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كلية التربية

المجلة التربوية

تعزيز مهارات الطلاقة الشفوية لطلاب قسم اللغة الإنجليزية من خلال الدبلجة القائمة على الذكاء الاصطناعي لمقاطع الفيديو العربية

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مستخلص الدراسة

بحثت هذه الدراسة فاعلية برنامج دبلجة قائم على الذكاء الاصطناعي في تحسين مهارات الطلاقة الشفوية لدى طلاب الفرقة الثانية بقسم اللغة الإنجليزية بكلية التربية، جامعة ٦ أكتوبر. شملت الدراسة ٧٠ طالبًا تم اختيارهم عشوائيًا، حيث تم تقسيمهم بالتساوي إلى مجموعتين: تجريبية وضابطة (٣٥ طالبًا في كل مجموعة). خضعت المجموعة التجريبية لبرنامج مقترح استخدم محتوى متنوعًا، شمل مقاطع تعليمية، وعروضًا تلفزيونية، وأفلامًا قصيرة، تم اختيارها بعناية وفقًا لاهتمامات الطلاب. تضمنت أنشطة الدبلجة تحويل مقاطع الفيديو العربية إلى الإنجليزية باستخدام أدوات الذكاء الاصطناعي، مع الحفاظ على نبرة صوت المتحدث الأصلية، حيث قام الطلاب بتحليل هذه التسجيلات الصوتية، والتدرب عليها، ومحاكاتها، مما ساهم في تطوير أدائهم اللغوي. وقد أظهرت النتائج تحسنًا ملحوظًا في الطلاقة الشفوية لدى طلاب المجموعة التجريبية مقارنةً بالمجموعة الضابطة، مما يؤكد فاعلية البرنامج في تطوير مهارات التحدث الأساسية. فقد دعم البرنامج إتقان نطق الأصوات الإنجليزية وأنماط التنغيم، واستخدام مفردات متنوعة مناسبة للسياقات المختلفة، وإنتاج جمل صحيحة نحويًا في الحوار، والاستجابة الملائمة للمداخلات الشفوية في المناقشات، والتحدث بسلاسة وثقة مع تدفق منطقي للأفكار دون تردد أو توقف متكرر، والتفاوض حول المعنى عند مواجهة أي التباس، إضافةً إلى توظيف الإيماءات والتواصل البصري ونبرة الصوت لتعزيز التفاعل، وإعادة صياغة المعلومات المسموعة بفعالية. وتبرز هذه النتائج إمكانات دمج برامج الدبلجة المدعومة بالذكاء الاصطناعي في تعلم اللغات لتعزيز مهارات التواصل الشفوى.

الكلمات المفتاحية: برنامج الدبلجة القائم على الذكاء الاصطناعي – الطلاقة الشفوية .

October Six University Faculty of Education Curriculum and Instruction Department

Enhancing English Majors' Oral Proficiency Skills through AI-Based Dubbing of Arabic Videos

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ABSTRACT

This study investigated the effectiveness of an AI-based dubbing program in enhancing oral proficiency among second-year English majors at the Faculty of Education, October 6 University. A total of 70 students were randomly selected from the department and divided equally into experimental and control groups (35 students each). The experimental group participated in a suggested program that utilized a variety of content, including educational clips, TV shows, and short films, carefully selected based on student interests. To measure oral proficiency, a pre-test and post-test were administered, along with a rubric to assess specific skills and competency levels.The experimental group engaged in dubbing activities where AI tools converted Arabic videos into English while maintaining the original speaker’s voice tone. Students then analyzed, practiced, imitated, and mimicked these AI-generated voiceovers to refine their pronunciation, intonation, and fluency. The videos presented to the experimental group, which were dubbed from Arabic to English, were selected based on the students' diverse interests. This prior familiarity with the dubbed videos helped students better understand the context and engage with the content more positively.The findings revealed significant improvements in the experimental group's oral proficiency compared to the control group, highlighting the program's effectiveness in developing key speaking skills such as pronunciation, fluency, accuracy, and interaction. These results emphasize the potential of integrating AI-driven dubbing programs into language learning to foster oral communication skills.

Keywords: AI-based dubbing program, oral proficiency

Introduction

Artificial Intelligence (AI) has revolutionized various fields, including education, by introducing innovative tools and methods that enhance the teaching and learning process. In the field of teaching English as a foreign language (TEFL), AI offers significant benefits, transforming traditional classrooms into dynamic, technology-integrated learning environments. It meets the various needs of learners and speeds up language acquisition through adaptive learning systems, real-time feedback, and personalized learning experiences. Additionally, AI-powered tools like chat bots, online tutors, and language-learning platforms give students chances to practice their English outside of the classroom. By simulating real-world conversations, correcting pronunciation, and improving vocabulary retention, these tools encourage participation and self-assurance when speaking the language. AI helps teachers save time and concentrate on providing quality instruction by supporting lesson planning, assessment, and student progress tracking.

AI has vast potential to enhance many areas of teaching and learning, making it a transformative tool in education. Importantly, the most impactful investments in educational technology today are those that build on well-established principles from traditional educational research, enhance deep knowledge of effective teaching strategies, and are designed with a clear understanding of user needs. These technologies combine the wisdom of proven pedagogical methods with innovative tools to create solutions that significantly improve student learning outcomes (Arora, 2022). In recent years, the integration of artificial intelligence (AI) in language education has opened new pathways for enhancing oral proficiency among learners. One innovative approach is using AI-based dubbing of videos, where students replace original audio with their English voiceovers. This technique combines technology, creativity, and language practice to improve speaking skills in an engaging and practical manner.

For English majors, particularly those studying in non-native contexts, dubbing Arabic videos into English offers an opportunity to refine pronunciation, intonation, fluency, and cultural adaptability. By engaging learners in authentic scenarios and providing instant feedback, AI-driven dubbing can serve as a dynamic tool to bridge the gap between theoretical knowledge and real-world communication proficiency. "A dubbed production involves the process of translating and replacing the

original voice or dialogue track of a media product such as a movie, TV show, or video game with a newly recorded voice track in a target language (TL). This newly recorded track is then seamlessly integrated into the international sound track of the production, which includes other audio elements like music, sound effects, and ambient sounds. The goal of dubbing is to make the content accessible to audiences who speak a different language while preserving the original viewing or listening experience (Miggiani, 2019)".

For English majors preparing for careers in teaching, translation, or other fields where spoken communication is crucial, oral proficiency is crucial in the context of English language education. Achieving a high level of oral proficiency, however, can be difficult because of a lack of opportunities for active practice, cultural nuances, and exposure to real speaking situations. "Accurate grammar and pronunciation, along with the ability to respond quickly and accurately in speech situations, are key components of oral proficiency. Developing oral fluency is closely tied to teaching vocabulary, grammar, pronunciation, and listening comprehension. Although reading and writing skills can be taught, they primarily rely on a solid foundation of oral proficiency (Richards & Rodgers, 2001)".These skills can be enhanced among students by dubbing videos and film clips relevant to learners into spoken English.

Accordingly, the current study focuses on examining the effectiveness of using dubbing as a tool to improve students' oral proficiency, particularly its impact on developing pronunciation, grammar, and the speed and accuracy of responses in communicative situations.

Context of the problem

The pilot study conducted to investigate the challenges faced by second-year students in the English Language Department at October 6 University revealed several significant issues. Interviews were conducted to examine the difficulties and barriers students encounter in achieving oral proficiency. Additionally, the study analyzed student feedback on course evaluations, particularly regarding their satisfaction with conversation and phonetics courses, and included discussions with the department head and subject professors. Through multiple meetings with lecturers, professors, and teachers involved in practice teaching, as well as drawing from the researcher's experience as the director of the practice teaching unit and a faculty member involved in teaching methodologies

for English majors, several key findings emerged. The results highlighted various obstacles that hinder students from improving their oral proficiency.

One significant issue is the lack of diversity in course content related to oral communication skills. Current materials often focus narrowly on specific aspects of language learning, such as grammar or vocabulary, without providing a wide range of contexts for conversational practice. This limits students' exposure to different topics, linguistic structures, and conversational styles, which are essential for developing adaptability in real-world communication. Additionally, the neglect of practical application in these courses poses another challenge. While theoretical knowledge, such as rules of phonetics and conversational techniques, is emphasized, students are not given sufficient opportunities to practice these skills in realistic and meaningful settings. As a result, they struggle to develop fluency, confidence, and spontaneity in speaking.

Moreover, Students face limited exposure to real-life language contexts, as classroom instruction rarely simulates authentic communication scenarios, such as interactions with native speakers or workplace dialogues. This lack of exposure makes it difficult for students to comprehend natural speech patterns and contextual nuances, limiting their ability to use language effectively in social and professional settings. Additionally, traditional teaching methods, such as lectures and memorization, dominate the classroom, reducing opportunities for active engagement, real-time communication, and constructive feedback.

Statement of the problem

To address these challenges and difficulties faced by Egyptian English majors at Faculty of Education, October Six University, the study proposes integrating an AI-based dubbing technique that converts Arabic videos into professionally spoken English, closely mimicking native pronunciation. This approach aims to enhance the oral proficiency of English majors by providing more immersive and practical language-learning experiences.

Research Questions

1. How effective is the use of AI-based Arabic-to-English video dubbing in developing the oral proficiency skills of English majors?
2. What are the essential oral proficiency skills required for second-year English majors?

3. What impact does this technique have on improving students' pronunciation, fluency, and listening comprehension?

Research Hypotheses

1. There was a statistically significant difference between the mean scores of the experimental group and the control group on oral proficiency skills post-test on the overall oral proficiency skills in favor of the experimental group.

2. There was a statistically significant difference between the mean scores of the experimental group and the control group on oral proficiency skills post-test on each sub-skill of oral proficiency skills in favor of the experimental group.

3. There was a statistically significant difference between the mean score of the experimental group on the pre-post-test on the overall oral proficiency skills in favor of the post-measurement.

4. There was a statistically significant difference between the mean score of the experimental group on the pre-post-test on each sub-skill of oral proficiency skills in favor of the post- measurement.

Research Delimitation

A. A sample of 70 second-year students from the English Department, Faculty of Education, October 6 University, was randomly selected for the study.

B.Eight skills of oral proficiency were selected as follows:

1. Produce accurate pronunciation of English sounds and stress patterns.

2. Use a wide range of vocabulary appropriate for different contexts.

3. Produce grammatically accurate sentences in spoken discourse.

4. Respond appropriately to spoken input during discussions.

5. Produce speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.

6. Negotiate meaning in cases of ambiguity.

7. Use gestures, eye contact, and tone to enhance engagement.

8. Paraphrase information heard.

Aim of the research

The research aims at:

1.Investigating the impact of AI-based dubbing of Arabic videos on enhancing English majors' oral proficiency.

2.Examining the impact of AI-based dubbing on improving students' pronunciation, fluency, and listening comprehension.

3. Exploring how students' ability to understand spoken English and expand their vocabulary is enhanced by the dubbing process.

4. Identifying the essential oral proficiency skills required for second-year English majors.

5. Exploring the obstacles and challenges that hinder students from mastering oral proficiency skills.

6. Exploring the activities necessary for developing oral proficiency skills among English majors.

7. Examining the available AI applications that can be utilized for dubbing Arabic videos into English.

8.Reaching proposed solutions to address the challenges and obstacles and methods for overcoming them.

The Instruments of the Study

1. Interview

A semi-structured interview will be conducted with both participants (students) and instructors to identify the challenges related to oral proficiency. The interview will also explore suggested activities and strategies to address these challenges. Key topics will include:

- Challenges faced by students in developing oral proficiency, such as difficulties with pronunciation, fluency, listening comprehension, or cultural adaptation.
- Perceptions of AI-based dubbing as a tool for improving oral proficiency.
- Suggested activities and methods for enhancing oral proficiency, including those that can be incorporated into regular practice.
- Instructor feedback on the effectiveness of various oral proficiency development techniques and their views on how AI-based dubbing can support the learning process.

2. Oral Proficiency Pre-Posttest

- A pre- and post-test will be administered to measure the students' oral proficiency before and after using the AI-based dubbing technique

3. Rubrics of Oral Proficiency

A detailed rubric will be used to evaluate students' oral proficiency based on specific criteria such as pronunciation, fluency, coherence, vocabulary usage, and listening comprehension. This will allow for

systematic and objective assessment of the students' progress in speaking skills.

Terms of the Study

1. Oral Proficiency

"Oral proficiency can broadly be defined as a learner's ability to speak or converse with someone else, that is, one or several interlocutors" (Kasper &Ross, 2023, p.9). Oral proficiency is also defined as "the ability to communicate verbally in a language with accuracy, fluency, and appropriate use of vocabulary, grammar, and pronunciation in a range of communicative contexts" (Lazaraton, 2001, p. 103).

The operational definition: The ability to speak fluently and accurately in English, encompassing pronunciation, fluency, listening comprehension, and the ability to express ideas clearly and coherently.

2. Artificial Intelligence:

"Artificial intelligence can be defined as the ability of a system to autonomously learn and interpret from external data and use that knowledge to do specific tasks and achieve goals through rational and flexible adaptation" (Wang, 2023, p.617).

Artificial Intelligence (AI) is defined as "the capability of a computer system to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, perception, and language understanding" (Russell & Norvig, 2021, p. 1).

The operational definition: Artificial Intelligence (AI) can be defined as the branch of computer science and technology concerned with creating systems capable of performing tasks that typically require human intelligence. These tasks include learning, reasoning, problem-solving, understanding natural language, and perceiving and interacting with the environment.

3. AI-Based Dubbing

"Dubbing can be defined as a process of mixing of sounds with a video by replacing the original track sounds while matching with the actual duration of the original audio without missing the lip synchronization of actors in the video film"(Rachabattuni,p&Rao,2024, 276)".

Dubbing is defined as "the process of replacing the original spoken dialogue in a film or television program with a translated version in

another language, while attempting to match the lip movements and intonation of the original speech" (Chaume, 2012, p. 1).

The operational definition of AI-Based Dubbing is the use of artificial intelligence technology to translate and synchronize Arabic video content with English voiceovers, allowing students to practice their speaking and listening skills.

Literature Review

The following section tackles the main variables of the study which are the suggested AI-based dubbing program represented as an independent variable and enhancing oral proficiency as a dependent variable. The literature review will be divided into the following sections:

Section one: AI-based Dubbing program

- Overview and Objectives of AI-based Dubbing program
- The role of AI in streamlining dubbing processes.

Section Two: Oral Proficiency Skills

- Oral Proficiency skills
- Activities for Developing Oral Proficiency
- AI Applications for Developing Oral Proficiency
- Assessment Methods of Oral Proficiency
- Challenges and Solutions

Section one: AI-based Dubbing program

Overview and Objectives of AI-based Dubbing program

In the domain of audio-visual media, dubbing is a creative process that substitutes dialogue in a different language for the original dialogue in a movie, television show, animation, or other multimedia content while maintaining the work's feeling and authenticity. To provide audiences all over the world with a perfect viewing experience, this art combines technical proficiency with linguistic and performance abilities. Dubbing and subtitling fall under the larger category of audio-visual translation (AVT), which is a type of multi-semiotic transfer that involves more than just interlingual transfer because it also incorporates sounds, music, pictures, and other non-verbal elements. The lifestyle and value systems of the people are reflected in the films and TV shows, so socio-cultural factors should not be disregarded in addition to language transfer and

production technicalities (like the use of time code for subtitling) (Fong & Au, 2009).

