The application of combined captioning and revoicing tasks in foreign language education has been gaining researchers’ attention in the last few years. Specific attention has been paid to combined reverse interlingual captioning and revoicing in teaching and learning of English as a foreign language in the university context. To a smaller extent, combined intralingual captioning and revoicing has also been considered as an innovative teaching technique in higher education.

4.1. **Combined reverse interlingual captioning and revoicing**

A limited number of experimental studies on combined reverse interlingual subtitling and dubbing have been identified, as shown in Table 4.1. Reverse subtitling and dubbing tasks can foster language learning, particularly L2 written and oral production skills. In this context, AV material presents learners with a contextualised communicative situation in their L1 that they should convey in L2. Besides producing written and oral language in L2, the role of translation in this task can also enhance foreign language learning.

*Talaván, Bárccena, and Villarroel (2014)* investigate the potential of reverse subtitling combined with reverse dubbing in the process of competence transference through online collaboration in a higher education context. The authors carried out an experimental study with undergraduate students from two degree programmes – Tourism and English Studies (translation course) – at UNED, Spain. Students dubbed and subtitled a tourism video from Spanish into English. The video was carefully selected in order to suit the learners and the AVT tasks. It lasted six minutes and contained about 600 words, involving both narrative and dialogue, and an adequate amount of specialised terminology.
The experimental research project lasted ten weeks and involved 15 students (initially 21), who collaborated on the online platform of UNED. Students availed of Aegisub as a subtitling software and Audacity as a dubbing software. The tasks were done in four stages. First, learners were made familiar with the tasks and the software. Second, students from the translation course had to translate and subtitle the video with the supervision of tourism students for what concerned specialised vocabulary. Third, students of tourism had to dub the videos (i.e. translating and revoicing) with the assistance of translation students with regards to the translation task. Finally, all students were required to fill in a task-evaluation questionnaire. Collaborative work was mainly done through forums and, to a lesser extent, through chats. The qualitative results obtained from observations and the evaluation questionnaire are positive according to the research objectives. Results reveal that the students from the tourism degree paid particular attention to the linguistic and translation aspects of the task, thus improving their mediation competence, while the students of translation focussed on English for specific purposes language in order to properly subtitle and dub the tourism video from Spanish into English.

Talaván, Rodríguez-Arancón, and Martín-Monje (2015) study the enhancement of speaking skills through reverse dubbing and subtitling in distance-learning education. A total of 74 C1-level undergraduate students of English at UNED, Spain, were involved in this experimental research project over three months. The students were divided into two groups: experimental and control. The experimental group was comprised of 46 students, 26 of which were attending a translation course. These students were further divided into five six-to-eight person subgroups and asked to collaboratively perform dubbing and subtitling tasks on four two-minute-long clips extracted from the same Spanish movie. The experimental group participants had two weeks to dub and subtitle each clip. The software used for dubbing and subtitling was Windows Movie Maker and DivXLand Media Subtitler respectively. The control group included 28 students who continued their regular English language course. Seven teachers followed students’ work and progress during the project. Quantitative and qualitative data was collected using a pre- and post-questionnaire, oral pre- and post-tests, task assessments, observations, and a final videoconference. As for the quantitative
analysis, “[the] methods employed were correlation studies, average marks distribution and hypothesis testing […] in order to provide the triangulation necessary to be able to obtain reliable results that could be generalised to a certain extent” (Talaván et al., 2015, p. 340).

Table 4.1. Experimental studies on combined reverse interlingual captioning and revoicing in chronological order

