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RESEARCH PAPER

Effects of Video-Dubbing Creations (Using Peer Instruction Approaches) on Learning Achievement, Willingness to Communicate and Learning Anxiety

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Abstract

This study investigated willingness to communicate (WTC) and learning anxiety while immersing students in video dubbing (VDUB) activities using a peer instruction learning strategy. A total of 63 students participated in the study. The control group (CG) of 33 students used a teacher-led VDUB learning method, while the experimental group (EG) of 30 students adopted a peer instruction VDUB learning method. The study attempted to explore the differences between English learning achievement and WTC, as well as the perspectives of language learning anxiety. Results showed that the English learning achievement of the EG was superior to that of the CG in the final performance of VDUB

creation, and in WTC (both between-group interaction and student-to-whole class interaction). The EG's learning anxiety was lower than the CG's. The implications of the research are discussed and suggestions for future research made.

Keywords

Creative video dubbing, English language learning, Peer instruction, Willingness to communicate, Learning anxiety

1. Introduction

Many students find speaking English challenging. Speaking ability involves combining knowledge of grammar, semantic rules, and phonology to communicate effectively (Huang, 2022). This complexity often leads to low willingness to communicate (WTC) and high anxiety in oral skills development. Although English teachers aim to improve students' oral skills, limited class time and drill practice fail to provide students with sufficient help to enhance their speaking ability, particularly in authentic contexts.

To better boost students' ability to practice speaking in authentic contexts, various speaking activities, such as video dubbing, have been used in language learning contexts to increase students' learning (Jao et al., 2022). Video-dubbing (VDUB) learning is a method where learners replace the original dialogue in a video with their own voice in another language. It is a language development technique where students involved in VDUB can provide a voiceover for a video (Jao et al., 2022). VDUB has evolved from an early period of individual training with lip synchronisation from selected video clips in order to promote pronunciation, intonation, and speaking fluency (e.g., Burston, 2005; Danan, 2010; Jao et al., 2022). It now includes group-work dubbing videos and live dubbing performances in public (e.g., Chiu, 2012; Huang, 2022; Talavan, 2019). Many language educators have perceived its potential and tailored VDUB activities beyond traditional lip-syncing with original video clips (Caruana, 2020; Chiu, 2012).

According to Caruana's (2020) review, VDUB supports an output-initiated mechanism, in a way that allows users to create their own artifacts, and it fosters peer interaction to promote active learning. Burston (2005) suggested that students can be empowered as VDUB creators and target language users in various scenarios. Huang (2022) highlighted the need for pedagogically informed instructional design to leverage VDUB applications so that it can create communication opportunities and enhance students' willingness to communicate (WTC). These studies demonstrate the potential of VDUB for developing students' English-speaking skills. .

1.1. Purpose of study

The study adopted Burston's (2005) suggestion on the design of VDUB activities to create opportunities for using the target language in EFL (English as a Foreign Language) classrooms. Despite VDUB's benefits for speaking development (Huang, 2022), the effects of creative VDUB on students' English learning achievement and WTC have been understudied. Research on how in-class VDUB activities facilitate students' English-speaking ability is also underexplored (Huang, 2022). Although empirical evidence exists (e.g., Danan, 2010; Talavan, 2019), few studies have explored the effects of creative VDUB on learners' English-speaking ability in the classroom.

To bridge these gaps, the study was grounded in the use of peer instruction to tailor VDUB activities. VDUB will not only serve as a medium for English learning development but also engage students in target language use while fostering peer interactions. Additionally, WTC and English learning anxiety were analysed to better assist learners in improving their speaking skills.

1.2. Research questions

In this research, we looked at how VDUB affects two types of VDUB-PI (Peer Instruction) and VDUB-TL (Teacher-led) approaches, as well as learning anxieties and WTC in the proposed task. Our findings can thus help to improve learning performance in VDUB development, inform teaching, and provide ideas to help learners in their individual situations in the curriculum design. The research questions are as follows:

1. Were there any differences in the English learning achievement of students engaged in VDUB-PI and VDUB-TL?
2. Were there any differences in the WTC of students engaged in the two methods?
3. Were there any differences in the learning anxiety of students engaged in the two methods?

2. Literature review

2.1. Peer instruction

Peer instruction (PI) is recommended by educators as an intervention method that offers collaborative, explicit guidelines to instructors on how to integrate technology-mediated tasks and classroom practice (Chang, 2023; Hung, 2017). The rationale of PI stems from collaborative learning approaches, which Mazur and his associates (Watkins & Mazur, 2010) advocated to actively involve students in group talk. Conversely, traditional teacher-led (TL) classroom interaction often follows a three-stage structure of initiation—response—evaluation, where the teacher creates questions and then assesses learners' responses or gives follow-up feedback if needed (Hung, 2017). This type of interaction has been criticised as teacher-directed learning, in which the teacher dominates class discussion, allowing students less autonomy and preventing students from engaging in creative learning.