Dubbing, a prominent and long-standing interlingual method within audiovisual translation (AVT), involves replacing the original audio track with a new recording in the target language. This process begins with translating the source script, followed by adaptations to align with cultural and linguistic nuances, and concludes with recording the new audio in a dubbing studio. The smoother and more integrated each step is, the less noticeable the linguistic and cultural transition becomes for the audience. The effort to erase all traces of the original audio has given rise to the idea that the true art of dubbing lies in making the art invisible (Sanches-Mompean, 2020).Professional translators around the world have been putting in a lot of effort every day and have gained a great deal of experience through the many hours they have spent practicing dubbing and subtitling. However, an increasing number of translation experts have studied the topic in academic settings and have produced fruitful findings (Gambier & Gottlieb 2001, Orero, 2004).

Objectives of AI-based Dubbing program

The AI-Based Dubbing Program involves dubbing selected Arabic video clips across various fields into English, tailored to the interests of the students (the study sample). This process uses advanced AI-based dubbing programs (e.g., [Descript, Papercup, Dubverse, Sonix, Speechelo, Rev AI, and AI Dub by VEED.IO] to convert spoken Arabic text into spoken English. By watching these dubbed clips, presented as spoken linguistic content, the program aims to enhance the oral proficiency of English language students through an engaging and interactive approach.

The dubbed clips serve as valuable tools for students to mimic the English text, helping them acquire new vocabulary, refine pronunciation, and master the use of body language in communication. The formative elements in these clips, such as gestures and tone, provide an authentic model for improving verbal and non-verbal communication skills. Additionally, the program fosters learner motivation by selecting clips based on students' prior knowledge or preferences, such as scenes from familiar films or videos chosen through surveys.By integrating listening, observation, and practice, the program supports a wide range of linguistic and paralinguistic skill development, making it an effective method for advancing students' oral proficiency in English. The idea of dubbing selected Arabic videos into English using AI-based dubbing programs can

play a significant role in developing the following skills for English language students:

1. Producing accurate pronunciation of English sounds and stress patterns:

- By listening to AI-dubbed videos with clear and precise pronunciation, students can mimic the sounds and stress patterns, helping them practice and refine their pronunciation accuracy.

2. Using a wide range of vocabulary appropriate for different contexts:

- The diverse content of the dubbed videos exposes students to new vocabulary in context, making it easier for them to understand the meaning and appropriate usage of words in different scenarios.

3. Producing grammatically accurate sentences in spoken discourse:

- Through repeated exposure to grammatically correct sentences in the dubbed videos, students can internalize English grammar structures and incorporate them into their spoken discourse.

4. Responding appropriately to spoken input during discussions:

- The videos provide examples of how native speakers respond in conversations, helping students learn appropriate responses and improve their interaction skills in discussions.

5. Producing speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations:

- Mimicking dubbed videos allows students to practice fluency and develop confidence in speaking with a natural flow, reducing pauses and hesitations.

6. Negotiating meaning in cases of ambiguity:

- By observing how characters in the videos handle misunderstandings or clarify meanings, students can learn strategies for negotiating meaning and overcoming communication barriers.

7. Using gestures, eye contact, and tone to enhance engagement:

- The actions and body language displayed in the dubbed videos serve as a model for students to enhance their non-verbal communication skills and engage listeners effectively.

8. Paraphrasing information heard:

- As students watch and practice retelling the content of dubbed videos, they develop the ability to paraphrase information accurately and express it in their own words.

The proposed AI-based dubbing program draws support from various studies. For instance, Alicia Sanchez-Requena explores the effectiveness of intralingual dubbing as a means of improving speaking skills. Her research focuses on an experimental study involving 47 Bi-level Spanish learners across five secondary schools in England over a 12-week period. Data collection methods included podcasts, three questionnaires, and the teacher-researcher's observations. The findings from both quantitative and qualitative data analysis indicate noticeable progress in students' pronunciation, intonation, and speaking speed. Additionally, intralingual dubbing was found to boost students' motivation and self-confidence. This study provides valuable insights and practical recommendations for incorporating dubbing into Spanish foreign language classrooms to support teaching practices (Mcloughlin, et al, 2020).

Generally, the dubbing program engages students in authentic spoken English, combining audio-visual input with opportunities to practice imitation and active engagement. The carefully selected videos align with students' interests, fostering motivation and sustained focus. By observing body language, tone, and context in the videos, students are encouraged to integrate both linguistic and paralinguistic elements into their communication. Moreover, the program promotes a learner-centered approach, ensuring students actively engage with content that resonates with their preferences and experiences.

Burston (2005) outlines two dubbing approaches, each varying in complexity. The simpler method, known as video dubbing, involves replacing the original audio with students' voices. For more advanced learners or those with prior dubbing experience, the "scenario creation" technique challenges them to develop an original storyline and script for a muted video. The basic approach primarily enhances listening and speaking skills, while the advanced option also supports the development of reading, writing, grammar, and vocabulary. Dubbing shares many educational advantages with video production but is less demanding in terms of classroom time and logistics. Nevertheless, it necessitates technical preparation from both teachers and students.

Wakefield (2014) proposes using dubbing as a supplementary drama technique or as a preparatory activity for live drama performances. This approach is particularly advantageous as a self-directed learning task and can be especially helpful for shy learners who may feel apprehensive about performing on stage, as the audience's attention is directed towards the video rather than the individual. The author provides guidance for teachers on preparing dubbing activities, suggesting that learners first listen to the L2 dialogue to learn and dub it. Additionally, learners can write the L2 dialogue and research unfamiliar words, turning the task into a vocabulary-building exercise. While this aspect may be challenging and sometimes necessitates the support of a native speaker, memorizing and performing L2 dialogues can significantly enhance both fluency and proficiency in the target language.

The Impact of AI on Teaching and Learning English Language

The rise of Artificial Intelligence (AI) has intensified the necessity of engaging in these discussions. Its influence on education and the vast opportunities it presents are compelling educational leaders to rethink the school curriculum and the methods used to deliver instruction.With its creative methods for teaching and learning English, artificial intelligence (AI) has completely changed the educational landscape. Pedagogy, accessibility, and engagement have all changed significantly as a result of its incorporation into classrooms and self-learning platforms. Homles, et.al, 2019, Verma & Tomar, 2021 & Pan, 2024, have highlighted numerous benefits of Artificial Intelligence (AI) in the field of teaching and learning the English language as follows:

1. Personalized Learning Experiences

AI-powered solutions customize learning by adjusting to the requirements of each learner. Platforms tailor lessons, exercises, and feedback by analyzing students' learning preferences, strengths, and shortcomings. AI programs such as Duolingo and Grammarly, for example, provide learners with instant feedback and recommendations based on their performance, assisting them in improving their vocabulary, grammar, and pronunciation.

2. Enhanced Language Practice

Real-time practice of pronunciation and conversational skills is made possible by AI-powered speech recognition systems, like those found in virtual assistants and language apps. By simulating conversations

with native speakers, these tools promote fluency and confidence without the stress of in-person interactions.

3. Automated Assessment and Feedback

AI provides quick and precise assessments of spoken and written English, streamlining assessment procedures. Grammar, coherence, and vocabulary use can be assessed by automated essay grading systems and language proficiency tests, which lessen the workload for teachers while preserving objectivity.

4.Interactive and Immersive Learning

AI-powered virtual reality (VR) and augmented reality (AR) apps provide engaging settings for language practice. Learning becomes relevant and interesting when students can participate in real-world situations, like placing an order at a restaurant or visiting a nation where English is the primary language.

5. Accessibility and Inclusivity

AI tools break down barriers for learners from diverse backgrounds. Text-to-speech and speech-to-text technologies support learners with disabilities; while multilingual AI systems help non-native speakers understand and learn English more effectively.

5. Inclusivity and Accessibility

AI tools help students from different backgrounds overcome obstacles. While multilingual artificial intelligence (AI) systems aid non-native speakers in better understanding and learning English, text-to-speech and speech-to-text technologies assist learners with disabilities.

6.Assistance to Teachers

By automating administrative duties like attendance monitoring and grading, artificial intelligence (AI) helps teachers concentrate more on lesson planning and engaging instruction. Teachers can use AI analytics to gain insights into student performance and pinpoint areas that require intervention.

7. Issues and Things to Think About

Although AI has many advantages, there are drawbacks to its application. Reduced critical thinking and interpersonal interaction could result from an over-reliance on AI tools. Another urgent issue that

educators and legislators need to address is ensuring data privacy and equal access to technology.

8. Streamlining dubbing processes

By improving efficiency, accuracy, and cost-effectiveness, artificial intelligence (AI) significantly contributes to the simplification of dubbing procedures. It allows text-to-speech (TTS) technology to produce realistic voiceovers, natural language processing (NLP) to guarantee accurate translations, and automatic speech recognition (ASR) to transcribe dialogue. Furthermore, AI-powered lip-syncing and voice cloning tools facilitate smooth and lifelike dubbing, negating the need for intensive manual editing. These developments improve accessibility for multilingual audiences, reduce expenses, and speed up production schedules (Freed, 2021).

Section Two: Oral Proficiency Skills

Oral Proficiency skills

Effective communication requires oral English proficiency, especially for those learning English as a second or foreign language. It includes the capacity to communicate concepts in spoken English in a way that is appropriate, accurate, and fluid, allowing students to engage with others in discussions, conversations, and everyday situations with assurance. Oral proficiency is developed through a combination of communicative competence, language knowledge, and practical speaking experience. Oral proficiency refers to the ability to speak a language effectively in various contexts. Luoma, 2004, Brown, 2004, Thornbury, 2005, Celce-Murcia, et al, 2010 highlighted the key skills or components of oral proficiency as follows:

A.Pronunciation – Correct articulation, stress, intonation, and rhythm.

Pronunciation is the act of using the muscles in your speech track in such a way that speech sounds come out of it for others to hear and interpret. It refers not only to the way the mouth is shaped during the production of consonants and vowels , but also to a system of stress and intonation , and to general articulation habits(Smakman,2020). Since pronunciation has a direct impact on how accurately and clearly a speaker communicates their ideas, it is an essential component of oral proficiency. In order to prevent misunderstandings, it entails accurately pronouncing each phoneme and correctly articulating each individual sound. In order

to preserve natural speech patterns, stress which is defined as highlighting particular syllables within words and specific words within sentences is essential. Speech becomes more interesting and significant when intonation, or the rise and fall of pitch, is used to convey feelings, intentions, and inquiries.

B.Fluency – Speaking smoothly and naturally without excessive hesitation.

Speaking fluently means being able to express oneself naturally, fluidly, and without undue hesitation. A proficient speaker can effortlessly convey their ideas through suitable intonation, rhythm, and speed. Speaking quickly is only one aspect of fluency; another is sustaining a natural speech pattern free from repetitions, frequent pauses, and expanded word searches.

Fluency can be viewed from two main perspectives. The first is fluency as speech performance, which refers to the ability to rapidly, smoothly, accurately, and efficiently express thoughts or communicative intentions in language. This perspective is grounded in an understanding of the linguistic and cognitive processes involved in speech production and comprehension. It considers how fluency develops over time, transitioning from slow and effortful processing to more automatic, faster, and effective planning and construction of words, sounds, and connected speech. The second perspective takes a broader view, defining fluency in terms of interaction. This encompasses the speaker's ability to ensure comprehensibility for the listener, effectively manage interactions, and sustain conversations appropriately within a given context, purpose, and audience (Tavakoli & Wright, 2020).

To improve speaking fluency:

- **Practice Frequently:** storytelling, dialogue, and conversations all aid in the development of fluency.
- **Think in English:** try to think and construct sentences in English directly rather than translating from your native tongue.
- **Use Common Phrases and Expressions:** speaking becomes more natural when you are familiar with common sentence structures and idiomatic expressions.
- **Decrease Anxiety:** fluency depends heavily on confidence. Confidence can be increased by practicing in a relaxed setting.

C.Grammar and Accuracy – Using correct structures and verb tenses.

The ability to employ proper sentence structures, verb tenses, and grammatical rules when speaking is referred to as grammar and accuracy. This guarantees that listeners will understand the message precisely, clearly, and with ease. Grammar and accuracy matter in speaking because they:

- **Assure Clarity:** the audience can understand the message because it is sufficiently clear.
- **Increase Credibility:** a speaker who employs appropriate grammar strikes the audience as more knowledgeable and polished.
- **Minimize Miscommunication**: clear grammar helps avoid misinterpretations and meaning errors.
- **Encourage Academic and Professional Achievement:** appropriate language use is essential for professional correspondence, exams, and interviews.

Students may acquire strong communication skills but struggle with grammatical accuracy when classroom instruction places more emphasis on meaning than on grammar. This occurs as a result of their emphasis on message delivery over proper sentence structure. Students may develop a habit of making mistakes if they don't receive clear grammar instruction and constructive criticism, which will hinder their ability to reach high accuracy levels. Meaning-focused strategies encourage confidence and fluency, but they must be counterbalanced with form-focused strategies to guarantee clear communication and proper grammar (Cowan, 2008). The following are important elements of Speaking accuracy and grammar:

- Proper Sentence Structure: putting words in the right order to form sentences .
- Appropriate Verb Tenses: matching an action's time with the appropriate tense .
- Subject-Verb Agreement: verifying that the verb and subject have the same person and number .
- Correct Article and Prepositional Use: make sure you use "a," "an," and "the" appropriately, and place prepositions correctly .
- Proper Pronoun Usage: selecting appropriate pronouns according to context.

D.Vocabulary – Employing a wide range of words and expressions.

Vocabulary refers to the collection of words and expressions a speaker knows and uses effectively. A rich and varied vocabulary allows for clearer, more precise and engaging communication. When learners are

exposed to words in a variety of contexts, vocabulary acquisition happens organically. Learning vocabulary in a variety of contexts, including speaking, writing, listening, and reading, aids students in comprehending word meanings, usage, and nuances. Learners can deduce meanings, identify collocations, and understand how words work in everyday communication when they are exposed to context. Compared to isolated memorization, repeated exposure strengthens retention and deepens comprehension, making vocabulary learning more efficient and durable (Takac, 2008). The following are key aspects of vocabulary in speaking:

- Diverse Word Choice: using new words rather than the same ones repeatedly.
- Appropriate Word Usage: choosing words that are appropriate for the situation be it academic, informal, formal, or conversational.
- Synonyms and Antonyms: being able to use several words that have opposite or similar meanings improves communication.
- Collocations are the use of organic word combinations.
- Phrasal verbs and idioms: including expressions.
- Descriptive Language: to better convey ideas, use precise and colorful language.

E.Coherence and Cohesion – Organizing thoughts logically and using linking devices

Effective writing and speaking require coherence and cohesiveness. They facilitate clear and understandable communication by ensuring that ideas flow naturally and logically "coherence and cohesion can even be described as the primary characteristics that make the text a text. Some experts also define coherence and cohesion as the reader's realization that a text "makes sense" (Lourens, 2007). Despite their close relationship, they have different functions:

1. Coherence – Logical Organization of Ideas

The logical flow and significant connections between ideas that make a text easier for readers to comprehend and follow are referred to as coherence. According to Sanders, et, al, 2001&Werth, 2016) It can be clearly demonstrated using a number of linguistic and structural elements, such as:

- **Anaphoric References:** these use pronouns, definite articles, or synonyms to refer back to previously discussed ideas or entities. For instance, in the phrase "Sarah enjoys teaching." She finds it really satisfying." The pronoun "she" connects the two sentences by referring back to Sarah.

