

Learners' Perception towards Dubbing on Oral Language Learning: A Systematic Review (2017-2023)

Wang Qiuyao¹, Nooreen Noordin², Joanna Joseph Jeyaraj³ and Sun Zhao⁴

^{1,2,3}Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Selangor, Malaysia,

¹Zhaoqing University, Duanzhou, Zhaoqing, Guangdong, China, ⁴Zhaoqing University, Duanzhou, Zhaoqing, Guangdong, China

Email: wangqiuyao1106@foxmail.com, joannajoseph@upm.edu.my, sunzhao0206@qq.com

Corresponding Author Email: nooreen@upm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i6/21690>

DOI:10.6007/IJARBSS/v14-i6/21690

Published Date: 15 June 2024

Abstract

In recent years, dubbing has increasingly been used in second or foreign language learning. As learners' perceptions are relevant to the achievement of their learning, this research study aims to investigate learners' perceptions towards the application of dubbing to second language learning and teaching with a focus on spoken language acquisition from 2017 to 2023. Out of the total of 15,997 articles initially searched, only 22 were ultimately included in the analysis. The results suggest that (1) intralingual dubbing occupied the largest proportion in terms of the types of dubbing adopted in the included studies (2) there is an increasing research trend on the effect of students of identified levels (3) questionnaire survey secures its reputation in collecting data in terms of learners' perceptions (4) A majority of students maintain a favourable attitude towards it, as it is believed effective, interesting, entertaining, and helpful to improve their ICT skills, creativity and motivation (5) The complaints about dubbing mainly focus on the long time and hard work invested (6) Most complaints related to aspects beyond dubbing, for example, technical problems (7) Peer pressure can serve as both a source of motivation and demotivation for students while students share their dubbing works.

Keywords: Dubbing, Learners' Perception, Speaking, Second Language Acquisition, Foreign Language Learning

Introduction

In terms of language education, a multitude of researchers have been dedicated to investigating efficient methods for acquiring and instructing a second or foreign language. Speaking is the capacity to articulate thoughts or ideas using verbal communication

(Namaziandost et al., 2020). Among the four dimensions of language acquisition, i.e., listening, speaking, reading, and writing, it is widely acknowledged that speaking is the most challenging aspect to acquire and instruct (Zakaria et al., 2019). However, communication relies heavily on it, and it is crucial for acquiring a second language.

Dubbing is a subdivision of Didactic Audiovisual translation (DAT), which refers to the didactic utilisation of different types of Audiovisual translation (AVT) in the process of language learning (Talaván et al., 2023). DAT encompasses many techniques including subtitling, dubbing, voice-over, and audio description, etc. (Talaván et al., 2023). Originally, dubbing is a process that involves replacing the original soundtrack of a movie or play production with a different voice or language. The process entails translating the movie or play from the original language to the desired language in order to ensure comprehension for international audiences.

When dubbing is applied to language learning, it can be roughly classified into intralingual dubbing and interlingual dubbing. Intralingual dubbing, just as its name implies, does not involve translation between languages during the voice substitute process. Intralingual dubbing can be divided into two categories: one involves replacing the original soundtrack with one's own voice without altering the content, known as simple video dubbing, while the other involves dubbing over a muted video clip with a modified script that changes the storyline, referred to as scenario creation (Burston, 2005). According to Talaván (2019), creative dubbing enables students to modify the original content to match their language skills and personal preferences (Talaván, 2019). Therefore, it can be seen as similar to scenario creation. Thus, in this study, creative dubbing is regarded as same as scenario creation. Fundubs might be considered a subdivision of scenario creation, as it involves creative revoicing by individuals, but it specifically focuses on making the dubbed version amusing (Chaume, 2018). Interlingual dubbing, involving language transfer while dubbing, is also utilised in language acquisition. Interlingual dubbing encompasses two types: direct or standard dubbing (L2 to L1 dubbing) (Fernández-Costales, 2021; Lertola, 2021) and reverse dubbing (L1 to L2 dubbing).

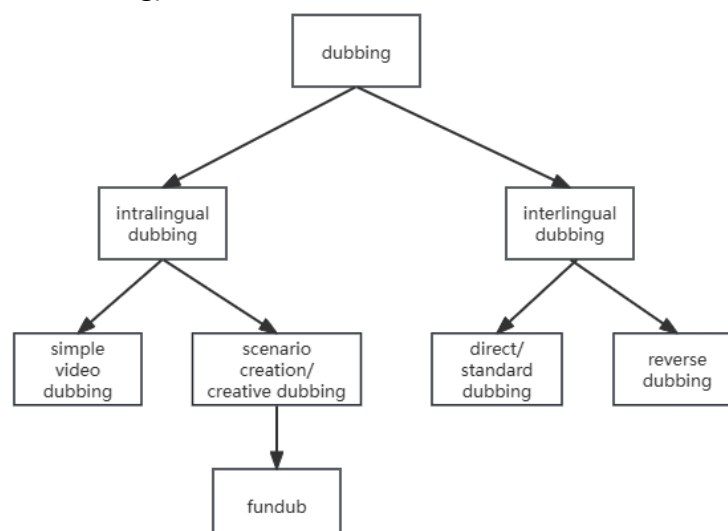


Figure 1. Classification of dubbing

It is widely considered that dubbing is an efficient method for learning oral language, as supported by several studies (Burston, 2005; Dincer, 2020; He & Wasuntarasophit, 2015; Luo et al., 2016; Talaván & Costal, 2017; Zhang, 2016). More precisely, it is notably efficient in

enhancing learners' pronunciation and intonation (Chiu, 2012). Participants' feedback indicated that dubbing may effectively mitigate pronunciation problems, enhance fluency, and raise learners' awareness of intonation (Chiu, 2012). Similarly, according to Florente (2016), learners demonstrated the ability to replicate the speakers' pronunciation and intonation in a specific situation through the practice of dubbing. In addition, dubbing is considered to be beneficial in enhancing oral communication by boosting learners' listening skills and vocabulary retention, apart from pronunciation and intonation.