A think-pair-share method, inspired by PI, involves students in individual work first, then asks them to share their ideas with peers, and finally share ideas with the entire class (Watkins & Mazur, 2010). In this study, students worked together to complete VDUB tasks both inside and outside of class. Thus, the implementation of PI was modified as students worked in their own group first (within-group interaction), then paired with other groups at random (between-group interaction), and lastly, students in groups shared their revised conversations with other groups (student-to-whole class interaction). Spiral teaching strategies are often applied in this structure to enable student interaction with their designed scripts. It can turn a learning experience that would normally consist of lectures into an interactive session with exercises (Hung, 2017).

Thus, VDUB creation was incorporated into the PI approach to enable students to see how it presents us with new methods of acquiring multimodal input, chooses video clips following peer discussion and idea negotiation, and creates final artefacts (Huang, 2022). Practical VDUB activities using PI provides students with the opportunity to learn about VDUB; students also interact with others, considering possible scripts matched to a specific scenario or scene, decomposing video clips into manageable scenes to dub texts, correcting potential pronunciation errors, and attempting to find alternative emotions conveyed in the video after PI. This reflects Huang's (2022) and Talavan's (2019) studies in the practice of VDUB. While engaging in VDUB learning, VDUB with PI appears to be feasible for involving students in mediating the interplay of language education and WTC in an interactive manner, compared to the VDUB with TL task, where there are frequent switches between teacher demonstration and pairs of students responding to the questions.

2.2. Activity design

The idea of promoting WTC while acquiring English learning requires activity design that affords students opportunities to use the target language and the willingness to discuss their creations during the class after the VDUB projects (Burston, 2005). This activity design needs to support the process of VDUB learning by providing guided learning that

helps students construct their design of linguistic, captioning, auditory and overall performance. Hung et al.'s (2013) theory driven design rubric, incorporates five dimensions of multimodal assessment of and for learning (linguistic, visual, gesture, auditory and spatial designs), it was adapted to facilitate students' exposure to VDUB practice. Considering the current study's need, three modes of linguistic, captioning and auditory multimodal design, plus adding an element of overall performance, were modified to support instructors in the evaluation of student final works and multimodal text production in the classroom. Thus, the rubric created for VDUB in this study not only presents clear guiding questions for creating multimodal texts (such as, "how did the language used in the video dubbing help or hinder the author's ability to communicate meaning?"), but it also provides evaluation questions (such as, "was the language used logically structured...?") based on the established design elements.

A tutorial with the instructor is a feasible way to facilitate tasks for practical activity delivery. As suggested by Yet (2018), a weekly meeting with feedback and correction from the instructor can provide students with clear guidance and support them to deal with their problems, point out potential mistakes, or possibly make corrections (Yet, 2018). Specifically, the process of VDUB involves storyline creation, script writing, role play (rehearsals), and making final videos. When supported by tutorials, students develop not only VDUB skills (e.g., script editing, vocabulary use, and final video production) but also strengthen their reflective ability based on their practical experiences. Briefly, VDUB creation goes beyond having them assess their delivery of the VDUB for smoothness or originality that captures the audience's interest.

2.3. Willingness to communicate

When addressing WTC, it is important to recognise that it refers to students' willingness to initiate conversations when given the chance (MacIntyre et al., 1998) or a state of mental preparedness to use the target language whenever an opportunity occurs (Shao & Gao, 2016). Despite the fact that MacIntyre et al. (1998) viewed second language (L2) WTC as the greatest predictor of L2 use, L2 WTC has been shown to have a fluctuating influence associated with contextual, personal, and context-related characteristics affecting WTC in classroom activities (Shao & Gao, 2016). Shao and Gao (2016, p. 116) claimed that East Asian learners are less likely to participate in oral communication activities in the classroom and more likely to display learning anxiety. While contextual elements have a considerable impact on TL learning (Shao & Gao, 2016), the effects of combining VDUB-PI activities with peer interaction on WTC are unknown. Additionally, a pedagogically informed VDUB-PI design of the learning approach can be shared across different learning tasks. It is critical to assess students' learning performance and WTC in a particular learning situation to detect potential issues and provide insights into curriculum development.

