

Students' Perceptions Related to the Value of Intralingual Dubbing Activities as a Motivational Tool for the Enhancement of Oral Skills in EFL Learning

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Abstract

Didactic Audiovisual Translation (DAT) can contribute a myriad of engaging and inspiring activities to foreign language (FL) education. One of the most inspiring modes is intralingual dubbing (ID), which can become a powerful and effective ally to practice and improve, among others, general oral skills such as pronunciation or intonation. Even though the design and implementation of ID activities have been studied over the past decade, their potential in aiding English as a Foreign Language (EFL) learning environments is still largely unknown (Lertola, 2019).

For this reason, this paper examines the implementation of ID exercises with 38 intermediate-level EFL students from Spain. The study focuses, through the collection and analysis of quantitative and qualitative data, on the participants' perspectives on dubbing tasks as a potentially innovative, motivating, and useful tool for improving oral skills. In terms of perceived usefulness, 94.7% considered ID as “absolutely” or “quite” beneficial for their speaking skills, in line with previous research (Talaván & Costal, 2017). The results offered additional insights on ID's engaging and innovative value, with 95% of participants expressing very favourable opinions towards the task.

Key words: audiovisual translation, intralingual dubbing, oral skills enhancement, pronunciation enhancement, foreign language learning

Introduction

The application of intralingual dubbing (ID) activities in Foreign Language (FL) learning allows students to engage in motivating communicative challenges while receiving authentic L2 input through a myriad of effective and creative didactic alternatives. Since the 2010s, ID has become one of the most interesting Didactic Audiovisual Translation (DAT) modes in relation to its pedagogical applications (Lertola, 2019), especially in the field of English as a Foreign Language (EFL). In fact, various experimental studies (Chiu, 2012; He & Wasuntarasophit, 2015; Sánchez-Requena, 2016, 2018), have focused on its impact on speaking skills, pronunciation, intonation, speed, and prosodic features. Research on ID activities in EFL settings in Spain, however, is scarce. Talaván and Costal (2017) were the first ones to explore its benefits for oral skills and motivation enhancement: their findings indicated that dubbing served as a challenging but stimulating task for learners, enhancing pronunciation and fluency. Due to the limited research conducted on the matter, further investigations were also encouraged by the authors.

The objective of this study is, therefore, to examine observations of Spanish intermediate-level EFL learners and investigate their perception of ID as potentially motivating, innovative, and/or beneficial for enhancing their overall speaking skills, through a mixed approach methodology, which will comprise gathering and analysing both quantitative and qualitative data. In this context, 38 undergraduate students of Primary Education at the Faculty of Education in Ciudad Real (University of Castilla-La Mancha) participated in a project that involved intralingual dubbing of four different clips. After the task, they were encouraged to fill out a questionnaire in which they communicated their perceptions and views after the completion of the project.

For this purpose, this paper will provide a literature review on the relevance of the use of authentic video material and the application of dubbing activities in foreign language learning environments, followed by a description of the study conducted, examination of the data obtained, and a discussion section. The main findings will be summarised in final conclusions, with the aim of providing valuable insights on the advantages of using ID as a versatile tool for Spanish EFL learners, as initially investigated by Talaván and Costal (2017).

1. Theoretical Framework

1.1. Authentic Video and EFL

One of the most attractive components for students in the implementation of dubbing activities is, indeed, the use of authentic video materials. As a matter of fact, the relevance of audiovisual material is key in today's society, since it has become "the principal means to receive information" (Sánchez-Requena, 2016, p. 10). In this line, the use of video content in language learning environments has been defended since the 1970s by numerous researchers (Kaiser, 2011; Lonergan, 1989; Secules

et al., 1992; Sherman, 2003; Talaván, 2007; Wagener, 2006) as either the primary didactic element of a FL class or course (Tomalin, 1986) or as supplemental material (Díaz Cintas, 2012; Talaván, 2013), and is still a popular tool for research and implementation in language learning (Jiang et al., 2024; Öztürk, 2022; Polat & Erişti, 2019; Zabitgil Gülseren & Araz, 2024). Video materials provide both linguistic and paralinguistic information in specific communication situations by combining audio and video. This makes them an excellent tool for cross-curricular learning.

As anticipated before, the use of video material in the classroom is, indeed, one of the trademarks of DAT activities. In this regard, the relevance of authentic material must be stressed in every dubbing or subtitling task involving the substitution of the original audio track by another one in a different language (interlingual translation) or by a new audio track in the same language as the original (intralingual translation). According to Talaván (2006), an authentic video can be understood to be any audiovisual product created for a native audience with no explicit pedagogical intention, in contrast to the notion of educational video, which is created deliberately for educational purposes, sometimes conveying linguistic adaptation (Talaván, 2013). Educational videos often contain out-of-context utterances constructed in a formal, artificial language, which might still be useful in language learning environments, especially for lower-level learners. On the other hand, the use of authentic video material in the L2 gives learners' more access to real accents, genuine and colloquial language, body and corporal emotions, and a wide range of relevant linguistic and paralinguistic information and input. Authentic video content can be considered, then, a versatile tool for language learning applications, as Talaván (2006) emphasises:

Authentic video can indeed be used at all levels, both as supplementary material for language reinforcement and skills practice and as one of the major components of a course, provided that suitable materials and activities monitor its use. However, in order to fulfil all these goals, video activities need to be reinforced with other exercises at all times, preceding, accompanying, and following their use. (p. 319)

Thus, simply providing audiovisual content might be insufficient to serve as a helpful and positive component in language learning. Ineffective, passive use of video resources and poor activity planning and design can harm motivation, learning, and teachers' and students' views of its relevance in didactic applications. All these insights suggest that, when used in DAT activities, video resources offer versatile solutions to engage students in active practice and production processes.