- **Connectives:** words that demonstrate relationships like contrast, cause-and-effect, or addition, such as and, but, because, therefore, and however, aid in logically connecting sentences and clauses. For instance, "He kept working even though he was exhausted." The word "but" here denotes contrast.
- **Transitional Phrases:** by signaling changes in concepts, orders, or logical relationships, these phrases help readers follow along with the text. "On the other hand," "as a result," "in contrast," and "for example" are a few examples. They aid in making the information's structure more understandable.
- **Rhetorical Predicates:** these structures indicate relationships between ideas and guide interpretation. For instance, verbs like "suggests," "proves," "implies," or "demonstrates" explicitly signal how one statement relates to another, such as in "The results suggest that more research is needed".
- **Signaling Devices:** these consist of summaries, bullet points, headings, and other textual markers that provide a clear structure for the information. They facilitate readers' navigation of the text and help them predict what will happen next.

2. Cohesion – Connecting Sentences and Ideas Smoothly

Cohesion refers to the use of linguistic tools to create smooth transitions between sentences and paragraphs. It ensures that ideas stick together and flow naturally.Halliday&Hasan, 2014 illustrate that Cohesion is achieved through:

- **Linking Words and Phrases (Connectors):** logically connecting ideas is made easier by words like however, therefore, in addition, and on the other hand.
- **Substitutions and Pronouns:** repetition is avoided by using this, that, these, those, it, and they to allude to earlier concepts.
- **Repetition and Synonyms**: using synonyms or repeating important terms helps to keep things clear and reinforce important points.
- **Parallel Structure:** lists and related ideas are easier to read when they follow a consistent grammatical structure.
- **Ellipsis and Substitution:** when the meaning of a repeated word is obvious, it is omitted (for example, "I like apples, and she does too" rather than "likes

F.Listening Comprehension – Understanding spoken language for meaningful responses.

The ability to comprehend spoken language, process the information, and react appropriately is known as listening comprehension .It is an essential communication skill that enables people to participate in talks, lectures, and debates with effectiveness (Grabe, 2009).

Key Components of Listening Comprehension

- **Listening vs. Hearing:** while listening entails actively processing and comprehending the message, hearing is just the perception of sound.
- **Knowing Grammar and Vocabulary:** understanding spoken messages is aided by the ability to recognize words, phrases, and sentence structures.
- **Determining Meaning from Context:** listeners can deduce meaning from context even if some words are unfamiliar.

G.Interaction and Turn-Taking – Engaging effectively in conversations.

In order for conversations to flow naturally, stay interesting, and benefit both parties, interaction and taking turns are crucial spoken communication skills. These abilities entail being aware of when to speak, listen, and react in a conversation. Interaction refers to the exchange of ideas, information, or emotions between two or more people.Turn-taking is the practice of managing when and how people speak in a conversation. It helps avoid interruptions, ensures everyone has a chance to contribute, and keeps discussions balanced (Holler, et al, 2016).

Key Features of Turn-Taking

- **Recognizing Cues: to** indicate turn transitions, speakers employ both verbal and nonverbal clues, such as pausing and making eye contact, as well as asking questions like "What do you think?"
- **Knowing When to Speak:**
  - Wait for the current speaker to finish before responding.
  - Look for natural pauses in speech.
  - Use polite expressions to take a turn (e.g., “If I may add…”).
- **Knowing When to Listen**
  - Show engagement through nodding or short acknowledgments (e.g., “I see,” “That’s interesting”).
  - Avoid interrupting unless necessary.
- **Maintaining Balance**
  - Encourage participation from all speakers.

- **Handling Interruptions Gracefully**

- Politely ask to finish your point: “Just a moment, let me complete my thought”.
- If interrupted, acknowledge and return to your idea later.

H.Pragmatic Competence – Using language appropriately in different social contexts.

The ability to use language appropriately and successfully in a variety of social and cultural contexts is known as pragmatic competence. Depending on the circumstance, the relationship, and cultural norms, it entails knowing when, how, and to whom to speak. This ability necessitates context awareness, which includes modifying language use in formal and informal contexts, taking speaker relationships into account, and comprehending cultural norms. Mastering speech acts like requesting, apologizing, complimenting, and politely declining are also part of it. For instance, it would be more appropriate to ask, "Would you mind sharing your notes with me?" rather than, "Give me your notes." Using politeness techniques like indirectness and softeners to sound more respectful is another aspect of pragmatic competence (Briner, 2013).

Activities for Developing Oral Proficiency

Oral proficiency development requires that students participate in meaningful and interactive speaking exercises that enhance their accuracy, fluency, and confidence.Rosa-lugo,2020,Zimmer,2020&Turk,2022,display some beneficial exercises as follows:

- **Role-playing:** students adopt various characters and enact real-life situations, such as placing an order for food, going on a job interview, or having a conversation with a doctor. They can practice social norms, pronunciation, and vocabulary thanks to this.
- **Debates and Discussions:** students are encouraged to voice their opinions, support their positions, and actively listen to others when organized debates or open discussions on pertinent subjects.
- **Storytelling:** asking students to retell stories, write original stories, or recount personal experiences improves their ability to organize ideas and use descriptive language.
- **Picture Descriptions:** emphasize vocabulary and sentences while giving a thorough description of an image.

- **Dialogue Practice:** practicing scripted or unscripted conversations in pairs helps learners improve conversational skills and pronunciation while reinforcing natural language use.
- **Interview Activities:** students are encouraged to engage in meaningful communication and active listening when they are paired to conduct interviews on particular subjects (such as hobbies or travel experiences).
- **Think-Pair-Share:** students first think about a topic individually, discuss it with a partner, and then share their thoughts with the class, fostering structured communication.
- **Listening and Summarizing:** students can improve their spoken recall and listening comprehension skills by having them summarize a brief speech or audio clip in their own words.

By using these interactive exercises, learners can gradually improve their oral proficiency, increase their self-esteem, and gain important communication skills for daily interactions.

Assessment Methods of Oral Proficiency

Assessing oral proficiency requires methods that evaluate a learner's ability to communicate effectively, considering fluency, accuracy, pronunciation, coherence, and interaction skills. Here are some commonly used assessment methods:

- **Oral Interviews:** a one-on-one conversation in which students answer questions or talk about subjects with an examiner. This assesses pronunciation, fluency, and conversational skills.
- **Role-Playing:** learners engage in simulated real-life situations (e.g., ordering food, making a complaint) to assess their ability to use appropriate vocabulary, tone, and social agreements.
- **Story Retelling:** students listen to or read a story and then retell it in their own words. This method evaluates comprehension, coherence, and vocabulary usage.
- **Picture-Based Speaking Tasks:** learners describe an image, narrate a sequence of pictures, or compare two images. This assesses descriptive language skills, organization, and fluency.
- **Debates and Discussions:** group discussions or structured debates on a given topic help assess argumentation skills, critical thinking, and the ability to respond spontaneously.
- **Read-Aloud Tasks:** learners read a passage aloud while being evaluated on pronunciation, intonation, and fluency.

- **Presentations and Speeches:** students deliver a prepared presentation on a specific topic, allowing assessment of clarity, organization, pronunciation, and audience engagement.
- **Simulated Conversations with AI or Peers:** peer interactions or AI chatbots can be used to assess speaking abilities in a relaxed environment.
- **Listening and Speaking Response Tasks:** students show their understanding and capacity to formulate insightful responses by listening to an audio suggestion and then responding.
- **Standardized Oral Proficiency Tests:** exams like the ACTFL Oral Proficiency Interview (OPI), TOEFL Speaking Section, and IELTS Speaking Test offer structured evaluations with scoring standards for grammar, pronunciation, coherence, and fluency.Each of these methods helps educators evaluate different aspects of oral proficiency, ensuring a well-rounded assessment of a learner's speaking abilities.

Oral Proficiency Assessment Methods

Assessing oral proficiency requires methods that evaluate a learner's ability to communicate effectively, considering fluency, accuracy, pronunciation, coherence, and interaction skills.Luoma, 2004, East, 2016& Yilan &Koruyan, 2020, discussed some commonly used assessment methods:

Oral Interviews: a one-on-one conversation in which students answer questions or discuss topics with an examiner. This method assesses pronunciation, fluency, and conversational skills.

Role-Playing: learners engage in simulated real-life situations (e.g., ordering food, making a complaint) to assess their ability to use appropriate vocabulary, tone, and social conventions.

Story Retelling: students listen to or read a story and then retell it in their own words. This method evaluates comprehension, coherence, and vocabulary usage.

Picture-Based Speaking Tasks: learners describe an image, narrate a sequence of pictures, or compare two images. This assesses descriptive language skills, organization, and fluency.

Debates and Discussions: group discussions or structured debates on a given topic help assess argumentation skills, critical thinking, and the ability to respond spontaneously.

Read-Aloud Tasks: learners read a passage aloud while being evaluated on pronunciation, intonation, and fluency.

Assessment Tasks Representing Real-Life Situations: tasks should be meaningful and relevant to learners, ensuring their practical application in real-world communication.

Digital Formative Assessment Activities: these activities assist learners in understanding meaning and connecting prior knowledge to new information.

Learner Information in an Online Environment: providing discussion forums and peer-learning opportunities enhances interactive learning.

Digital Formative Assessment Accompanied by Feedback: immediate and constructive feedback helps learners recognize their strengths and areas for improvement.

Rubrics for Self-Assessment: presenting rubrics to students allows them to track their achievements and progress.

Assessment Tasks Supporting Self-Assessment and Reflection: encouraging students to reflect on their performance fosters autonomy and continuous improvement.

METHDOLOGY

Research Design

The study employed a quasi-experimental design with a pre-test and post-test approach to assess the effectiveness of an AI-based dubbing program in improving oral proficiency. Two groups were formed: an experimental group that participated in the AI-driven dubbing program and a control group that followed regular learning methods without exposure to the dubbing activities.

Participants:

The participants included 70 second-year English majors from the Faculty of Education at October 6 University. They were randomly selected and divided equally into two groups:

Experimental Group: 35 students participated in the AI-based dubbing program.

Control Group: 35 students followed conventional language learning activities without the use of the dubbing program.

Instruments:

1. Interview: conducted with selected participants to gain qualitative insights into their experiences with the AI-based dubbing program, focusing on their perceptions of improvements in oral proficiency and engagement. Interviews with second-year English Department students at October 6 University's Faculty of Education were used to conduct a

preliminary study that looked at the difficulties and barriers they encounter when trying to become orally proficient. Along with an examination of student feedback on course evaluations, specifically with regard to student satisfaction with conversation and phonetics courses, the study also included interviews with the department head and subject professors. The results showed a number of obstacles that hinder students from improving their oral proficiency.

Sample Interview Questions:

- What challenges do you face when trying to improve your oral proficiency in English?
- How do you feel about the current conversation and phonetics courses?
- What aspects of oral communication do you find most difficult (e.g., pronunciation, fluency, accuracy?
- How do you usually practice speaking English outside the classroom?
- In your opinion, how effective are current teaching methods in developing speaking skills?
- What features in an AI-based dubbing program would help you most in improving your oral proficiency?
- How do you perceive the role of technology in enhancing language learning?

2. Oral Proficiency Pre-Post Test: designed to evaluate students' oral proficiency skills, focusing on pronunciation, vocabulary usage, grammar accuracy, fluency, interaction skills, and non-verbal communication. It is divided into two parts:

Part A – Personal and General Topics (8 Questions)

Students answer ten open-ended questions, each allowing two minutes of speaking time. The questions aim to assess fluency, coherence, vocabulary range, and the ability to express ideas clearly and confidently. Topics range from personal experiences and opinions to hypothetical scenarios and critical thinking about education and language learning.

Part B – Listening and Paraphrasing Task

Students watch an educational video on obesity and then respond to three questions, each with three minutes of speaking time. This part focuses on listening comprehension, paraphrasing skills, and the ability to convey information accurately in their own words. It also assesses the student's ability to explain complex ideas clearly and logically.The test holistically evaluates oral proficiency by measuring how well students

can communicate effectively in English across diverse contexts (see Appendix 2).

3. Oral Proficiency Rubric: a detailed rubric assessed specific aspects of oral proficiency, including clarity, intonation, grammatical accuracy, vocabulary use, and overall communicative competence. The Oral Proficiency Skills Rubrics assess students across eight domains: pronunciation, vocabulary usage, grammar accuracy, interactional skills, fluency and coherence, negotiation of meaning, engagement, and listening and paraphrasing. Each domain is rated on a four-level scale Proficient (8), Very Good (6), Good (4), and Poor (2) based on specific performance descriptors. The rubrics evaluate clarity of pronunciation, range and appropriateness of vocabulary, grammatical accuracy, responsiveness in discussions, fluency and logical flow of speech, ability to clarify meaning, use of non-verbal cues for engagement, and skills in paraphrasing heard information. Together, they provide a comprehensive measure of students' spoken English proficiency (see Apendix 3).

4. The Training Program: the program focused on dubbing Arabic videos, whether clips from movies, interviews, or political speeches, into English-dubbed videos while preserving the original speaker's tone of voice in Arabic. This approach aimed to enhance students' ability to maintain natural intonation, emotional expression, and accurate pronunciation in English while respecting the original context and speaker's intent. The control group continued with standard language learning activities without exposure to the dubbing program. The program was implemented during the second semester of the academic year 2023/2024.The control group continued with standard language learning activities without exposure to the dubbing program.

Psychometric Properties of the Oral Proficiency Skills Test:

The researcher verified the psychometric properties of the Oral Proficiency Skills Test through a pilot study conducted on 35 pre-service English language student-teachers, who were not part of the main study sample. The purpose was to:

- Calculate the internal consistency of the test.
- Calculate the test reliability.
- Calculate the test validity.
- Calculate the difficulty and ease indices of the test items.
- Calculate the discrimination indices of the test items.

The following section presents the results obtained from the pilot study of the test

1- Calculating the Internal Consistency of the Test:

The internal consistency and coherence of the test were verified by calculating the correlation coefficients between each domain or skill and its total score. The results are presented in Table (1):

Table (1)

Correlation Coefficients between Each Domain and the Total Test Score

No	skills	Correlation	Sig
1	Produce accurate pronunciation of English sounds and stress patterns	**0.596**	0.01
2	Use a wide range of vocabulary appropriate for different contexts	**0.667**	0.01
3	Produce grammatically accurate sentences in spoken discourse	**0.539**	0.01
4	Respond appropriately to spoken input during discussions	**0.506**	0.01
5	Produce speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.	**0.565**	0.01
6	Negotiate meaning in cases of ambiguity	**0.568**	0.01
7	Use gestures, eye contact, and tone to enhance engagement	**0.372**	0.05
8	Paraphrase information heard	**0.497**	0.01

It is clear from Table (1) that all correlation coefficients between each domain (skill) and the total test score are significant at the (0.05) and (0.01) levels, indicating the internal consistency of the test.

