

The role of accessibility in language teaching: Respeaking in the foreign language classroom

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Abstract

Research into using audiovisual translation (AVT) and media accessibility (MA) in the foreign language (FL) classroom has proven that it raises awareness and garners the attention of teachers and scholars alike (Talaván, 2020). Respeaking is a live-captioning technique where someone listens to the original audio of a (live) programme or event and respeaks it using speech-recognition (SR) software, incorporating punctuation and elements for the hard-of-hearing. Professionals are well versed in shadowing, i.e., oral repetition of information found in the materials presented, which is more related to interpreting. Shadowing, together with subtitling revision techniques, could offer much potential for language learners in improving pronunciation and punctuation, among other skills (Soler Pardo, 2022). This paper provides an overview of using respeaking in FL learning, focusing on the benefits for students. We first introduce the concept of accessibility, focusing on shadowing and intralingual subtitling practice in the classroom using respeaking as a pedagogical tool. We then explore different options of how to introduce learners to shadowing as well as subtitling norms and proper techniques. Finally, we discuss correct material selection and the different tasks that could be adapted to different FL competences and workflows to enhance cooperation among learners and language learning.

Keywords

Audiovisual translation, foreign language teaching and learning, shadowing, respeaking

1. Introduction

In recent years, research on access to audiovisual content has been carried out by audiovisual translation (AVT) scholars with a special emphasis on media accessibility (MA), which is generally focused on access services such as audio description (AD), subtitling for the deaf and hard-of-hearing (SDH) or sign language (SL) interpreting (Agulló & Matamala, 2019). Likewise, Vanderplank (1988) and Holobow *et al.* (1984) analysed the use of subtitles in foreign language (FL) learning, among many other scholars (Ávila-Cabrera, 2018; Borghetti & Lertola, 2014; Bravo, 2009; Díaz-Cintas, 2018; Fernández-Costales, 2017; Sokoli, 2018; Talaván, 2020; Vanderplank, 2016; Williams & Thorne, 2000), and some studies assess the role of dubbing as a didactic resource in L2 education (Burston, 2005; Chiu, 2012; Danan, 2010; Sánchez-Requena, 2018; Talaván & Costal, 2017; Wakefield, 2014).

Having said this, when it comes to MA, even if we do find studies related to SDH (Agulló & Matamala, 2019; Talaván, 2019) and AD (Calduch & Talaván, 2017; Vermeulen & Ibáñez Moreno, 2017; Navarrete, 2021), no study has yet focused on the use of respeaking – used for live-subtitling – in FL learning. Only Moores (2022) offers a brief mention on how non-native speakers might utilise respeaking to help or enhance their English, although from the standpoint of leisure rather than didactic application. In fact, materials related to this cannot be found, and there is no literature focusing on a specific teaching procedure that could combine respeaking and language learning simultaneously. Hence, this paper aims to offer a proposal on the use of respeaking as a pedagogical tool in the FL classroom. The focus of the methodology lies in introducing students to producing “as-live subtitles” (Moores, 2022, p. 286) through shadowing and proofreading. To do this, students need to be exposed to MA services to learn how these live subtitles are produced and formed in a real-life context, hence becoming more aware of the reality of MA and the specific needs of deaf and hard-of-hearing audiences.

Respeaking combines oral repetition and proofreading of the working language. In this context, respeakers listen and repeat the original language into speech recognition (SR) software, which transforms the oral text into real-time subtitles. Consequently, when we say “proofreading”, we refer to the revision of the created text, particularly spelling and coherence. Considering this, this paper aims to offer different options on how to introduce learners to shadowing, as well as subtitling norms and proper techniques. This article presents a preliminary project that focuses on the needs and requirements of respeaking and attempts to describe the benefits that FL activities related to respeaking might have. To do so, we will first introduce the concept of respeaking and its didactic use, followed by an introduction to shadowing and subtitling norms in the FL classroom. Then, activities using respeaking will be introduced, as well as videos that could be used in an FL context to help familiarise students with this MA modality. The paper will after that describe a proposal for the assessment of both the shadowing and subtitling parts in respeaking for C1 L2 students. Finally, preliminary conclusions will call for urgent further long-term research in terms of the pedagogical use of respeaking in FL education with plans devised to carry out an experiment with FL learners.

2. Theoretical background

Before attempting to define what “didactic respeaking” would stand for, respeaking must be first explored. It is a technique whereby a respeaker listens to the original sound of a (live) programme or event and respeaks it – including punctuation and some specific features for the deaf and hard-of-hearing – into SR software (Romero-Fresco, 2011). The software then converts the recognised speech into on-screen subtitles with the least amount of delay.

