

USING MOVIE DUBBING TO IMPROVE NATURAL ENGLISH PRONUNCIATION SKILLS

YEN, Ran Thi Hai. Using Movie Dubbing to Improve Natural English Pronunciation Skills. *English Teaching Forum*, v. 59, n.1, p. 20-25, 2001.

Review by Larissa Silva e Silva (TEAM Member). Feb. 22, 2023.



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https://br.freepik.com/vetores-gratis/bobina-de-tira-de-filme-movie-em-plano-de-perspectiva_6868404.htm

In the article *Using Movie Dubbing to Improve Natural English Pronunciation Skills*, Ran Thi Hai Yen explains a movie dubbing project he developed and used with his students. Among other aspects that involve speech (such as intonation and fluency), Yen prioritized pronunciation in his study.

Regarding the execution of the project, successful techniques from previous studies were used to work with the students on the movie dubbing excerpt, so that by comparing their speech with that of the character, the students were able to identify gaps in their pronunciation skills. After reading the script of the movie excerpt, the students practiced repeatedly, trying to reproduce the same intonation and speed of the character's speech.

I believe these techniques seem to be very interesting and similar to another technique also used by teachers and students in learning pronunciation known as English Shadowing, which, according to Hamada (2019)¹, involves repeating a piece of English audio word for word as you listen, simultaneously. This is a great method for learners to improve their English speaking because you get into the habit of speaking English out loud right from the start (HAMADA, *ibid.*).

Another important point that Yen describes is the stages of the method used to carry out the project, such as the project requirements, the technological tools, and the script. Yen says that teachers can adapt this proposal, and suggests other options for

¹ HAMADA, Yo. Shadowing: What is It? How to use It? Where will It go? *Regional Language Centre - RELC Journal: SAGE Journals*, Singapore, v. 50, n. 3, p. 386-393, 2019.

them to use this method with their students, such as the use of several excerpts from short scenes instead of one long scene, to enable students to practice different language scenarios.

Yen concludes his study by emphasizing that teachers must be aware of the instructions of the project tasks, which must be given to students in a clear and objective way before they start the activities. In other words, to make explicit to students what they are expected to produce and perform. He also makes suggestions of key elements that teachers can use in the project.

This article is enlightening because it shows that students can express themselves more naturally in the target language using something that is present in their daily lives as a film, making learning more enjoyable and motivating. In addition, it helps teachers with recommendations on what to consider or not when applying the project in the classroom.

