THE USE OF CAPCUT IN STUDENTS' PRONUNCIATION PRACTICE

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Abstract: Many Vietnamese adult learners often have difficulty pronouncing English correctly, which hampers them from communicating effectively. Thus, there is a big concern about finding appropriate tools to help them improve their pronunciation in communicative classes among English teachers. This study investigates the learners' views on using CapCut, a free all-in-one video editing app, to assist their pronunciation practice. In this research, nine adult English learners were assigned and instructed to dub a three-minute movie clip per week during an eight-week course. A focused group was then conducted, and the students' reflections on their final products at the end of the course were collected. The findings indicated that using the application facilitates the students' pronunciation practice process and raises their confidence and motivation toward speaking English. This project also increases their autonomy in practicing English pronunciation. It is intended that this study would serve as a model for teachers of similar courses in other teaching contexts.

Keywords: video dubbing, teaching speaking, pronunciation, CapCut, learning tools

1. Introduction

English pronunciation is widely recognized as a skill that poses significant challenges for Vietnamese EFL (English as a Foreign Language)

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students to master. In addressing this difficulty, teachers have traditionally employed methods such as drilling and reading aloud. However, these traditional approaches may, in some cases, result in pronunciation practice becoming perceived as tedious for students. Nevertheless, pronunciation is a fundamental aspect of language learning, playing a crucial role in achieving effective communication (Morley, 1991). To tackle this issue, exploring innovative approaches that engage and motivate students becomes paramount.

Dubbing movie clips has been recognized as an effective strategy for improving pronunciation skills (Celce-Murcia et al., 2010). Learning to mimic the speech patterns and intonations of native speakers will help students improve their pronunciation in a more dynamic and situation-appropriate way. Additionally, the development of mobile-based applications has transformed the dubbing process in the current digital era, giving students new opportunities for practice. One such tool is CapCut, a free all-in-one video editing app with great potential for helping with pronunciation practice.

The purpose of this study is to discover the experiences of adult students in using CapCut application to practice pronunciation. Nine adult learners were given the task of dubbing a three-minute movie clip each week for eight weeks as part of the research. After the project was finished, a concentrated group discussion was held, and the students' reflections on their finished products were gathered. Through this investigation, the study hopes to better understand how the application helps learners practice their pronunciation and their speaking.

The findings of this research will contribute to the understanding of the effectiveness and potential benefits of using CapCut for pronunciation practice. By incorporating innovative technological tools into pronunciation instruction, educators can create a more engaging and effective learning environment, empowering students to

develop their English pronunciation skills and enhance their overall communicative abilities.

2. Literature review

Learning pronunciation

By repeating sounds and correcting them when they are produced incorrectly, pronunciation can be learned. When students begin learning pronunciation, they form new habits and get past challenges brought on by the first language. The production of sounds used to convey meaning is known as pronunciation. From the perspective of the speakers' or the listeners' ears, pronunciation is the creation of a sound system that does not hinder communication. For successful language learning and effective communication, accurate pronunciation is essential. Derwing and Munro's (2015) research indicates that pronunciation is important for both comprehensibility and intelligibility. According to Gilakjani (2012), good pronunciation encourages learning while poor pronunciation promotes significant difficulties in language acquisition.

Strategies in pronunciation practice

Strategies in pronunciation practice are crucial for learners to develop accurate and intelligible speech. One widely recognized strategy is the use of minimal pairs. Minimal pairs involve contrasting words that differ by only one sound, allowing learners to focus on specific phonetic distinctions (Haghighi, 2017). By practicing minimal pairs, learners can improve their ability to discriminate and produce challenging sounds in the target language. Visual representations, such as phonemic charts and diagrams illustrating mouth movements, help learners connect sounds with their corresponding symbols or articulatory gestures (Gilbert, 2017). These visual aids enhance learners' phonological awareness and contribute to improved

pronunciation skills. Combining explicit instruction, focused practice, and visual aids provides a comprehensive approach to pronunciation instruction, addressing various aspects of pronunciation and promoting learners' overall proficiency.