3. Method

3.1. Participants

A total of 63 first-year university students who were taking an eight-week face-to-face general English course participated in this study, comprising 33 students who learned with the VDUB-TL approach and 30 who learned with the VDUB-PI approach. None of the students had any previous experience with creative dubbing using a target language. The students came from various departments, such as engineering, chemistry, financial and accounting, with a pre-intermediate level of English proficiency (TOEIC score of 350-420). The students had about 12 years of formal English education by the time they started this course. An instructor with 10 years' experience teaching English was assigned to teach the classes.

3.2. Instruments

After examining potential VDUB used in earlier research (e.g., Jao et al., 2022), six 10-minute free-access animated-based video clips (without speaking but with a soundtrack), relevant to the course topics (e.g., memory, sharing love) while including enough verbal

interaction were offered to students to choose from. However, students had to reduce the clip to 2 minutes to potentially avoid copyright violations, although the produced videos were used only for teaching purposes without being made public.

The CapCut video editing app was introduced to students to support their VDUB editing, although students were free to choose their favourite app, as many free video editing tools or apps exist. CapCut offers: 1) easy video editing; 2) features such as animations, filters, stickers, and sound; and 3) access via an Android device or PC. These features allowed beginners to focus on VDUB script development, conversation rehearsal and structures in target language interaction instead of spending a lot of time on video editing while they were learning to compose VDUB artefacts; this in turn contributed to the reduction in learning anxiety (e.g., Holisah et al., 2023).

3.3. Process of video dubbing

Both groups of students worked on their VDUB task, but they adopted different approaches. A five-step procedure was implemented:

1) Agree the chosen videos with group members;
2) Start brainstorming on the script to make scenes as creative as possible. Keeping or removing the original soundtrack of the video clip was optional;
3) Ensure no grammar errors with the teacher or peers before rehearsing the verbal exchange based on the created conversation script. Both groups received different interventions, but all would be involved in discussion and rehearsal in groups;
4) Build a new soundtrack with their voice, and essential captions (and narration), and then generate a VDUB clip by combining cut and edited scenes with the new soundtrack and captions;
5) Upload the dubbed VDUB clip to the assigned platform for evaluation.

3.4. Learning approaches (VDUB-PI vs VDUB-TL)

The available VDUB materials were the same for both groups, but they were implemented using different strategies, whereby the CG adopted the TL method and the EG used the PI method. During the in-class discussion, the instructor provided guiding questions (Appendix A) to help the students validate their works in the chosen VDUB scenario. Specifically, the students were directed to identify some potential linguistic errors, come up with alternative ways of expressing their content, create feasible conversations (scripts), and evaluate their ideas, all of which were essential elements of an innovative VDUB creation. In accordance with the course goals, the researchers and the teacher jointly developed the criteria for judging the students' VDUB production (Appendix B).

Figure 1 shows the cycle of the TL method, which comprised initiation, response, and evaluation phases. It was followed by students responding to the questions in line with what the teacher had asked or demonstrated. If students needed further help with linguistic structure, a tutorial was used to offer individualised support.

Figure 1

Cycle of TL learning with initiation, response and evaluation for the CG.

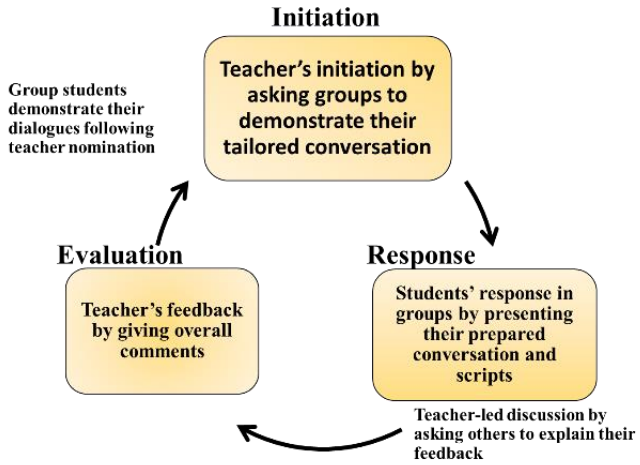


Figure 2

Cycle of PI learning with think, pair, and share for the EG.