In the literature, students' perceptions, similar to learners' attitudes, are often linked to two main aspects: views of oneself and perceptions of the learning environment (Wesely, 2012). Self-perceptions are commonly defined as how students comprehend and interpret their identities and learning experiences (Liskin-Gasparro, 1998; Williams & Burden, 1999). When designing, developing, and delivering courses, it is crucial to prioritise the requirements and perceptions of students (Sahin & Shelley, 2008). Students' perceptions towards it determine its feasibility to be employed in language learning for long, and also influence language learning effectiveness and efficiency. Therefore, this systematic literature review is centered on discussions of learners' perception towards dubbing used in second or foreign language learning as well as the current research state on students' perceptions towards it. Accordingly, the research questions of this study are formulated as follows:

(1) What were the trends regarding studies on students' perception towards dubbing application to oral language learning in related literature from 2017 to 2023?

(2) What is students' perception towards dubbing used in second or foreign language acquisition?

Materials and Methods

To accomplish the research objectives and address the research questions, a literature review was carried out by adopting the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework (Moher et al., 2009). The primary purpose of developing the PRISMA was to establish a structured approach for researchers to carry out and document systematic reviews and meta-analyses in the field of healthcare. The process consists of four distinct stages, namely identification, screening, eligibility, and inclusion. Once the research questions were formulated, we began the systematic review by doing a database search. In order to focus on dubbing and oral language learning, a specific set of search terms was created using relevant keywords (see Table 1). Additionally, a constraint was placed on the search to cover a 7-year period. Three digital databases, namely Scopus, Web of Science, and ProQuest, were utilised to discover pertinent publications.

Table 1

Search Criteria

Academic databases	Scopus, Web of Science and ProQuest
Search string	((dub* AND sla) OR (dub* AND "second language acquisition") OR (dub* AND "second language learning") OR (dub* AND "second language teaching") OR (dub* AND "oral learn*") OR (dub* AND "oral teach*") OR (dub* AND "speaking learn*") OR (dub* AND "speaking teach*") OR (dub* AND "English learn*") OR (dub* AND "English teach*"))
Year of publication	2017-2023
Inclusion criteria	Written in English Discusses dubbing used in L2 (second-language or foreign language) learning About students' perception towards dubbing Using dubbed video to learn a language
Exclusion criteria	Dubbing used for L1 learning Book chapters Literature review

Figure 2 illustrates the complete procedure of article identification in this study. At the end of the initial phase of article identification, a total of 15,991 publications were found from the three databases, together with 6 from external sources, all pertaining to the topic of perception of dubbing in relation to second language acquisition. In the screening process, the initial stage was removing duplicate entries to save unnecessary time consumption in subsequent phases. Ultimately, a total of 303 duplicates were detected. Subsequently, the researcher evaluated the aforementioned studies by examining their titles and abstracts, specifically searching for mentions of "dub" and "speaking." If the criteria for inclusion and exclusion cannot be applied due to the unclear nature of the title or abstract, the article will be set aside for thorough screening in the next round. Following a thorough review of the titles and abstracts of the remaining 15694 articles, 15137 were excluded due to their irrelevance. Consequently, 557 articles were selected for further in-depth analysis to determine their suitability for inclusion in this study. Ultimately, a total of 22 papers were deemed suitable for the final analysis, following the exclusion of articles that did not meet the stipulated inclusion criteria outlined in Table 1.

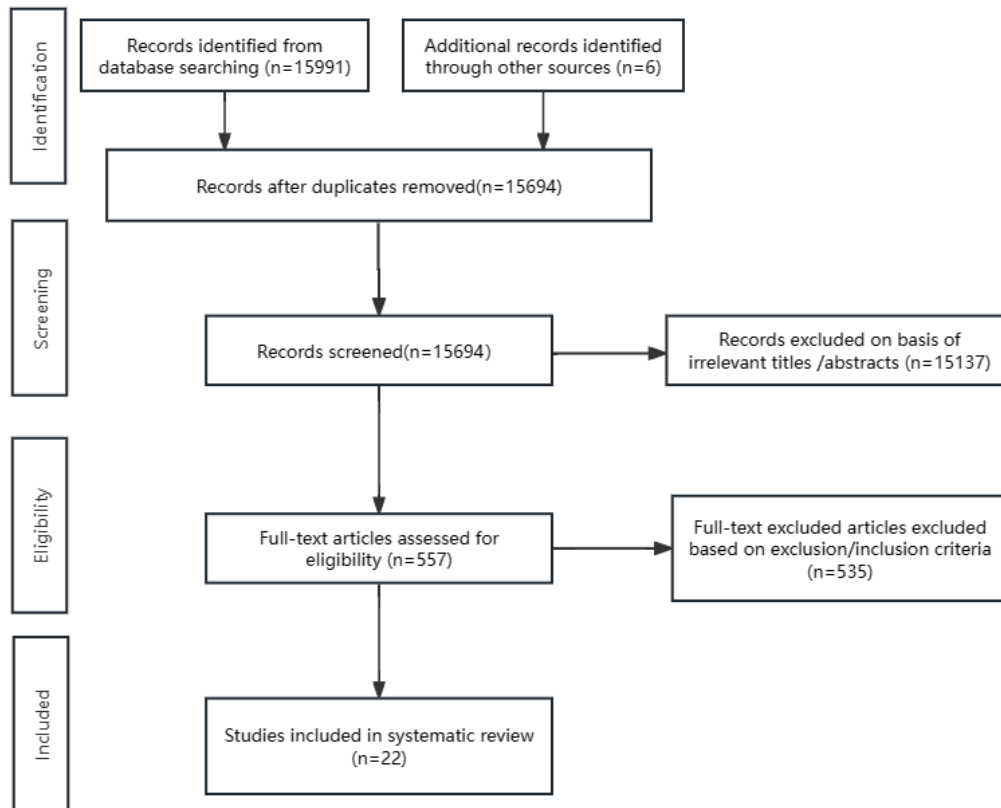


Figure 2. PRISMA 2009 Flow Diagram of the screening and selection procedure.