٢ . Test Reliability:

Test reliability refers to the consistency of the measurement tool, meaning it should yield the same results if reapplied to the same sample under identical conditions, with at least a two-week interval. The researcher used two methods to verify the test's reliability:

a. Using the Spearman-Brown Split-Half Coefficient:

The researcher calculated the test's reliability using both the Spearman-Brown and Rulon-Guttman split-half methods to assess the overall test reliability. The results are presented in Table (2):

Domain	Split-Half Reliability Coefficient	Spearman -Brown Coefficient	Rulon-Guttman Coefficient
Total Score	0.468	٠,٦٣٧	٠,٦٣٦

It is clear from Table (2) that the reliability coefficients obtained using the Spearman-Brown and Rulon-Guttman methods are acceptable, indicating that the test has an adequate level of reliability. Therefore, the results obtained when administering the test to the main study sample can be considered trustworthy.

b. Using Cronbach's Alpha Formula:

Test reliability was also calculated using Cronbach's Alpha coefficient, which reached a value of 0.679. This is considered an acceptable level, indicating that the results obtained from administering the test to the main study sample can be regarded as reliable.

3. Test Validity:

The researcher assessed the validity of the test using the following methods:

a. Expert Validity (Face Validity)

To ensure face validity, the researcher presented the preliminary version of the test to experts in the field of curriculum and instruction (Appendix (2) to gather their feedback on the test items regarding:

- The relevance of each item to the domain it represents.
- The appropriateness of each item for the study sample.
- The linguistic accuracy of the test items.

Suggestions for adding, deleting, modifying, or rephrasing items to better achieve the test's purpose.The researcher retained all the items, as they received an agreement rate ranging from 80% to 100%. Additionally, the researcher conducted personal interviews with the experts to discuss the test as a whole and its individual items. Most experts recommended some modifications, which were incorporated into the final version of the test while keeping all the original items.

b. Extreme Groups Method (Discriminant Validity):

The researcher verified the test's discriminant validity using the Extreme Groups Method. This involved ranking the scores of the standardization sample (35 students not included in the main study) in descending order. The significance of differences between the mean ranks of the top 27% and the bottom 27% was calculated using the Mann-

Whitney U test, which assesses differences between small, independent groups. The results are presented in the following table:

Table (3):
Differences between Mean Scores of the Highest and Lowest Quartiles on the Oral Proficiency Skills Test (N = 30)

Skill	Highest Quartile (n = 9)		Lowest Quartile (n = 9)		Z	Sig
	Mean Rank	Sum of Ranks	Mean Rank	Sum of Ranks		
Produce accurate pronunciation of English sounds and stress patterns	14	126	5	45	4.12	0.01
Use a wide range of vocabulary appropriate for different contexts	14	126	5	45	3.93	0.01
Produce grammatically accurate sentences in spoken discourse	14	126	5	45	4.16	0.01
Respond appropriately to spoken input during discussions	14	126	5	45	3.91	0.01
Produce speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.	14	126	5	45	4.03	0.01
Negotiate meaning in cases of ambiguity	14	126	5	45	3.96	0.01
Use gestures, eye contact, and tone to enhance engagement	14	126	5	45	3.89	0.01
Paraphrase information heard	14	126	5	45	4.11	0.01
Total	14	126	5	45	3.61	0.01

The table clearly shows statistically significant differences ($p < 0.01$) between the mean ranks of students with high and low performance levels in the Oral Proficiency Skills Test. This indicates that the test possesses

strong discriminant validity, effectively distinguishing between varying levels of oral proficiency.

٣. Calculating the Difficulty, Ease, and Discrimination Indices for the Oral Proficiency Skills Test:

a. Calculating the Difficulty and Ease Indices:

The researcher calculated the ease and difficulty indices for each test item, as shown in the table below:

Table (4):

Ease, Difficulty, and Discrimination Indices for Test Skills (N = 35)

Skill No.	Ease Index	Difficulty Index	Discrimination Index	Skill No.	Ease Index	Difficulty Index	Discrimination Index
1	0.41	0.59	0.242	5	0.29	0.71	0.206
2	0.48	0.52	0.249	6	0.45	0.55	0.248
3	0.39	0.61	0.238	7	0.37	0.63	0.232
4	0.47	0.53	0.249	8	0.40	0.60	0.240

The ease indices ranged between 0.29 and 0.48, while the difficulty indices ranged between 0.52 and 0.71. Based on these results, the researcher arranged the test items in order from easiest to most difficult according to their ease and difficulty indices.

b. Calculating the Discrimination Indices for Test Items

The discrimination index reflects each test item's ability to distinguish between high and low performers within the sample. After calculating the discrimination indices for each item, the values ranged between 0.206 and 0.249. These are considered acceptable discrimination values, as they all exceed 0.2, which is the threshold below which an item should be discarded.

Equivalence of the Experimental and Control Groups in Pre-Test Oral Proficiency Skills:

The researcher verified the equivalence of the experimental and control groups on the oral proficiency skills pre-test. The results are presented in Table (5):

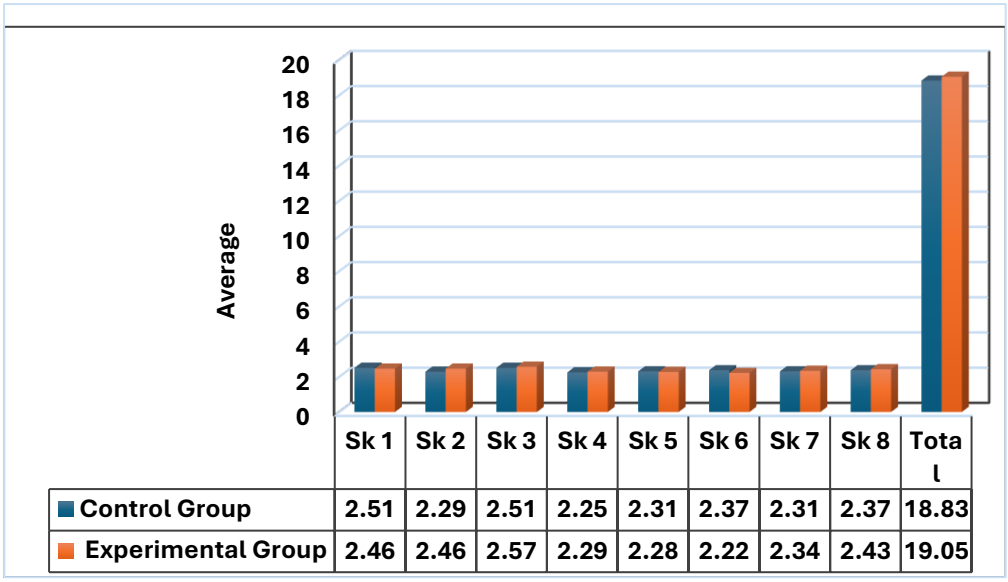
Table (5)
Significance of Differences between the Mean Scores of the Experimental and Control Groups in the Pre-Test of Oral Proficiency Skills

Skill	Control Group		Experimental Group		T	Sig
	Mean	St. Division	Mean	St. Division		
Produce accurate pronunciation of English sounds and stress patterns	2.51	0.51	2.46	0.5	0.472	Not Sig
Use a wide range of vocabulary appropriate for different contexts	2.29	0.57	2.46	0.62	0.251	Not Sig
Produce grammatically accurate sentences in spoken discourse	2.51	0.52	2.57	0.51	0.474	Not Sig
Respond appropriately to spoken input during discussions	2.25	0.61	2.29	0.62	0.194	Not Sig
Produce speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.	2.31	0.53	2.28	0.46	0.241	Not Sig
Negotiate meaning in cases of ambiguity	2.37	.59	2.22	0.65	0.96	Not Sig
Use gestures, eye contact, and tone to enhance engagement	2.31	0.67	2.34	0.68	0.176	Not Sig
Paraphrase information heard	2.37	0.49	2.43	0.5	0.482	Not Sig
Total	18.83	2.44	19.05	2.94	0.09	Not Sig

The table shows that all T-values are statistically non-significant for both individual skills and the total score of the Oral Proficiency Skills

Test. This indicates that the experimental and control groups were equivalent in the pre-test measurement of oral proficiency skills.

Figure (1) illustrates the differences between the mean scores of the experimental and control groups in the pre-test of oral proficiency skills and the total score.



	Sk 1	Sk 2	Sk 3	Sk 4	Sk 5	Sk 6	Sk 7	Sk 8	Total
Control Group	2.51	2.29	2.51	2.25	2.31	2.37	2.31	2.37	18.83
Experimental Group	2.46	2.46	2.57	2.29	2.28	2.22	2.34	2.43	19.05

Figure (1): Differences between the Mean Scores of the Control and Experimental Groups in the Pre-Test of Oral Proficiency Skills and the Total Score.

Results and Discussion

This section discusses the results of the analysis of English majors' oral proficiency skills and evaluates the effectiveness of the proposed AI-based dubbing of Arabic videos in enhancing these skills. It also examines whether the hypotheses formulated at the beginning of the study are supported by the data collected. The findings provide insights into the impact of AI-based dubbing on the development of learners' pronunciation, fluency, vocabulary use, and overall oral proficiency, highlighting significant improvements and areas for further development.

Testing the First Hypothesis of the Study

The first hypothesis states that “There are statistically significant differences between the mean scores of the experimental group and the control group on oral proficiency skills post-test on the overall oral proficiency skills in favor of the experimental group”.To test this hypothesis, the researcher used the parametric statistical method, the Independent Samples T-Test, to determine the significance of differences between the mean scores of the control and experimental groups in the

overall post-test of oral proficiency skills. The results are presented in Table (6):

Table (6):

Significance of Differences between the Mean Scores of the Experimental and Control Groups in the Overall Post-Test of Oral Proficiency Skills

Skills	Groups	No. group	Mean	St. Division	T	Sig
Total	Control	35	19	2.07	-57.78	0.001
	Experiment	35	50.46	2.46		

The table shows that the T-value is 57.78, which is statistically significant at 0.001 for the total score of the oral proficiency test. This indicates significant differences between the control and experimental groups in the post-test, favoring the experimental group.Therefore, the first hypothesis is confirmed.

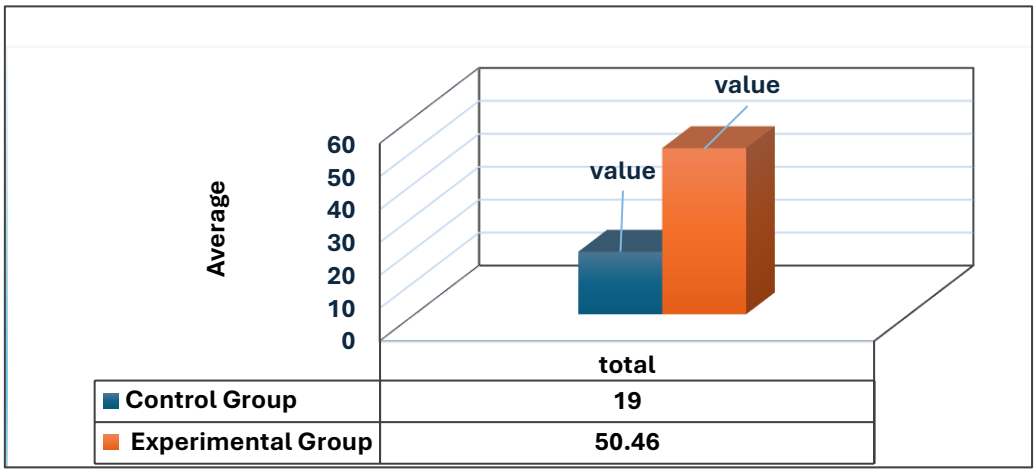


Figure (2): Differences Between the Mean Scores of the Control and Experimental Groups in the Post-Test of Oral Proficiency Skills.

This result can be explained by the effectiveness of the proposed program, which utilizes Arabic-language videos covering various artistic, literary, or scientific content. Students' prior knowledge of the presented content aids in understanding and recalling the topics discussed in these videos, as they were dubbed into English while maintaining the original speaker's tone. By watching and discussing these AI-dubbed videos, students were able to emulate correct English pronunciation, learn how to select and use words in various contexts, ensure grammatical accuracy in

sentences, and achieve language fluency. Additionally, students were able to summarize and discuss the presented videos in their own words.

The suggested program has successfully improved the oral proficiency abilities of English majors by using AI-based dubbing of Arabic videos into English. Students can increase their pronunciation accuracy by watching AI-dubbed videos that maintain the tone and intonation of the original speaker. This exposes them to real-world pronunciation and stress patterns. These videos' varied content exposes students to a broad variety of vocabulary in a variety of contexts, expanding their lexical wide range and improving their capacity to choose the right words in a range of circumstances. By observing the syntactic structures in the dubbed content, learners can internalize proper grammar usage reflected in their spoken discourse by seeing real-world examples of grammatically correct sentences. Students are encouraged to practice responding to spoken input by the interactive nature of discussing video content, which improves their capacity to respond to conversations in a timely and relevant manner.

Students who regularly watch videos of fluent speech and have the chance to discuss and summarize the material are able to speak more confidently and smoothly, with fewer pauses and a logical flow. Students' ability to negotiate meaning in ambiguous situations is enhanced when they come across unfamiliar terms or concepts in the videos, which encourages them to use strategies to infer meanings or seek clarifications. Students can improve audience engagement by learning to use the nonverbal cues of speakers in the videos, such as their gestures and facial expressions, in their own speeches. Students' paraphrasing skills are strengthened through activities that require them to rephrase information in their own words while summarizing and discussing video content. In conclusion, incorporating AI-based dubbing of well-known Arabic content into English is a useful teaching tool that makes use of students' prior knowledge and offers a rich, contextual setting for enhancing a wide range of oral proficiency abilities.

Testing the Second Hypothesis of the Study

The second hypothesis posits that "There are statistically significant differences between the mean scores of the experimental group and the control group on oral proficiency skills post-test on each sub-skill of oral proficiency skills in favor of the experimental group".To test this hypothesis, the researcher employed the Independent Samples T-Test, a parametric statistical method, to determine the significance of differences

between the mean scores of the control and experimental groups in the post-test for each sub-skill of oral proficiency. The results are presented in Tables: (7) (8) (9) (10) (11) (12) (13) and (14).

1. Producing accurate pronunciation of English sounds and stress patterns.

Table (7):

Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test for the First Oral Proficiency Skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (1)	Control	35	2.48	0.51	-26.79	0.001
	Experiment	35	6.09	0.61		

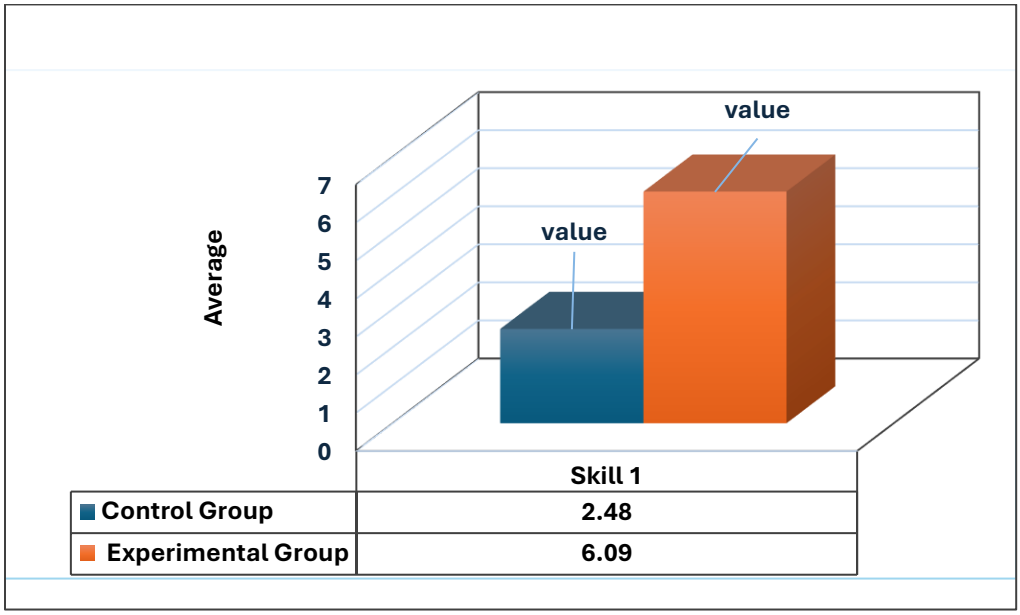


Figure (3): Mean Scores of the Control and Experimental Groups in the Post-Test for the First Skill.