Video dubbing task

Movie dubbing is one of the most well-studied foreign-language-learning techniques among the various audiovisual translation modes. In contrast with more traditional approaches to instruct pronunciation, movie dubbing is a promising method through which EFL learners can acquire English prominence (Chiu 2012). Burston (2005) discussed the linguistic requirements needed for movie dubbing activities. Video dubbing can take two basic forms. At its simplest, it requires learners to replace the original spoken existing soundtrack of a movie excerpt, typically with a maximum length of three minutes – with their own voice. In order to complete this task, learners listen to the voices of the actors. After that, they mute the video and record their voice directly onto it while keeping the speed and mimicking the actors' voices. More advanced students and those with some prior video-dubbing experience can take a muted video clip and create from scratch their own script (Burston 2005). In the second style, it requires students to apply their knowledge of English vocabulary and grammar to create a matched dialogue.

Besides learning pronunciation by listening to the speech of native speakers, reading movie subtitles can also help students improve their language comprehension. The use of subtitles in movies is not distracting but beneficial in spoken language activities (Zanon, 2006). Zanon described the various linguistic focuses of various activities related to language performing: role-plays mainly focus on communicative strategies and vocabulary while pronunciation activities require imitating the prosody on the clip by acting out the dialogues of the clips. Additionally, the findings of the study by

Pamungkas (2019) suggested that using video dubbing to teach students speaking skills, particularly pronunciation, is beneficial.

Role of Technology in Pronunciation Practice

Technological tools have emerged as valuable resources in supporting pronunciation practice by providing learners with visual and auditory input. Various speech technologies, such as Duolingo and ELSA Speak, have been utilized for pronunciation pedagogy, assessment, and phonological impairment remediation (Pennington, 2019). The field of pronunciation teaching and learning has seen the development of a wide range of technologies and software designed specifically for enhancing pronunciation skills. However, Pennington (2019) highlighted a significant gap between commercially produced Computer-Assisted Pronunciation Training (CAPT) resources and the knowledge base on second language phonological learning and instruction. This disconnect often leads to a mismatch between learner needs and the features offered by pronunciation technology tools. Addressing this gap and aligning technology with effective pedagogical approaches is essential to maximize the benefits of technology in pronunciation practice.

Dubbing Tools

There are many different programs available for dubbing videos. A computer must be purchased in order to install the majority of programs and software, for example Adobe Premier and ProShow Gold. This makes it cumbersome and challenging to use. Tran (2021) suggested using ClipFlair (2020b), a free all-in-one platform that enables students to revise a movie clip directly on a website, however at the time of writing, this program is not accessible owing to the requirement of installing Microsoft Silverlight. However, new dubbing technologies have been developed with the growth of mobile apps, CapCut is regarded as one of the most useful tools among them.
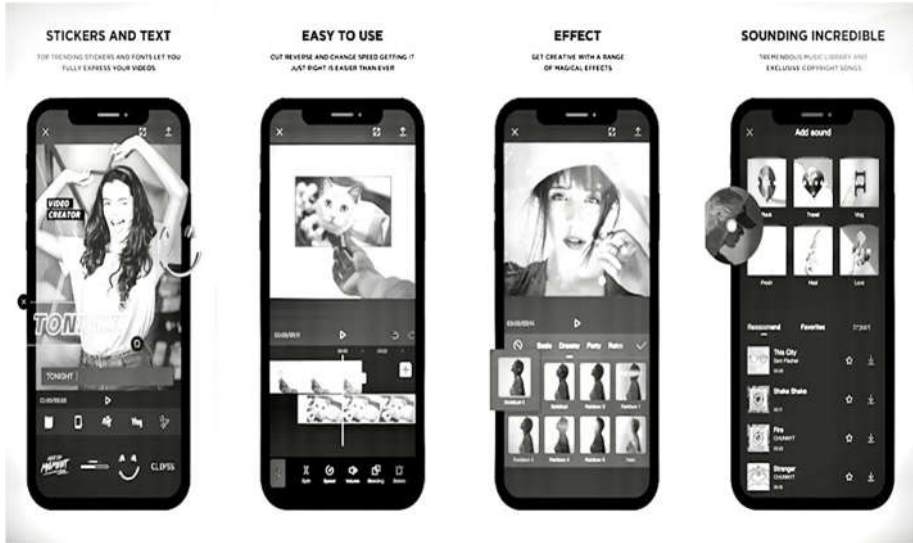
CapCut and pronunciation practice