Findings

In all, 22 were included for the final analysis, they were listed as shown in the following Table 2.

Table 2

Articles included

	Author(s)	Context	Education level	Language involved	ICT used in dubbing
1	(M. Liu et al., 2017)	China	Higher education	English	Not mentioned
2	(Lertola & Mariotti, 2017)	Italy	Higher education	English	ClipFlair
3	(Montoya, 2018)	Colombia	Higher education	English	Not mentioned
4	(Y. Zhao, 2018)	China	Higher education	English	Not mentioned
5	(Sokoli, 2018)	Not mentioned	Higher education	12 languages	ClipFlair
6	(Sanchez-Requena, 2018)	UK	Secondary education	Spanish	A software was used, but not specified

7	(T. Liu, 2019)	China	Secondary education	English	App. support English Fun Dubbing is used
8	(Yang, 2019)	China	Higher education	English	Not mentioned
9	(Talaván, 2019)	Spain	Higher Education	English	Windows Movie Maker for Windows and Garage Band for Mac
10	(J. Zhao, 2020)	China	Higher education	English	App. support an app. called English Dubbing is used
11	(Wu & Ekstam, 2021)	China	Higher education	English	Not mentioned
12	(Pei, 2021)	USA and China	Higher education	English	App. support An app. called Fun Dubbing is used
13	(Fernández-Costales, 2021)	Spain	Primary education	English	Windows Movie Maker
14	(Huang & Tseng, 2021)	Taiwan, China	Higher education	English	Not mentioned
15	(Lertola, 2021)	Italy	Higher education	English	ClipFlair
16	(Nicora, 2022)	Ireland	Primary education	Italian	Not mentioned
17	(Bolaños-García-Escribano & Navarrete, 2022)	UK/ Spain	Higher education	English	ScreenCastify or Lightworks
18	(Jao et al., 2022)	Taiwan, China	Higher education	English	App. support, an app. called Mofunshow
19	(Wei et al., 2022)	China	Higher education	English	App. support, an app. Called English Fun Dubbing
20	(Rodríguez-Arancón, 2023)	Spain	Higher education	English	Windows Movie Maker
21	(Hornero Corisco et al., 2023)	Spain	Higher education	English	ScreenCastify
22	(Fernández-Costales et al., 2023)	Spain	Higher education	English	A virtual platform

3.1 The trends regarding studies on students' perception towards dubbing application to oral language learning in related literature from 2017 to 2023.

Table 3

The number of articles published by year

	2017	2018	2019	2020	2021	2022	2023	Total
Articles	2	4	3	1	5	4	3	22

Table 3 displays the number of articles that have been published in the three databases and the relevant articles from other sources for a certain year. In 2020, it hit its lowest point at 1, while in 2021, the number of articles published reached its peak at 5. The findings of our study revealed that there was a lack of consistency in the quantity of publications published throughout various years.

Table 4

Detailed information of the articles included

	Author(s)	Dubbing type	Students level	Instrument
1	(M. Liu et al., 2017)	Not specified	Not specified	Questionnaire and interview
2	(Lertola & Mariotti, 2017)	Reverse dubbing	B1	Questionnaire
3	(Montoya, 2018)	Not specified	Not specified	Interview
4	(Y. Zhao, 2018)	Not specified	Not specified	Informal conversation, semi-structured interview, class observation
5	(Sokoli, 2018)	Not specified	Not specified	Questionnaire
6	(Sanchez-Requena, 2018)	Intralingual dubbing	B1	podcasts, questionnaires, teacher's notes and a blog
7	(T. Liu, 2019)	Simple video dubbing (Identified from the App. used)	Not specified	Feedback
8	(Yang, 2019)	Not specified	Not specified	Questionnaire
9	(Talaván, 2019)	Creative dubbing	B2+	Questionnaire and observation
10	(J. Zhao, 2020)	Simple video dubbing	Not specified	No specified

		(Identified from the App. used)		
11	(Wu & Ekstam, 2021)	Simple video dubbing (Identified from the App. used)	Not specified	Observation, questionnaire and interview
12	(Pei, 2021)	Simple video dubbing (Identified from the App. used)	Not specified	Questionnaire and interview
13	(Fernández-Costales, 2021)	Interlingual dubbing (direct or stand and reverse dubbing)	Lesson plans designed for B1 and B2 levels	Questionnaire
14	(Huang & Tseng, 2021)	Simple video dubbing (Identified from the App. used)	Not specified	Questionnaire and interview
15	(Lertola, 2021)	Intralingual dubbing and interlingual dubbing (standard and reverse)	Self-reported Advanced (50%), upper-intermediate(30%),intermediate(18%)	Questionnaire and interview
16	(Nicora, 2022)	Intralingual dubbing	Not specified	Questionnaire, group interview and in-class observations
17	(Bolaños-García-Escribano & Navarrete, 2022)	Intralingual dubbing (Simple video dubbing identified from the description)	Three of them had a B2-level certification	Questionnaire
18	(Jao et al., 2022)	Simple video dubbing	Level D of TOEIC	Learning logs and reflective essays