The data presented in Table (7) and figure (3) indicate a statistically significant difference between the control and experimental groups in the post-test scores for the first oral proficiency skill, "Produce accurate pronunciation of English sounds and stress patterns." The experimental group achieved a higher mean score of 6.09 (SD = 0.61) compared to the control group's mean of 2.48 (SD = 0.51), with a T-value of -26.79 and a p-value of 0.001.

The significant improvement in the experimental group's pronunciation skills can be attributed to the implementation of AI-based dubbing of Arabic videos into English. By maintaining the tone and intonation of the original speaker, this method exposes students to real English pronunciation and stress patterns. Learners can improve their pronunciation accuracy by imitating the right sounds when they interact with well-known content that has been dubbed into English. Furthermore, students' vocabulary and grammatical comprehension are enhanced by the contextual learning offered by varied video content, which promotes the growth of their oral proficiency. This approach uses artificial intelligence (AI) to produce a dynamic and productive language learning environment.

2. Using a wide range of vocabulary appropriate for different contexts.

Table (8):

Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test for the Second Oral Proficiency Skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (2)	Control	35	2.28	0.57	-26.91	0.001
	Experiment	35	6.29	0.67		

The data presented in Table (8) and (4) indicates a statistically significant difference between the control and experimental groups in the post-test scores for the second oral proficiency skill "Use a wide range of vocabulary appropriate for different contexts." The experimental group achieved a higher mean score of 6.29 (SD = 0.67) compared to the control group's mean of 2.28 (SD = 0.57), with a T-value of -26.91 and a p-value of 0.001.

The significant improvement in the experimental group's ability to use a wide range of vocabulary appropriate for different contexts can be attributed to the implementation of AI-based dubbing of Arabic videos into English .This approach introduces students to a wide range of vocabulary in real-world settings while exposing them to content from the literary, artistic, and scientific domains. Learners can effectively acquire and apply new words and phrases by engaging with familiar subject matter dubbed into English. This improves their lexical diverse range and contextual understanding. This approach makes use of AI technology to

establish a dynamic and interactive language learning environment that promotes significant vocabulary growth.

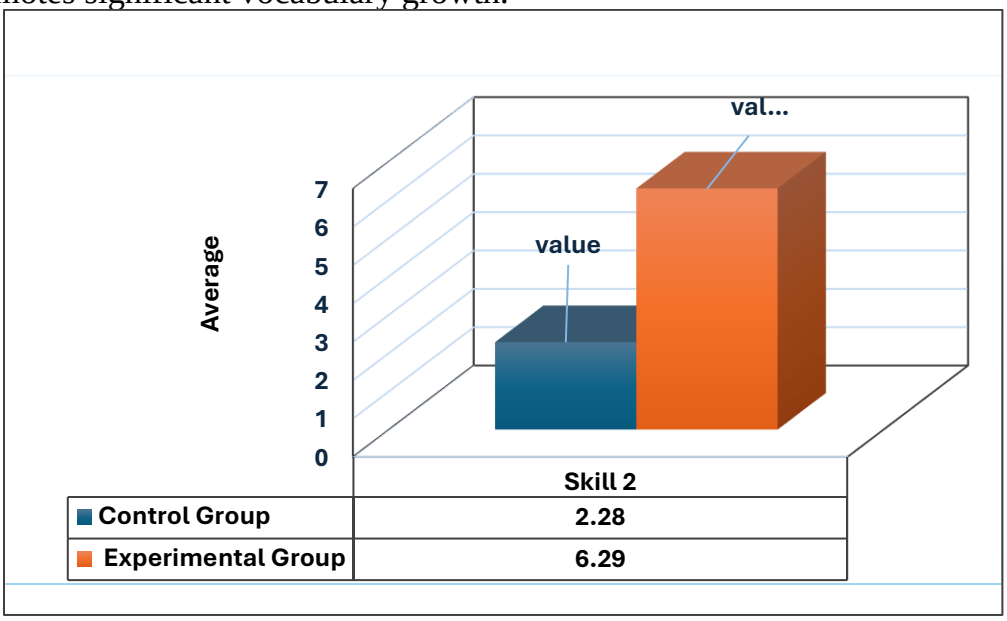


Figure (4): Mean Scores of the Control and Experimental Groups in the Post-Test for the Second Skill.

3. Producing grammatically accurate sentences in spoken discourse.

Table (9):

Significance of Differences between the Mean Scores of the Control and Experimental Groups in the Post-Test for the Third Oral Proficiency Skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (3)	Control	35	2.51	0.51	-29.56	0.001
	Experiment	35	6.49	0.61		

The data presented in Table (9) and figure (5) indicate a statistically significant difference between the control and experimental groups in the post-test scores for the third oral proficiency skill, "Produce grammatically accurate sentences in spoken discourse." The experimental group achieved a higher mean score of 6.49 (SD = 0.61) compared to the control group's mean of 2.51 (SD = 0.51), with a T-value of -29.56 and a p-value of 0.001.

The significant improvement in the experimental group's ability to produce grammatically accurate sentences in spoken discourse can be attributed to the implementation of AI-based dubbing of Arabic videos

into English This method enables students to observe and internalize proper syntax and usage by exposing them to correct grammatical structures in familiar contexts. By interacting with material they comprehend, students can concentrate on the subtleties of English grammar without having to deal with the cognitive strain of new material. This approach strengthens grammatical rules and improves the capacity to form precise sentences in natural speech by giving real-world examples of language use. AI-based dubbing is therefore a useful teaching tool for enhancing oral communication grammatical proficiency.

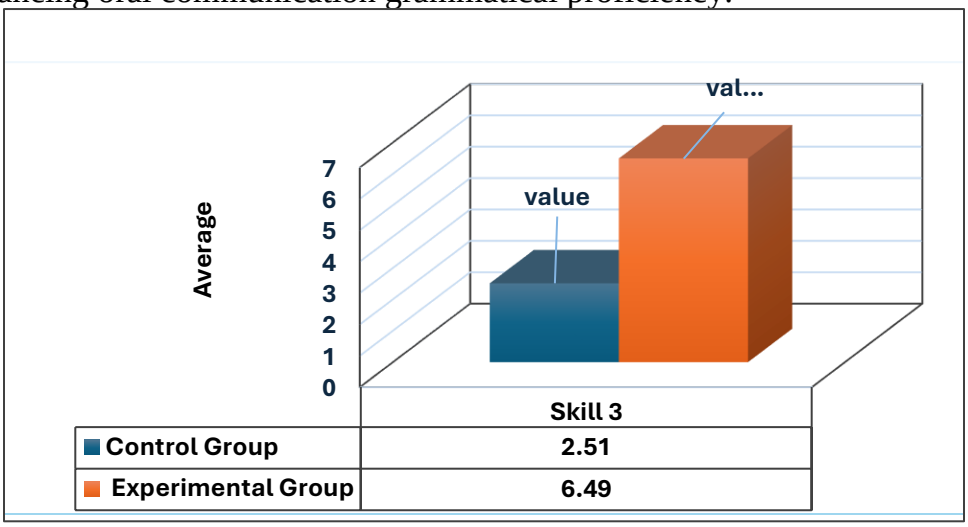


Figure (5): Mean Scores of the Control and Experimental Groups in the Post-Test for the Third Skill.

4. Responding appropriately to spoken input during discussions.

Table (10):

The significance of the differences between the mean scores of the control and experimental groups in the post-test for the fourth oral proficiency skill.

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (4)	Control	35	2.28	0.52	-33	0.001
	Experiment	35	6.2	0.47		

The data presented in the table (10) and figure (6) demonstrate a significant difference between the control and experimental groups in the post-test scores for the fourth oral proficiency skill, which involves responding appropriately to spoken input during discussions. The experimental group, which was exposed to AI dubbing of Arabic videos as a learning approach, achieved a notably higher mean score (M = 6.2,

SD = 0.47) compared to the control group (M = 2.28, SD = 0.52). The t-test value (-33) and the significance level (p = 0.001) confirm that this difference is statistically significant. These results indicate that AI dubbing played a crucial role in enhancing students' ability to engage in discussions effectively. The improvement in the experimental group suggests that exposure to AI-dubbed content provided learners with more authentic and contextually rich listening experiences, helping them develop better comprehension and response strategies. Thus, integrating AI dubbing in language learning can be an effective tool for improving students' oral communication skills.

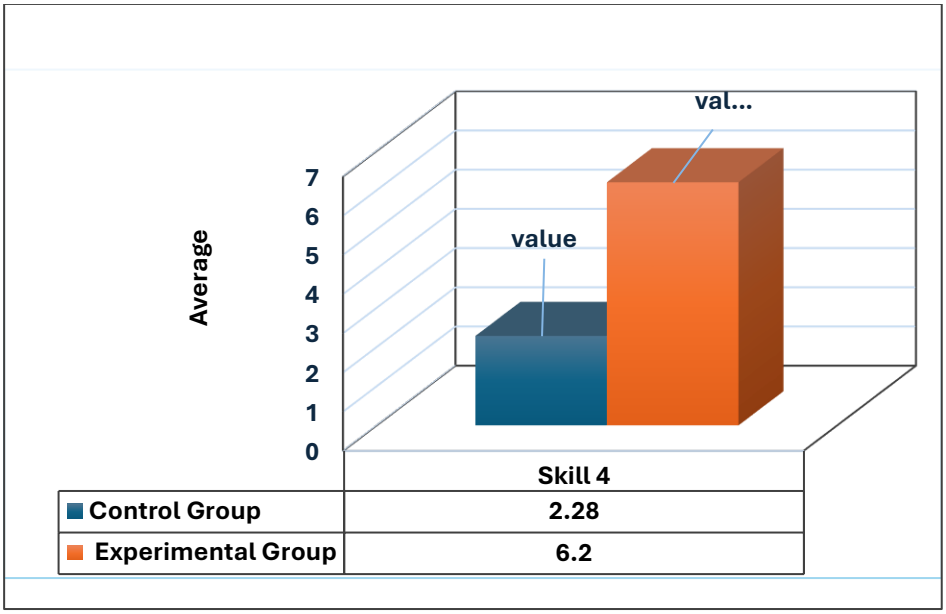


Figure (6): The mean scores of the control and experimental groups in the post-test for the fourth skill

5. Producing speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.

Table (11):
The significance of the differences between the mean scores of the control and experimental groups in the post-test for the fifth oral proficiency skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (5)	Control	35	2.37	0.54	-30.59	0.001
	Experiment	35	6.37	0.55		

As results revealed in Table (11) and Figure (7), there is a significant difference between the control and experimental groups in the post-test scores for the fifth oral proficiency skill, which focuses on producing speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations. The experimental group, which was exposed to AI dubbing of Arabic videos as a learning approach, achieved a significantly higher mean score (M = 6.37, SD = 0.55) compared to the control group (M = 2.37, SD = 0.54). The t-test value (-30.59) and the significance level (p = 0.001) confirm the statistical significance of this difference. These findings imply that AI dubbing significantly improved students' spoken language fluency and coherence. Students were exposed to natural speech patterns, enhanced pronunciation, and improved speech structuring through the use of AI-dubbed content, all of which helped them communicate more confidently and fluidly. Thus, using AI dubbing in language instruction can be a useful tactic for improving students' oral fluency..

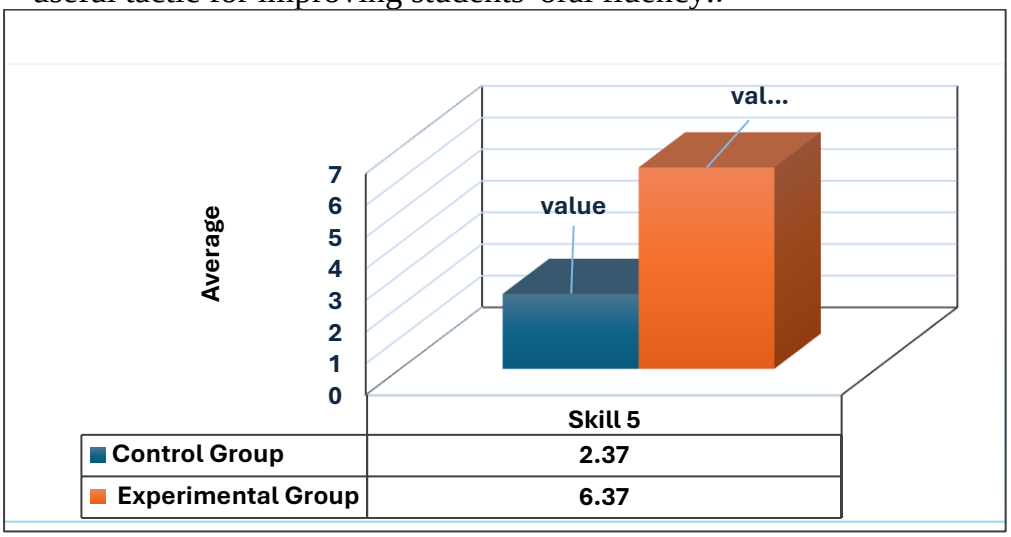


Figure (7): The mean scores of the control and experimental groups in the post-measurement of the fifth skill.

6. Negotiating meaning in cases of ambiguity.

Table (12):
The significance of the differences between the mean scores of the control and experimental groups in the post-test for the sixth oral proficiency skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (6)	Control	35	2.42	0.56	-28.58	0.001
	Experiment	35	6.4	0.6		

As results revealed in Table (12) and Figure (8), there is a significant difference between the control and experimental groups in the post-test scores for the sixth oral proficiency skill, which focuses on negotiating meaning in cases of ambiguity. The experimental group, which was exposed to AI dubbing of Arabic videos as a learning approach, achieved a significantly higher mean score (M = 6.4, SD = 0.6) compared to the control group (M = 2.42, SD = 0.56). The t-test value (-28.58) and the significance level (p = 0.001) confirm the statistical significance of this difference. These results imply that AI dubbing significantly improved students' comprehension and responsive communication techniques, which in turn helped them manage ambiguity in conversations. Learners who were exposed to AI-dubbed content were given real-world conversational contexts, which improved their ability to effectively clarify, paraphrase, and negotiate meaning. As a result, using AI dubbing in language instruction can help students become more skillful at navigating and resolving communication difficulties.