Figure 1: Features on CapCut

Limited research has specifically explored the use of CapCut, a video editing application, for pronunciation practice. CapCut offers a user-friendly interface with various features that enhance pronunciation skills (Wang, 2020). Notably, the application provides a wide range of video editing options, including speed adjustment, muting clip audio, adding captions, and importing background music (see Figure 1). Additionally, CapCut is easily accessible through iOS or Android smartphones, which are commonly owned by adult learners. Unlike computer-based video editing software, CapCut is lightweight and compatible with most devices. Its offline usability enables students to conveniently complete their dubbing assignments without relying on internet availability. While the app offers several functionalities accessible through the menu tab, teachers should ensure they are proficient in using the app and provide initial guidance or tutorials to their students. Once familiarized with the software, students can utilize CapCut with ease. These advantages make CapCut a suitable choice for dubbing movie clips in this research study.

3. Research questions

The principal goal of this research is to discover the experiences of adult students in using CapCut application to practice pronunciation. Therefore, I come up with two research questions:

- *What are Vietnamese adult English learners' perceptions of using CapCut as a tool for pronunciation practice?*

- *What challenges do Vietnamese adult English learners encounter while using CapCut for pronunciation practice?*

4. Method

The context of the research project and participants

The project was conducted in my online English communicative course. There were 9 adult learners participating in the project, including 3 males and 6 females, aged from 19 to 56. These students came from different backgrounds in different places in Vietnam. Based on the placementtest, their English level was around A2-CEFR. They were studying a general English course which focused on communicative skills, pronunciation and vocabulary and some grammar. Two lessons per week were held on Mondays and Fridays and each lasted for 90 minutes. There were 30 lessons, covering 24 topics and pronunciation was taught explicitly in this course.

Research design

Action research was used in this project. Action research is a type of inquiry that allows practitioners to look at and assess their work (Burns, 2010). Because practitioners themselves study their own practice as they look for methods to live more completely in line with their educational principles, action research can be a potent and liberating type of professional inquiry. The general action research cycle, according to Kemmis and McTaggart (2004, p. 18), entails

planning the change, implementing it, observing the process and effects, reflecting on the processes and effects, and finally re-planning. According to Burns (2010), the initial cycle of action research has the potential to evolve into a continuous and iterative spiral of subsequent cycles. This iterative process continues until the action researcher achieves a satisfactory outcome and determines that it is appropriate to conclude the research endeavor.

Students were assigned and instructed to dub a three-minute movie clip per week during an eight-week course. The movie clips were chosen from Top Notch TV 1 and 2, which are suitable to selected students' language proficiency and related to the topics of the previous lessons. Moreover, the captions are embedded in the movies, thus this could support students with weak listening skills and checking the meaning of difficult words in dictionary. In the first week, the author explained the project requirements, how to dub movie clips on CapCut. During the remaining seven weeks, students practice reading the script outside the classroom. In addition, to help students get a deeper understanding of the movie clips, learners were asked to practice listening comprehension skills by requiring finishing several listening tasks on Edpuzzle, a self-paced learning platform with interactive video lessons. Then they were guided to dub muted movie clips with subtitles using CapCut application. After turning in their works to the teacher, they got feedback about pronunciation features regarding individual sounds, stress, and intonation directly from the teacher.

Data collection instrument

This study uses a qualitative approach, so that researchers can get more detailed information about everything related to the use of the CapCut application in practice English pronunciation. Researchers want to gather more detailed information and get a more

comprehensivepicture of a problem, case, or event (Arora and Stoner 2009). They wanted to explore the why and how of a situation, not just what, where, and when. In order to gain insights into people's attitudes, behaviors, value system, concern motivation, aspirations, cultures, and way of life, qualitative research uses a variety of data collection techniques, including interview, observation, email, audio and video recordings, feedback forms, pictures, and articles (Islam & Faruque, 2016).

In this qualitative case study, the data was obtained through focus group interviews to gain information about their views and experiences of dubbing clips with CapCut. These beliefs, emotions, and experiences might be in part independent of a group or its social environment, but they are more likely to be disclosed through the social contact and gathering that taking part in a focus group requires. An interview protocol includes following steps:

- Identify the target participants: age, English proficiency level, and prior experience with CapCut

- Create a list of overarching themes to align with the research objectives

- Develop a set of open-ended questions. The question are included in the Appendix

5. Data analysis

The data analysis process in this research involved the use of thematic analysis, which allowed for a systematic examination of the information gathered through semi-structured interview questions. The researcher began by organizing the data based on *the* opinions of EFL Vietnamese learners regarding the CapCut application, and subsequently identified several overarching themes. Through a process of data reduction and presentation, the researcher arrived at key findings and insights derived from the analyzed data.