All forms of communication are based on the production, transmission, and reception of a message among various participants (Díaz-Cintas & Remael, 2020). Nevertheless, in respeaking

a so-called “middle text” is produced from an oral text and transformed into a written text created by professionals for viewers of the audiovisual product (Eugenio, 2008, p. 38):

Respeaking differs from other techniques employed to produce such subtitles in its process. While stenotyping, velotyping and the so called dual-keyboard system produce directly the target text using a different channel from the one used to ‘receive’ the source text, namely the operator’s hands, respeaking is a form of isosemiotic translation (the oral-acoustic channel is used both for the reception of the source text and for the production of the target text) where the operator does not produce directly the source text, but a sort of ‘middle text’ which will be then “translated” into the source text by the speech recognition technology employed.

To do this, in some countries like France teams of respeakers often work together and a different person takes on the editing work (Romero-Fresco, 2011); an approach that will be taken into account throughout this proposal when it comes to respeaking activities in the FL classroom.

Greater accuracy can be asked from learners with advanced proficiency levels whereas a general understanding and similarities to the original text may suffice for intermediate students. The shadowing element of respeaking involves listening and speaking at the same time, a procedure that implies a series of abilities that need to be learnt, as well as proofreading, that “requires closely analytic reading with focus on both form and meaning” [sic] (James & Klein, 1994, p. 36).

In order to understand the concept of shadowing, it is key to look into simultaneous interpreting: here, “the interpreter sits in a booth with a clear view of the meeting room and the speaker and listens to and simultaneously interprets the speech into a target language” (AIIC webpage, found in Arumí Ribas & Romero Fresco, 2008, p. 110). Thus, it would appear that the basic similarity between the two practices is the simultaneous quality of the actions involved: listening and speaking at the same time.

Considering this, in the FL context, learners can be asked to repeat what they hear, i.e., asked to create this “middle text” if the abilities required are taught, and this process could allow them to enhance their pronunciation and listening skills. While working on their aural/oral skills, they will also need to be conscious of the written product, which is where ‘shadowing’ and ‘shadowing for respeaking’ differ. As mentioned earlier, learners’ levels will determine the materials employed, but also the expected accuracy and the correct assessment. At higher levels – having introduced this methodology in previous practice – we could even let students choose the materials so they can “make all of the choices regarding genre, vocabulary, proficiency level, because they can select among the virtually limitless number of easily accessible videos” (Wakefield, 2014, p. 160). Therefore, students could benefit from participating in this process of choosing the materials (Vanderplank, 2016).

2.1. Didactic respeaking

When respeaking, it is key that the software recognises the message, which requires good pronunciation, punctuated speech and a thorough lexical and thematic knowledge. In addition, students must be told that the respeaker is interacting with the software in order to interact with a person. That implies that the pronunciation they use or any pause they make will not reflect “good spoken interaction” – i.e., communication with a person. Hence, to use respeaking as a didactical tool, SR software should be installed on computers for students to use when training themselves. In the words of Arumí Ribas & Romero Fresco (2008, p. 117):

[...] respeakers must feel at ease when dictating to the SR software, which requires familiarisation with the software demands and limitations. Once these limitations are

identified, respeakers must try to either overcome them or at least minimise them through training, which is possibly the most important part of the preparation stage in respeaking.

This type of software – such as Isis (developed by Starfish), CMU Sphinx, HTK, Julius, Kaldi, IBM ViaVoice, or even actual software used by respeakers, like Dragon by Nuance and Fingertext (Belenguer Cortés, 2022) – includes the ability to transcribe what is being said. When using SR software, students need to do the so-called “quick training and enrolment”, which involves them reading many specific words and sentences so the software can adapt to their intonation and voice into the specific language being taught in the FL classroom. This implies learners would already have to pay attention to their pronunciation before starting to use the SR software.

Even though SR software includes a corpus of thousands of words, respeakers need to introduce specialised terms when working with specific materials. Therefore, it could also be appropriate to teach students how to use macros, i.e., to include the specific spoken form that is assigned to a word into the software so whenever they pronounce the specific word, the SR software will be able to identify it. When working with homophones, it would be highly recommended to work in pairs, since students will be able to either focus on the pronunciation (the respeaker) or the quality of the created subtitles (the proofreader). When working alone, students can reflect on and review the text created after respeaking to see whether the message is clear or, on the contrary, if there are any misunderstandings caused by omission or mispronunciation. Assessment is also a useful tool for students, who can play an active role in their own learning, assess themselves (self- and peer-assessment) and be more aware of their learning process and their strengths and weaknesses (De Higes Andino & Cerezo Merchán, 2018).