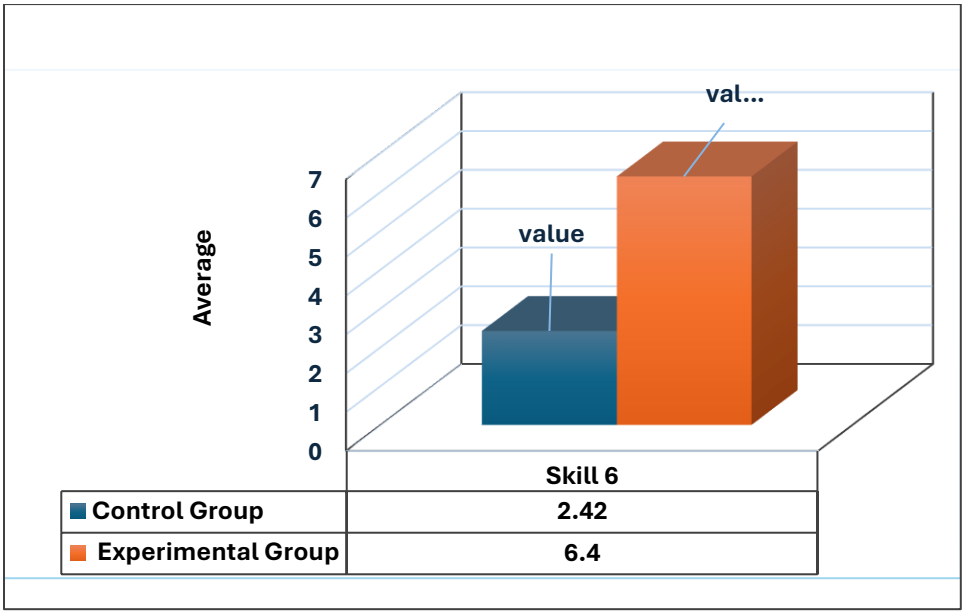


Figure (8): The mean scores of the control and experimental groups in the post-test for the sixth skill.

7. Using gestures, eye contact, and tone to enhance engagement.

Table (13)

The significance of the differences between the mean scores of the control and experimental groups in the post-test for the seventh oral proficiency skill.

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (7)	Control	35	2.31	0.63	-27.6	**0.001**
	Experiment	35	6.37	0.59		

As results revealed in Table (13) and Figure (9), there is a significant difference between the control and experimental groups in the post-test scores for the seventh oral proficiency skill, which focuses on using gestures, eye contact, and tone to enhance engagement. The experimental group, which was exposed to AI dubbing of Arabic videos as a learning approach, achieved a significantly higher mean score (M = 6.37, SD = 0.59) compared to the control group (M = 2.31, SD = 0.63). The t-test value (-27.6) and the significance level (p = 0.001) confirm the statistical significance of this difference.These results imply that AI dubbing was essential in helping students become more proficient in nonverbal communication. Through the use of expressive speech models that emphasized gestures, facial expressions, and vocal modulation,

learners who were exposed to AI-dubbed content were able to strengthen their communication engagement strategies. Thus, incorporating AI dubbing into language instruction can be a useful strategy for improving students' use of vocal variety and body language to better engage their audience.

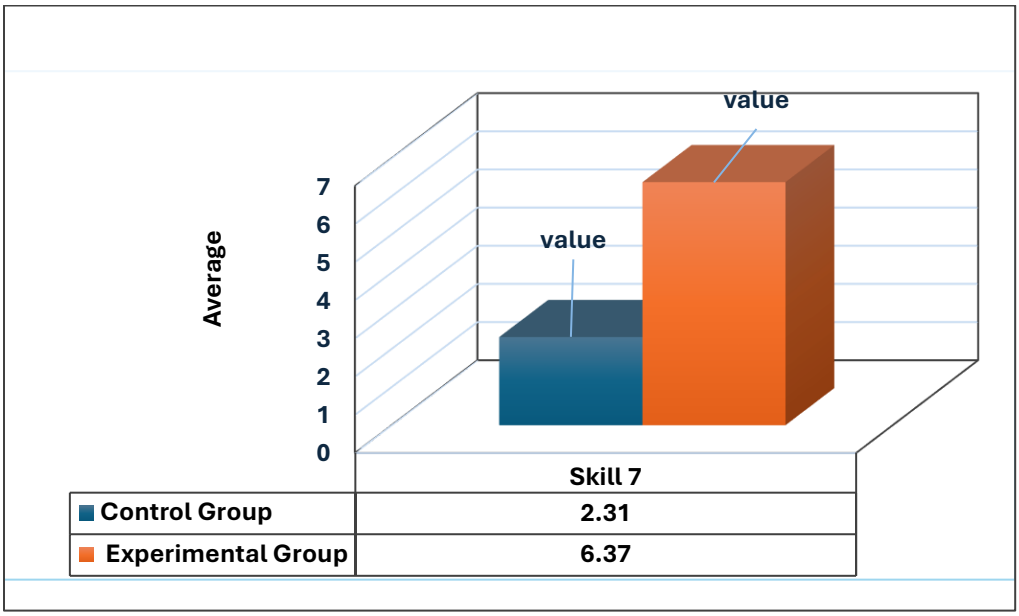


Figure (9) The mean scores of the control and experimental groups in the post-test for the seventh skill.

8. Paraphrasing information heard.

Table (14):
The significance of the differences between the mean scores of the control and experimental groups in the post-test for the eighth oral proficiency skill

Skills	Groups	No. group	Mean	St. Division	T	Sig
Skill (8)	Control	35	2.31	0.47	-31.56	0.001
	Experiment	35	6.41	0.6		

As results revealed in Table (14) and Figure (10), there is a significant difference between the control and experimental groups in the post-test scores for the eighth oral proficiency skill, which focuses on paraphrasing information heard. The experimental group, which was exposed to AI dubbing of Arabic videos as a learning approach, achieved a significantly higher mean score (M = 6.41, SD = 0.6) compared to the control group (M = 2.31, SD = 0.47). The t-test value (-31.56) and the

significance level (p = 0.001) confirm the statistical significance of this difference. These results imply that AI dubbing significantly improved students' capacity to successfully restate and summarize spoken material. Learners who were exposed to AI-dubbed content developed more organized and articulate speech models, which improved their comprehension and reformulation techniques. Thus, integrating AI dubbing into language instruction can be a useful strategy for raising students' general listening comprehension and paraphrasing abilities.

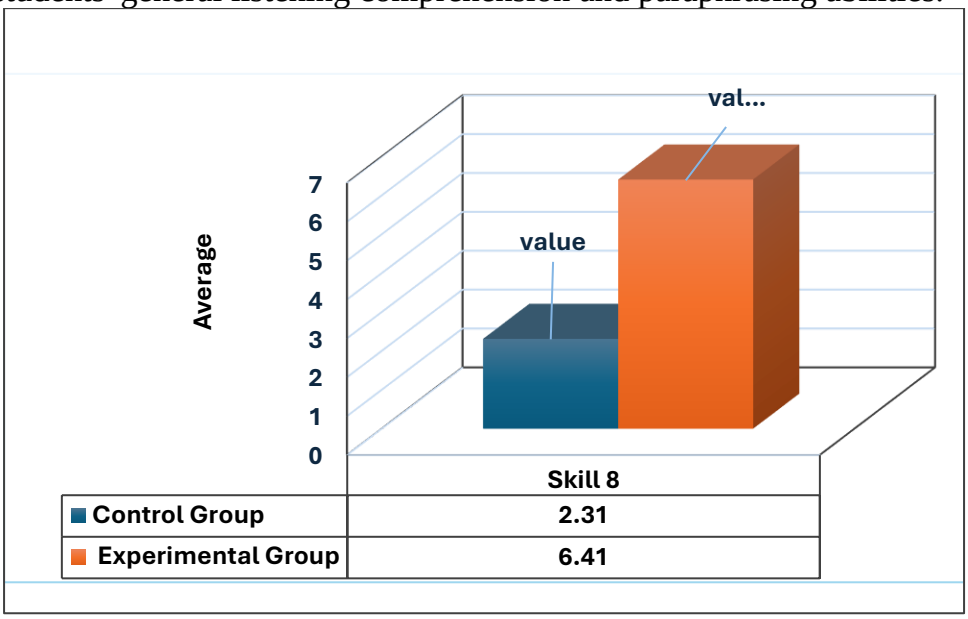


Figure (10): The mean scores of the control and experimental groups in the post-test for the eighth skill.

It is evident from Tables (7) (8) (9) (10) (11) (12) (13) and (14), that all T-values are statistically significant at (0.01) for each sub-skill of oral proficiency. This indicates the presence of statistically significant differences between the control and experimental groups in the post-test for each sub-skill of oral proficiency, in favor of the experimental group. Thus, the second hypothesis has been confirmed.

3. Testing the Third Hypothesis

The third hypothesis states that "There are statistically significant differences between the mean score of the experimental group on the pre-post-test on the overall oral proficiency skills in favor of the post-test".To verify this hypothesis, the researcher used the parametric statistical method, the Paired Samples (T) test, to determine the significance of the differences between the mean scores of the pre-test and post-test of

overall oral proficiency skills among the students in the experimental group. The results are presented in Table (15):

Table (15):
The significance of the differences between the mean scores of the experimental group in the overall pre-test and post-test of oral proficiency skills (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To	Effect Size (η^2)
Total	Pre	18.77	2.94	-46.21	0.001	Post	0.98
	Post	50.46	2.47				

It is evident from Table (15) that there are statistically significant differences at the 0.01 significance level between the mean scores of the overall pre-test and post-test of oral proficiency skills among the students in the experimental group, in favor of the post-test. Thus, the third hypothesis has been confirmed.The effect size (η^2) of the independent variable on oral proficiency skills indicates that the effect size was strong for the overall test score. According to the reference table for effect size levels:

- From 0 to less than 0.3 is considered a weak effect,
- From 0.3 to less than 0.5 is considered a moderate effect,
- From 0.5 to 1 is considered a strong effect. (Ikhlas Abdel Hafiz, Mostafa Bahi, Adel Al-Nashar, 2004, p. 235).Figure (11) illustrates the differences between the mean scores of the pre-test and post-test of overall oral proficiency skills for the students in the experimental group.

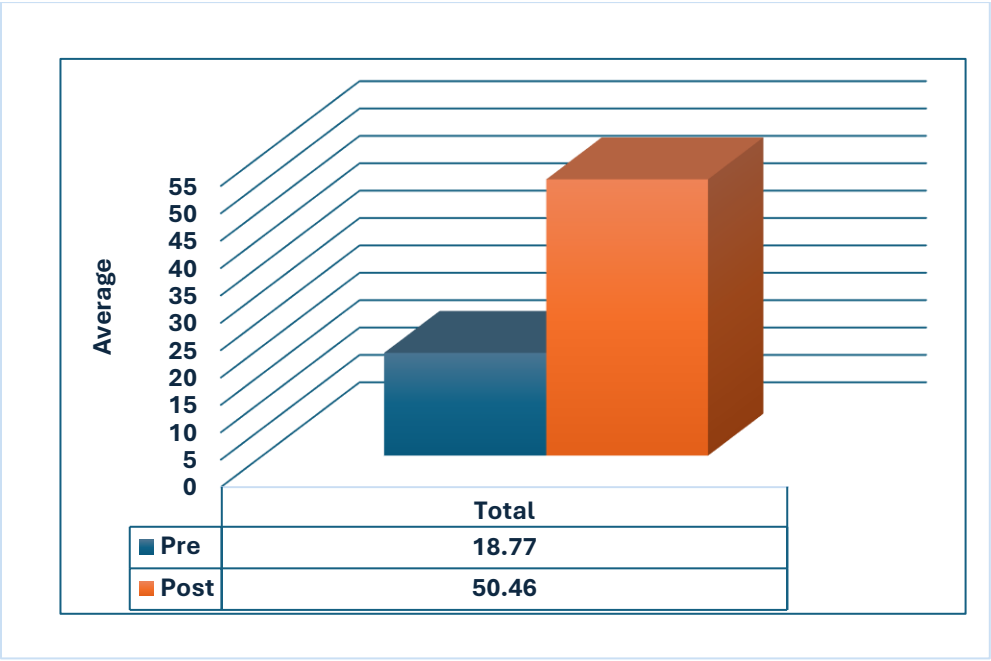


Figure (11): The differences between the mean scores of the pre-test and post-test of overall oral proficiency skills for the students in the experimental group.

The results of implementing AI-based dubbing of Arabic videos to enhance English majors' oral proficiency indicate significant improvements in various aspects of spoken language skills. Because repeated practice with AI-assisted dubbing allowed for self-correction and speech pattern refinement, students showed discernible improvements in pronunciation, fluency, and intonation. As they interacted with new expressions and modified conversations into English that was appropriate for the context, their vocabulary also grew. Many students reported feeling less nervous when speaking and more at ease when communicating orally, indicating an increase in confidence. Because students had to match their speech to the tone and meaning of the original video while maintaining grammatical accuracy, the activity also improved listening comprehension.

In addition, qualitative comments indicated that, in contrast to conventional speaking exercises, AI-dubbing enhanced learning through interaction and engagement. Nevertheless, certain issues were observed, including inconsistent lip movements, strange pacing, and occasional over-reliance on translations produced by AI. Besides these drawbacks, students' overall oral proficiency improved as they demonstrated an increased capacity to speak English in a coherent and contextually relevant manner. According to the results, AI-dubbing has the potential to

be a useful strategy for developing oral communication abilities, especially when combined with feedback systems and guided practice.

٣.Testing the Fourth Hypothesis

The fourth hypothesis states that "There are statistically significant differences between the mean score of the experimental group on the pre-post-test on each sub-skill of oral proficiency skills in favor of the post-test". To verify this hypothesis, the researcher used the parametric statistical method, the Paired Samples (T) test, to determine the significance of the differences between the mean scores of the pre-test and post-test for each sub-skill of oral proficiency among the experimental group students. The results were as shown in tables :(16), (17), (18), (19), (20), (21), (22) and (23):

1. Producing accurate pronunciation of English sounds and stress patterns.

Table (16):
Significance of Differences between the Mean Scores of the Experimental Group Students in the Pre- and Post-Application of the First Skill (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 1	Pre	2.45	0.51	-31.13	0.01	**Post**
	Post	6.09	0.61			

The table presents the statistical differences between the pre-test and post-test scores of the experimental group (N=35) regarding the first skill. The results indicate a significant improvement in students' performance after the implementation of the suggested AI-based dubbing approach. The mean score increased from 2.45 in the pre-test to 6.09 in the post-test, with a standard deviation of 0.51 and 0.61, respectively. The calculated t-value (-31.13) is statistically significant at the 0.01 level, suggesting a substantial difference between the two measures. This noteworthy development demonstrates how well AI-based dubbing works to improve students' capacity to pronounce English sounds and stress patterns correctly. Through repeated exposure to native-like speech models, the method gave students an innovative and engaging learning experience that helped them improve their pronunciation. AI-powered feedback also made it easier for them to identify and fix their errors. The experimental group's notable advancements lend support to the idea that incorporating AI-based dubbing into language training can be extremely

beneficial for improving students' utterance and phonetic accuracy.