1.2. Revoicing in FL Learning

Revoicing can be roughly defined as the process of replacing the original audio track of an audiovisual product with a new one, either in the same language or a different one, or adding an additional audio track over the original one (Chaume, 2006). In DAT contexts, revoicing, together with other equally useful modes, provides particularly intriguing opportunities in the FL classroom since they can be transformed into a plethora of various didactical alternatives with versatile applications.

The dubbing of video clips offers an excellent opportunity to develop the skills of foreign language learners at all linguistic levels. In addition to its motivational value, soundtrack dubbing provides a rich source of activities in all language skill areas: listening, reading, writing, and speaking. (Burston, 2005, p. 79)

Revoicing modalities in general are gaining more and more attention every day (Lertola, 2019), particularly in light of the recent technological revolution that has allowed people to have access to a wide range of devices, software, and technology. The revoicing mode that has been studied and applied the most in FL learning settings, in fact, is active dubbing (Jüngst, 2013; Lertola, 2019). Initial approaches for including dubbing in the language classroom emerged in the late 1980s and early 1990s: Duff (1989) supported the effectiveness of dubbing in peer-to-peer collaboration and language production, while Zohrevandi (1994) highlighted the didactic potential of dubbing in developing listening and speaking skills in FL learning. In these early approaches, the technological capabilities of the 1990s primarily facilitated what was later termed *karaoke movies* (Kumai, 1996), where students performed the script in class with a muted video in the background, which helped them become aware of intonation, rhythm, or speed. Kumai's study showed a better understanding of phonetic principles by the learners, as well as an increase in motivation. As the 2000s progressed, more studies were conducted on the subject. Burston (2005) provided instructional guidelines for including dubbing activities in language learning environments, including specific selection criteria for video material and tips for effectively carrying out dubbing projects. Also, he defended a clear connection between dubbing activities and task-based approaches, criticising negative voices against its use, positing that even though "teachers may think it's technology over pedagogy" (p. 79), it offers "a range of pedagogical benefits to the foreign language curriculum with modest expense and minimal technological intrusion" (p. 90). The research and usage of dubbing activities in FL learning environments exploded during the 2010s, when technological developments, such as smartphones, laptops, and tablets opened up new opportunities for teachers and students. Researchers such as Chiu (2012), Danan (2010), Jüngst (2013), Luo et al. (2016), Sánchez-Requena (2016, 2018), or Zhang (2016) contributed to the consideration of dubbing activities as innovative and useful allies in language learning.

Amongst the most relevant revoicing modes, reverse interlingual dubbing or audio description (AD) can be highlighted as useful providers in FL education. Reverse interlingual dubbing entails the replacement of the original audio track of an audiovisual text, originally made in the L1, by a new audio track in the L2. While the concept and educational possibilities of this dubbing activity are intriguing, there seems to be a lack of research on the topic, with Danan (2010) being the most relevant contribution to date. The main findings of her study showed that it enhanced vocabulary acquisition, speaking production, and motivation, setting a foundation for additional study on the pedagogical uses of this particular revoicing mode. AD, where a narrative component is added to an audiovisual product to make it accessible to a visually impaired audience, has been more widely explored in FL learning, with different studies highlighting beneficial effects of AD in very different skills and pedagogical aspects, including general oral skills (Ibáñez Moreno & Vermeulen, 2015; Ibáñez Moreno et al., 2016; Navarrete, 2018; Talaván & Lertola, 2016), and fluency and pronunciation

(Rodrigues Barbosa, 2013; Calduch & Talaván, 2018). However, the most researched revoicing mode in FL learning has been intralingual dubbing, as will be detailed in the following section.

1.2.1. Intralingual Dubbing in FL Learning

The concept of intralingual dubbing (ID) involves the replacement of the original audio track of an audiovisual product by another track in the same language. Due to the intrinsic nature of this audiovisual translation mode, its use is mainly restricted to educational contexts¹, in which this new audio track could be produced by FL learners, who find themselves involved in a versatile task offering diverse and intriguing opportunities for enhancing the four primary skills of a FL:

Oral comprehension: learners must engage with the original audio track of the audiovisual material to grasp linguistic elements as well as communicative clues and messages. Furthermore, listening skills can be fostered by additional pre- or post-task activities, involving, for example, the display of dubbed products created by students in class.

