

Intralingual dubbing as a tool for developing speaking skills

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Published version

SÁNCHEZ-REQUENA, Alicia (2018). Intralingual dubbing as a tool for developing speaking skills. *Translation and Translanguaging in Multilingual Contexts*, 4 (1), 101-128.

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Table 1. Participant information.

Characteristics	No. Participants	
<i>Gender</i>	Male	6
	Female	41
<i>Mother tongue</i>	Only English	36
	Bilingual English + another FL	(11)
	Italian	2
	Urdu	2
	Portuguese	2
	Pashto	1
	Yoruba	1
	Polish	1
	Chinese	1
	Dutch	1
<i>Level</i>	AS students (16–17 years old)	27
	A2 students (17–18 years old)	20
<i>Years of Spanish studies</i>	One year	1
	Three years	26
	Four years	20

Table 2. Summary of the project.

Stage 1 (4 weeks)	<i>Selection of material</i>	Clips: dialogues from different TV shows, short films, interviews. Subtitling: faithful transcription of the dialogues by the teacher using Subtitle Workshop. This provides extra written input for the students.
	<i>Podcasts</i>	Related to general topics using different verb tenses (3 minutes for each topic).
	<i>Taster sessions</i>	Technical problems are solved and final decisions about lesson planning are taken.
Stage 2 (12 weeks)	<i>Dubbing project</i>	Dubbing clips into Spanish. The teacher-researcher takes notes through class observation. Teachers-observers write comments on a blog.
Stage 3 (10 weeks)	<i>Final podcast</i>	Similar to stage 1; slightly different topics.
	<i>Questionnaire 1</i>	Students give their opinion about the influence of the dubbing activity in their learning process.
	<i>Questionnaire 2</i>	This time teachers-observers have to complete another questionnaire on their own assessment of the intralingual dubbing project.
	<i>Analysis of the final tests</i>	Qualitative data: NVivo is used for the analysis. The sources are the students, the teacher-researcher, the teachers-observers and four external assessors. Quantitative data: Words per minute (WPM).
	<i>Comparison of results</i>	Initial and final test results are compared.

Table 3. Dubbing session, step-by-step.

Step	Activity
<i>1. Before dubbing – Introduction (2 min)</i>	Students watch the video in class.
<i>2. Before dubbing – Contextualisation (10 min)</i>	Students read the dialogue script and vocabulary questions are solved as a group. The context is also discussed.
<i>3. Dubbing – first part (5 min)</i>	There is a warm-up consisting of reading the text aloud in pairs, becoming familiar with the oral speech and synchronisation needed for the video.
<i>4. Dubbing – second part (12 min)</i>	Individually, each student rehearses his/her part of the dialogue with the help of the video, paying attention to the actors' voices they are going to replace.
<i>5. Dubbing – third part (15 min)</i>	Rehearsal in pairs several times. They swap headphones so that one of them has the audio and visual input and the other just the visual input. At the end, they will only have the video with no sound.
<i>6. Dubbing – fourth part (10 min)</i>	Students mute the voice of the original video and record their voice instead. They do several takes until they are satisfied with the results.
<i>7. After dubbing (6 min)</i>	Students listen to their work and exchange opinions in pairs.