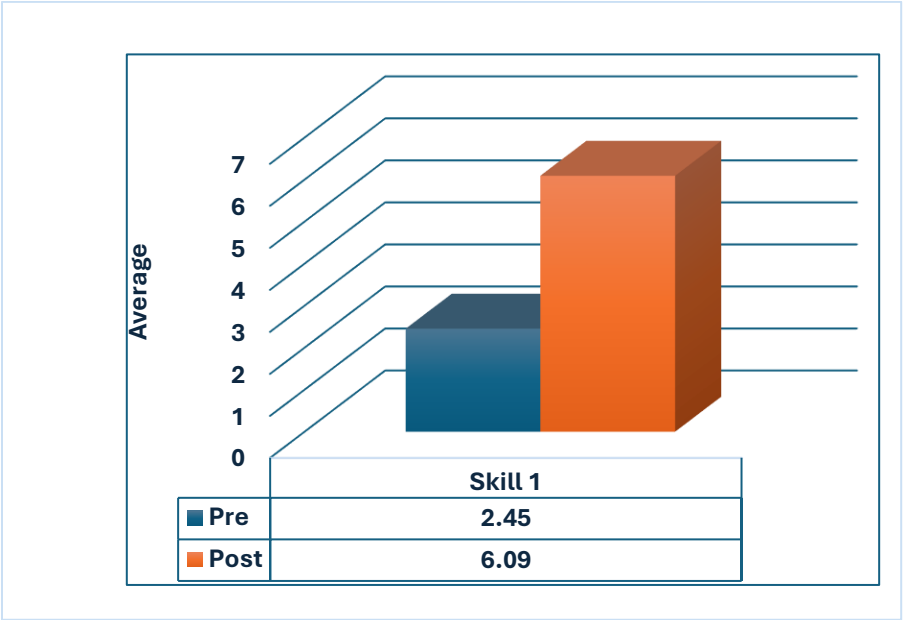


Figure (12): The differences between the mean scores of the pre-test and post-test for the first skill among the experimental group students

2. Using a wide range of vocabulary appropriate for different contexts.

Table (17):
The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 2 (N=35)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 2	Pre	2.29	0.62	-26.08	0.01	Post
	Post	6.28	0.67			

The results displayed in Table (17) and figure (13) reveal a significant improvement in the experimental group's ability to use a wide range of vocabulary appropriate for different contexts. The mean score increased from 2.29 in the pre-test to 6.28 in the post-test, with a highly significant t-value of -26.08 ($p < 0.01$). This notable difference suggests that the AI-based dubbing approach had a substantial impact on vocabulary acquisition and contextual usage. Through AI-assisted dubbing, students were exposed to rich and varied linguistic input in authentic communicative settings, enabling them to internalize and apply

new vocabulary naturally. The interactive nature of AI-driven dubbing allowed learners to hear and reproduce words within meaningful contexts, reinforcing their understanding of word usage, collocations, and appropriate expressions.

Furthermore, AI-based dubbing gave students the chance to practice language in a risk-free setting, boosting their confidence in their ability to choose and employ vocabulary appropriate for various contexts. Students gained a greater understanding of lexical nuances, idiomatic expressions, and domain-specific terminology through repeated exposure to a variety of dialogues. The results show that AI-based dubbing can be a useful tool for increasing vocabulary and boosting overall language proficiency, and they provide strong evidence of its efficacy in broadening students' lexical range.

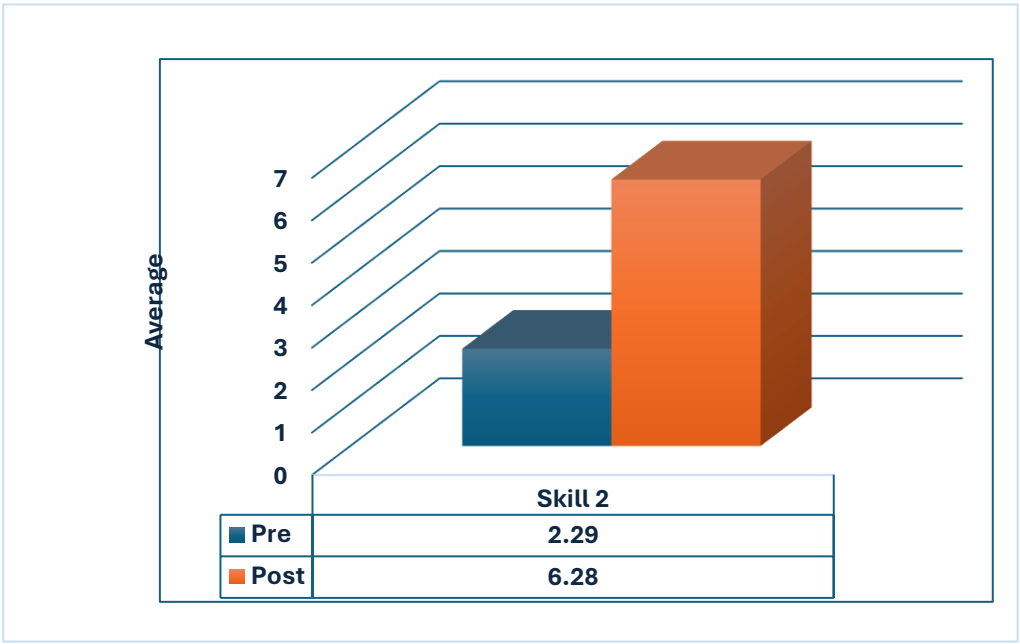


Figure (13): The differences between the mean scores of the pre-test and post-test for Skill 2 among the experimental group students.

3. Producing grammatically accurate sentences in spoken discourse.

Table (18):
The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 3 (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 3	Pre	2.57	0.5	-31.19	0.01	Post
	Post	6.49	0.61			

The results presented in Table (18) and figure (14) indicate a significant improvement in the experimental group's ability to produce grammatically accurate sentences in spoken discourse. The mean score increased from 2.57 in the pre-test to 6.49 in the post-test, with a highly significant t-value of -31.19 ($p < 0.01$). This substantial difference suggests that the AI-based dubbing approach played a crucial role in enhancing students' grammatical accuracy in spoken language.

Through immersive and interactive practice, AI-based dubbing gave students constant exposure to well-structured spoken English, enabling them to internalize complex sentence formations, subject-verb agreement, verb tenses, and proper sentence structures. Through interacting with AI-generated conversations and mimicking natural speech patterns, students were able to meaningfully and contextually reinforce their grammar knowledge. Students' accuracy and fluency gradually improved as a result of the AI-assisted dubbing's real-time feedback feature, which probably assisted them in recognizing and fixing grammatical mistakes.

Additionally, the AI-powered method promoted self-correction and active engagement, which lessened the need for rote memorization and promoted a more organic learning of grammar rules. Learners were able to apply grammar rules naturally in spoken discourse because they were repeatedly exposed to accurate sentence models in a variety of conversational contexts. All things considered, the results provide compelling evidence of the efficiency of AI-based dubbing in raising grammatical accuracy, emphasizing its potential as a useful instrument for raising English language learners' spoken language proficiency.

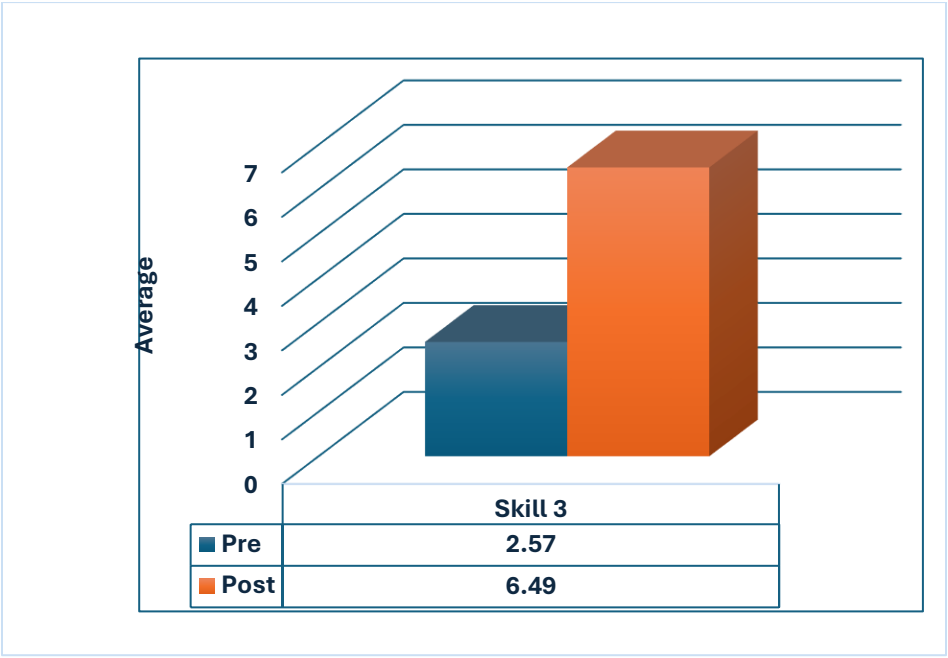


Figure (14): The differences between the mean scores of the pre-test and post-test for Skill 3 among the experimental group students.

4. Responding appropriately to spoken input during discussions.

Table (19): The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 4 (N=35.(

The results displayed in Table (19) and figure (15) show a significant improvement in the experimental group's ability to respond appropriately to spoken input during discussions. The mean score increased from 2.28 in the pre-test to 6.49 in the post-test, with a highly significant t-value of 33 ($p < 0.01$). This substantial difference highlights the effectiveness of the AI-based dubbing approach in enhancing students' interactive communication skills.

Because AI-based dubbing immersed students in real-world, context-rich conversations, it probably had a significant impact on their capacity to comprehend and react to spoken input. Students' comprehension skills improved through repeated exposure to real-world conversations, enabling them to understand important concepts, deduce meanings, and react appropriately. Students participated in simulated discussions as a result of the interactive nature of AI-based dubbing, which strengthened their capacity to come up with pertinent and well-reasoned answers quickly.

Additionally, AI-assisted dubbing provided learners with models of effective conversational strategies, such as turn-taking, clarification requests, and polite expressions, which helped them, navigate discussions

more confidently. Students were able to improve their listening and response skills, decreasing hesitation and increasing fluency, thanks to the self-paced practice and personalized feedback. Students developed the confidence to react appropriately and spontaneously in discussions by practicing in a relaxed setting. All things considered, the results clearly demonstrate how well AI-based dubbing works to improve students' capacity to react correctly in spoken interactions, making it an invaluable instrument for helping English language learners improve their communicative competence.

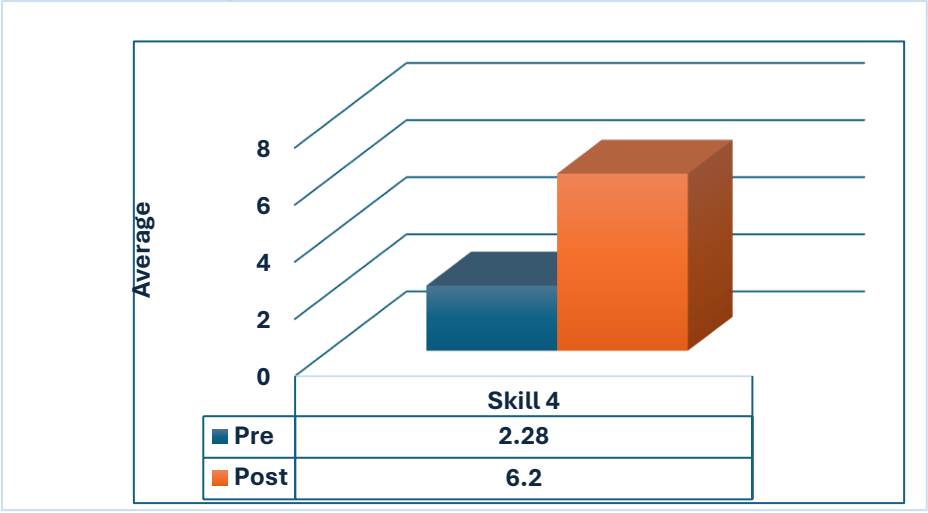


Figure (15): The differences between the mean scores of the pre-test and post-test for Skill 4 among the experimental group students.

5. Producing speech smoothly and confidently, with logical flow and coherence without frequent pauses or hesitations.

Table (20):
The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 5 (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 5	Pre	2.29	0.46	-34.45	0.01	Post
	Post	6.37	0.55			

The results presented in Table (20) and figures (16) indicate a significant improvement in the experimental group's ability to produce speech smoothly and confidently, with logical flow and coherence, without frequent pauses or hesitations. The mean score increased from 2.29 in the pre-test to 6.37 in the post-test, with a highly significant t-value of -34.45 ($p < 0.01$). This substantial difference suggests that the

AI-based dubbing approach played a crucial role in enhancing students' fluency and coherence in spoken discourse.

This improvement was probably made possible by AI-based dubbing, which exposed students to structured, natural speech models on a regular basis. Learners were able to internalize the rhythm, tempo, and logical order of ideas through repeated practice with AI-generated dialogues, which improved their ability to speak more fluently and coherently. Students were able to mimic native-like pronunciation, intonation, and speech patterns thanks to the interactive nature of AI-assisted dubbing, which decreased awkward pauses and hesitations.

Additionally, the AI-based method promoted self-paced learning, allowing students to practice speaking without the stress of in-person interactions. Instant feedback made it easier for students to pinpoint areas where they needed to improve, like speech clarity, sentence structure, and idea organization, which resulted in more assured and fluid communication. Furthermore, students were inspired to practice frequently by the immersive and captivating nature of dubbing activities, which strengthened their capacity for coherent and fluid thought expression.Overall, the results clearly demonstrate how well AI-based dubbing works to increase speech fluency and coherence, underscoring its potential as a cutting-edge method for boosting students' confidence in spoken English..

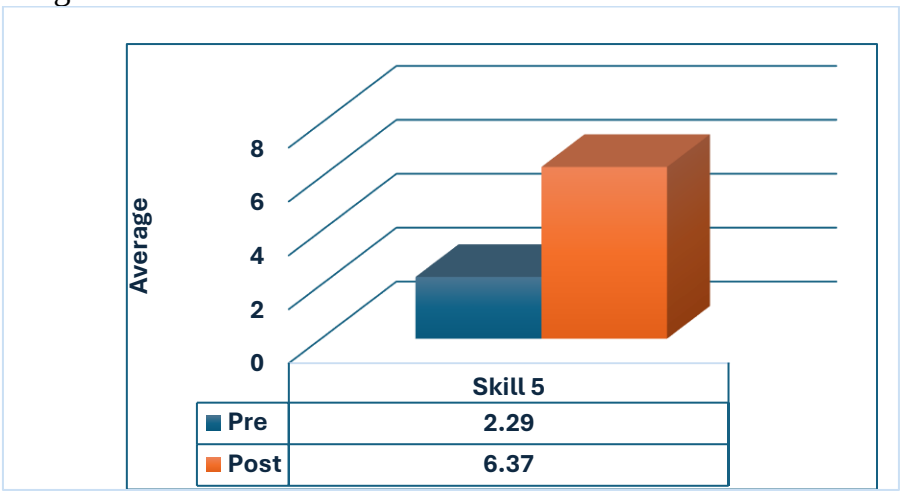


Figure (16): The differences between the mean scores of the pre-test and post-test for Skill 5 among the experimental group students.

6. Negotiating meaning in cases of ambiguity.

Table ( )
The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 6 (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 6	Pre	2.23	0.65	−28.79	0.01	Post
	Post	6.4	0.6			

The results presented in Table (21) and figures (17) indicate a significant improvement in the experimental group's ability to negotiate meaning in cases of ambiguity. The mean score increased from 2.23 in the pre-test to 6.4 in the post-test, with a highly significant t-value of -28.79 ($p < 0.01$). This substantial difference suggests that the AI-based dubbing approach was highly effective in enhancing students' ability to clarify, rephrase, and confirm meaning during communication.AI-based dubbing likely contributed to this improvement by exposing students to authentic conversational situations where ambiguity naturally occurs. Through repeated interactions with AI-generated dialogues, learners developed the ability to recognize misunderstandings and apply strategies such as asking for clarification, paraphrasing, and confirming information. The interactive nature of AI-assisted dubbing provided learners with varied linguistic input, helping them build a repertoire of functional phrases for managing breakdowns in communication.