- Reading comprehension: even though some researchers acknowledged that this skill would be the least favoured (Talaván & Ávila-Cabrera, 2015), providing learners with scripts to the audiovisual clips they would be dubbing later could help improve their reading comprehension. Also, elaborating and revising scripts or subtitles in an L2 could also improve reading skills in combined ID and subtitling activities.
- Writing production: Even though ID does not imply translation per se, learners might be encouraged to create their own script, known as creative dubbing (Ávila-Cabrera, 2022), enhancing their writing skills in the process. For this purpose, accompanying the main dubbing task with different pre- and post-task activities can be equally helpful, like the creation of intralingual subtitles for the dubbed clip.
- Speaking production: Oral production is one of the most favoured in ID activities since it “is a skill of paramount importance in dubbing, taking into account that students will have to record their voices as naturally as possible, mainly working on fluency, natural pronunciation, and speed of speech” (Talaván & Ávila-Cabrera, 2015, p. 153).

In this sense, ID has been one of the most studied DAT modes in language learning due to its versatility and motivational potential. This has been the case particularly since the 2010s, when several experimental studies were conducted on the potential benefits of ID in the development of oral skills. Chiu (2012) focused on the application of ID to Taiwanese EFL learners. Although there were insufficient data to determine whether and to what extent students improved their pronunciation of prosodic features, they felt that the dubbing exercise had been an inspiring and useful method. Moreover, the author underlined the application of ID as “a valuable supplementary

¹ Nevertheless, a similar process, known as “automatic dialog replacement” or “additional dialog recording” (ADR) may occur in the postproduction phase in professional contexts.

method that serves both authentic and communicative purposes for improving EFL pronunciation” (Chiu, 2012, p. 26), highlighting its strong connection to task-based and communicative approaches. Florente (2016) also delved into the potential benefits of ID in rising the awareness of prosodic features. Both authors highlighted students’ perceptions of how important it was for them to properly portray emotions in their dubbings to produce better results. The development of general oral skills through ID was the main objective of He & Wasuntarasophit (2015). They developed a study with 34 Chinese EFL learners, with encouraging results in terms of oral proficiency (especially understandability, fluency, and accent). They also found that students demonstrated extremely favourable attitudes towards the task despite their perception of it as difficult and demanding, an observation that has been consistently found in other studies (Chiu, 2012; Luo et al., 2016; Zhang, 2016; Talaván & Costal, 2017).

Working with British students of Spanish as a FL, Sánchez-Requena (2016) examined the impact of ID exercises mainly on fluency in spontaneous conversations and pronunciation, intonation, and speed (Sánchez-Requena, 2018). The concluding remarks offered primarily positive observations, highlighting how the participants’ speed, confidence, and ability to pronounce specific words had improved (2016, 2018). She also offered an intriguing hypothesis for additional research:

Another facet of this study consisted in observing whether it would be possible to improve pronunciation without specifically mentioning phonetic aspects in class. Data in this respect is promising but not conclusive, possibly due to the short duration of the project. (2016, p. 19)

Finally, Talaván and Costal (2017) evaluated the potential of ID tasks in the improvement of general oral skills of Spanish EFL learners. Some conclusions indicated a tendency for pronunciation and fluency to improve, as well as insisting on the motivational, useful, and interesting nature of the dubbing task for the learners, despite being perceived as challenging and demanding. They concluded by encouraging further research on the matter.

2. Methodology

Within the context set out in the theoretical framework, where further research was encouraged on the motivational and pedagogical value of ID activities (Lertola, 2019; Talaván & Costal, 2017), a study was conducted with undergraduate intermediate-level Spanish EFL students, whose views and perceptions after performing four dubbing tasks were collected and analysed. In fact, one of the most relevant goals of the study, which is going to be the main focus of this paper, was analysing the participants’ attitudes and opinions regarding their perception of ID activities as (a) innovative solutions in current FL education contexts, (b) motivational and interesting assets in their own learning process, and (c) useful tools in the enhancement of their oral skills, such as pronunciation or intonation; these insights were to be obtained by collecting and analysing qualitative and quantitative data. The context in which this study took place (intermediate-level Spanish EFL learners) provided a solid background for this paper, since, as already mentioned, there has been a dearth of research regarding the implementation of ID activities in Spanish EFL learning contexts.

2.1. Participants

The study involved 38 undergraduate students enrolled in the Degree in Primary Education at the Faculty of Education in Ciudad Real (University of Castilla-La Mancha). They were required to take an English language module, which was mandatory for all first-year students. In this module, they received instruction in language skills and also received training in teaching methods, approaches, and resources for Primary Education.

It is also worth mentioning that the study took place in the 2019-20 academic year, when online sessions had to replace traditional lessons in the second term due to the COVID-19 pandemic. The estimated level of English proficiency among the participants was intermediate (between A2 and B1+/B2).

Most participants were first-year students with Spanish as their first language who had just concluded upper-secondary education, except for one student who indicated Arabic as their L1. 89.5% of participants reported having studied English for over 10 years (with an average of 13.32 years), primarily starting from early childhood education. Additionally, most participants expressed enjoyment in the process of learning English (86.8%). Out of all respondents, 52.6% stated that they had never visited a nation where English is the primary language. Additionally, 13.2% reported that they had spent less than a month in English-speaking countries and only one individual (2.6%) reported spending more than one month. No participant, however, had a cumulative total of two months or more.

