part of the dialogue for the whole class.</p>	<p>The students were already familiar with the warm-up because it was related to a previous class. But I asked them to make less noise to do the activity.</p> <p>The students showed a little more interest in the activity, so I chose to give a little motivation to the students to do better.</p> <p>At the time of the practice, some of them started to talk and laugh so I decided to change groups.</p> <p>I also gave a more intensive practice of individual sounds and word stress, although I almost didn't have time to do all the dialogues.</p>



**DATA COLLECTION INSTRUMENT: FIELD NOTES**

<p><b>Setting: Municipal</b></p> <p><b>Individual Observed: 6th Grade</b></p> <p><b>Observation #: 6</b></p>	<p><b>Observer Involved:</b> Maylee Coralia Gaona Calva</p> <p><b>Date/time:</b> Jun 10<sup>th</sup> 2024</p> <p><b>Place:</b> Escuela de Educación Básica Municipal “Dr. Ángel Felicísimo Rojas”</p> <p><b>Duration of observation:</b> 90 min</p>
<p style="text-align: center;"><b>Descriptive Notes</b></p>	<p style="text-align: center;"><b>Reflective Notes</b></p>
<p>TOPIC: POST-TEST</p> <p>The teacher started with the warm-up "Agreement and Disagreement" The teacher said phrases related to the rules of the classroom or school.</p> <p>The teacher informed the students that the test was applied, and then the teacher provided clear instructions, specifying the time limit for the test and how marks were assigned.</p> <p>The teacher informed the students about the questionnaire which was applied.</p> <p>Students took the test and the teacher monitored the test-taking process.</p> <p>The teacher clarifies instructions and offers guidance without giving direct answers.</p> <p>The teacher withdraws the survey to the respective data interpretation</p>	<p>The students already knew the warm-up and used the vocabulary of the whole unit, some of them were still lost because they didn't remember the vocabulary.</p> <p>I gave them a few minutes to finish the missing dialogues, and I can say that there was a little improvement in their dialogues, they just needed a little more practice.</p> <p>Then I gave them the post-test, and they were not so nervous anymore, because of the practice we were doing, they already had an idea of what they had to do •I also explained to them that I would take a questionnaire later.</p> <p>I was a guide in the application of each instrument, solving doubts they had.</p>



**Annex 6. Questionnaire**



**UNIVERSIDAD NACIONAL DE LOJA  
FEAC. PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**Dear student,** answer the following questionnaire with sincerity and honesty. Your answers will be anonymous and confidential.

**Student's code:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The objective of this survey is to know the student's perception of using dubbing technique to improve pronunciation.

**1. Do you consider the dubbing technique useful to improve your English pronunciation?**

Agree ( )                      Disagree ( )

**Why?**

.....

**2. Do you think the dubbing technique helped you lose your fear of speaking English?**

Agree ( )                      Disagree ( )

**Why?**

.....

**3. Do you feel more motivated to practice your English pronunciation using the dubbing technique?**

Agree ( )                      Disagree ( )

**Why?**

.....

**4. Do you find it easy to practice the pronunciation of English words or phrases using the dubbing technique?**

Agree ( )      Disagree ( )

**Why?**

.....

**5. Do you prefer to use the dubbing technique to improve your pronunciation instead of repetitions?**

Agree ( )      Disagree ( )

**Why?**

.....

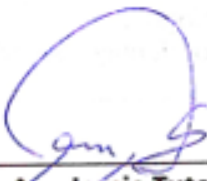


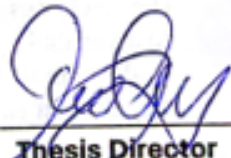
**THANKS FOR YOUR COLLABORATION!**

## Annex 7. Lesson plans

LESSON PLAN # 1			
<b>Institution Name:</b>	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
<b>Date:</b>	May 06 <sup>th</sup>	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( ) Private ( ) Fisco-Misional ( ) Municipal ( X )		
<b>Institutional Tutor:</b>	Lic. Libia María Gallardo Alvarado		
<b>Academic Tutor:</b>	Mgr. Edgar Mariano Castillo Cuesta		
<b>Thesis Director:</b>	Mgr. Adriana Cango Patiño		
<b>Preservice Teacher:</b>	Maylee Coralia Gaona Calva		
<b>Schedule /No. of students:</b>	Monday – 07:15 – 8:00		
<b>Time per lesson:</b>	45 minutes	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	6 <sup>th</sup> : 19		
<b>Topic:</b>	Proficiency Test		
<b>Contents:</b>	Present Simple Questions		
<b>Lesson Objective:</b>	<ul style="list-style-type: none"> <li>To evaluate students' prior knowledge and identify the student's level using the proficiency Test</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Projector</li> <li>Speaker</li> <li>Computer</li> </ul>		