<table>
<thead>
<tr>
<th>Author(s) and date of publication</th>
<th>Research focus</th>
<th>Target languages (from L1 to L2)</th>
<th>Participants</th>
<th>Learning setting</th>
<th>Audiovisual material</th>
<th>Captioning/Revoicing software</th>
<th>Type of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talaván et al., 2014</td>
<td>Collaborative language learning</td>
<td>From Spanish into English</td>
<td>15 English for specific purposes university students in Spain</td>
<td>Online</td>
<td>Tourist advertisement</td>
<td>Captioning: Aegisub Revoicing: Audacity</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Talaván et al., 2015</td>
<td>Speaking skills</td>
<td>From Spanish into English</td>
<td>74 C1-level undergraduate students in Spain</td>
<td>Online</td>
<td>Movie</td>
<td>Captioning: DivXLand Media Subtitler Revoicing: Windows Movie Maker</td>
<td>Qualitative and quantitative</td>
</tr>
<tr>
<td>Talaván &amp; Ávila-Cabrera, 2015</td>
<td>Speaking and writing skills</td>
<td>From Spanish into English</td>
<td>56 C1-level undergraduate students Spain</td>
<td>Online</td>
<td>Movie</td>
<td>Captioning: DivXLand Media Subtitler Revoicing: Windows Movie Maker</td>
<td>Qualitative and quantitative</td>
</tr>
<tr>
<td>Lertola &amp; Mariotti, 2017</td>
<td>Pragmatic awareness</td>
<td>From Italian into English</td>
<td>33 B1-level undergraduate students in Italy</td>
<td>Face-to-face</td>
<td>Advertisement</td>
<td>Captioning and Revoicing: ClipFlair</td>
<td>Qualitative and quantitative</td>
</tr>
</tbody>
</table>

The quantitative analysis showed that students’ oral production had improved after performing dubbing and subtitling tasks. The qualitative analysis supported results obtained from quantitative data. Most of the students felt they had
improved their oral skills (speaking and listening). In addition, collaborative work was seen as particularly valuable to promoting language learning.

Talaván and Ávila-Cabrera (2015) examine combined reverse dubbing and subtitling to develop oral and written production, as well as general translation skills in online education. A total of 56 C1-level undergraduate students of English at UNED, Spain, were involved in the quasi-experimental study. Participants were divided into two groups: 40 students formed the experimental group, and 16 students the control group. Further divided into five six-to-eight-person subgroups, experimental group participants collaboratively dubbed and subtitling four clips taken from a Spanish movie into English over eight weeks (two weeks for each clip). In order to carry out the AVT tasks, learners were urged to use various software programmes – Windows Movie Maker for dubbing, DivXLand Media Subtitler for subtitling, and Pocket DivX Encoder for adding the subtitles to the video. Similar to the phases defined by Talaván et al. (2015), the stages for performing collaborative dubbing and subtitling tasks online were as follows:

“(1) the participants created a collaborative translation draft for the dubbing version (around 2 hour work, from day 1 to day 4); (2) they had two days (1 hour work approximately) to use that draft to individually dub the video using Windows Movie Maker and to share their versions in their subgroups so as to vote for their representative version; (3) then, the subtitling phase started with a similar structure, since first the students had two days (1 hour work approximately) to find a common draft of the translation adapted to the creation of subtitles (they were given specific guidelines in terms of condensation, omission strategies, etc.); (4) they spent another two days (around 1 hour work) individually subtitling the clip (with DivXLand Media Subtitler) using the common draft as a reference, to later share their final versions (merged by themselves with the help of Pocket DivX Encoder) and vote for a representative one within each subgroup” (Talaván & Ávila-Cabrera, 2015, p. 158).

Students’ work and progress was supervised by four teachers and two tutors, who solved linguistic or technical issues and ensured that they followed the
instructions given. At the end of the project, 40 representative versions (five dubbed and five subtitled per video and subgroup) were uploaded for evaluation. Quantitative and qualitative collection instruments included oral and written pre- and post-tests, initial and final questionnaires, direct and indirect observations, as well as a final videoconference. Positive results in both oral production and translation skills were highlighted by data analysis. Though learners devoted a greater amount of time to written production during the project, this improved to a lesser extent than oral production. The researchers ascribe the great enthusiasm participants acknowledged for the dubbing task to this difference. Interestingly, the final questionnaire shows that students perceived that they had improved more in their receptive skills (reading and listening) than in their productive skills (speaking and writing). In addition, a great majority of students recognised some improvement in vocabulary and grammar knowledge as well as in their use-of-English confidence. They also acknowledged a great advancement in their general translation skills. Ultimately, students were highly satisfied with the collaborative work, confirming findings from a previous study (Talaván et al., 2015).