2.2. Procedure and Data Collection

The study participants engaged in the intralingual dubbing of four clips extracted from popular franchises such as *The Hobbit* (Jackson, 2013, 2014) and *Harry Potter* (Columbus, 2001; Newell, 2005), since fantasy thematic films typically prioritise their visual elements, showcasing imaginative settings, fantastical creatures, special effects, computer-generated imagery (CGI), and other techniques that enhance the visual impact of the film, increasing their motivating potential (Jimma, 2020). Students participated in an introductory workshop where different applications and software (i.e., iMovie, inShot) for specific devices (mobile phones, tablets, or laptops) were introduced to them, so they could choose their preferred tools to use for the assignment. They were also provided with all the original clips and scripts so that they could work on the original material for their dubbings. This task took place in the second term of the year, so they had to work on them autonomously at home due to the COVID-19 pandemic lockdown, which took place in Spain from mid-March through the remainder of 2020. At the end of the course, once all the dubbing tasks were finished, they were encouraged to fill out a questionnaire reflecting their impressions, opinions, and concerns about the project.

2.3. Instruments

The questionnaire delivered to the participants at the final stage of the study included various items (Table 1) based on Yes/No questions, 5-point Likert scales, and a final open-ended question, so that they could freely express any other observations that they wanted to share about the activity.

Table 1

5-point Likert Scale and Yes/No Items Included in the Questionnaire

Item description	Relevant for
Have you ever performed a similar activity to the dubbings you did for the course in your experience as a foreign language learner? (Yes/No question)	Innovative value
Did you find the dubbing experience innovative as a language learning activity? (5-point Likert scale)	Innovative value
Did you find the dubbing experience interesting? (5-point Likert scale)	Motivational value
Did you find the dubbing experience entertaining? (5-point Likert scale)	Motivational value
How useful do you think the dubbing experience was as a motivation enhancer in language learning? (5-point Likert scale)	Motivational value
Would you like to carry out a similar activity in your English lessons in the future? (Yes/No question)	Motivational value
How useful do you think the dubbing experience was for your English development in terms of speaking? (5-point Likert scale)	Usefulness for oral skills development
How useful do you think the dubbing experience was for your English development in terms of pronunciation? (5-point Likert scale)	Usefulness for oral skills development
Item description	Relevant for

How useful do you think the dubbing experience was for your English development in terms of sentence stress? (5-point Likert scale)	Usefulness for oral skills development
How useful do you think the dubbing experience was for your English development in terms of intonation? (5-point Likert scale)	Usefulness for oral skills development
How useful do you think the dubbing experience was for your English development in terms of fluency? (5-point Likert scale)	Usefulness for oral skills development
Would you be eager to do this kind of activity on your own, outside the classroom environment?	Independent learning promoter
Do you think that the dubbing experience was a useful and interesting way to improve your English autonomously, given the COVID-19 lockdown restrictions? (Yes/No/Perhaps question)	Independent learning promoter

Note. English adaptation of the original questionnaire, which was administered in Spanish.

3. Results

The following subsections will focus on the analysis of the responses given by the study participants ($n=38$) to the questionnaire, which was distributed, filled out, and collected during the last stage of the research, after the participants had finished all four dubbing tasks. The primary objective of the final questionnaire was to gather pertinent and valuable data to assess their potential inclination to exhibit favourable views towards the completed dubbing activities, as well as the influence of the tasks on their learning process, especially regarding the enhancement of general speaking skills, pronunciation, intonation, or fluency. Along with the different comments and analytical viewpoints, some examples will be provided to illustrate the participants' reflections on the matter.

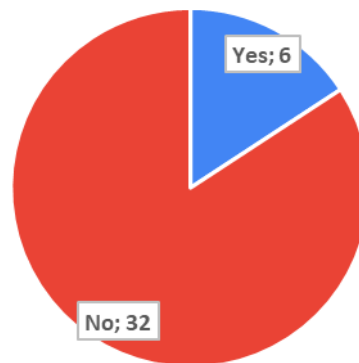
3.1. Perceptions on the Innovative Value of ID

The first consideration that was addressed and studied in the responses provided by the research participants revolved around the innovative nature of ID, both through their perceptions and their previous experience. Considering the latter, only 6 out of all 38 participants (15.8%) reported engaging in dubbing activities consistently at some point in their previous English learning experience (Figure 1), which meant that the remaining 32 participants (84.2%) had never been exposed to any

form of active dubbing in their classroom settings, suggesting that the utilisation and implementation of these kinds of activities represented an uncharted territory for them.

Figure 1

Participants Who Had Engaged in Dubbing Activities Before the Study

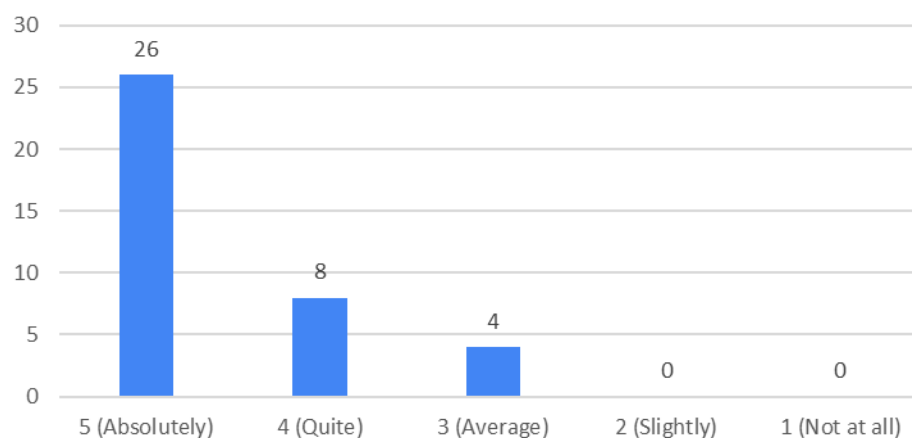


Source: author's own elaboration.