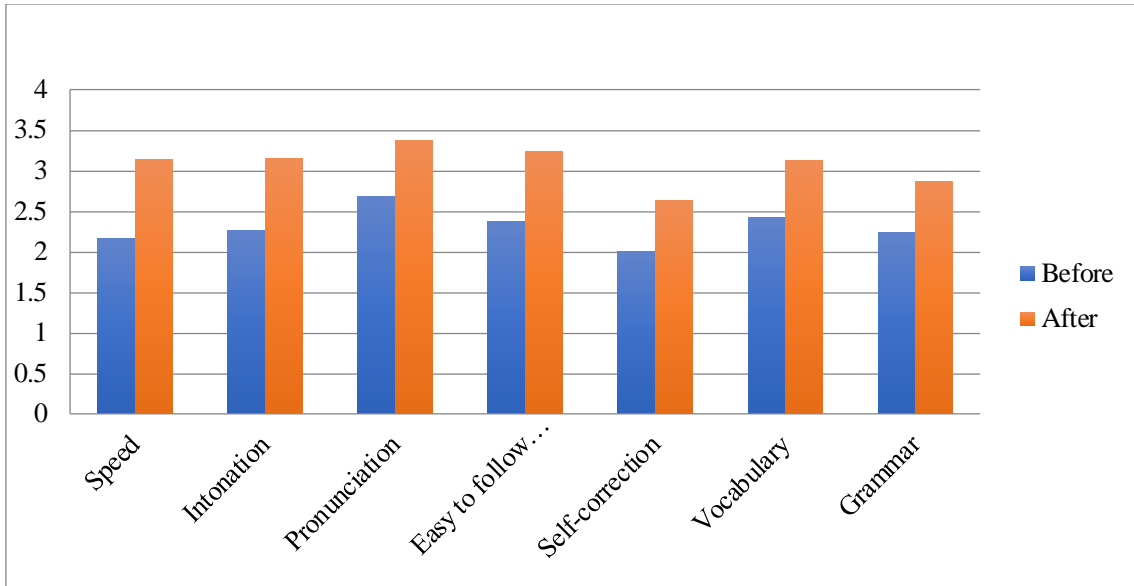


Figure 1. Evaluators' feedback on oral expression part I.

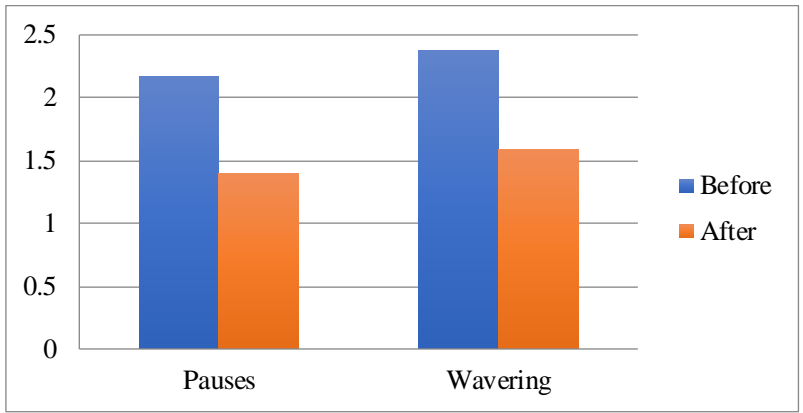


Figure 2. Evaluators' feedback on oral expression part II.

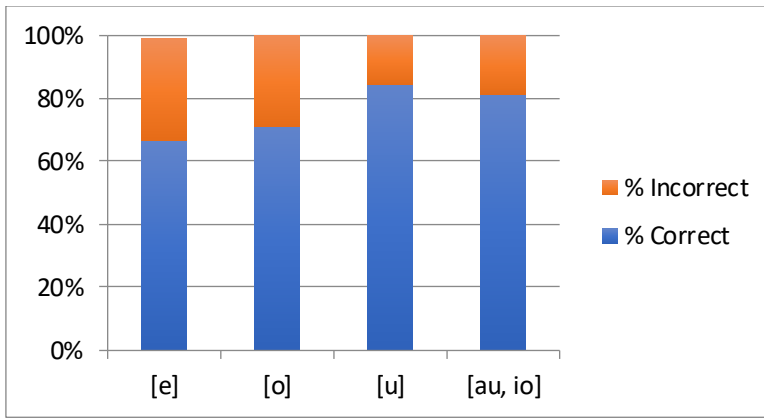


Figure 3. Incorrect vowels pronounced by the students; pre-project I (vowels).