	(Identified from the App. used)		
19	(Wei et al., 2022)	Simple video dubbing	Not specified
	(Identified from the App. used)		
20	(Rodríguez-Arancón, 2023)	Simple video dubbing	B1 and B2
21	(Hornero Corisco et al., 2023)	Fundub of Intralingual dubbing,	B1
22	(Fernández-Costales et al., 2023)	Not specified	B1 and B2

As for the dubbing types application to language learning, it can be seen that intralingual dubbing accounts for the largest proportion (13 studies), in which simple video dubbing dominates (9 studies). Only two studies focus on interlingual dubbing, and one study involve both interlingual dubbing and intralingual dubbing. However, 6 studies did not specify which dubbing types they adopted in their studies. It suggested that intralingual dubbing, simple video dubbing in particular, is the mainstream in dubbing application to language learning research.

Table 5

The number of articles published with identified students' language level

	2017	2018	2019	2020	2021	2022	2023	Total
Articles	1	1	1	0	2	2	3	10

As far as students' level in the literature about perception towards dubbing, it can be seen that there is an increasing research trend on the effect of dubbing on students of identified levels, especially on students of B1 and B2 levels based on CEFR (Common European Framework of Reference for Languages). Although the participants' levels were unknown in Fernández-Costales's (2021) study, lesson plans were designed for B1 and B2 levels. The reasons why students of B1 and B2 are frequently investigated may be that they may constitute the majority of language learners.

The majority of research utilised a combination of quantitative and qualitative methodology (9 studies), mostly by combining a questionnaire survey and an interview (5 studies), followed by questionnaire surveys used to collect students' perceptions (8 studies). 3 studies employed qualitative methodology only, while the means of data collection varies, involving an interview in Montoya's (2018) study, informal conversation, semi-structured interview, class observation in Zhao's (2018) study, learning logs and reflective essays in Jao et al.'s (2022) study. However, 2 studies did not specify how the data was collected. Zhao (2020) seems to share his or her observation as a teacher, while Liu (2019) only stated that the data was from students' feedback, without specifying the exact instrument adopted.

This finding indicates that the questionnaire secures its reputation in collecting data in terms of learners' perceptions with high reliability and validity. Additionally, the combination of diverse data utilised, such as qualitative and quantitative data, and qualitative data collected in different means, as shown in Zhao's (2018) study and Jao et al.'s (2022) study, are suggested to be adopted to validate their findings and enhance their robustness.

Students' perception towards dubbing used in second language acquisition

Favorable

In the studies involving students' perceptions, a majority of students maintain a favourable attitude towards it, as it is believed effective, interesting, entertaining, and helpful to improve their ICT skills, creativity and motivation.

Most students exhibited a positive attitude towards dubbing. The questionnaire conducted by Wei et al (2022) showed that students had a favourable view of dubbing in terms of its practicality and efficacy. They also felt that the time cost of dubbing was reasonable. The app utilised was user-friendly and straightforward to navigate. When several modalities are assigned to students, dubbing seems always the most favourable compared with other modalities. According to a study conducted by Nicora (2022), primary school students expressed a preference for dubbing due to its perceived enjoyment and engagement. Similarly, dubbing is considered the most beneficial audiovisual translation option for improving oral production skills by participants in Hornero Corisco et al.'s (2023) study. Learners in Fernández-Costales's (2021) study showed a preference for dubbing over subtitling, with 71 percent liking it "a lot" and with no one disliking it. Similarly, of all the students participating in the questionnaire survey conducted after the intervention, the majority opted for dubbing to be the most favoured compared with subtitling, voice-over, audio description, and SDHH(subtitling for the deaf and hard of hearing (Fernández-Costales et al., 2023). Respondents in Hornero Corisco et al.'s (2023) study also believed that it would be convenient to include AVT (audiovisual translation) tasks, and it can be used "in other educational institutions, outside the university, public and private" and "in the curriculum of Secondary Education and even in Primary Education"(p. 25).

Apart from direct feedback from those student respondents, students' positive perception towards dubbing is detected by their teachers. In Y. Zhao's (2018) case study, an interviewee called Laura articulated that her students greatly enjoyed dubbing English movie clips as a class exercise due to the competition and the feeling of accomplishment it provided to the dubbers.

Students perceived advancements in their acquisition of a second language due to dubbing. According to Lertola (2021), participants found intralingual dubbing (English to English) to be the most advantageous to language learning, followed by interlingual reverse dubbing (Italian to English), and interlingual standard dubbing (English to Italian). A high percentage of participants found it useful for language learning (Sokoli, 2018). An interviewee called Teres in Montoya's (2018) study mentioned that dubbing is useful to help her maintain her proficiency in English. The questionnaire conducted by Wei et al (2022) showed most students believed dubbing helps improve their English. Similarly, pupils in Fernández-Costales's (2021) study believed they learned knowledge of English during the intervention. In Talaván's (2019) study, all students feedbacked that they made progress on foreign language skills(speaking, listening, writing and reading) after the creative dubbing and subtitling were done.