As regards participants' opinions about the dubbing activity as being an innovative introduction in their regular English lessons (Figure 2), the results seemed to agree in this regard, with 26 participants (68.4%) describing it as "absolutely" innovative. Since no participants considered the activity as "slightly" or "not at all" innovative, these findings further supported the main conclusion drawn previously, which was that the use of dubbing activities was still uncommon and unfamiliar for the study participants.

Figure 2

Participants' Perceptions on the Innovative Vale of ID



Source: author's own elaboration.

Moreover, considering the responses provided to the open-ended item, several words related to innovation could be found repeatedly in the participants' opinions (Table 2). Words such as "innovador/a", "innovar" (innovative, to innovate) were frequent ($n=6$), as were "diferente," "distinto" (different), in connection to the dubbing experience ($n=5$). In addition, the words "nueva," "novedoso" (new) were used by 2 additional respondents. All these, plus other similar expressions, reflected the participants' view of the activity as something pleasantly different. Finally, it might be worth mentioning that, even though the emergence of these terms might have been surprising, the participants in the study were students of the degree in Primary Education, which may serve as a justification towards their familiarity with the relevance of notions such as educational innovation, use of ICTs, etc.

Table 2

Occurrences of Words or Phrases in the Open-Ended Item of the Questionnaire Related to Innovation

Words or phrases	Total occurrences
innovative ("innovador/a", "innovar")	6
different ("diferente", "distinto", "sacar de las tareas típicas")	5
unknown ("desconocido/a")	2
new ("novedoso/a", "nuevo/a")	2
never done before ("no había hecho nunca")	1

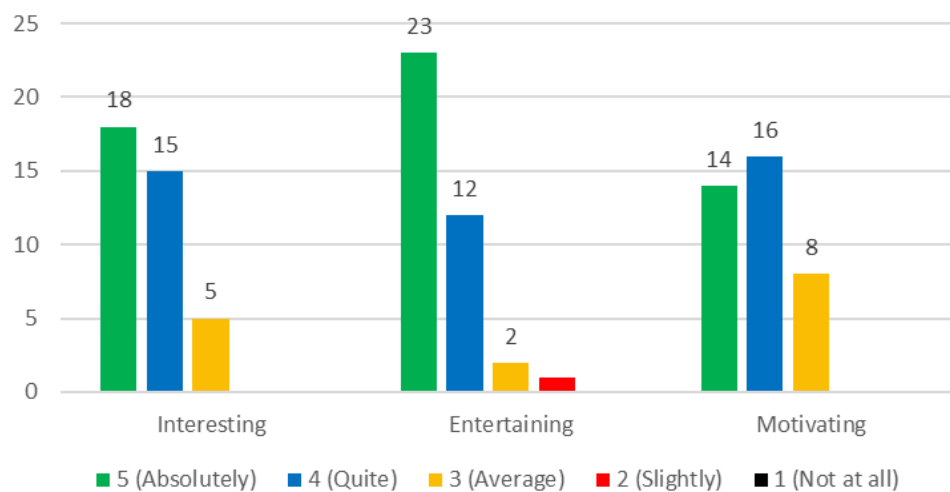
Note. English translations (original words in Spanish given in brackets).

3.2. Perceptions on the Motivational Value of ID

Regarding the perceived motivational value of the ID activities, Figure 3 encapsulates all the responses related to their perception of the experience as potentially interesting, entertaining, or motivating. The overall perception of the participants was overwhelmingly favourable, with the majority expressing that the activities were highly engaging and enjoyable. The average scores, ranging from 1 to 5, indicated that all qualities ("interesting", "entertaining", "motivating") received exceptionally high ratings, varying from 4.27 to 4.62. None of the participants considered the activities to be "not at all" interesting, entertaining, or motivating, and only one participant responded that it had been "slightly" entertaining. On the contrary, they emphasised their entertaining value, with an average rating of 4.62 out of 5, which further highlighted its motivational and fun nature. The lowest score achieved was attributed to its "interesting" value; the average mark of 4.27, however, still suggested a highly positive consideration, with 33 out of 38 participants rating it as "absolutely" or "quite" interesting.

Figure 3

Participants' Perceptions on the Motivating Vale of ID

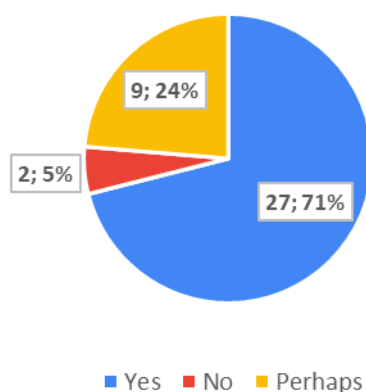


Source: author's own elaboration.