6. Findings

The findings indicated that using the application facilitates the students' pronunciation practice process and raises their confidence and motivation toward speaking English. This project also increases their autonomy in practicing English pronunciation. It is intended that this study would serve as a model for teachers of similar courses in other teaching contexts.

Students' Prior Experiences

Students had prior knowledge of CapCut but primarily used it for video editing rather than as a tool for studying English. This prior experience sparked curiosity and interest among students in the dubbing task.

Students' Attitudes

Initially, students showed high interest in the CapCut application and actively participated in the dubbing task. However, some students'motivation declined over time due to personal and work-related commitments, highlighting the challenges faced by adult learners in maintaining engagement in online courses.

CapCut Helps Raise Students' Confidence

Students recognized the benefit of dubbing movies with CapCut in improving their pronunciation, particularly in areas such as ending sounds, connected speech, stress, and intonation.The dubbing task enhanced students' confidence and motivation in speaking Englishand contributed to improved fluency and listening skills.

Students' Difficulties

Technical Issues

While CapCut was generally considered user-friendly, some students initially encountered difficulties with the dubbing function

and found certain features unclear or challenging. Older learners, in particular, struggled with the app's multiple steps and found it less suitable for their needs.

Language Issues

Students faced difficulties in keeping up with the speed of native actors and struggled with imitating the way native speakers linked sounds. Some students expressed a preference for other pronunciation improvement apps, such as ELSA, which provided immediate feedback or scores.

Future Practice and Motivation

Some students expressed willingness to continue practicing dubbing after the project's completion, particularly if they received guidance and feedback from teachers.

However, others stated that they would likely explore alternative methods like shadowing or using other pronunciation apps, citing the need for readily available movie clips and external monitoring to maintain motivation.

7. Discussion

The implementation of CapCut for pronunciation practice in this research yielded positive outcomes in terms of students' pronunciation improvement, increased confidence in speaking, and fostering independent learning. The data collected from the study indicated significant enhancements in key areas such as linking connected speech, intonation, and ending sounds. The findings supported Zanon's (2006) stated that practicing pronunciation through listening to native speakers speak, reading movie subtitles, and revoicing videos can be helpful in spoken language activities and enhance language comprehension. The repetitive nature of the dubbing activity, according to Requena (2016, p. 19), improves fluency and

also has an effect on pronunciation. The findings also provide evidence of the effectiveness of using CapCut for dubbing movie clips as a means to enhance students' motivation. However, it is important to note that sustaining motivation over an extended period can be challenging, as it is influenced by various factors. Therefore, while CapCut has shown promise, it should not be solely relied upon throughout the entire course. The integration of multiple tools and approaches is recommended to maintain students' motivation levels consistently. In the subsequent sections, specific suggestions for incorporating diverse tools into the course will be provided.

8. Implications

The findings of this study have important implications for language teachers, curriculum designers, and researchers in the field of English language learning. The utilization of the CapCut app for dubbing videos offers several practical implications:

- *Enhancing Pronunciation Instruction*: The use of the CapCut app provides a valuable tool for language teachers to enhance their pronunciation instruction. By incorporating dubbing tasks into their curriculum, teachers can create interactive and engaging learning experiences that focus on connected speech, intonations, and ending sounds. This approach allows learners to practice and improve their pronunciation skills in a meaningful and enjoyable way.

- *Encouraging Collaboration and Peer Support*: Assigning dubbing tasks in groups facilitates collaboration and peer support among learners. Working together on language and technical issues not only enhances their language skills but also promotes communication and socialization. The collaborative nature of the tasks fosters a sense of responsibility and shared accountability, creating a supportive learning environment.

• *Recognizing and Celebrating Learners' Achievements*: By providing channels for learners to display their dubbed works, such as social networking sites or online platforms, teachers can acknowledge and celebrate their efforts and accomplishments. This recognition boosts learners' confidence, motivation, and sense of pride in their work. It also promotes a positive learning culture where learners feel valued and appreciated for their achievements.