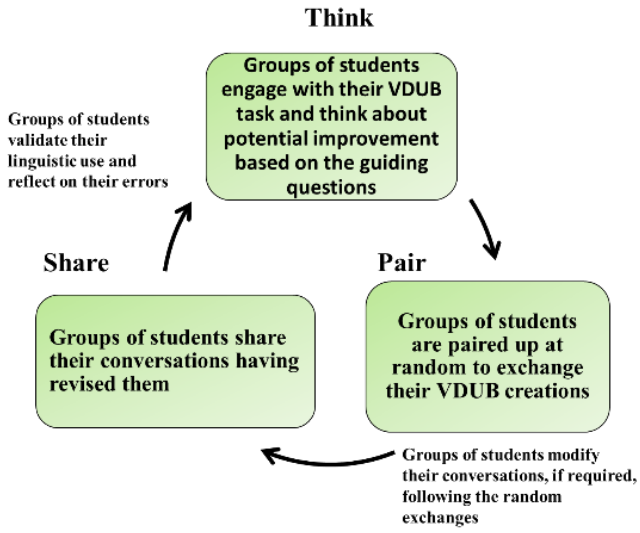


Figure 2 presents the cycle of PI learning in the EG group, along with the three steps of think, pair and share. The group of students was given time to think about their designed conversation (outside of class); then they exchanged ideas with other groups at random (a group of students with a similar VDUB topic) and generated their new findings or modified their expression via the process of idea exchange. The teacher then invited groups of students to role-play their revised conversations with the whole-class when ready. A tutorial was also offered to provide essential support. Each phase actively involves students in the construction of their newly created conversation or script based on the scenario of the video clip. The EG students were involved in peer discussion to expand their VDUB creation base.

3.5. Data gathering tools

The analysis was designed to evaluate the students' VDUB performance. Two trained raters used a researcher-developed scoring rubric to assess the language learning on a 0-to-5 scale (low to high) against four criteria: linguistic design, caption design, auditory design and overall performance (Appendix B). The raters individually graded first, compared their findings, and then discussed any inconsistencies (if any) until an agreement was reached. An acceptable reliability is 0.86.

The questionnaire for WTC was modified in line with the one Hung (2017) created to investigate the affective reactions of EFL learners when interacting with peers in the learning community. It had eight items, each with a five-point scale (from 1 for strongly disagree to 5 for strongly agree). The items were divided into four dimensions: two dealt with interactions between students and teachers (S-T), two with interactions within groups of students (S-S within-group), two with interactions between groups of students (S-S between-group), and two with interactions between students as a whole (S-W) (Appendix C). The internal consistency of the questionnaire was acceptable, with a Cronbach's alpha of 0.82.

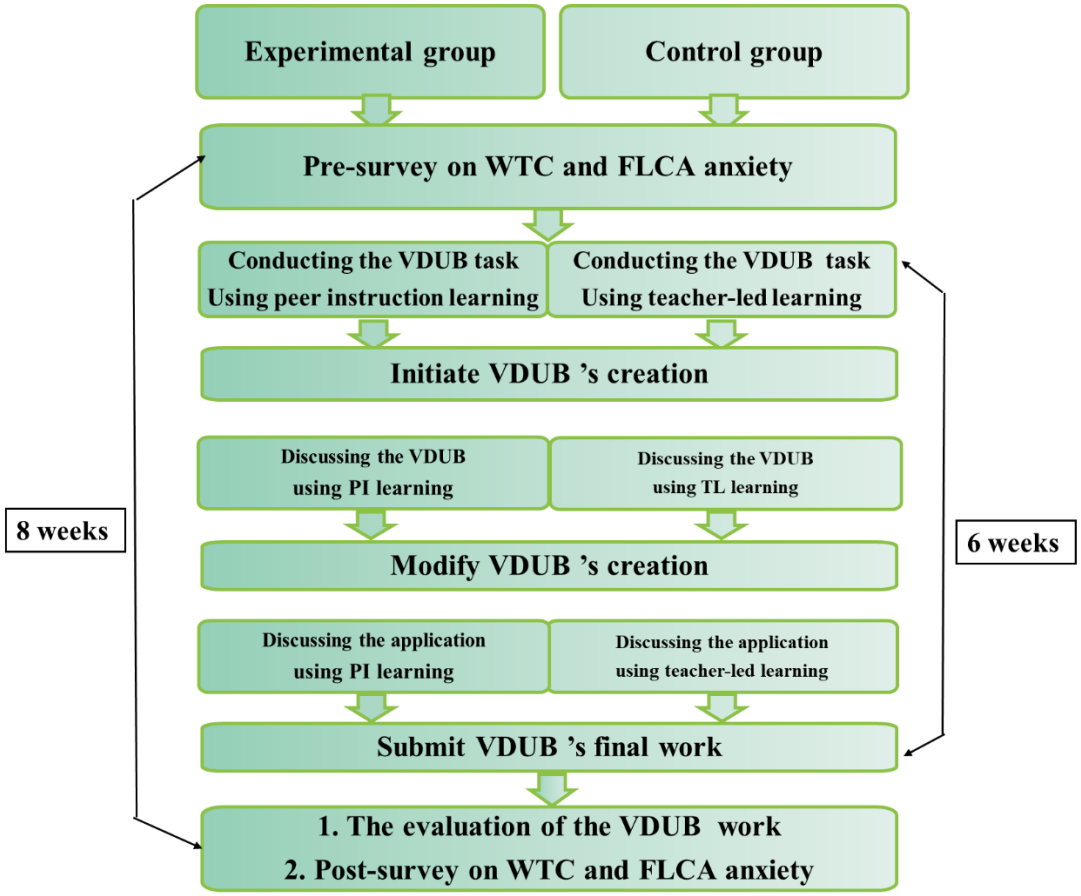
The questionnaire on English learning anxiety, dealing with speech anxiety and communication apprehension, was modified from the scale of foreign language classroom anxiety proposed by Horwitz et al. (1986) (Appendix D). It consisted of 14 items with a five-point rating scheme (from 1 = strongly disagree to 5 = strongly agree), such as "I get nervous and confused when I am speaking in my language class during the discussion of the VDUB task" (the speech anxiety dimension), and "I tremble when I know that I'm going to be called on in language class during the VDUB task discussion" (the communication apprehension dimension). The reliability of the questionnaire was acceptable, with a Cronbach's alpha across the 14 items of 0.85.