As far as their eagerness to engage in ID activities in their future English classes (Figure 4), their answers can be directly related to the perceived motivational value of the ID activities they performed, as only 5.2% of participants expressed their unwillingness, while the remaining 94.7% either indicated a definite “yes” (71%; $n=27$) or suggested the possibility of being open to it (“perhaps”; 23.6%; $n=9$), which further confirmed the predominantly positive attitudes of the participants towards the tasks.

Figure 4

Participants' Eagerness to Engage in ID Activities in the Future



Source: author's own elaboration.

Additionally, different key words or phrases regarding the motivating, ludic, and fun spirit of the activity could be seen in the participants' answers to the open-ended item, since a significant number of responses ($n=20$) included words such as "entretenido/a" (entertaining; $n=11$), "divertido/a" and "motivador" (fun or motivating; $n=9$ each), "interesante" (interesting; $n=7$), "guay" (cool; $n=2$), or some form of declaring their willingness to repeat the activity, as well as many others expressing similar values, as Table 3 indicates.

Table 3

Occurrences of Words or Phrases in the Open-Ended Item of the Questionnaire Related to Motivation or Ludic Value of ID Activities.

Words or phrases	Total occurrences
entertaining ("entretenido/a")	11
motivating ("motivado/a", "motivador", "motivacional")	9
fun ("divertido/a")	9
interesting ("interesante")	7
like(d) ("gustar", "gustado")	6
repeat ("repetir", "volver a repetir")	3
pleasant ("ameno/a", "amenizar")	2
cool ("guay")	2
great ("genial", "gran")	2
rewarding ("gratificante", "enriquecedor/a")	2
delighted ("encantado")	1
happy ("contento")	1
satisfied ("satisfecho/a")	1

Note. English translations (original words in Spanish given in brackets).

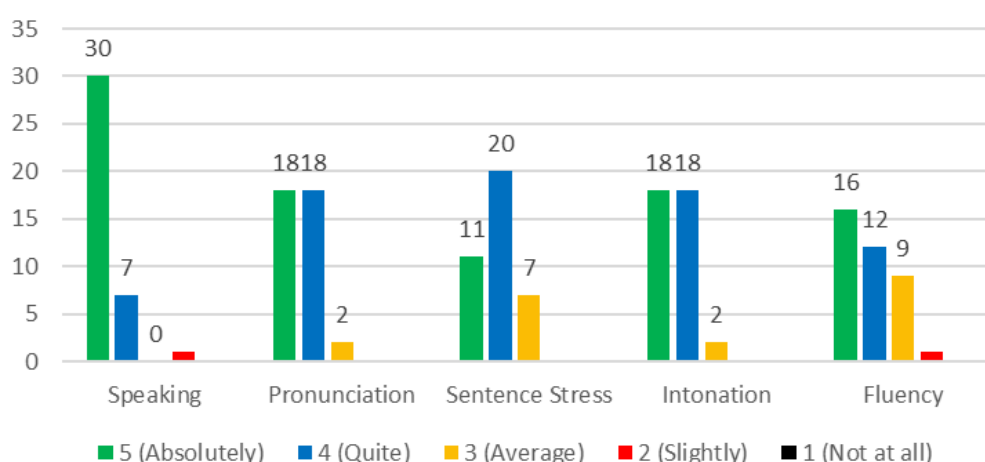
Again, the fact that such a specific concept as "motivation" appeared so frequently in the responses could result from the fact that the participants were Primary Education Teaching students and have been in close contact with the relevance of motivation in educational settings, which nonetheless remains an interesting observation.

3.3. Perceptions on the Usefulness of ID for Oral Skills Enhancement

In general, the majority of participants found the dubbing experience to be highly beneficial for their learning process (Figure 5), in terms of developing their overall speaking skills, pronunciation, intonation, sentence stress awareness, and fluency. When asked about the usefulness of ID in their overall speaking skills, results were largely positive, with an average score of 4.86 out of 5. Furthermore, from all 38 participants, 78.9% found it to be “absolutely” useful.

Figure 5

Participants’ Perceptions on the Usefulness of ID in Speaking Skills



Source: author’s own elaboration.

Examining speaking skills in more detail, participants unanimously found ID tasks to be highly valuable for pronunciation and intonation, as indicated by the average score of 4.54 in each category, with 94.7% considering these areas to be “absolutely” or “quite” positively influenced by the ID activities. None of the participants rated ID as either “slightly” or “not at all” useful for pronunciation or intonation. The categories of fluency (4.24) and sentence stress (4.22) showed very high average ratings as well, which may lead to the consideration of all these areas as having the potential to benefit from ID.

The first general remark that can be observed in the analysis of the open-ended item responses, is that all 38 participants offered certain positive insights towards the activity, some of them expressing overall satisfaction² on the matter. Additionally, many participants made explicit remarks on ID as a

² “It has proved to be a very interesting approach to learn English, as it is a very innovative way to assess oral production and we can do it on our own, without having to make a presentation in front of other students, which is normally more stressful for us”. (Participant #01; translated into English)

useful tool to practice or enhance pronunciation ($n=5$), overall speaking skills ($n=3$), oral production ($n=2$), or fluency and intonation ($n=1$).