Phase	Procedure	Timing	Interaction
<b>Engage</b>	The teacher starts with the warm up, "Agreement and Disagreement", which consists of dividing the blackboard into two parts, and the teacher will say phrases related to the rules of the classroom or school. Students should run and stand on the part of the blackboard they choose. This activity is also to review the vocabulary of the modal verb must that was seen in the previous class.	10 min	S -> T
<b>Study</b>	The teacher will show the students a dialogue about the students' responsibilities. The teacher will read and repeat the most difficult pronunciation words for the students to practice the pronunciation and intonation of the sentences. The teacher will divide the class into small groups to begin the practice.	15 min	S -> T




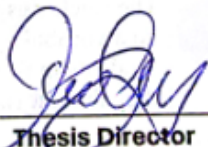
<b>Activate</b>	Students will pass in front of the board and repeat the dialogue in front of the whole class.	10 min	S -> T
<b>Feedback / Closure</b>	The teacher reviews vocabulary, asks for meanings and correct pronunciation of difficult words to memorize	5 min	S -> T

Observations
<p>.....</p> <p>.....</p>
<p><b>Signatures:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p><b>Academic Tutor</b> Mgtr. Edgar Mariano Castillo C.</p> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p><b>Institutional Tutor</b> Mgtr. Libia María Gallardo A.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p><b>Preservice Teacher</b> Maylee Coralia Gaona Calva</p> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> <p><b>Thesis Director</b> Mgtr. Adriana Cango Patiño</p> </div> </div>

LESSON PLAN # 2			
Institution Name:	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
Date:	May 13 <sup>th</sup> – 17 <sup>th</sup>	School Year:	2023-2024
Type of Institution	Public ( ) Private ( ) Fisco-Misional ( ) Municipal (X)		
Institutional Tutor:	Lic. Libia María Gallardo Alvarado		
Academic Tutor:	Mgr. Edgar Mariano Castillo Cuesta		
Thesis Director:	Mgr. Adriana Cango Patiño		
Preservice Teacher:	Maylee Coralia Gaona Calva		
Schedule /No. of students:	Monday – 07:15 – 8:00		
Time per lesson:	45	Language level:	A1
Class / Number of Students:	6 <sup>th</sup> : 19		
Topic:	Talking about Responsibilities		
Contents:	Modal verb: Must		
Lesson Objective:	<ul style="list-style-type: none"> <li>To talk about responsibilities in the classroom using the modal verb must.</li> <li>To use the dubbing technique to identify the intonation of words through a dialogue.</li> </ul>		
Materials	<ul style="list-style-type: none"> <li>Projector</li> <li>Speaker</li> <li>Computer</li> </ul>		

Phase	Procedure	Timing	Interaction
Engage	The teacher starts with the warm-up, "Agreement and Disagreement", which consists of dividing the blackboard into two parts, and the teacher will say phrases related to the rules of the classroom or school. Students should run and stand on the part of the blackboard they choose. This activity is also to review the vocabulary of the modal verb must that was seen in the previous class.	5 min	S -> T
Study	<p>The teacher will show the students a dialogue about the students' responsibilities.</p> <p>The teacher will read and repeat the most difficult pronunciation words for the students to practice the pronunciation and intonation of the sentences.</p> <p>The teacher will divide the class into small groups to begin the practice.</p>	15 min	S -> T


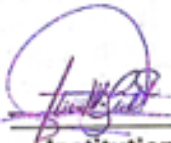


<b>Activate</b>	Students will form pairs or groups of 3, where they will practice their dialogue one by one. Students will pass in front of the board and say their part of the dialogue for the whole class.	20 min	S -> T
<b>Feedback / Closure</b>	The teacher will ask about the most difficult words to pronounce that the students wrote and practice the pronunciation with the whole class. The teacher will recommend students to practice the pronunciation of the words at home while they are doing other activities.	5 min	S -> T

<b>Observations</b>	
<p>.....</p> <p>.....</p>	
<p><b>Signatures:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Academic Tutor</b> Mgtr. Edgar Mariano Castillo C.</p> </div> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Institutional Tutor</b> Mgtr. Libia María Gallardo A.</p> </div> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Preservice Teacher</b> Maylee Coralia Gaona Calva</p> </div> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Thesis Director</b> Mgtr. Adriana Cango Patiño</p> </div> </div>	