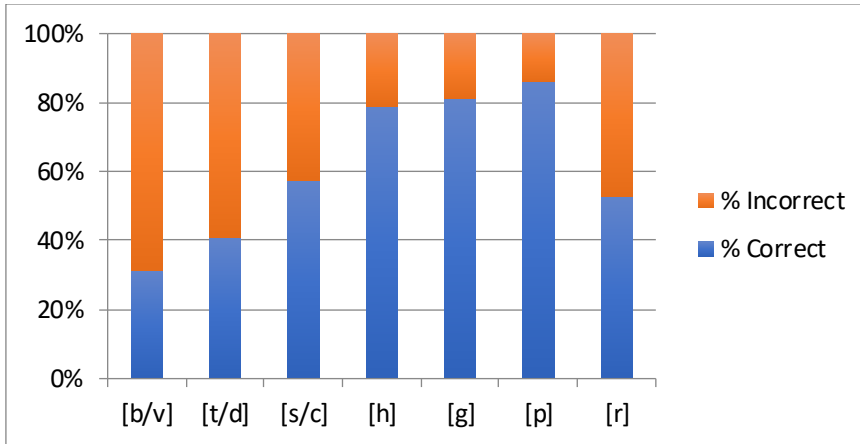


Figure 4. Incorrect consonants pronounced by the students; pre-project II (consonants).

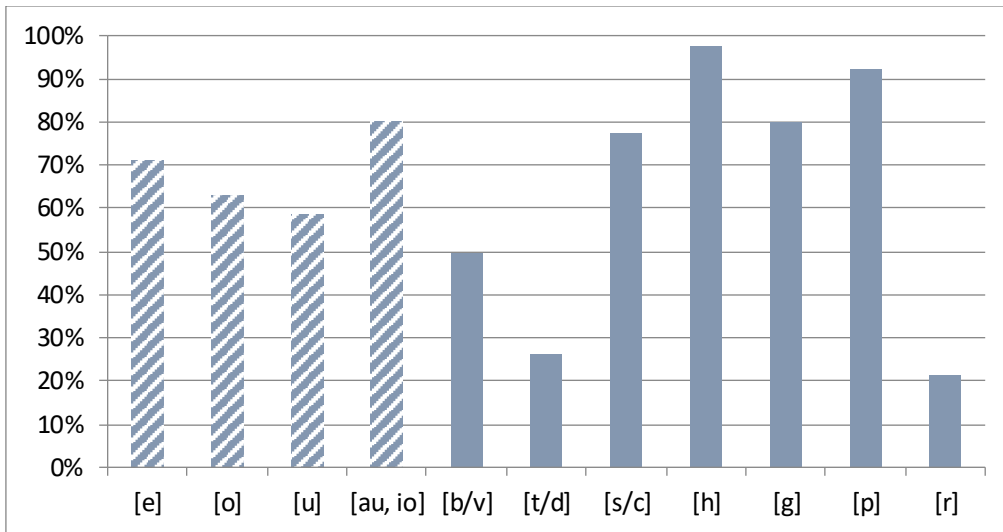


Figure 5. Sounds improved post-project from mistakes made in Figures 3 and 4.

Table 4. Students' opinions for each of the skills.

Values (1 strongly agree; ... 4 strongly disagree)	1	2	3	4
<i>Listening comprehension</i>	17% (8)	55.3% (26)	25.5% (12)	2.1% (1)
<i>Reading comprehension</i>	29.8% (14)	42.6% (20)	23.4% (11)	4.3% (2)
<i>Oral production</i>	38.3% (18)	34% (16)	23.4% (11)	4.3% (2)
<i>Written production</i>	25.5% (12)	34% (16)	29.8% (14)	10.6% (5)

Table 5. Students' opinions for each of the learning areas.