Furthermore, the AI-based method inspired students to actively negotiate meaning without worrying about making mistakes. Because dubbing was conscience, students were able to try out various meaning-conveying techniques, which strengthened their confidence in managing unclear circumstances. Furthermore, students were able to improve their responses through real-time feedback from AI-driven tools, which resulted in more fluid and effective communication. All things considered, the results clearly demonstrate how well AI-based dubbing works to help students better negotiate meaning, which makes it a useful tool for boosting communicative competence in everyday situations.

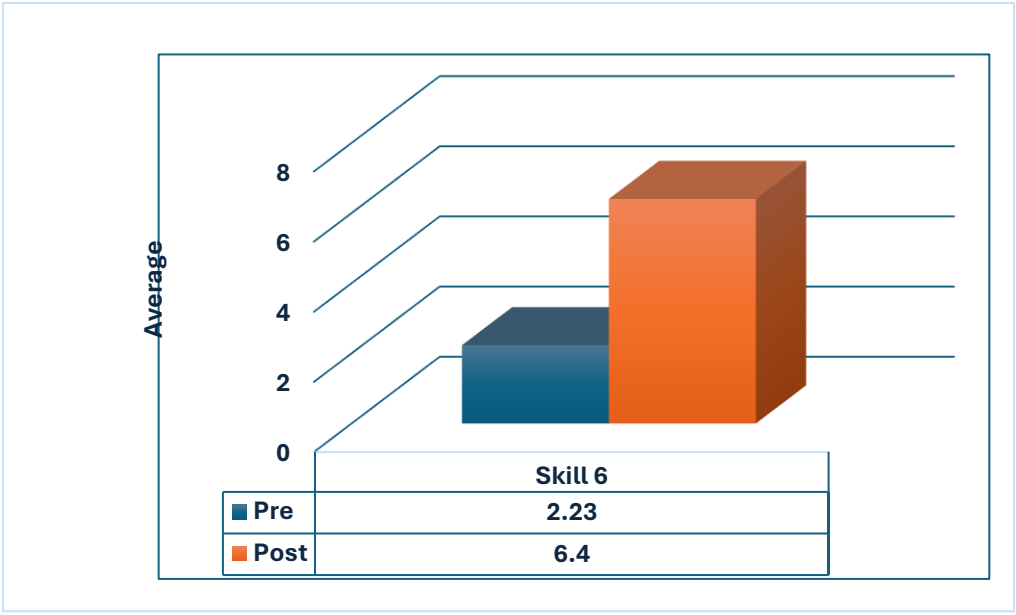


Figure (17): The differences between the mean scores of the pre-test and post-test for Skill 6 among the experimental group students.

7. Using gestures, eye contact, and tone to enhance engagement.

Table (22):

The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 7 (N=35)

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 7	Pre	2.34	0.68	-24.97	0.01	Post
	Post	6.37	0.59			

The results presented in Table (22) and figures (18) demonstrate a significant improvement in the experimental group's ability to use gestures, eye contact, and tone to enhance engagement during communication. The mean score increased from 2.34 in the pre-test to 6.37 in the post-test, with a highly significant t-value of -24.97 ($p < 0.01$). This substantial difference suggests that the AI-based dubbing approach played a crucial role in helping students develop nonverbal communication skills essential for effective spoken interaction.

This improvement was probably facilitated by AI-based dubbing, which immersed students in real-world speech situations where nonverbal cues are organically incorporated into communication. Students were

exposed to native-like speech delivery through AI-generated videos and voiceovers, which helped them, understand how gestures, facial expressions, and vocal modulation improve meaning and engagement. Students were inspired to imitate these expressive traits by the interactive nature of dubbing exercises, which resulted in more animated and assured speech performances.

Additionally, AI-assisted dubbing gave students the chance to practice repeatedly and evaluate themselves, which helped them improve their vocal and body language expression. Learners were able to pinpoint areas for development and modify their delivery to establish a more captivating and convincing presence thanks to real-time feedback from AI-driven tools. Students consequently became more comfortable utilizing suitable hand gestures, eye contact, and tone variations to highlight important ideas, express feelings, and keep the audience interested. Overall, the results provide clear evidence that AI-based dubbing improves students' proficiency with nonverbal communication techniques. Students can acquire a more captivating, expressive, and self-assured speaking style—all crucial for successful communication in both academic and professional contexts—by incorporating AI-driven dubbing into language instruction .

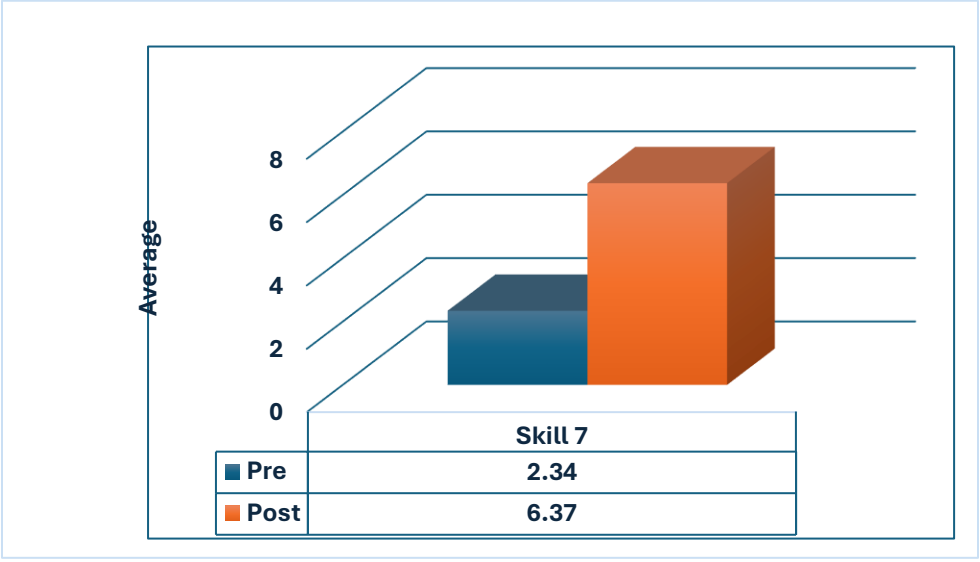


Figure (18): The differences between the mean scores of the pre-test and post-test for Skill 7 among the experimental group students.

8. Paraphrasing information heard

Table (23):
The significance of the differences between the mean scores of the experimental group students in the pre-test and post-test for Skill 8 (N=35).

Skills	Measuring	Mean	St. Division	T	Sig	To
Skill 8	Pre	2.43	0.5	-29.92	0.01	**Post**
	Post	6.4	0.6			

The results presented in Table (23) and figures (19) indicate a significant improvement in the experimental group's ability to paraphrase information heard. The mean score increased from 2.43 in the pre-test to 6.4 in the post-test, with a highly significant t-value of -29.92 ($p < 0.01$). This substantial difference suggests that the AI-based dubbing approach was highly effective in enhancing students' paraphrasing skills, enabling them to process and restate spoken information accurately and coherently.

This improvement was probably made possible by AI-based dubbing, which exposed students to a variety of listening situations where paraphrasing was required. Students learned to reformulate spoken content while maintaining its original meaning through exercises involving dubbing and AI-generated speech. By giving students structured opportunities to practice rewording and summarizing important information, the interactive nature of dubbing activities strengthened their language flexibility and comprehension.

Furthermore, by enabling students to listen to spoken input repeatedly, examine speech patterns, and try out various rephrasing techniques, the AI-based approach promoted self-paced learning. Learners were able to pinpoint areas for development, including lexical variety, sentence structure, and meaning clarity, with the aid of real-time feedback from AI-powered tools. Their capacity to effectively and naturally paraphrase in spoken discourse improved with time as a result of this practice.

Overall, the results clearly demonstrate how well AI-based dubbing helps students improve their paraphrasing abilities. Students can enhance their spoken fluency, linguistic flexibility, and listening comprehension by incorporating AI-driven dubbing into language instruction. This will help them communicate more effectively in both academic and professional contexts.

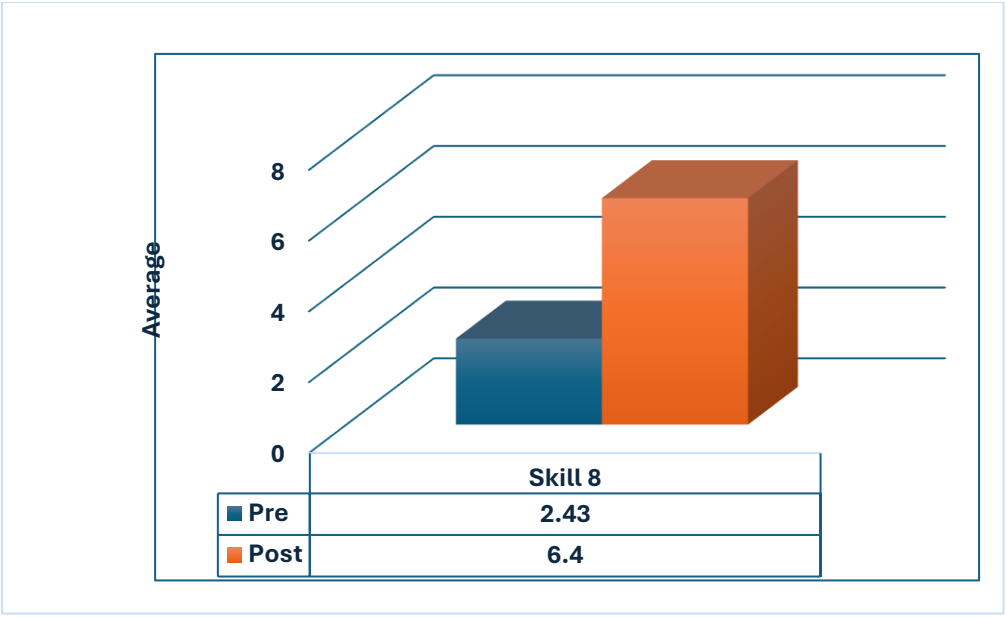


Figure (19): The differences between the mean scores of the pre-test and post-test for Skill 8 among the experimental group students.

The tables :(16), (17), (18), (19), (20), (21), (22) and (23) show that there are statistically significant differences at the significance level of (0.01) between the mean scores of the pre-test and post-test for each sub-skill of oral proficiency among the experimental group students, in favor of the post-test. Therefore, the fourth hypothesis has been confirmed.

Research Findings

The study explored the impact of AI-based dubbing on improving English majors' oral proficiency. It focused on pronunciation, vocabulary, grammar, fluency, and interactive skills. The results demonstrated significant improvements across all assessed areas:

Pronunciation & Stress Patterns: AI-driven exposure improved pronunciation accuracy. Students demonstrated better stress and intonation patterns. The pre-test mean was 2.29, while the post-test mean increased to 6.28 ($t = -26.08$, $p < 0.01$).

Vocabulary Use: the study found an enhanced range of vocabulary. Participants used more context-appropriate words. The pre-test mean was 2.29, rising to 6.28 in the post-test ($t = -26.08$, $p < 0.01$).

Grammatical Accuracy: students showed fewer grammatical errors in spoken discourse. They constructed more structurally sound sentences. The pre-test mean was 2.57, improving to 6.49 in the post-test ($t = -31.19$, $p < 0.01$).

Discussion Skills: increased responsiveness and active listening were observed. Students engaged in discussions more effectively. The pre-test mean was 2.28, while the post-test mean reached 6.49 ($t = 33$, $p < 0.01$).

Fluency & Coherence: students' speech became smoother and more logically structured. Fewer pauses and hesitations were recorded. The pre-test mean was 2.29, increasing to 6.37 post-test ($t = -34.45$, $p < 0.01$).

Negotiating Meaning: students improved their ability to clarify and paraphrase information. They managed ambiguities more effectively. The pre-test mean was 2.23, increasing to 6.4 post-test ($t = -28.79$, $p < 0.01$) .

Nonverbal Communication: use of gestures, eye contact, and tone improved significantly. Students enhanced engagement through body language. The pre-test mean was 2.34, reaching 6.37 post-test ($t = -24.97$, $p < 0.01$) .

Paraphrasing & Summarizing: participants demonstrated better skills in restating spoken information. Their summaries became clearer and more concise. The pre-test mean was 2.43, increasing to 6.4 post-test ($t = -29.92$, $p < 0.01$).

Conclusion of the study

The study demonstrates that AI-based dubbing significantly enhances oral proficiency among English majors by providing an interactive and immersive learning experience. Unlike traditional classroom methods that often rely on passive learning through lectures and memorization, AI-driven dubbing encourages active engagement by allowing students to listen to, analyze, and replicate native-like speech patterns. This method strengthens multiple aspects of language acquisition, including vocabulary expansion, grammatical accuracy, fluency, and pronunciation.

One of the key advantages of AI-based dubbing is its ability to expose learners to authentic speech with natural intonation, stress patterns, and rhythm, helping them develop a more native-like pronunciation. By practicing with AI-generated audio that closely mimics real-life conversations, students can refine their articulation and gain confidence in spoken interactions. Additionally, dubbing tasks require students to match their speech to the timing and expressions of the original speakers, improving their fluency and ability to maintain a logical flow in conversation.

Beyond pronunciation and fluency, the AI-based approach fosters interactive communication skills. Since students engage in listening, comprehension, and reproduction of spoken dialogue, they become more

adept at responding appropriately in different conversational contexts. This enhances their ability to negotiate meaning, paraphrase information, and interact effectively in discussions. Moreover, incorporating AI into language instruction caters to diverse learning styles, making the process more engaging and accessible for students with varying levels of proficiency.

The study's findings highlight AI's potential as a transformative tool in language education, suggesting that its application could extend beyond English majors to a broader range of learners seeking to improve their spoken language skills. The integration of AI-driven techniques in language curricula could revolutionize teaching methodologies by making language learning more dynamic, personalized, and effective. As technology continues to advance, AI-based solutions like dubbing could become an essential component of modern language instruction, bridging the gap between classroom learning and real-world communication.

Recommendations of the Study

1. Educational institutions should incorporate AI-based dubbing into English language programs to enhance students' oral proficiency.

2. Teachers should receive training on how to effectively implement AI-based tools in language instruction.

3. Encouraging students to practice with AI-driven dubbing tools regularly can maximize the benefits of improved pronunciation and fluency.

4. Future studies should explore the long-term effects of AI-based dubbing on language retention and its applicability to other language skills.

5. Developers should refine AI-dubbing tools to provide more interactive and personalized feedback for learners.

6. The approach should be extended to other language learning contexts and disciplines to evaluate its broader impact on communication skills.

Suggestions for Further Research

1. Exploring how AI tools can be customized to fit individual learning styles and needs in language acquisition.

2. Investigating the combination of AI-based dubbing with other learning methodologies, such as gamification and virtual reality.

3. Examining how AI-based dubbing can help students adapt to different English accents and dialects, improving cross-cultural communication skills.

4. Studying how AI-based tools influence learner motivation and engagement in spoken language activities.

5. Researching how AI-generated feedback on pronunciation, grammar, and fluency can be optimized for better learner outcomes.

6. Assessing the potential of AI-based dubbing for enhancing oral proficiency in languages other than English.

7. Incorporating the proposed strategy for developing oral proficiency among English Department students into the teaching, learning, and assessment strategy of the English program at the faculty.

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