3.6. Research process

Figure 3 presents the quasi-experimental method adopted in this study. The experiment was carried out over an eight-week period. One session was for the pre-survey, six sessions were for the practical VDUB activity, and the last session was for the evaluation of VDUB and post-survey. The first and last sessions were used to administer the pre- and post-survey regarding WTC and language-learning anxiety and evaluate students' final work on VDUB. During the other sessions, students created a VDUB clip, including the initiating VDUB task (first session), modifying the VDUB's prototype, and submitting the final VDUB work (last session).

Figure 3

The quasi-experimental process.



3.7. Data analysis

Quantitative data were mainly collected to conduct analysis. An ANOVA was first deployed to analyse the effects of English learning achievement on language learning through the VDUB creation. Regarding the WTC and learning anxiety, independent sample t–test and paired sample t-tests were employed to compare the final learning results of the two groups. The teacher's reflection after completing tutorials with the students was also adopted to offer insights into the differences and similarities between the learning patterns of the two groups in the VDUB creation.

4. Results

Q1. Were there any differences in the English learning achievement of students engaged in VDUB-PI and VDUB-TL?

ANOVA was first conducted to rule out the discrepancy in English language learning achievement regarding VDUB learning between the two groups, as shown in Table 1. As a significant difference in Levene's test of homogeneity of variance (p = .034 < .05) was met, *Welch's* test was adopted to determine any statistical significance between the two groups. The result showed that students in the EG with PI learning had significant differences (F = 6.92, p < .05) in the EL achievement than those in the CG with TL learning.

Table 1

ANOVA result of four aspects of EL in the VDUB learning.

EL achievement	*N*	*Mean*	*SD*	*F*	*p*
EG	30	87.03	7.48	6.92	.011
CG	33	82.52	6.14		

Welch's test was further used to examine the four aspects of VDUB learning (Table 2). The result demonstrated that except for the aspect of linguistic design ($F(1, 61) = 0.636$, $p > .05$), significant differences were found between the two groups in terms of caption design ($F(1, 61) = 9.412$, $p < .05$), audio design ($F(1, 61) = 7.703$, $p < .05$), or overall performance ($F(1, 52) = 5.742$, $p < .05$) compared to the CG with TL learning.

Table 2

ANOVA result of four aspects of EL in the VDUB learning.

Linguistic design	*N*	*Mean*	*SD*	*F*	*p*
EG	30	21.57	2.01	0.636	.428
CG	33	21.15	2.11		
Caption design	*N*	*Mean*	*SD*	*F*	*p*
EG	30	22.30	2.05	9.412	.003
CG	33	20.91	1.53		
Auditory design	*N*	*Mean*	*SD*	*F*	*p*
EG	30	22.30	1.84	7.703	.007
CG	33	21.00	1.87		
Overall performance	*N*	*Mean*	*SD*	*F*	*p*
EG	30	20.87	2.24	5.742	0.02
CG	33	19.36	2.69		

$^{**}p < .01$, $^{*}p < .51$

Q2. Were there any differences in the WTC of students engaged in the two methods?