Values (1 strongly agree; ... 4 strongly disagree)	1	2	3	4
<i>My ability to speak in Spanish has improved</i>	31.9% (15)	48.9% (23)	14.9% (7)	4.3 % (2)
<i>My speed has improved</i>	55.3% (26)	19.1% (9)	21.3% (10)	4.3% (2)
<i>My intonation has improved</i>	27.7% (13)	46.8% (22)	19.1% (9)	6.4% (3)
<i>My pronunciation has improved</i>	46.8% (22)	36.2% (17)	10.6% (5)	6.4% (3)
<i>Aside my improvement, I am more aware of the natural speed, intonation and pronunciation in Spanish</i>	44.7% (21)	40.4% (19)	14.9% (7)	
<i>My vocabulary has increased</i>	38.3% (18)	44.7% (21)	6.4% (3)	10.6% (5)
<i>My grammar has improved</i>	17% (8)	40.4% (19)	14.9% (7)	
<i>Dubbing has been motivating and interesting for me</i>	40.4% (19)	31.9% (15)	17% (8)	10.6% (5)
<i>I am interested in dubbing in the future to improve my Spanish</i>	21.3% (10)	25.5% (12)	38.3% (18)	14.9% (7)

Table 6. Students' opinions on the project.

Positive aspects	Negative aspects
I improved oral expression: speed, intonation and pronunciation.	I think it should not be done at lunchtime.
I learned new vocabulary expressions, particularly useful for the exam.	I believe the speed of the videos was a bit too fast at times.
I increased my confidence.	I did not have enough time to listen to what others have produced in class.
I enjoyed paired-work and class project.	I would have liked to have more time for each session, since it was a bit rushed at times.
I was able to be more aware of how native speakers sound in Spanish as well as some of their cultural aspects.	I enjoyed speaking in Spanish something that I can read from but not the part where I had to be assessed spontaneously.
I was more aware of my own learning process.	
I enjoyed listening to videos and watching them at home.	
I liked the variety of contexts and clips.	

Table 7. Teachers' -observers' opinions per skill.

Values (1 strongly agree; 4 strongly disagree)	1	2	3	4
<i>Listening comprehension</i>	60% (3)	20% (1)	20% (1)	
<i>Reading comprehension</i>	40% (2)	60% (3)		
<i>Oral production</i>	80% (4)	20% (1)		
<i>Written production</i>		80% (4)	20% (1)	

Table 8. Teachers' -observers' opinions for each of the learning areas.

Values (1 strongly agree; 4 strongly disagree)	1	2	3	4
<i>Speed</i>	60% (3)	20% (1)	20% (1)	
<i>Intonation</i>	80% (4)	20% (1)		
<i>Pronunciation</i>	80% (4)	20% (1)		
<i>Vocabulary</i>	20% (1)	80% (4)		
<i>Grammar revision</i>		80% (4)	20% (1)	
<i>Motivation</i>	60% (3)	40% (2)		
<i>Self-confidence</i>	60% (3)	40% (2)		
<i>Consider to dub again</i>	100% (5)			

Table 9. Teachers' -observers' opinions on the project.

Positive aspects	Suggestions to improve
Students enhanced their speed, intonation and pronunciation.	Students could find the vocabulary by themselves using a dictionary.
Students remained very focused during the activities, especially when recording and listening to their voices.	The videos could be more closely related to the exam topics.
Students were engaged, interested and recognised the value of the project.	Choose slower videos in the future.
Students increased their confidence when speaking in SFL.	It would have been nice to have more time per session to stretch pupils further by making them speak spontaneously on the topic of each video.

Table 10. Teacher-researcher's notes.