Table 4

Occurrences of Words or Phrases in the Open-Ended Item of the Questionnaire Expressing Usefulness in Developing Speaking Skills

Words or phrases	Total occurrences
practising / enhancing pronunciation ("trabajar / mejorar pronunciación")	5
practising / enhancing overall speaking skills ("trabajar / mejorar speaking")	3
practising / enhancing oral production ("trabajar / mejorar producción oral")	2
practising / enhancing fluency ("trabajar / mejorar fluidez")	1
practising / enhancing intonation ("trabajar / mejorar entonación")	1
learning about oral communication ("aprender aspectos sobre comunicación oral")	1

Note. English translations (original words and phrases in Spanish given in brackets).

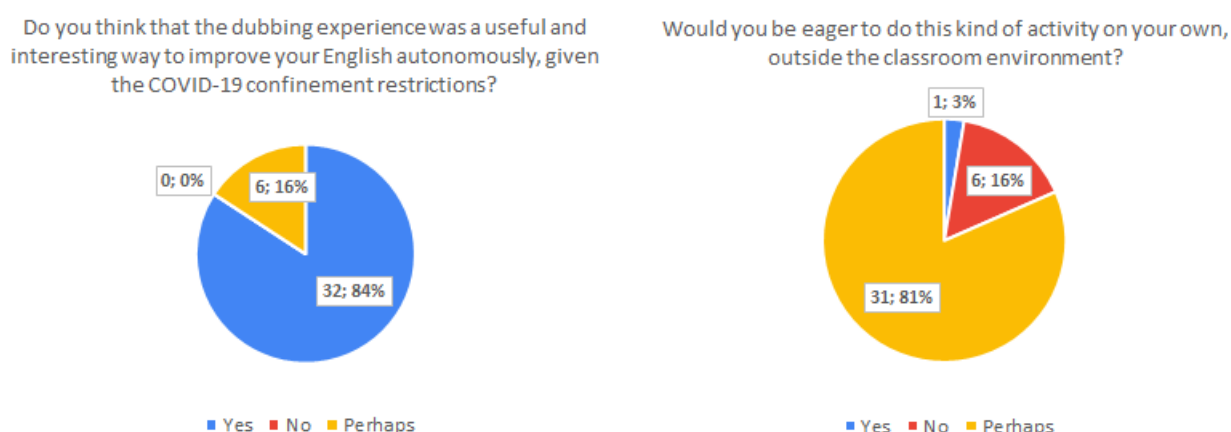
3.4. Other Relevant Perceptions

The participants' willingness to engage in ID activities in future experiences as English learners has already been discussed in Section 3.2 (see Figure 4) with very encouraging findings. Results varied, however, when participants were queried about their inclination towards engaging in similar activities independently outside of the English classroom environment (Figure 6, right pie chart). Out of the 38 participants, only one unequivocally answered positively. On the other hand, 81.5% of participants declared that they might be open to considering it ("perhaps"; $n=31$). The remaining 15.7% indicated that they lacked enthusiasm to engage in such activities independently. The information presented here contradicted the responses presented in Figure 4 (Section 3.2) and Figure 6 (left pie chart), which indicated that, in general, the participants perceived the dubbing activity, which took place during the COVID-19 lockdown in the 2019-20 academic year, as an interesting and useful activity to enhance their autonomy as English learners, with none of the participants firmly

rejecting the idea, and the majority (84.2%) expressing a firm agreement. This contrast between high willingness to repeat ID tasks in learning environments, and less inclination to replicate them autonomously, would deserve greater depth in future approaches, as this trend could also be compared to the implementation of other activities that students may considered equally motivating and/or interesting.

Figure 6

Participants' Perceptions on ID Activities as an Autonomous Learning Enhancer



Source: author's own elaboration.

3.5. Negative Perceptions

It was also the purpose of this study to identify and discuss potential negative aspects of the dubbing experience in order to offer relevant insights and suggestions for improvement in the application of this kind of activity. For this purpose, Table 5 presents occurrences of words or phrases offered by the study participants in the open-ended item of the questionnaire communicating negative or adverse perceptions towards the tasks. One of the most frequent causes of displeasure was frustration ($n=3$) with the differences between the tone and timbre of the voices of the original actors and that of the participants³, or uneasiness caused by an imperfect final outcome⁴, which was reinforced by other responses in the same line, declaring a certain feeling of exhaustion or being overwhelmed for the same reasons.

³ Even though they were told that imitating timbre or tone was not at all a requirement for the activities.

⁴ "For me, this project was really frustrating, because every time I tried to dub a clip, I wasn't successful because I had to speak very fast, be intelligible, play different voices (sometimes too low-pitched for me) and try to match my voice with the video. I've spent a lot of time with the dubbings, and I think they were not as good as I'd have liked" (Participant #18; translated into English)

Table 5

Occurrences of Words or Phrases in the Open-Ended Item of the Questionnaire Expressing Negative or Adverse Feelings Regarding the Dubbing Experience

Words or phrases	Total occurrences
frustrating (“frustrante”, “frustración”)	3
time consuming (“consume tiempo”)	3
effort consuming (“conlleva (mucho) trabajo”)	2
exhausting (“agotar la paciencia”)	1
overwhelming (“agobiante”, “agobiarse”)	1
difficult (“difícil”)	1

Note. English translations (original words in Spanish given in brackets).