LESSON PLAN # 3			
<b>Institution Name:</b>	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
<b>Date:</b>	May 20 <sup>th</sup> – 24 <sup>th</sup>	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( ) Private ( ) Fisco-Misional ( ) Municipal ( X )		
<b>Institutional Tutor:</b>	Lic. Libia María Gallardo Alvarado		
<b>Academic Tutor:</b>	Mgtr. Edgar Mariano Castillo Cuesta		
<b>Thesis Director:</b>	Mgtr. Adriana Cango Patiño		
<b>Preservice Teacher:</b>	Maylee Coralia Gaona Calva		
<b>Schedule /No. of students:</b>	Monday – 07:15 – 8:00		
<b>Time per lesson:</b>	45	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	6 <sup>th</sup> : 19		
<b>Topic:</b>	Talking about Prohibition		
<b>Contents:</b>	Modal verb: Can		
<b>Lesson Objective:</b>	<ul style="list-style-type: none"> <li>• To talk about our prohibitions in the classroom using the modal verb can.</li> <li>• To use the dubbing technique to identify the stress of words through a dialogue.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Speaker</li> <li>• Computer</li> </ul>		

Phase	Procedure	Timing	Interaction
<b>Engage</b>	The teacher uses the game "Simon says" but gives commands using the modal verb can or can't, for example: "Simon says, 'You can't blink.'" to note the use of the modal verb, as well as a review of some verbs.	5 min	S -> T
<b>Study</b>	<p>The teacher will show the students a dialogue about the students' prohibitions in the classroom and their lives.</p> <p>The teacher will read and repeat the most difficult pronunciation words for the students to practice the pronunciation and the stress of the words.</p> <p>The teacher will divide the class into small groups to begin the practice.</p>	15 min	S -> T

<b>Activate</b>	Students will form pairs or groups of 3, where they will practice their dialogue one by one. Students will pass in front of the board and say their part of the dialogue for the whole class.	20 min	S -> T
<b>Feedback / Closure</b>	The teacher will ask about the most difficult words to pronounce that the students wrote and practice the pronunciation with the whole class. The teacher will recommend that students practice pronouncing the words at home while doing other activities.	5 min	S -> T




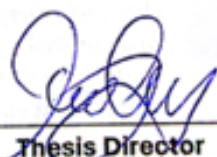
<b>Observations</b>
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<p><b>Signatures:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100px; margin: 0 auto;"/> <p><b>Academic Tutor</b> Mgtr. Edgar Mariano Castillo C.</p> </div> <div style="text-align: center;">  <hr style="width: 100px; margin: 0 auto;"/> <p><b>Institutional Tutor</b> Mgtr. Libia María Gallardo A.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;">  <hr style="width: 100px; margin: 0 auto;"/> <p><b>Preservice Teacher</b> Maytee Coralia Gaona Calva</p> </div> <div style="text-align: center;">  <hr style="width: 100px; margin: 0 auto;"/> <p><b>Thesis Director</b> Mgtr. Adriana Cango Patiño</p> </div> </div>



LESSON PLAN # 4			
<b>Institution Name:</b>	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
<b>Date:</b>	May 27 <sup>th</sup> – 31 <sup>st</sup>	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( ) Private ( ) Fisco-Misional ( ) Municipal ( X )		
<b>Institutional Tutor:</b>	Lic. Libia María Gallardo Alvarado		
<b>Academic Tutor:</b>	Mgtr. Edgar Mariano Castillo Cuesta		
<b>Thesis Director:</b>	Mgtr. Adriana Cango Patiño		
<b>Preservice Teacher:</b>	Maylee Coralía Gaona Calva		
<b>Schedule /No. of students:</b>	Monday – 07:15 – 8:00		
<b>Time per lesson:</b>	45	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	6 <sup>th</sup> : 19		
<b>Topic:</b>	Talking about My Favorite Food		
<b>Contents:</b>	Countable and Uncountable Nouns		
<b>Lesson Objective:</b>	<ul style="list-style-type: none"> <li>• To talk about students' favorite food using countable and uncountable nouns through a dialogue.</li> <li>➤ To use the dubbing technique to identify the individual sounds through a dialogue.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Speaker</li> <li>• Computer</li> </ul>		

Phase	Procedure	Timing	Interaction
<b>Engage</b>	The teacher uses the warm-up "Zoom in, zoom out" to do a vocabulary review about food. Students must guess from the image the type of food they think it is.	5 min	S -> T
<b>Study</b>	The teacher will show the students a dialogue about a friend's favorite food. The teacher will read and repeat the words that are more difficult to pronounce words in order to students practice the pronunciation of the individual sounds. The teacher will divide the class into small groups to begin the practice.	15 min	S -> T