	Class dynamics	Clips	Equipment
Group 1	In general, the students were not as engaged. Their level was the lowest in comparison to the other participants involved. I observed them a couple of times in their normal Spanish classes and they also lacked enthusiasm there. The fact that they were the first group I tried the session with (Mondays) did not help either.	I just felt a bit frustrated on many occasions because the level of the videos seemed too much for some of them. However, there were some good moments. Some videos worked really well for them.	The equipment was absolutely fine. New computers, new headphones. Very lucky in that respect.
Group 2	In general, this group was fantastic. They were really engaged during all the sessions. Some of them spoke other languages at home and maybe this helped them to find the project more accessible. A couple of students had a lower level but the atmosphere in the classroom helped them not to be discouraged.	The clips were fine for most of them. Quite challenging at times, but doable. If there were more difficult parts for a couple of the students, they were helped with different tips and finally performed them. The hardest video was 8.	The computer was not working so well in the first couple of sessions, but we changed rooms and everything worked smoothly since then.
Group 3	This group worked well since the beginning. Their level was not particularly high but they were very keen and were willing to ask for help whenever they needed to work on specific sentences or paragraphs. They also worked quite independently from the beginning and they always submitted work on time.	Some of the clips were quite challenging, since they were an AS group. However, they did not complain and worked hard on them. They kept asking if they could watch the whole video at home.	The equipment in this school was really good. Only a couple of microphones did not work at times but these were minor issues.
Group 4	This group worked really well throughout the project. In general, the girls were very busy with other activities at school but if they missed a session they caught up quickly. It was challenging to manage such a big group in such a limited time; however, the students worked very independently and the help of their teacher was also essential.	In general, the clips worked fine. Some students whose level was a bit lower struggled at times but once again the group atmosphere helped them to overcome obstacles and improve week by week. Definitely, video 8 was too difficult.	They did not have a language lab, but old laptops. The first clip froze (because of the size). Something important to note!
Group 5	This is the only school where I was able to do the activity during lesson time. This put me under more pressure because the teacher really wanted each video to be related to their topics in class. Students were not so keen at the beginning but really got into the project after a few sessions and I think we all enjoyed it.	Some of the clips were challenging but they managed all in all. The fact that I was swapping pairs on a regular basis in the final sessions really helped them be more engaged and dynamic. I think we were all pleased with that.	Equipment had ups and downs in the early sessions. It was not always reliable and we needed an IT technician to sort out sound problems.
Group 6	This group was very disorganised at the beginning because not all students attended regularly. It was a mixed AS/A2 group but they all seem to have learned important aspects to apply in their oral exam from the project.	A2 students were fine with the clips but AS students struggled at times. The help of the other students, and the support from their teacher and myself was essential.	I am very pleased with this equipment. Top quality!

Table 11. WPM produced by participant.

		Average WPM	Difference in WPM		Average WPM without SC	Difference in WPM without SC
Participant 1	PRE	44	9	PRE	43	0.5
	POST	53		POST	43.5	
Participant 2	PRE	39.7	21	PRE	37.7	21
	POST	60.7		POST	58.7	
Participant 3	PRE	36.3	17.4	PRE	35.7	18
	POST	53.7		POST	53.7	
Participant 4	PRE	35	7	PRE	34	5
	POST	42		POST	39	
Participant 5	PRE	26.3	11.3	PRE	24.6	9
	POST	37.6		POST	33.6	
Participant 6	PRE	69.3	4	PRE	63	1.7
	POST	73.3		POST	64.7	
Participant 7	PRE	38	14.7	PRE	35	15.3
	POST	52.7		POST	50.3	
Participant 8	PRE	53.3	42	PRE	50.3	38
	POST	95.3		POST	88.3	
Participant 9	PRE	59.3	7	PRE	58	7.3
	POST	66.3		POST	65.3	
Participant 10	PRE	46	35.7	PRE	45	35.3
	POST	81.7		POST	80.3	
Participant 11	PRE	42.7	12.6	PRE	37.3	13.4
	POST	55.3		POST	50.7	
Participant 12	PRE	54.7	50.6	PRE	50.7	52
	POST	105.3		POST	102.7	
Participant 13	PRE	35	26.7	PRE	34.3	25.4
	POST	61.7		POST	59.7	
Participant 14	PRE	37	29	PRE	29.3	34
	POST	66		POST	63.3	
Participant 15	PRE	83.7	1.6	PRE	76	6.3
	POST	85.3		POST	82.3	
Participant 16	PRE	58.3	27	PRE	49.7	31.6
	POST	85.3		POST	81.3	
Participant 17	PRE	19.3	20	PRE	17	22
	POST	39.3		POST	39	
Participant 18	PRE	25.3	15.4	PRE	24.7	15.3
	POST	40.7		POST	40	
Participant 19	PRE	35.7	13	PRE	35	9.3
	POST	48.7		POST	44.3	
Participant 20	PRE	32.7	6.6	PRE	25.3	10
	POST	39.3		POST	35.3	
Participant 21	PRE	50.7	29	PRE	47.7	28.6
	POST	79.7		POST	76.3	
Participant 22	PRE	36	13	PRE	32	16