• *Addressing Age-Related Challenges*: The recommendation to use the CapCut app primarily with teenagers or young adults addresses the reluctance of some adult learners, particularly those above 30 years old, to adopt new technologies. By targeting younger learners who are more eager and open to use such apps, teachers can maximize the benefits of CapCut for improving pronunciation skills among this age group.

These implications highlight the potential of incorporating the CapCut app and dubbing tasks into English language teaching contexts. By leveraging the advantages of technology and providing learners with engaging and interactive pronunciation practice, educators can create a motivating and effective learning environment that facilitates improved pronunciation skills among adult English learners.

9. Conclusion

The result of the study reveals that the utilization of the CapCut app can help adult English learners improve their pronunciation in terms of connected speech, intonations and ending sounds. Turner and Paris (1995) termed these the Six C's of Motivation: choice, challenge, control, collaboration, constructing meaning, and consequences. It is advised that the teacher should include those to maintain their students' motivation.

• **Choice.** Students can choose the topics or video clips that they want to dub either by searching themselves or choosing available

videos in a shared folder according to their interests and hobbies. This is believed to foster students' engagement and control in learning.

- **Control**. If teachers give students this task of dubbing videos as their homework for their assignment grading, they are more committed to finish products with quality.

- **Collaboration**. This task can be assigned in a group, which enables them to assist each other with language and technical issues easily. Besides, the fact of communication and socializationmakes them to be more involved and responsible to finish the task.

- **Consequences.** People enjoy having their effort and academic accomplishments valued and acknowledged by others (Malone & Lepper, 1983). When they are given a channel to display their works, their confidence and motivation are raised. For instance, their works can be displayed on their social network sites like Padlets or Facebook. This tactic fosters a sense of pride in one's work, ownership, accomplishments, and responsibility (Turner & Paris, 1995).

As to the number of characters in the movie clips, Tran (2021) mentioned, the dubbing task could be adapted to online learning when teachers can use one-character scenes for students to work individually if pair/group work cannot be implemented. Live dubbing, on the other hand, may not be appropriate for online learning. I reflect on that and suggest another way that teacher can mute other characters' voice and remain voice of one character for dubbing.

Furthermore, this app also encourages learners to do self-study at their will and outside the classroom. Even though dubbing videos is not a new type of learning, the alternative use of CapCut has some convenient features that facilitate the process of dubbing.

To minimize technical and language issues, teachers should provide clearer instructions regarding common mistakes and additionalnotes prior

to assigning the task. This can reduce their barrier and make them feel confident to finish the task.

Regarding appropriate age, adult learners, more than 30 years old, often feel reluctant to use. Therefore, it is recommended to use CapCutfor dubbing movies in the class with teenagers or young adults. They are more eager and use it more frequently to practice.

Limitations of the research

Due to the difference in students' level and complexity of the class, some low-performed students have difficulty with the language issues to catch up with the speed of characters when dubbing the videos even though these videos are supplementary materials for students at this level. Therefore, they are less motivated to do the task. It is suggested that materials should be chosen carefully and categorized for strong and weak students. Teachers should do more scaffolding steps to help learners get used to vocabulary and pronunciation features in each sentence.

Future research in this area will examine how to incorporate different multimedia applications or platforms to diversify the dubbing experience. The efficiency and engagement of dubbing tasks may be improved by platforms that provide real-time feedback on pronunciation and interactive learning features. Follow-up studies are also required to examine the long-term effects of using the CapCut app to enhance pronunciation abilities and to ascertain whether these gains can be applied to other communicative contexts. Researchers should also concentrate on addressing the individual differences among learners by creating support strategies for low-performing students who have trouble with language barriers and the speed of characters in dubbed videos, such as through specialized materials, scaffolding steps, and targeted pronunciation guidance to improve motivation and learning outcomes.

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APPENDIX: *INTERVIEWS*

What motivated you to use CapCut for dubbing clips? How has your motivation of dubbing video changed from beginning to the end of the course?

1. Can you describe your experience using CapCut for dubbing video?

2. How did dubbing clips with CapCut impact your confidence in speaking English?

3. Did you encounter any challenges while using CapCut? If yes, could you please explain?

4. Do you want to keep doing this dubbing activity after finishing the project? Why or why not?