Independent t–test was carried out to find the differences in the WTC of the two groups. After the confirmation of the equivalent concept before the learning activity (t =1.52, $p > .05$) in the pre-WTC ratings between the EG (M = 2.54; SD = 0.16) and the CG (M = 2.60; SD = 0.18), t–test was further performed to compare the differences in WTC. Table 3 presents the results, showing a significant overall effect of concepts of WTC across the

four aspects (t (61) =4.41, $p < .001$) with a small effect size (d = 0.26) for the EG (M = 3.70; SD = 0.45) as opposed to the CG (M = 3.23; SD = 0.39).

Table 3

Independent t–test of the two groups for WTC.

WTC	*N*	*Mean*	*SD*	*t*	*d*
EG	30	3.70	0.45	4.41***	0.24
CG	33	3.23	0.39		

The four dimensions of S–T interaction, S–S within-group interaction, S–S between-group interaction, S–W interaction, were further analysed. It was found that the two groups differed significantly in aspects of S–S-between-group interaction and S–W interactivity, with the EG gaining higher ratings than the CG for the two dimensions (Table 4). Meanwhile, the effect size d revealed that S–S between-group interactivity was larger than that of S–W interactivity between two groups. In other words, the VDUB-PI teaching method was conducive to increasing the WTC of student-to-student between-group interaction in a VDUB task.

Table 4

Independent t–test of the two groups for WTC.

S–S between-group	*N*	*Mean*	*SD*	*t*	*d*
EG	30	3.83	0.68	7.88***	0.50
CG	33	2.66	0.48		
S–W interaction	*N*	*Mean*	*SD*	*t*	*d*
EG	30	3.07	0.58	2.89**	0.12
CG	33	3.51	0.62		

***$p < .001$, **$p < .01$

Q3. Were there any differences in the learning anxiety of students engaged in the two methods?

The independent sample t-test was used to investigate the differences in the learning anxiety of the two groups. As the pre-anxiety ratings show no difference (t (61) = 0.53 ($p > .05$) between the EG (M = 3.00; SD = 0.21) and the CG (M = 3.03; SD =0.22), t-test analysis was further performed to interpret the differences in post-anxiety ratings between their learning anxiety after the activity. The results demonstrated no difference (t (61) =1.97 ($p > .05$) between the EG (M = 2.53; SD = 0.33) and CG (M = 2.68; SD = 0.29). Thus, there was no change in the learning anxiety regarding different instructional strategies after participating in the VDUB task.

The paired sample t-test was further examined to better explore possible effects on learning anxiety between the two groups (Table 5). Results showed that a significant difference was found (t = 6.07, $p < 0.001$, d = 1.66) between the pre-ratings (M = 3.00; SD = 0.21) and the post-ratings (M = 2.53, SD = 0.34) of the students for the EG group; in the same vein, a significant difference was also found (t = 6.48, $p < 0.001$, d = 1.35) between the pre-rating (M = 3.04; SD=0.22) and post-ratings (M = 2.69; SD = 0.29) of

the students for the CG group. The effect size d revealed that both groups demonstrated a large effect difference between their pre- and post-ratings. However, the EG showed a better effect than the CG in terms of the reduction of learning anxiety in PI learning. In other words, the VDUB-PI strategy is more effective for fostering a welcoming and encouraging learning environment in VDUB learning.

Table 5

Paired sample t-test of the two groups for English learning anxiety.

Group	Variable	*N*	*Mean*	*SD*	*t*	*d*
EG	pre-anxiety post- anxiety	30 30	3.70 2.53	0.45 0.34	6.07***	1.66
CG	pre- anxiety post- anxiety	33 33	3.04 2.69	0.22 0.29	6.48***	1.35

***$p < .001$

5. Discussion

Using videos to acquire target languages has inspired educators to integrate it into video dubbing creation and to go beyond traditional TL learning to include other potential PI learning (Burston, 2005; Huang, 2022). Recognising that this idea requires meaningful task design and pedagogically informed approaches, VDUB activities to enhance English language learning and WTC must not solely focus on the TL element. Rather, they must provide students with interactive learning settings to engage them in PI learning, supporting their English learning and WTC development while reducing learning anxiety. As demonstrated by the study, there is an output-initiated mechanism to generate VDUB while involving students in target language use. Coupled with existing studies (e.g., Huang, 2022; Talavan, 2019) that have successfully evidenced learning effects using VDUB. The critical design of activities with pedagogically informed approaches and the evaluation of their outcomes are still under investigation. More studies are needed to consider different methods with instructional design for students to engage in VDUB artifact creation and access English learning.