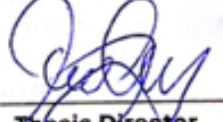
<b>Activate</b>	Students will form pairs or groups of 3 where they will practice their dialogue one by one. Students will pass in front of the board and say their part of the dialogue for the whole class.	20 min	S -> T
<b>Feedback / Closure</b>	The teacher will ask about the most difficult words to pronounce that the students wrote, and students practice the pronunciation with the whole class. The teacher will recommend students to practice the pronunciation of the words at home while they are doing other activities.	5 min	S -> T

<b>Observations</b>	
.....	
.....	
<b>Signatures:</b>	
 <b>Academic Tutor</b> Mgtr. Edgar Mariano Castillo C.	 <b>Institutional Tutor</b> Mgtr. Libia María Gallardo A.
 <b>Preservice Teacher</b> Maylee Coralía Gaona Calva	 <b>Thesis Director</b> Mgtr. Adriana Cango Patiño

LESSON PLAN # 5			
<b>Institution Name:</b>	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
<b>Date:</b>	Jun 03 <sup>rd</sup> – 07 <sup>th</sup>	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( ) Private ( ) Fisco-Misional ( ) Municipal ( X )		
<b>Institutional Tutor:</b>	Lic. Libia María Gallardo Alvarado		
<b>Academic Tutor:</b>	Mgtr. Edgar Mariano Castillo Cuesta		
<b>Thesis Director:</b>	Mgtr. Adriana Cango Patiño		
<b>Preservice Teacher:</b>	Maylee Coralia Gaona Calva		
<b>Schedule /No. of students:</b>	Monday – 07:15 – 8:00		
<b>Time per lesson:</b>	45	<b>Language level:</b>	A1
<b>Class / Number of Students:</b>	6 <sup>th</sup> : 19		
<b>Topic:</b>	Talking about preferences		
<b>Contents:</b>	Modal Verb: Would		
<b>Lesson Objective:</b>	<ul style="list-style-type: none"> <li>To talk about food preferences in the classroom using the modal verb would.</li> <li>To use the dubbing technique to identify the intonation of words through a dialogue.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Projector</li> <li>Speaker</li> <li>Computer</li> </ul>		

Phase	Procedure	Timing	Interaction
<b>Engage</b>	The teacher begins with the warm-up, "Like and Dislike," which consists of dividing the board into two parts, and the teacher will name types of food. Students must run and stand on the part of the board of their choice. This activity also helps to review the food vocabulary from the previous class.	5 min	S -> T
<b>Study</b>	The teacher will show the students a dialogue about food preferences. The teacher will read and repeat the most difficult pronunciation words for the students to practice the pronunciation and intonation of the sentences. The teacher will divide the class into small groups to begin practice.	15 min	S -> T

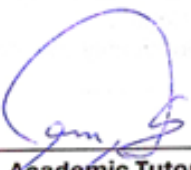

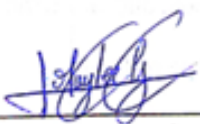

<b>Activate</b>	Students will form pairs or groups of 3 where they will practice their dialogue one by one. Students will pass in front of the board and say their part of the dialogue for the whole class.	20 min	S -> T
<b>Feedback / Closure</b>	The teacher will ask about the most difficult words to pronounce that the students wrote and practice the pronunciation with the whole class. The teacher will recommend that students practice the pronunciation and intonation of the words at home while doing other activities or they can ask family members about their preferences.	5 min	S -> T

<p><b>Observations</b></p> <p>.....</p> <p>.....</p>
<p><b>Signatures:</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Academic Tutor</b> Mgtr. Edgar Mariano Castillo C.</p> </div> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Institutional Tutor</b> Mgtr. Libia María Gallardo A.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Preservice Teacher</b> Maylee Coralia Gaona Calva</p> </div> <div style="text-align: center;">  <hr style="width: 100%;"/> <p><b>Thesis Director</b> Mgtr. Adriana Cango Patiño</p> </div> </div>