Finally, other responses suggested the participants' perception of the activity as highly demanding, in terms of time ($n=3$) and effort ($n=2$), with some of them justifying their view by arguing that it was difficult to work effectively on the dubbing tasks at the same time as other assignments from different courses in their degree⁵. Contrary to the less favourable remarks, however, most responses leaned towards highly positive views of the activity, as discussed earlier, some of them even emphasising the contribution of the ID experience to the development of their own self-confidence⁶. However, even if these less positive comments are isolated, they still offer valuable insight to the problems that students are likely to encounter when performing these kinds of tasks.

4. Discussion

As discussed earlier, the main goals of this study were categorised into three main points of interest, namely the participants' views and opinions on the innovative and motivational potential of ID activities in Spanish EFL learners, as well as how useful they perceived the dubbing tasks to be in their speaking skills enhancement, especially regarding pronunciation, sentence stress awareness, fluency, and intonation. According to the data presented in Section 3, the responses to all three considerations were predominantly favourable. A significant 71% of the respondents expressed positive attitudes towards future implementations of ID, with only 2 respondents providing negative

⁵ “I think the dubbing task was OK, but it took a lot of effort, so perhaps the dubbing of fewer clips would have been great, since we don't have enough time to work on all the tasks we have to do for all the different courses in the degree” (Participant #25; translated into English)

⁶ “It was an innovative, motivating activity which helps you learn English. It also helps to improve your self-confidence, because you realise that you are able to do more things than you imagine”. (Participant #23; translated into English)

answers. In addition, 84% of participants found the activity to be a very useful tool in EFL lessons for autonomous learning, according to their own experience in the 2020 COVID-19 lockdown.

The views of the respondents regarding concepts such as “innovation” (84% of participants declared having no previous experience with ID activities), “motivation,” or “entertainment” had already been found in previous research (Sánchez-Requena, 2016), where the relevance of dubbing activities as active promoters of learning opportunities was highlighted. Not in vain, “it should never be forgotten that it is essential to engage students actively whenever they watch video material” (Talaván, 2006, p. 319), with ID activities being an interesting solution to the problem.

In contrast, although much less frequent, some negative aspects could also be found in the participants’ responses, which may serve as useful insight for future implementations of the activity. Frustration at not being able to achieve flawless results seemed to be the main issue, as well as the consideration of the dubbing tasks as a time-consuming undertaking. These findings are consistent with earlier research, such as He and Wasuntarasophit (2015), who also emphasised this particular point. In any case, even though remarks related to frustration or ID being time-consuming offer relevant input for teachers and researchers, it is worth highlighting that the responses reflect an overall positive attitude towards the activities, which can be seen even in more negative comments.

For all these reasons, the findings of this study seem to agree with Talaván and Costal’s (2017) predictions on the possibility that the Spanish participants’ views and opinions toward ID activities might be primarily positive, thus reinforcing the consideration of the task as an innovative, motivational, and useful tool for EFL learning settings in Spain. These findings are in line with other authors who have already been leading the way on the pedagogical value of ID activities, such as, among others, Kumai (1996), Burstson (2005), Sánchez-Requena (2016, 2018), Talaván and Costal (2017), or Fernández-Costales (2021), both focusing their research on Spanish students of English.

5. Conclusion

This paper has provided novel insights into the implementation of ID activities in Spanish EFL learning environments through the collection and analysis of qualitative and quantitative data, offering relevant information regarding the opinion of intermediate-level students, who favoured the experience as a practical approach to improve their speaking skills (as discussed by Talaván & Costal, 2017), but also as a motivating, innovative, engaging and creative undertaking. For these reasons, considering the main contribution of the study, the application on the use of ID in Spanish EFL learning contexts, especially in higher education settings, is highly encouraged, since learners tend to show quite positive inclinations towards the task.

However, the implementation of ID activities in language learning should not be limited to higher education, as it can also present powerful learning opportunities in elementary and secondary education, contingent on the necessary adjustments in activity design and planning (Fernández-Costales, 2021). Cartoons or brief video game clips, for instance, might be ideal for elementary

students, as long as the material is linguistically accessible. For secondary education, scenes taken from popular and trending TV series or movies may provide an additional motivational boost. In addition, other revoicing varieties, such as creative dubbing, reverse interlingual dubbing, or AD can provide equally engaging alternatives in EFL instruction in Spanish contexts.

Even though the study may involve obvious limitations for the extrapolation of high-scale conclusions (limited number of participants, all of them from a similar age gap, foreign language level, and educational setting), its findings could be interpreted as a significant step in the consideration of ID tasks as a positive undertaking by Spanish EFL learners. For example, further research might consider analysing similar considerations from other Spanish EFL learners from different educational stages, age ranges, or foreign language competence levels.

In conclusion, the sharp increase in research on the pedagogical utilisation of DAT in FL learning is a definitive sign that the discipline is not only alive and well-established, but also holds a promising future with limitless potential, while further research is still encouraged in numerous areas, such as delving into the consideration of other DAT modes, such as audio-description, voice-over, or free commentary tasks as equally motivating, innovative, and useful in language learning, widening the sample of participants to students from different proficiency levels, educational settings or even nationalities or L1s, or providing deeper insights into the frustrating nature of these kinds of tasks for specific students, to name a few.

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