Lertola and Mariotti (2017) explore the potential of combined reverse dubbing and subtitling on raising pragmatic awareness in B1-level English as a foreign language undergraduate students in an Italian university. One year before, a pilot study had been carried out in order to test the experimental design and the testing instruments, as well as ClipFlair’s usability. Within a quasi-experimental study design, 33 students were divided into four groups: a seven-person group (Experimental RS) performed reverse subtitling tasks using ClipFlair; a second five-person group carried out reverse dubbing tasks (Experimental RD) using ClipFlair; a third eight-person group (Experimental T) did translation tasks (no subtitling or dubbing) on the same AV material used for reverse subtitling and dubbing tasks; and a fourth 13-person control group (Control) continued with regular English learning in which no traditional or AV translation was involved. The AV material selected consisted of three short commercials in Italian that the Experimental RS, Experimental RD, and Experimental T had to subtitle, dub or translate into English respectively in six weeks. The four groups conducted their activities in a classroom context. A pre-test was administered one week before learners had to perform the required tasks, and immediate and
delayed post-tests were given one week and two weeks after completing the tasks respectively. Pre- and post-tests aimed at assessing pragmatic competence through a discourse completion task in the form of written role plays in which learners had to respond to the description of a discursive situation (complaint and request). As in previous studies on AVT in language learning, the limited number of participants did not allow for a generalisation about the results. However, in order to provide greater reliability, the study made use of triangulation by collecting quantitative and qualitative data. Data analysis showed that the four groups’ pragmatic awareness improved over time, even though no statistically significant difference was determined between groups. Nevertheless, it should be noted that the Experimental RS group had the highest performance both in the post-immediate and post-delayed tests, followed by the Experimental RD. These findings indicate “that these activities have potential and should be further explored” (Lertola & Mariotti, 2017, p. 114). The feedback collected through a final questionnaire reinforce this impression. Learners’ opinions towards reverse subtitling and dubbing was generally positive. Contrary to the findings of Talaván and Ávila-Cabrera (2015), the majority of Experimental RS participants found the captioning activity useful for language learning while only a few of the Experimental RD participants deemed the dubbing activity useful. This difference could be attributed to the technical issues with voice synchronisation in ClipFlair which all RD participants had encountered.

4.2. Combined intralingual captioning and revoicing

Experimental research on combined intralingual captioning and revoicing is particularly limited. The studies identified are presented in Table 4.2. Intralingual subtitling and revoicing involve a condensed transcription and a repetition of the original L2-spoken language in the case of the study conducted by López Cirugeda and Sánchez Ruiz (2013). Thus, these innovative combined tasks can benefit not only productive (writing and speaking) but also receptive (listening and reading) skills as the combination of AD and subtitles for the hard-of-hearing, as suggested by Herrero, Sánchez Requena, and Escobar (2017), implies the creation of AD scripts and hard-of-hearing subtitles. Although the study focusses
on the development of a teaching model, by using these combined tasks learners could develop both writing and speaking skills.

Table 4.2. Experimental studies on combined intralingual captioning and revoicing

<table>
<thead>
<tr>
<th>Author(s) and date of publication</th>
<th>Research focus</th>
<th>Target languages (from L2 into L2)</th>
<th>Participants</th>
<th>Learning setting</th>
<th>Audiovisual material</th>
<th>Captioning/Revoicing software</th>
<th>Type of analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>López Cirugeda &amp; Sánchez Ruiz, 2013</td>
<td>Teacher training, oral and written production in L2</td>
<td>English</td>
<td>54 B1/B2-level undergraduate students in Spain</td>
<td>Face-to-face</td>
<td>Ad hoc (created by learners)</td>
<td>Captioning: AVI Subtitler, DivXLand Media Subtitler and Subtitle workshop Revoicing: VirtualDub</td>
<td>Qualitative</td>
</tr>
<tr>
<td>Herrero et al., 2017</td>
<td>Pedagogical model</td>
<td>Spanish</td>
<td>B1/B2-level students in England</td>
<td>Face-to-face</td>
<td>Movie trailer</td>
<td>Captioning and Revoicing: Movie Maker</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>

López Cirugeda and Sánchez Ruiz (2013) report on an experience carried out with 54 second year undergraduate students (B1-B2 levels) in primary education in the Faculty of Education in Albacete of the Universidad de Castilla-La Mancha, Spain. The primary task-based activity was intralingual subtitling; however, participants also performed intralingual revoicing tasks. The project pursued four main objectives: (1) to provide learners with the opportunity to create their own teaching material suitable for target children; (2) to plan a script demonstrating appropriate oral and written production in L2 (English); (3) to learn how to subtitle a video and be able to integrate subtitled videos, audio recordings, and slide presentations in their language teaching practice; and (4)
to provide individual self-assessment on cooperative work through a written report. In addition, a group report was also submitted in order to identify the major difficulties encountered during the project.