5.1. RQ1: English learning achievement

As for RQ1: Both groups completed the same tasks but used different strategies. The CG group experienced TL, emphasising the initiation-response-evaluation cycle, whereas the EG group adopted PI emphasising the think-pair-share cycle. Considering RQ1's findings, the EG students involved in PI demonstrated significantly better learning achievement than those who learned with the TL approach. This result aligns with Hung's (2017) study, which found that PI promotes students' English language development, although her focus was on oral skills development using the flipped learning framework.

5.2. RQ2: WTC using PI framework

In terms of RQ2: It was found that PI presents a promising approach that involves students in accessing the target language while promoting WTC with peers as they engage in VDUB tasks. It also transforms their practical experience of using the target language. For example, students first worked in their own groups to discuss their tailored conversations of the video (phase 1: think) and any possible revisions to storyline or scripts. They were then paired up with other groups at random to swap stories and scripts during the rehearsal (phase 2: pair) and then presented their work to the class as a whole (phase 3: share). Both groups had concrete experiences practising their planned conversations; however, the VDUB-TL students responded to teacher requests without PI in their VDUB tasks. Without highlighting that within-group and between-group interaction originated from PI in their tailored scripts before moving to conversation rehearsals in a whole-class interaction, a group of students may not specifically consider different expressions or imitate paralinguistic use in the audio design (Burston, 2005), although both groups finished the given task. It may be due to this cycle that WTC practice in aspects of between-group interaction and student-to-whole class interaction was significantly enhanced, since the EG students gave themselves chances to work on WTC construction and perceived the purposes of using target language in each phase of the VDUB task.

Furthermore, the evaluation of students' VDUB outcomes reflected the multimodal view on text design presented by Hung et al. (2013), which helped produce the guiding questions used in the current study to implement VDUB interaction in the PI practice. Instead of merely examining students' VDUB works in the linguistic, captioning, and auditory design dimensions, overall performance guided students to examine how unique VDUB can capture viewers' attention and enhance smooth delivery and well-rehearsed conversations. The EG students discussed details more with peers, expressing thoughts with paralinguistic presentations, while CG students passively followed the teacher's demonstrations; they showed less motivation for seeking better expression and merely revised what the instructor requested.

5.3. RQ3: Learning anxiety

Regarding R3: The findings indicated that both groups demonstrated a significant reduction of learning anxiety. The EG students preferred asking the teacher for general feedback and thus generated meaningful dialogues with them, while helping them become creative VDUB creators and adaptors. Although CG students may exhibit passive learning (from the teachers' reflection), they were highly engaged in asking direct questions and learning how to express themselves. Although CG students often produced illogical dialogues, they made numerous attempts without increasing anxiety. In summary, both groups of students had a low degree of learning anxiety regarding speech anxiety and communication apprehension; revealing that they felt interested in empowering themselves to try VDUB creation and recognised how popular video clip generation can be employed to use language rather than learning language.

6. Conclusion

Many studies have designed output-initiated activities, like VDUB. Concerning the fact that VDUB with the PI approach is one promising instructional strategy, VDUB-PI tasks that mediate the interplay of target language use and WTC promotion should not be ignored. This study investigated the feasibility of using VDUB-PI tasks and critically examined their effects on WTC and English learning in a first-year general-English-course in a university setting. The results concluded that the VDUB-PI approach was conducive to increasing their English learning. As embedded tutorials with instructors in the teaching design facilitated students to help revise the designed scripts and examine their final VDUB artefacts, both approaches aided students to finish VDUB tasks and to work on English learning while lowering their language-learning anxiety. The findings help expand the literature on the design of practical output-initiated TL tasks in VDUB creation for WTC and English learning achievement.

It was ascertained that VDUB is useful and will be crucial in TL use. Based on the findings presented above, the promotion of WTC and English learning achievement regarding building VDUB artefacts can be acquired through the cycle of the PI learning approach. An empirical investigation of the VDUB learning underpinning target language practice in EFL settings may be possible if more studies on teaching design can be applied in other contexts, across subjects, or in other institutions.

Ethical statement

Declarations of interest: none: The authors declare no conflict of interest. Compliance with ethical standards. Submission declaration and verification: The paper has not been published previously.

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Appendixes

Appendix A: Guided questions for VDUB production

Elements	Guided questions
1. Linguistic design	1-1. Was the language used logically structured and free of obvious grammatical mistakes? 1-2. How did the language used in the video dubbing (script & speech) help or hinder the author's ability to communicate meaning?
2. Caption design	2-1 Was what each actor said and did clear from the captions? 2-2 Were the narration, entries, and edits properly included in the caption? 2-3 Did the captions accurately describe the scene and convey the intended message?
3. Auditory design	3-1 Did students correctly pronounce sentences with appropriate stress placement, tonal variety, rhythm, and timing, express themselves naturally, and switch between voices with consistently audible throughout the video? 3-2 Was voice variation with suitable paralinguistic voice features apparent (e.g. emotion)? 3-3 Did students role-play their conversation and scene description, and make appropriate use of expression and pronunciation to make the characters seem more real?
4. overall performance	4-1. Did the dubbing video have smooth delivery, well-rehearsed actors, and an appealing design? 4-2. How unique or creative was the artefact at capturing viewers' attention?