LESSON PLAN # 6			
<b>Institution Name:</b>	Escuela de Educación Básica Municipal "Dr. Ángel Felicísimo Rojas"		
<b>Date:</b>	Jun 10 <sup>th</sup> – 14 <sup>th</sup>	<b>School Year:</b>	2023-2024
<b>Type of Institution</b>	Public ( ) Private ( ) Fisco-Misional ( ) Municipal ( X )		
<b>Institutional Tutor:</b>	Lic. Libia María Gallardo Alvarado		
<b>Academic Tutor:</b>	Mgtr. Edgar Mariano Castillo Cuesta		
<b>Thesis Director:</b>	Mgtr. Adriana Cango Patiño		
<b>Preservice Teacher:</b>	Maylee Coralia Gaona Calva		
<b>Schedule /No. of students:</b>	Monday – 07:15 – 8:00		
<b>Time per lesson:</b>	90 min	<b>Language level:</b>	A2
<b>Class / Number of Students:</b>	6 <sup>th</sup> : 19		
<b>Topic:</b>	POST-TEST		
<b>Contents:</b>	Modal Verbs		
<b>Lesson Objective:</b>	<ul style="list-style-type: none"> <li>• To identify the effectiveness of implementing the Dubbing technique to improve students' pronunciation through a test.</li> <li>• To describe the students' perception regarding the use of the Dubbing technique to improve students' pronunciation through the Likert Scale Survey.</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Test papers</li> <li>• Survey</li> </ul>		

Phase	Procedure	Timing	Interaction
<b>Engage</b>	<ul style="list-style-type: none"> <li>• The teacher starts with the warm-up, "Agreement and Disagreement", which consists of dividing the blackboard into two parts, and the teacher will say phrases related to the rules of the classroom or school. Students should run and stand on the part of the blackboard they choose. This activity is also to review the vocabulary of the modal verbs that were seen in the previous classes.</li> </ul>	5 min	S -> T
<b>Study</b>	<ul style="list-style-type: none"> <li>• The teacher informs the students about the test that will be applied, and then the teacher provides clear instructions, specifying the time limit for the test and how marks are assigned.</li> </ul>	15 min	S -> T

	<ul style="list-style-type: none"> <li>The teacher informs the students about the questionnaire which will be applied, then the teacher provides clear instructions, specifying how marks are assigned by students.</li> <li>The Teacher encourages students to ask questions if any part of the instructions is unclear.</li> </ul>		
<b>Activate</b>	<ul style="list-style-type: none"> <li>Test Administration: Students will take the test and the teacher will monitor the test-taking process.</li> <li>The teacher supervises the process of developing the questionnaire.</li> <li>The teacher clarifies instructions and offers guidance without giving direct answers</li> </ul>	65 min	S -> T
<b>Feedback / Closure</b>	<ul style="list-style-type: none"> <li>The teacher withdraws the test to the respective data interpretation.</li> <li>The teacher withdraws the survey to the respective data interpretation.</li> </ul>	5 min	S -> T

<b>Observations</b>	
..... .....	
<b>Signatures:</b>	
 <hr/> <b>Academic Tutor</b> Mgr. Edgar Mariano Castillo C.	 <hr/> <b>Institutional Tutor</b> Mgr. Libia María Gallardo A.
 <hr/> <b>Preservice Teacher</b> Maylee Coralia Gaona Calva	 <hr/> <b>Thesis Director</b> Mgr. Adriana Cango Patiño



Annex 8. Pictures



## Annex 9. Research Matrix.

**Title: Dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024**

<b>Problem</b>	<b>Objectives</b>	<b>Theoretical Framework</b>	<b>Methodological Design</b>	<b>Techniques/ Instruments</b>
<b>General Problem</b>	<b>General Objective</b>	<b>Independent Variable</b>		
How does dubbing technique improve student's pronunciation skill?	To improve pronunciation skill by using dubbing technique among students of middle basic education at a public institution in Loja, school year 2023-2024.	5 Dubbing technique 5.1.1 Dubbing definition 5.1.2 Evolution of dubbing technique in the context language adaptation. 5.1.3 Types of Dubbing 5.1.4 Importance of pronunciation accuracy in the dubbed context	<b>Research Design</b>  Action research /  Instruments	<b>Technique: Test</b> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Post-test</li> </ul> <b>Observation Technique</b> Field notes
<b>Subproblems</b>	<b>Specific Objectives</b>	<b>Dependent Variable</b>		<b>Survey Technique</b> Questionnaire
What is the effectiveness of using dubbing technique to improve students' pronunciation?  What are students' perceptions about the use of dubbing technique to improve students' pronunciation skill?	To demonstrate the effectiveness of dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024.  To describe students' perceptions about the use of dubbing technique in pronunciation skill among middle basic education students at a public institution in Loja, school year 2023-2024.	5.2 Pronunciation Skill 5.2.1 Definition 5.2.2 The sub-skills of pronunciation.	<b>Intervention</b>  Lesson Plan  <ul style="list-style-type: none"> <li>• Engage</li> <li>• Study</li> <li>• Activate</li> </ul>	