Considering the use of didactic respeaking in the FL classroom, even if respeaking could be interlingual (Szarkowska *et al.*, 2016; Dawson & Romero-Fresco, 2021), respeaking is hereby understood as an intralingual activity, which implies a challenge for the FL classroom; in terms of the information received, Lambert (1992) states that comprehension and recall “are significantly higher when there is a decoding and recoding process than they are in shadowing, which is merely a literal repetition of the source message” (Arumí Ribas & Romero Fresco, 2008, p. 111). Considering this, activities and goals in the FL classroom can be adapted to different approaches: whether to expect the ability to analyse and reformulate from students or to just stick to repeating the text heard to assess pronunciation, diction, and fluency.

Through didactic respeaking, students will be training the following skills found in the *Common European Framework of Reference for Languages* (CEFR):

- Listening to the ST in the FL.
- Speaking (intralingual TT) in the FL.
- Reading the TT when proofreading.
- Writing if corrections need to be made while reviewing the work.

In the present proposal, students are trained to create this “middle text” considering their language level and the goals in the FL classroom. Nevertheless, didactic respeaking could be useful not only for FL learners in general but specifically for FL learners on Translation and Interpreting degrees or AVT Master’s degrees who are willing to work in Accessibility departments and who might be interested in enrolling on a proper respeaking course. Furthermore, students could also be asked to review the resulting subtitles, which could be of interest for students in the AVT field.

2.2. Shadowing and intralingual subtitling practice

When considering shadowing and intralingual subtitling practice, a reflection on the chosen material must be considered, and the video selection should not only adapt to respeaking needs

(i.e., shadowing and intralingual subtitling), but also to the FL learners' level. Furthermore, the videos could also be a great source of reflection and analysis, since they allow connections to be made between the material itself and the actual teaching experience (Sanz-Moreno, 2021). As Arumí Ribas & Romero Fresco (2008, p. 113) stated, in respeaking there are difficulties to be found in the ST:

The ST often poses the same type of difficulties for respeakers and subtitlers, namely multiple turn-taking, overlapping dialogue, use of realia (famous names, geographical references, names and institutions), etc. Regarding the audience, both respeakers and subtitlers need to be aware of their viewers' needs and requirements, so as to, for instance, produce appropriate extralinguistic information.

Hence, these aspects should also be considered when choosing FL materials. Given that respeaking and simultaneous interpreting were previously compared due to their similarities when it comes to practice (particularly with shadowing), it comes as no surprise to infer that training could be similar, as seen in the ILSA Project (2017–2020). In fact, respeaking is also labelled as “the simultaneous interpreting 2.0” by the SMART Project (2020–2023).

Kopczynsky (1982) introduced a series of elements that can have a remarkable effect on interpreting: speech presentation (spontaneous text or read text), speed elocution, accents, syntax coherence, pauses, intonation, non-verbal language, the use of the microphone, the use of graphic or audiovisual materials, the reaction of the audience, the type of audience as well as the sound quality can have a major impact on the user, meant to be a gradual training process (Pražák *et al.*, 2020).

Pedagogical approaches towards respeaking training coincide in that professionals should be able to master the following (Fresno & Romero-Fresco, 2022):

- Linguistic skills, which allow respeakers to comprehend the original message and to deliver it in the respooken subtitles.
- Software-related skills, which allow respeakers to properly dictate into the speech recognition software, and to change the subtitle format and position on screen.
- Cognitive skills, which allow respeakers to perform three main tasks:
 1. Editing the original message in such a way that meaning does not get lost.
 2. Splitting their attention when conducting several simultaneous activities.
 3. Verbalising punctuation commands.

Since this type of AVT practice needs to be adapted to the FL context, a simple speech that can be used for FL learners will be sought out. When considering selecting a video to practice shadowing, the following aspects should be borne in mind:

- Language: Depending on the language to be taught, a list of variants, dialects and accents should be considered.
- Speaker: This aspect can be key where selecting an older or younger speaker, with or without an idiolect, with a specific speed of speech, as well as specific vocabulary given by the specific age.
- Domain: According to what is to be taught or by the goals of the class, a general or a more specific domain could determine the level of difficulty of the materials. For example, if students need to work on climate change vocabulary, a speech talking about climate would be sought.
- Level: FL learners' level will determine the difficulties and the challenges found in the FL audiovisual text they will work with. Therefore, the materials used should be

suitable for the learners' levels and needs. Nevertheless, when respeaking, a low level of difficulty is recommended. Despite their good command and their good listening skills, this is not a listening exam, but rather a respeaking activity, so students have to listen and speak at the same time. Thus, with users new to respeaking, slow speech would be advised so as to not to cause frustration on students.