Many participants provided feedback indicating that they made progress in oral communication. In Yang's (2019) study, a student even stated that when he or she works as

a teacher in the future, his or her students would have access to dubbing materials and dubbing competitions to enhance their oral skills, indicating his or her belief of the effectiveness of dubbing. In Talaván's (2019) study and Sanchez-Requena's (2018) study participants believed their oral expression improved the most. Students in Huang and Tseng's (2021) confessed not only their speaking skills but also their listening skills got improved from their point of view. Students in Talaván's (2019) study, Hornero Corisco et al.'s (2023) study and Bolaños-García-Escribano and Navarrete's (2022) study even believed dubbing is the most useful task in improving their communicative skills, speaking and listening in English. One respondent in Pei's (2021) semi-structured interview reported that using the App. Fun Dubbing to practice oral English is effective for improving English speaking.

The advancements achieved in finer-grained aspects of oral communication, such as pronunciation, intonation, and fluency, are frequently mentioned. In T. Liu's (2019) study, seven students feedbacked that the application of the app. Fun Dubbing is beneficial for their English pronunciation acquisition. Students in Huang and Tseng's (2021) research confessed dubbing helped improve their awareness of intonation, word, and sentence stress, etc. According to Lertola (2021), a significant number of participants expressed the belief that dubbing had positively contributed to the development of their speaking abilities, particularly in terms of pronunciation, intonation, and fluency.

In addition to speaking, improvements in other linguistic aspects were reported. In Bolaños-García-Escribano and Navarrete's (2022) research, participants believe dubbing benefited them in terms of grammar and vocabulary, too. A significant proportion of participants in Sokoli's (2018) study and Lertola's (2021) study found it beneficial for enhancing their translation skills. Students in Huang and Tseng's (2021) reported they acquired practical conversational language and idioms during the process of dubbing.

Students held the belief that dubbing was an interesting and entertaining way to acquire a second language. In Liu et al.'s (2017) case study, most students like Film dubbing in a two-weeks summer program. It was reported by more than one interviewee that film dubbing provided them with an interesting and entertaining way to practice oral English and made them more confident when speaking the language. One respondent in Pei's (2021) semi-structured interview reported that using the App. Fun Dubbing to practice oral English is entertaining for improving English speaking. In Sokoli's (2018) questionnaire to investigate users' feedback towards the use of a platform called ClipFlair, a significant percentage of learners reported that the activities, dubbing included, they carried out on the platform was interesting, clear, and fun. In Sanchez-Requena's (2018) study, over 70% of participants believed it was interesting. According to Nicora (2022), primary school pupils reported that dubbing was fun and engaging. Furthermore, the utilization of humour in the classroom by educators who imitated cartoon voices motivated students to act as real dubbers, so mitigating feelings of anxiety and timidity (Nicora, 2022).

Students believed dubbing motivating. Students in Huang and Tseng's (2021) study confessed dubbing helped improve their English learning motivation. Over 70% of the participants in Sanchez-Requena's (2018) believed dubbing was motivating. Moreover, the lesson plans involving dubbing were perceived by students as a source of motivation (Rodríguez-Arancón, 2023). Participants in Lertola and Mariotti's (2017) research believed reverse dubbing stimulated them more compared with reverse subtitling.

Students feedbacked they got improvement in other aspects beyond language acquisition, such as culture awareness, creativity, ICT skills, etc. In Rodríguez-Arancón's (2023) study, the majority of respondents held the belief that incorporating intercultural elements promotes

respect for other cultures, and 81% reported an enhancement in their comprehension of the L2 culture. Learners believed that dubbing enhanced their creativity. In Rodríguez-Arancón's (2023) study, 84% of respondents reported that their creativity was fostered as a result of engaging in AVT activities. Students feedbacked their ICT skills improved. In Rodríguez-Arancón's (2023) study, 75% of the subjects investigated agreed their ICT skills had improved because of the project. Besides, in Talaván's (2019) research, participants found their computer skills were enhanced. In addition, dubbing helps improve students' self-confidence according to (Sanchez-Requena, 2018; Wei et al., 2022). Finally, they also stated that it helps improve autonomous learning and learning efficiency and enhance their interest in pronunciation.

Students conveyed satisfaction with dubbing and showed their willingness to utilise it frequently in the future. Most participants in Sokoli's (2018) research answered that they would like to do more activities like dubbing. Lertola's (2021) research revealed that over 50% of the participants expressed a desire to integrate dubbing into their regular English learning activities.

Complaints and Requirements

A complaint is the significant amount of time and effort dedicated to dubbing efforts. In Bolaños-García-Escribano and Navarrete's (2022) study, more than half of the participants spent over 90 minutes completing the task. Similarly, students in Lertola's (2021) study also believed dubbing was time-consuming and challenging. According to them, the primary challenge lies in accurately reproducing the intonation of performers speaking in a foreign language, while simultaneously matching their vocal delivery with the movements of their lips, all within the constraints of a specified time frame.

Respecting time limitations in dubbing, particularly when doing interlingual dubbing, can be challenging due to the translation's inability to match the original dialogue. Learners in Wu and Ekstam's (2021) research feedbacked that difficult-to-read and difficult-to-understand words in the dubbing material and repeated defeats after a wealth of trials depress them.

Some students complained dubbing is neither interesting nor motivating. According to Sanchez-Requena (2018), 5 individuals feedbacked dubbing activities did not elicit any interest or motivation. Possible factors influencing these responses could include the student's proficiency level (students of low level may have found it challenging), the selection of video clips, the mandatory nature of the project, the timing of the sessions during lunchtime, and the duration of the sessions being 60 minutes, which may have led to some activities seeming rushed. They also expressed dissatisfaction with the rapid pace of speaking in the videos utilised.