	POST	49		POST	48	
<i>Participant 23</i>	PRE	64	-9	PRE	44	-1
	POST	55		POST	43	
<i>Participant 24</i>	PRE	32.6	15	PRE	29	20.6
	POST	47.6		POST	49.6	
<i>Participant 25</i>	PRE	30	25.7	PRE	27.7	26.6
	POST	55.7		POST	54.3	
<i>Participant 26</i>	PRE	28.7	4.6	PRE	27.7	4.6
	POST	33.3		POST	32.3	
<i>Participant 27</i>	PRE	61	21.3	PRE	58	20.6
	POST	82.3		POST	78.6	
<i>Participant 28</i>	PRE	42	11	PRE	45	7
	POST	53		POST	52	
<i>Participant 29</i>	PRE	32	24.6	PRE	27.3	27.7
	POST	56.6		POST	55	
<i>Participant 30</i>	PRE	30.3	8.7	PRE	29.6	6.1
	POST	39		POST	35.7	
<i>Participant 31</i>	PRE	57.7	11.6	PRE	54.7	11.6
	POST	69.3		POST	66.3	
<i>Participant 32</i>	PRE	40	16.3	PRE	39	14.3
	POST	56.3		POST	53.3	
<i>Participant 33</i>	PRE	40	12	PRE	39.3	10.7
	POST	52		POST	50	
<i>Participant 34</i>	PRE	52.7	5.6	PRE	49.3	6.4
	POST	58.3		POST	55.7	
<i>Participant 35</i>	PRE	40.7	21	PRE	33.7	26.3
	POST	61.7		POST	60	
<i>Participant 36</i>	PRE	67	14.7	PRE	60.7	17
	POST	81.7		POST	77.7	
<i>Participant 37</i>	PRE	68.3	13.7	PRE	65.7	14.6
	POST	82		POST	80.3	
<i>Participant 38</i>	PRE	62.7	7	PRE	55.7	11
	POST	69.7		POST	66.7	
<i>Participant 39</i>	PRE	43	21.3	PRE	37.7	24.6
	POST	64.3		POST	62.3	
<i>Participant 40</i>	PRE	43.3	17	PRE	39.7	15.6
	POST	60.3		POST	55.3	
<i>Participant 41</i>	PRE	32	11.6	PRE	27.3	16
	POST	43.6		POST	43.3	
<i>Participant 42</i>	PRE	50.6	10	PRE	42	13.6
	POST	60.6		POST	55.6	
<i>Participant 43</i>	PRE	28	12.7	PRE	25.7	13
	POST	40.7		POST	38.7	
<i>Participant 44</i>	PRE	51.3	19.7	PRE	50	20.7
	POST	71		POST	70.7	
<i>Participant 45</i>	PRE	38.6	32.7	PRE	36	31.3
	POST	71.3		POST	67.3	

<i>Participant 46</i>	PRE	31.3	30	PRE	26	28
	POST	61.3		POST	54	
<i>Participant 47</i>	PRE	46.3	5	PRE	46	4.3
	POST	51.3		POST	50.3	
AVERAGE			16.54			17.15