- Use: When interpreting, consecutive and simultaneous modalities have to be distinguished. Having seen respeaking and its similarities to simultaneous interpreting, the use of discourses meant for simultaneous interpreting training might be considered to be most suitable for FL learners. Nevertheless, consecutive speeches could also be selected, for their pace tends to be slower and easier for students to work with. In any case, before engaging in any intralingual respeaking practice, a module on dictation and software management may be helpful to reduce recognition mistakes (Dawson & Romero-Fresco, 2021).

Spaces and platforms like *Speech Repository* from the Directorate-General for Interpretation (DG Interpretation, 2023) could be a useful e-learning tool, since it classifies its materials according to different criteria, such as language, speaker, domain, level and use, as reflected in Figure 1.

The screenshot shows the homepage of the Speech Repository. At the top, there's a dark blue header with the title "Speech Repository" and navigation links: "Search Speeches", "About", "Tutorial", "SCICRec", "My notifications", and "FAQ". Below the header, a message says "You may also like the Knowledge Centre on Interpretation [Take me there!](#)". The main content area has a dark blue bar at the top with "Welcome to Speech Repository" and a yellow "EU Log in" button. Below this is a section titled "Find a speech" containing a form with dropdown menus for "Search", "Collection", "Speaker", "Language", "Domain", "Level", "Use", and "Type". A "Refine results" button is at the bottom right of the form.

Figure 1. *Speech Repository* platform (DG Interpretation, 2023)

This paper focuses on intralingual respeaking, i.e., subtitles written in the same language as the AV product (Lertola, 2015), which are those targeted to the deaf and hard-of-hearing, language learners and those who cannot access the audio of a programme for whatever reason. Considering respeaking as a pedagogical tool, the use of intralingual subtitles is required since FL learners do not have the interpreting skills to be able to translate from the spoken speech in a second language (L2) into a written first language (L1) text. Working on the intralingual combination, students get familiar with the phonetics in L2 to try to repeat them and acquire them when respeaking.

3. Methodological proposal: examples of respeaking tasks

In the present proposal, each task presents a two-minute video extracted from a video from Speech Repository, selected according to the FL learners' level. In this case, the following exercises (devised for C1) are expected to last 60 minutes and be undertaken weekly. The structure proposed by Talaván & Lertola (2022) is used for this sequence as follows:

- Warm-up phase: students will anticipate video content, the vocabulary present, the structures, and the possible cultural information. This might include a reception or a production task. In respeaking, a reception task is recommended so students will find it easier to identify vocabulary through the speech. This phase should take 10 minutes.
- Viewing the video: the video is watched and accompanied by related tasks so that students can get to know the linguistic content. This phase should take from 5 to 10 minutes.
- Didactic respeaking: learners get to work on the video itself on their own or in pairs. When in pairs, one student has the role of the respeaker, i.e., they will hear the material through headphones and repeat the discourse or segments of it and afterwards the second student plays the role of the proofreader, i.e., they read the text created to be broadcast. Depending on the FL level, a supporting written text can be given to the respeakers, so that they can just fill in the gaps while listening to the text and ask the proofreader to see if the sentence is grammatically correct or if the words suit the context; alternatively, the respeaker could be expected to deliver the full speech and ask the proofreader to check for coherence, spelling mistakes and readability of the text. When working on their own, the student can act as the respeaker and the proofreader at the same time: they start with the role of respeaker, repeating parts or the full speech for the software to transcribe and, once finished, reread the full text to check for possible mistakes. They can also repeat the entire procedure if certain words or parts of the texts are missing. This activity should take around 30 minutes.
- Post-respeaking task: students do related-production tasks to practice some elements found in the video. This final phase should take the last 10–15 minutes of an hour-long lesson.

The outcomes of the lesson plan would be:

- To practice reception (listening and reading) and production skills (speaking and writing).
- To enhance motivation.
- To introduce respeaking as a pedagogical tool.
- To promote teamwork in the L2 context.
- To develop accessibility awareness, and audiovisual communication, which are both key in a digital society where technologies are the norm.

These goals are achieved since students play an active role (either as respeakers or proofreaders or both) which could be changed according to the needs and to the lesson, i.e., students can change roles in different lessons or reinforce their weakness by having specific practice in the abilities involved in each role. In this activity (when performed in pairs), one of the students (the respeaker) hears the original speech through headphones and repeats the word, the whole text or the words that might be missing in the given text (if needed due to the level of the FL learners) out loud, whereas the other (the proofreader) checks for possible mistakes and coherence in the entire document. A possibility of individual work could be also appropriate when wanting to reinforce more CEFR skills in less time, since students respeak what they hear (listening and speaking) and proofread the aforementioned result (reading and writing).