Quite a few students have expressed dissatisfaction with technical issues. Students complained about technical issues when dubbing with ClipFlair (Lertola & Mariotti, 2017). They feedbacked that dubbing is fun but not easy to do, and it is less useful than reverse subtitling in terms of improving their pragmatic awareness. Lertola and Mariotti (2017) believed technical problems should be blamed to. Similarly, students in Fernández-Costales's (2021) study found dubbing was more demanding due to the difficulties of matching the sound with the video. A participant in Bolaños-García-Escribano and Navarrete's (2022) research complained about the technical problems they met while installing the Chrome plugin needed for the task, but it turned out that the operating system needed to be blamed. Besides, the helpfulness of the automatic rating embedded in the app used for dubbing is

questioned by students in Wei et al.'s (2022) study, with a relatively low satisfaction rate compared with other items in the questionnaire.

Although believing it interesting, students' enthusiasm to dub fades away gradually when doing it out of voluntariness without pressure from instructors. In Wu and Ekstam's (2021) study, when students were asked to dub according to their interest, the frequency decreased. They even did not care about the unfamiliar words in the dubbing, nor check them in the dictionary or try to use them in the second phase of the research. In Rodríguez-Arancón's (2023) study, 633 students originally volunteered to participate in the research, but finally, only 184 students completed the survey. Addressing the challenge of maintaining students' interest and persistence in dubbing for an extended period during self-study is a problem that needs to be resolved.

Students also put forward some requirements for dubbing used in language learning. Regarding dubbing activities, students demanded more individualised evaluations and comments (Wei et al., 2022). Respondents in Lertola's (2021, p. 162) study suggested dubbing done in "acoustically isolated" settings, such as a "dubbing studio environment". In this way, students may focus on intonation, rhythm learning, etc.

Peer pressure

Peer pressure was highlighted in 5 studies when students shared their dubbed videos, and its impact was reported to be both positive and negative. In three studies, peer pressure seemed to motivate students to dub better. The interviewee Laura's case in Zhao's (2018) study articulated that students were motivated to dub as well as their peers after noticing the excellent dubbing works done by their classmates. Similarly, content analysis on the participants' learning logs and reflective essays showed nearly a third of the participants admitted they learn from evaluating others' dubbings (Jao et al., 2022). While evaluating others' dubbing and discussing their dubbing scores, some of the students identified their own weaknesses and strengths. In Zhao's (2020) practice, students cheered for others' completed dubbing tasks shared in their study group. However, Wu and Ekstam (2021) revealed that students with poor articulation suffered from peer pressure as they felt nervous after noticing their peers' fluent speaking. A noteworthy discovery is that students who are hesitant to speak in English, when given the option, tend to participate more in dubbing activities as opposed to other spoken English assignments such as role play. (Fernández-Costales, 2021). An assumption is that while dubbing, they feel less anxious as the other students' attention may be drawn to the screen rather than them.

Conclusion

In summary, as for the research state of learners' perception towards dubbing on language learning, the majority of the included studies used intralingual dubbing as the primary method of dubbing. Besides, there is a growing research focus on learners of a certain language proficiency levels. Last, the primary method used to collect learners' perception on dubbing is through a questionnaire survey.

With regard to learners' perception towards dubbing, the majority of learners possess a favourable attitude towards dubbing. Students experienced enhanced language acquisition skills through the practice of dubbing. The progress made in more detailed components of spoken communication, such as pronunciation, intonation, and fluency, are often highlighted. Furthermore, enhancements were noted in areas beyond spoken communication, such as grammar and vocabulary proficiency, translation skills, and cultural awareness. Besides,

students believed that dubbing was a captivating and enjoyable method for acquiring a second language. In addition, students perceive dubbing as a source of motivation and held the belief that dubbing augmented their creativity. Students also expressed contentment with dubbing and demonstrated their eagerness to employ it regularly in the future.

Regarding dubbing, the main complaint revolves around the substantial time and effort invested in dubbing endeavours, as well as the resulting frustration caused by repeated failures despite numerous attempts. This frustration stems from the presence of challenging and incomprehensible terms in the dubbing material. Participants with lower levels of proficiency reported that dubbing activities did not generate any interest. More complaints are attributed to elements that extend beyond the process of dubbing. Students have voiced their discontent with technical glitches, such as the challenge of synchronising audio and video, the difficulty of installing specific software, and the reliability of automatic grading in the dubbing apps. Students also express some requirements for the use of dubbing in language acquisition, namely personalised assessment and feedback, as well as acoustically isolated environments to be concentrated on dubbing.

Finally, peer pressure also seems to play a role in dubbing in oral language learning, especially in the context of social media and technology-enhanced dubbing. It seems that peer pressure may motivate students and demotivate students when sharing dubbing works. Learners can be motivated by watching the excellent dubbing of others and, on the other hand, those with poor speaking can be depressed when they realize the great difference between their own dubbing and their peers'.

Implications

The systematic literature review gathered data across various educational contexts and learner groups, identifying the trend of studies conducted concerning students' perception, the generally utilised research methods to investigate learners' perceptions on dubbing, etc. It synthesises findings based on studies written during the last seven years to give a detailed understanding of the students' perceptions of the use of dubbing in second language acquisition.

The systematic review suggests that students generally perceive dubbing as effective, interesting, entertaining, and helpful to improve their ICT skills, creativity and motivation. Therefore, it is recommended to include modules on this specific teaching methodology in teacher training programmes to ensure that educators are sufficiently prepared to effectively implement it, including the utilisation of software or applications and how to prevent technological problems, etc. In this way, it is expected that this strategy will fully realise its potential to support the acquisition of spoken language.

This systematic review involves the perceptions of students on applying dubbing for oral language learning in ICT supported learning context. The use of relevant technology has been widespread in today's education. However, despite the benefits, students' various complaints regarding the use of dubbing with ICT, including the problems with the accuracy of automatic rating and the difficulties involving video and audio synchronisation, were detected in this study. If not carefully addressed, these complaints will surely affect the user's experience. Through the identifications of these perceptions, the relevant app developers may take the initiative to acknowledge these challenges and finally create beneficial solutions.