The project was developed in four stages: initial (group and topic assignment); research (legal education framework study, materials and bibliography research, and subtitling workshops); production (script planning and writing, and video design with audio recording and subtitling); and post-production (video editing, final language review, and final activity presentation). During the research stage, when subtitling workshops took place (AVI Subtitler, DivXLand Media Subtitler and Subtitle), the teachers-to-be had to adapt general subtitling norms to the target audience (8-year-old children). In the production stage, after creating the video, students had to add intralingual English subtitles to their recordings. Although the focus of the article is on subtitling, the project also involves L2 captioning based on a text produced by the learners. During the final classroom presentation, the teachers-to-be presented the activities they had developed for primary school children. These activities required children to perform activities with subtitles as a support, such as practising listening and reading skills by filling the gaps with vocabulary available on the blackboard. Overall, the future teachers prepared appropriate activities for Primary school children, they produced correct subtitles considering that they had no previous experience and that several issues had arisen due to computer illiteracy. No precise data was given in the article regarding the learners’ development of their oral and written production in L2, although this was among one of the primary objectives of the study. Only a general observation is provided, mentioned among the study’s weaknesses: “[p]oor language level and insufficient didactic background were also apparent in their activities and, therefore, in their recordings” (López Cirugeda & Sánchez Ruiz, 2013, p. 54).

Herrero et al. (2017) present a study conducted by the Films, Languages, And Media in Education (FLAME) research group of the Manchester Metropolitan University which aims at developing a pedagogical method combining three disciplines – film literacy, AD, and deaf and hard-of-hearing subtitles – applied to foreign language learning. According to the model, learners can acquire film
knowledge as well as the skills for carrying out AD and subtitles for the deaf and hard-of-hearing tasks. The teaching model has been tested with a group of B1-B2 level students of Spanish as a foreign language at the Manchester Metropolitan University. Two workshops for a total of ten hours were offered to the students as extra-curricular activities. Each workshop required learners to work two and a half hours in the classroom and two and a half hours outside the classroom. The AV material selected for the testing are two movie trailers since they are easy to find and there is no need to modify the original video for its class use. The movie trailers had Spanish standard subtitles to help learners with the video comprehension. After being introduced to the AVT modes, learners worked on the film analysis, with particular emphasis on the vocabulary necessary for each AV material, and carried out the AVT tasks. Since both AD and subtitles for the deaf and hard-of-hearing are modes aimed at making AV products accessible to visually impaired people and deaf and hard-of-hearing respectively, learners were introduced to the two practices by experiencing the video trailers either blindfolded or without the sound. In order to carry out the AVT tasks (i.e. adding the voice and subtitles to the video), learners used Movie Maker. After the workshops, learners were assessed for the final film analysis, AD, and subtitles for the deaf and hard-of-hearing they had produced. The article includes one assessing rubric for the film analysis, and one for both AD and subtitles for the deaf and hard-of-hearing. The evaluating criteria for AD and subtitles for the deaf and hard-of-hearing are the following: synchrony, content, pronunciation, intonation (AD), and vocabulary.

Results from the questionnaire conducted before and after each workshop reveal that most of the learners had a basic knowledge about cinema and accessibility before the workshops, and they increased considerably after attending them. In addition, most of them are interested in widening their knowledge on both topics. Overall, they expressed a positive opinion regarding the workshops. Almost all learners considered the workshops clear at a theoretical level, and all of them considered them useful at a practical level. In addition, they acknowledged AD as useful practice for knowing (inter)cultural elements as well as for practising oral skills, especially fluency and pronunciation. As for subtitles for the deaf and hard-of-hearing, all the learners believe that it is an effective task for practising
vocabulary. On a technical level, most of the learners found Movie Maker appropriate for carrying out the revoicing and captioning tasks. Finally, the questionnaire contained two open-ended questions to which students answered that they had never experienced AV accessibility before, and that they better understand AD and subtitles for the deaf and hard-of-hearing modes. These results support the decision of the researchers to introduce film analysis and accessibility into two different future workshops.