In addition, a warm-up phase, video-viewing phase and post-respeaking phase encourage the abilities sought in the main respeaking activity.

As an example of a respeaking task, a sample of a C1-level video that aims to introduce learners to the practice of respeaking is provided below. In this preparatory task, students are required to fill the gaps in a document while watching a video from the Speech Repository. In this case, the video is titled *A dog is good for you!* and lasts for 2 minutes 45 seconds. In the video, a speaker makes a speech about the effects dogs have on our health, as seen in Figure 2.

A dog is good for you!

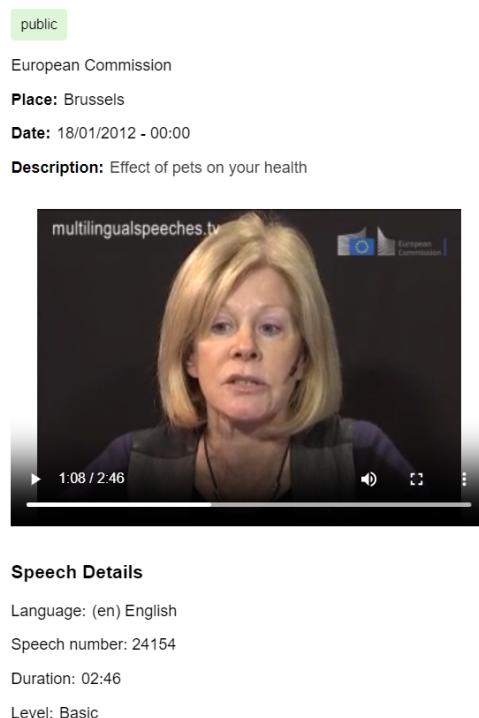


Figure 2. Video used for the respeaking lesson plan (source: *Speech Repository*)

The main characteristics of the chosen video are:

- Language: English with no dialecticisms or a strong accent.
- Speaker: Interpreter for the European Commission, without an idiolect and with a slow pace in her speech.
- Domain: Animals and health, a well-known topic for C1 level students.
- Level: As previously mentioned, a low level of difficulty would be suitable for new users in respeaking. In this case, an easy topic together with simpler language would be advisable.
- Use: This speech is meant for consecutive interpreting.

Two different exercises will be carried out in the warm-up phase. To help FL students with the role of respeakers to get familiar with the speech they will respeak shortly after, their warm-up activity will be a gap-fill activity of the same speech so that they familiarise themselves with the words and their correct pronunciation. Meanwhile, an activity for the proofreaders will be to receive the transcription of the speech from the teacher and identify any spelling mistakes. The main goal will be to help them spot the vocabulary present in the text to train them for their proofreader role afterwards. After that, the activity will be commonly reviewed with all the students, so every student benefits from the pronunciation and spelling of the words that

will be worked on in the respeaking task. In addition, the video is watched all together to learn about the difficulties found in the speech.

After the warm-up activity and watching the video together, the two halves of the class get together and the students work in pairs as respeakers and proofreaders with the exact same speech. To do so, one of the students listens to the original speech again with headphones (through a tablet or a computer with SR software installed, for instance) and respeaks the speech with the software transcribing it; in the meantime, the proofreader checks the transcription is correct, repeating the warm-up activity.

To make this task easier for students to get them started with respeaking and the software, they will be asked to respeak the missing parts of the aforementioned speech. Before that, in the warm-up phase, educators can emphasise specific vocabulary, grammar and difficult hearing parts of the speech with them (in Figure 3 in yellow) and ask them to complete the missing words of parts of the original text (written in bold). The emphasised words found in the original speech are underlined in blue:

Ladies and gentlemen, my name is Helen Campbell, formerly of DG interpretation of the European Commission, and I'm going to talk to you today about pets and **the effect of pets on your health**. Now, I'm British, and **as you probably know**, most British people love animals, and most have pets as well. Usually it'll be a dog or a cat, but there's also now a fashion for **pythons**. Many people are buying **pythons** as pets. Well, **whatever the pet might be**, we all know that it's **comforting** when you come home, for example, **your dog is waiting for you**, and it's good for you to take the dog for a walk. **People generally are happy to have these pets**, but in fact, **it goes a little further than that**, because there have been some studies **carried out** recently that show that owning a pet actually has a very **positive effect** on your health. People who own pets **tend to suffer less than others from headaches, migraines, back pain, or depression**. They feel generally **healthier**, and they feel **fitter** for owning that pet, of course, especially if it's a dog, because as I remember when I was younger, **we had a wonderful dog whom I loved very much**, but he **had to be taken** for two very long walks every day. Now, you take a dog for a long walk twice a day, **maybe for half an hour**, and you are probably going to be **fairly fit**. So by and large, **owning a pet is going to be good for you**. Some people will say yes, but it's quite expensive, in fact. **Yes, it is**. It costs quite a lot to **feed** our very large dog, and that's true. That is perhaps the **downside**. The other thing is, and this is certainly in my own case **I travel an awful lot** and I live in a flat. And **so it would be terribly unfair of me** to buy a dog because **I would never be around enough** and I would have to **rely on** lots of friends to take the poor dog for a walk and to feed it. **I can assure you**, however, that one of these days when I **do calm down** and stop traveling so much, **that will be one of my first thoughts**. I think that I can see myself with a very pleasant cocker spaniel as a **companion**, and I shall take the cocker spaniel for long walks. **Pets certainly are a good therapy and a great pleasure to have**. Thank you.

Figure 3. Exercise of the speech *A dog is good for you!* used for the respeaking lesson plan
(source: author)

To wrap up the session, a writing assessment related to the speech topic will be asked for to put the vocabulary found in the speech into practice. In this case, the writing assignment could be an essay answering the question: *Do animals improve our mental health?* For students to have sufficient sessions to adapt to the SR software and the practice of didactic respeaking, the following structure and timing has been devised to introduce students to respeaking; they are offered different practice sessions, and after six sessions they are assessed taking into account the evolution of the previous lesson plans (see Table 1):

Structure	Didactic respeaking	Timing
Introduction	Getting to know the software.	
	Lesson plan structure: Filling the gaps in the provided text by listening to speeches through the software.	Three sessions (60 minutes per session)
Practice	Lesson plan structure: proofreading the given texts by listening to the speeches.	
	Lesson plan structure and working alone: respeaking and proofreading a speech for the first time.	Three sessions (60 minutes per session)
	Lesson plan structure and working in pairs: active roles and taking turns between a respeaker and a proofreader.	
Assessment	Lesson plan structure and practice time: switching roles and introducing subtitling norms.	
	Individual respeaking task and per pairs respeaking task submission of two different videos.	Two sessions (60 minutes per session)

Table 1. Didactic sequence structure (based on the proposal of Talaván & Lertola, 2022, p. 30)

Undoubtedly, introductory sessions to the software are essential to accomplish the aforementioned lesson plan; an introduction to the respeaking software should be key in the first session, as well as complementary sessions to provide technical support (if needed) and previous practice with different videos. Training courses also incorporate dictation practice – i.e., dictating into the software, without listening to anything, to see what recognition is like and the limitations of the software. Another step could also be to respeak without the software – i.e., doing everything (listening, speaking, punctuation, intonation, etc.) without the software being active, simply to focus on fluency. The next step would be to repeat the same task with the software to see what gets actually recognised.

If students have a respeaking lesson per week as the main lesson plan or even as a complement to the regular lesson plan, it can be inferred that this proposal will take two months to complete the whole respeaking in the FL classroom plan, in which the role of the student is expected to be constantly active. Furthermore, to practice respeaking long-term in the FL classroom, more respeaking lesson plans could be used following the above didactic sequence structure and making a final assignment with respeaking as the task to be submitted. Undoubtedly, it is important to note that the search criteria should be adapted to the preferred FL, the learners' needs and the lesson plan applied in the classroom.

4. Subtitling norms in the FL classroom

Subtitling is a popular AVT mode and has been investigated, both at theoretical and practical levels, by scholars and experts in the field (Gottlieb, 1992; Díaz-Cintas, 2004; Díaz-Cintas & Remael, 2007). In this context, since in respeaking students must already focus on the delivery of the speech as well as on the proofreading, the quality of the resulting subtitles can be studied in another activity with subtitling as an AVT pedagogical tool in the FL classroom. Nevertheless, it is appropriate to introduce basic good subtitling practices into lessons to let students know the importance of high-quality subtitles for users, especially in terms of accessibility.

Having said this, a handout of the Code of good subtitling practice as a checklist containing this information for the proofreader can be useful to give students some reference when it comes to the quality of subtitles. Lertola (2015) proposed an adaptation of the Ivarsson and Carroll

“Code of Good Subtitling Practice” (1998), which could be a good complement to introducing learners to good practices to ensure subtitling quality, as seen in Figure 4.