The present systematic review theoretically contributes to second language learning by supporting Krashen's Affective Filter Hypothesis. The results indicate their emotional barriers have been modified as the application of dubbing provides a more encouraging and

interesting educational environment. Furthermore, the students' enjoyment in dubbing also leads to their tendency to use it in the future. Additionally, detected complaints and requirements may be a warning sign for educators, urging them to act and prevent the negative influence of Affective Filter. Besides, the loss of the learners' interest and motivation, as well as persistence, is another challenge which needs to be further addressed for researchers and educators. In this way, the present review augments the theoretical underpinning of the use of dubbing in SLA by offering more insight into the learning experience.

Limitations

It is important to recognise and resolve two limitations of this review study in the future. The works included in this research are mainly from the three databases mentioned, and it is a truth that there are articles of high quality collected in other databases but were not included in this review. One reason for this due to the impossibility and our incompetence to cover all the database with numerous articles to read and identify. For the same reason, the articles included are those published between 2017 and 2023, without involving those published before 2017. This methodology enabled us to present a limited perspective of the extensive body of literature related to the subject.

Recommendation for future research and suggestions

Based on the above-mentioned limitations, further investigation could delve into research on learners' perception towards dubbing documented in alternative academic sources to offer comprehensive and meticulous information as well as expand the time range of the publications examined.

A few studies mentioned that peer pressure does exist when students share their dubbing works. Whether sharing after dubbing, or in other words, peer pressure can facilitate oral learning or not, therefore, is a question to be answered. Therefore, the last suggestion should be that more experimental studies be conducted to explore whether there is any impact of peer pressure on learners' oral language learning when adopting dubbing.

How to maintain students' interest in using apps to dub is a problem to be settled as it implies that students' enthusiasm to dub on an app faded away gradually. Supervision from teachers, or to be specific, assigning dubbing tasks as homework may help maximise the efficiency and effectiveness of dubbing applied to oral language acquisition.

Reference

- Bolaños-García-Escribano, A., & Navarrete, M. (2022). An action-oriented approach to didactic dubbing in foreign language education: Students as producers. *XLinguae*, 15(2), 103–120. <https://doi.org/10.18355/XL.2022.15.02.08>
- Burston, J. (2005). Video Dubbing Projects in the Foreign Language Curriculum. *CALICO Journal*, 23(1), 79–92. <https://doi.org/10.1558/cj.v23i1.79-92>
- Chaume, F. (2018). Is audiovisual translation putting the concept of translation up against the ropes? *Journal of Specialised Translation*, 30, 84–104.
- Chiu, Y. (2012). Can film dubbing projects facilitate EFL learners' acquisition of English pronunciation? *British Journal of Educational Technology*, 43(1), E24-27. <https://doi.org/10.1111/j.1467-8535.2011.01252.x>

- Dincer, A. (2020, July-16-18). *Dubbing as a speaking practice: EFL classroom reflections* [Paper presentation]. TESOL 2020 Virtual Convention & English Language Expo. Denver, CO, United States.
- Fernández-Costales, A. (2021). Audiovisual translation in primary education. Students' perceptions of the didactic possibilities of subtitling and dubbing in foreign language learning. *Meta (Canada)*, 66(2), 280–300. <https://doi.org/10.7202/1083179AR>
- Fernández-Costales, A., Talaván, N., & Tinedo-Rodríguez, A. J. (2023). Didactic audiovisual translation in language teaching: Results from TRADILEX. *Comunicar*, 31(77), 21-32. <https://doi.org/10.3916/C77-2023-02>
- Florente, I. L. (2016). *How movie dubbing can help native Chinese speakers' English pronunciation* [Master's thesis]. Hamline University. Retrieved from https://digitalcommons.hamline.edu/hse_all/4099
- He, P., & Wasuntarasophit, S. (2015). The effects of video dubbing tasks on reinforcing oral proficiency for Chinese vocational college students. *Asian EFL Journal*, 17(2), 106-133.
- Hornero Corisco, A. M., Gonzalez-Vera, P., & Beltrán, P. B. (2023). Becoming a techie and improving your English with audiovisual translation: The two-for-one formula offered by TRADILEX. *Translation and Translanguaging in Multilingual Contexts*, 9(2), 160-186. <https://doi.org/10.1075/ttmc.00107.hor>
- Huang, H. Y. C., & Tseng, C. J. (2021). The effects of film-dubbing technique on the comprehensibility of Taiwanese EFL learners. *TESOL Journal*, 12(2), 1-3. <https://doi.org/10.1002/tesj.565>
- Jao, C. Y., Yeh, H. C., Huang, W. R., & Chen, N. S. (2022). Using video dubbing to foster college students' English-speaking ability. *Computer Assisted Language Learning*, 1-23. <https://doi.org/10.1080/09588221.2022.2049824>
- Lertola, J. (2021). Towards the integration of audiovisual translation in the teaching of English as a Foreign Language (EFL) in higher education. *Bulletin Suisse de Linguistique Appliquée*, 114, 151–168.
- Lertola, J., & Mariotti, C. (2017). Reverse Dubbing and Subtitling: Raising Pragmatic Awareness in Italian English as a Second Language (ESL) Learners. *The Journal of Specialised Translation*, 28, 103–121.
- Liskin-Gasparro, J. E. (1998). Linguistic development in an immersion context: How advanced learners of Spanish perceive SLA. *Modern Language Journal*, 82(2), 159–175. <https://doi.org/10.1111/j.1540-4781.1998.tb01189.x>
- Liu, M., Hu, Y., & Peng, Y. (2017). Changes in University Students' Perceptions towards a Two-Week Summer English Immersion Program. *International Journal of Applied Linguistics and English Literature*, 6(2), 127-137. <https://doi.org/10.7575/aiac.ijalel.v.6n.2p.127>
- Liu, T. (2019). Grammar Translation Method Can be Optimized When Associated with Online English Learning Tools. In S. Chen (Ed.), *2019 3RD INTERNATIONAL CONFERENCE ON EDUCATION, MANAGEMENT AND SOCIAL SCIENCE (EMSS 2019)*, (pp. 92–96). Clausius Scientific Press.
- Luo, D., Luo, R., Wang, L. (2016) Naturalness Judgement of L2 English Through Dubbing Practice. *Interspeech 2016*, 200-203. <https://doi.org/10.21437/Interspeech.2016-623>
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group, T. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, 151(4), 264-269.

