

Exploring Chinese College English Majors' Experiences and Perceptions of Using English Dubbing Apps

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Abstract

Listening, speaking, reading, and writing skills are crucial for the academic success of English majors in Chinese colleges and universities. While there are numerous English learning apps available, each program focuses differently on enhancing the abilities of English majors. It is widely known that English majors show a preference for English dubbing apps, and these apps have been recognized for their effectiveness in improving students' speaking skills. However, there is a lack of consensus regarding the impact of these apps on Chinese English majors' listening and reading skills. This study delves into the perceptions of English major students regarding dubbing apps, aiming to determine whether they acknowledge the positive impact of these tools on listening and reading skills. The study results indicate that English majors perceive improvements in listening and reading skills through the use of English dubbing apps. Nevertheless, the study notes that the oversimplification of language and limitations in addressing more advanced levels make the effect on reading skills less evident. The study recommends ongoing improvement and adaptation of English dubbing applications to cater to the diverse needs of a broader range of learners. As English majors increasingly rely on technology-enhanced language learning, it is crucial to address the nuanced challenges associated with these apps, ensuring a more comprehensive and impactful language learning experience.

Keywords: English majors, Dubbing Apps, Speaking, Reading