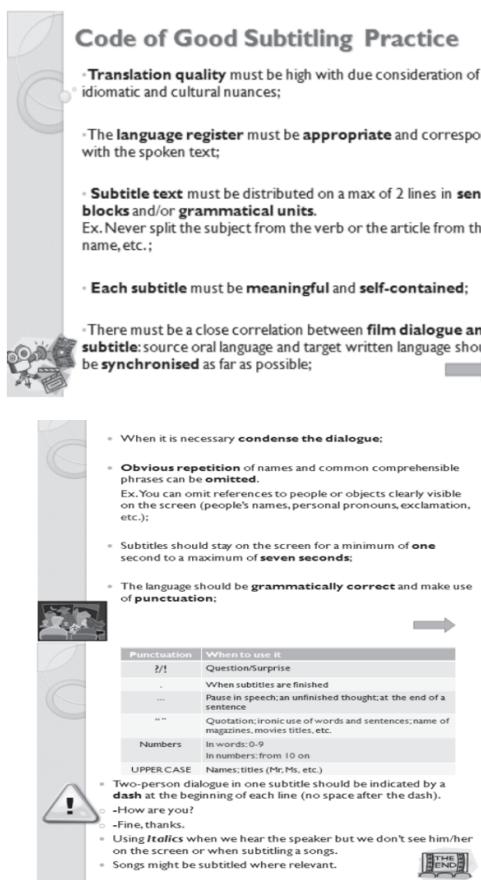


Figure 4. Subtitling norms for language learners adapted from the *Code of Good Subtitling Practice* (Ivarsson & Carroll, 1998, retrieved from Lertola, 2015, pp. 255–256).

Considering the different scholars who have dived into subtitling in the FL classroom (Lertola, 2015; Agulló & Matamala, 2019; Talaván, 2019), a complementary activity could be to analyse the content created and adapt it to subtitles following the aforementioned norms in Figure 4. This would lead to having two different AVT plans that complement each other and help train different FL abilities: the first more focused on listening and speaking skills, and the second focused on reading and writing skills; one relating more to live delivery and the other to pre-recorded content, which could be an interesting exploration for learners in itself. Coherence and meaningfulness are key, especially in terms of delivering a message from an oral source into a written text.

5. Respeaking assessment

In terms of assessing respeaking, a series of competences need to be assessed when it comes to professional respeakers. According to Arumí Ribas and Romero Fresco (2008, pp. 114–116), respeaking skills before and during the process focus on software-related skills (how SR software works and its preparation), production skills (accurate grammar and spelling) and multitasking skills (ability to speak while listening).

As previously mentioned, considering respeaking is being introduced in the FL classroom and not in the AVT classroom, adaptations to this taxonomy should be made to give an assessment rubric. The following sections examine how to properly assess the two roles of the proposed lesson plan: that of the respeaker (i.e., the shadowing assessment) and the proofreader (the subtitling assessment).

5.1. Shadowing and intralingual subtitling practice

To test the level of proficiency in oral production, with which learners start and check their improvement after working on the respeaking tasks, two speaking tests should be designed. Based on the design of the study by Talaván & Costal (2017), one would be focused on pronunciation and the other on fluency. The former looks to students trying to sound as natural as possible for the software, emulating the original video so the respeaking software can recognise what they are saying. Nevertheless, as mentioned before, the SR software should be trained with every student so the foreign accent will be recognised even though they are not speaking as a native speaker but rather interacting with a software with a plain voice. When assessing fluency, the marking involves paying attention to the ability of listening and speaking at the same time, as well as to the ability to build proper sentences that work and make sense in the FL.

Professional respeakers' skills should be considered in terms of competences related to shadowing (Arumí Ribas & Romero Fresco, 2008, p. 114). These include preparation skills, fostering of research capacity, ability to develop subject matter glossaries and databases, familiarity with terminology in specialised fields, compliance with the Code of Ethics, strategic skills, ability to work as part of a team.

Therefore, the following goals will be the focus on these competencies (Arumí Ribas & Romero Fresco, 2008, found in Belenguer Cortés, in press):

- Knowing how to train the software for optimum performance.
- Acquiring the ability to speak while listening.
- Overcoming the stress caused by a live situation.
- Expressing thoughts lively and concisely.
- Dictating short tranches of text at a higher-than-average speed.
- Dictating with a flat and clear pronunciation.

Hence, if students can use the SR and speak while listening, they enhance phonetics, pronunciation and fluency, which translates into being understood and improving the flow of the speech and the oral "middle text" itself. Therefore, Table 2 focuses on assessing accuracy, synchrony, pronunciation and intonation.