- Montoya, D. P. P. (2018). *EFL Teachers' Identities and Their Teaching and Assessment Practices in a Public University of a Major City in Colombia* [Docotoal dissertation]. The University of Texas at El Paso, The United States of America.
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts and Humanities*, 7(1), 1-13. <https://doi.org/10.1080/23311983.2020.1780811>
- Nicora, F. (2022). Moving online: using Zoom and combined audiovisual translation tasks to teach foreign languages to children. *Revista de Lenguas Para Fines Específicos*, 28.2, 80–100. <https://doi.org/10.20420/rlfe.2022.553>
- Pei, X. (2021). *Language Learning Strategies Used by Higher Level Students in Target Language Environment and EFL/Foreign Language Environment* [Doctoral dissertation]. Arizona State University, Arizona, The United States of America.
- Rodríguez-Arancón, P. (2023). Developing L2 Intercultural Competence in an Online Context through Didactic Audiovisual Translation. *Languages*, 8(3), 1-17. <https://doi.org/10.3390/languages8030160>
- Sahin, I., & Shelley, M. (2008). International Forum of Educational Technology & Society Considering Students' Perceptions: The Distance Education Student Satisfaction Model. *Source: Journal of Educational Technology & Society*, 11(3), 216–223. <https://doi.org/10.2307/jeductechsoci.11.3.216>
- Sanchez-Requena, A. (2018). Intralingual dubbing as a tool for developing speaking skills. *Translation and Translanguaging in Multilingual Contexts*, 4(1), 101–128. <http://shura.shu.ac.uk/25935/>
- Sokoli, S. (2018). Exploring the possibilities of interactive audiovisual activities for language learning. *Translation and Translanguaging in Multilingual Contexts*, 4(1), 77–100. <https://doi.org/10.1075/ttmc.00005.sok>
- Talaván, N. (2019). Creative Audiovisual Translation Applied to Foreign Language Education: A Preliminary Approach. *Journal of Audiovisual Translation*, 2(1), 53–74.
- Talaván, N., & Costal, T. (2017). iDub – The Potential of Intralingual Dubbing in Foreign Language Learning: How to Assess the Task. *Language Value*, 9(1), 62-88. <https://doi.org/10.6035/languagev.2017.9.4>
- Talaván, N., Lertola, J., & Fernández-Costales, A. (2023). *Didactic Audiovisual Translation and Foreign Language Education (1st ed.)*. New York: Routledge. <https://doi.org/10.4324/9781003293958>
- Wei, J., Yang, H., & Duan, J. (2022). Investigating the Effects of Online English Film Dubbing Activities on the Intelligibility and Comprehensibility of Chinese Students' English Pronunciation. *Theory and Practice in Language Studies*, 12(9), 1911–1920. <https://doi.org/10.17507/tpls.1209.25>
- Wesely, P. M. (2012). Learner Attitudes, Perceptions, and Beliefs in Language Learning. *Foreign Language Annals*, 45(S1), 98–117. <https://doi.org/10.1111/j.1944-9720.2012.01181.x>
- Williams, M., & Burden, R. (1999). Students' Developing Conceptions of Themselves as Language Learners. *The Modern Language Journal*, 83, 193–201. <https://doi.org/10.1111/0026-7902.00015>
- Wu, H., & Ekstam, J. M. (2021). Beyond Parroting: Using English Fun Dubbing to Improve English Oral Performance. *Chinese Journal of Applied Linguistics*, 44(2), 203–218. <https://doi.org/10.1515/CJAL-2021-0012>

- Yang, Y. (2019). *The effects of an Ideal-L2-Self-Based-Intervention on second language motivation of college English majors in China* [Doctoral dissertation]. University of the Pacific, California, The United States of America.
- Zakaria, N., Hashim, H., & Yunus, M. M. (2019). A Review of Affective Strategy and Social Strategy in Developing Students' Speaking Skills. *Creative Education*, 10(12), 3082–3090. <https://doi.org/10.4236/ce.2019.1012232>
- Zhang, S. (2016). Mobile English learning: An empirical study on an APP, English Fun Dubbing. *International Journal of Emerging Technologies in Learning*, 11(12), 4-8. <https://doi.org/10.3991/ijet.v11i12.6314>
- Zhao, J. (2020). An Exploration on Using Mobile Smart Terminals to Promote the Reform of College English Teaching and Learning. *Journal of Physics: Conference Series*, 1771(1), 1–6. <https://doi.org/10.1088/1742-6596/1771/1/012011>
- Zhao, Y. (2018). *Student engagement in postsecondary English classes in China: The teachers' perspective* [Doctoral dissertation]. Kansas State University, Kansas, The United States of America.