Appendix B: Criteria for assessing the quality of students' VDUB production

VDUB elements and associated criteria Ratings	Ratings
1. Linguistic design	
• Present language use with correct grammar and appropriate language usage throughout. • Use the language to help express and convey the meaning in a logical manner.	0 - 1 - 2 - 3 - 4 – 5 0 - 1 - 2 - 3 - 4 - 5
2. Caption design	
• Describe the scene and convey the message with appropriate timing. • Include appropriate narration, entries or edits with proper timing.	0 - 1 - 2 - 3 - 4 – 5 0 - 1 - 2 - 3 - 4 - 5
3. Auditory design	
• Have proper pronunciation, tone, rhythm, timing and switch voice a close to scenes as possible in order to express the meaning • Role-play actions and expression to give the characters a more realistic appearance	0 - 1 - 2 - 3 - 4 – 5 0 - 1 - 2 - 3 - 4 - 5
4. Overall performance	
• Examine the delivery, rehearsal and design of each scene • Critically reflect on the overall design of the dubbed video and its appeal for audiences	0 - 1 - 2 - 3 - 4 – 5 0 - 1 - 2 - 3 - 4 - 5

Appendix C: Questionnaire on willingness to communicate

	Item
S-T	1. I ask the teacher questions or feel comfortable initiating dialogues with the teacher in the target language.
S-T	2. I answer questions from the teacher or feel comfortable responding to the teacher's comments in the target language.
S-S (within-group)	3. I offer my opinions and feel comfortable communicating in the target language in a within-group random-pair discussion.
S-S (within-group)	4. I offer my opinions and feel comfortable communicating in the target language in a within-group discussion.
S-S (between-group)	5. I offer my opinions and feel comfortable communicating in the target language in a between-group random-pair discussion.
S-S (between-group)	6. I offer my opinions and feel comfortable communicating in the target language in a between-group discussion.
S-W	7. I offer my opinions and feel comfortable communicating in the target language when demonstrated in the whole-class discussion.
S-W	8. I offer my opinions and feel comfortable communicating in the target language in the whole-class discussion.

* S-T: student –teacher interaction; S-S: student-student interaction; S-W: student-whole interaction

Appendix D: The adapted foreign language classroom anxiety (FLCAS)

Speech anxiety	
1. I never feel quite sure of myself when I am speaking in my VDUB learning.	0 - 1 - 2 - 3 - 4 – 5
2. I start to panic when I have to speak without VDUB preparation in language class.	0 - 1 - 2 - 3 - 4 – 5
3. I get nervous and confused when I am speaking in my VDUB learning.	0 - 1 - 2 - 3 - 4 – 5
4. I get upset when I don't understand what the teacher is correcting in my VDUB learning.	0 - 1 - 2 - 3 - 4 – 5
5. I get nervous when the language teacher asks questions about the VDUB works which I haven't prepared in advance.	0 - 1 - 2 - 3 - 4 – 5
6. VDUB learning moves so quickly I worry about getting left behind.	0 - 1 - 2 - 3 - 4 – 5
7. I am afraid that my language teacher is ready to correct every mistake of VDUB works I make.	0 - 1 - 2 - 3 - 4 – 5
8. Even if I am well prepared for VDUB learning, I feel anxious about it.	0 - 1 - 2 - 3 - 4 – 5
9. I feel more tense and nervous in my VDUB projects than in my other projects.	0 - 1 - 2 - 3 - 4 – 5
10. The more I study for a VDUB learning, the more confused I get.	0 - 1 - 2 - 3 - 4 – 5
Communication apprehension	
1. I tremble when I know that I'm going to be called on in VDUB learning.	0 - 1 - 2 - 3 - 4 – 5
2. I keep thinking that the other students are better at languages than I am.	0 - 1 - 2 - 3 - 4 – 5
3. I feel overwhelmed by the number of rules you have to learn to speak a foreign language during the VDUB learning.	0 - 1 - 2 - 3 - 4 – 5
4. It frightens me when I don't understand what the teacher is saying in the foreign language during the VDUB learning.	0 - 1 - 2 - 3 - 4 - 5