Assessment	Unacceptable (0)	Acceptable (1)	Target (2)	Above Target (3)
Accuracy: The voice recordings are grammatically correct.				
Synchrony: There is synchrony between the delivered speech and the respeaking.				
Pronunciation: Words are pronounced correctly.				
Intonation: Intonation is clear.				

Table 2. Assessment rubric for the FL respeaker (retrieved and adapted from Castañeda & Rodríguez González, 2011; Talaván & Costal, 2017)

To distinguish the competencies of the respeaker and the proofreader when assessing them, a recording of the respeaker's speech should be made to compare the speech delivered and the final text which can be (or not) corrected by the proofreader. In terms of assessing the complete task, educators could ask students to use the resulting text to turn it into subtitles, which could be done either with a template (which means students would only have to pay attention to the subtitling rules in terms of segmentation, condensation, and other subtitling norms) or, if they have previously worked with subtitling software, produce subtitles from scratch using the created "middle text". As previously mentioned, this paper focuses on the first part of the activity, which is respeaking, but this proposal could be easily turned into a long-term lesson plan that could boost and unify skills previously worked in the FL classroom.

5.2. Proofreading and subtitling assessment

When it comes to assessing the part of the proofreader (i.e., a different student who did not respeak the text), two approaches could be used:

- Assessing the resulting text and the corrections made by the proofreader.
- Assessing the resulting intralingual subtitles coming from the resulting respoken text.

For the former, i.e., assessing the resulting proofread "middle text", attention should be paid to the possible changes the proofreader might (or not) have made. In that scenario, educators can pay attention to the final linguistic result since the message delivery will be the priority when respeaking and proofreading. In that case, an overview of linguistic aspects should be taken into account: in this proposal, an assessment of spelling, units of meaning, syntax, cohesion, punctuation and grammar should be made, as exemplified in Table 3.

Task assessment (0-5 per item, from no evidence to excellent)	
Item	Description
Spelling	There are no misspellings or homophones in the text.
Units of meaning	The text contains units of meaning that reflect the original oral message.
Syntax	There are no syntactic mistakes in the text.
Cohesion	The text is coherent.
Punctuation	The text is well written and with proper punctuation marks. Additions made by the proofreader are coherent.
Grammar	The text is grammatically correct.
Total points (out of 30)	

Table 3. Assessment rubric for the final text (retrieved and adapted from Castañeda & Rodríguez González, 2011, p. 499)

When assessing a final subtitling task, a different rubric should be followed and applied. Here, aspects like condensation and segmentation would be key. A rubric that includes these aspects could be applied, like the one proposed by Castañeda & Rodríguez González (2011). Nevertheless, the potential use of a template – example shown as Table 4 – should be considered since using a template would leave synchrony out of the assessment.

Task assessment (0-5 per item, from no evidence to excellent)

Item	Description
General linguistic accuracy	The subtitles are grammatically correct (spelling, punctuation, grammar, syntax).
Description of sounds – accuracy	Acoustic nonverbal information is conveyed in the subtitles in a grammatically correct way.
Description of sounds – coverage	Correct choice of acoustic nonverbal information is included in the subtitles.
Condensation	Subtitles allow the audience to have enough time to read them without missing visual information (i.e., avoiding too much text in the subtitle).
Segmentation	The text in the subtitle is correctly segmented (e.g., there is no break between a determiner and the noun it accompanies in two subtitles nor in two lines).

Total points (out of 30)

Table 4. Assessment rubric for subtitles (retrieved and adapted from Castañeda & Rodríguez González, 2011, p. 499)

Both rubrics could be combined and used in didactic respeaking. Nevertheless, both will require further validation through piloting to offer the possibility of being replicated.

6. Conclusions

The above tasks, together with the methodological proposal, will be piloted with B1–B2 levels in the FL classroom with students of French as a FL in higher education. Therefore, materials will be created, and the previous assessment will be used in an experimental study to seek the necessary evidence to test the benefits of respeaking as a pedagogical tool.

Accessibility can provide the inclusion we seek as students get to know a different way of learning, since learners are not only introduced to this modality, but also understand the importance and the challenges found when making content accessible. The current proposal seeks to follow previous methodologies of national and international projects such as LeViS (Romero et al., 2011), Babelium (Pereira Varela, 2014), ClipFlair (Sokoli, 2018), PluriTAV (Martínez-Sierra, 2018) or the TRADILEX project (Talaván & Lertola, 2022) and introduce didactic respeaking, a pedagogical tool for FL learners that, to the author's knowledge, will be used for the first time.

In the future, respeaking could be applied to other contexts to test its benefits and within other methodologies, whether in intralingual or interlingual contexts, concentrating on specific CEFR skills (Runnels, 2021) or using different SR software. The goal is to make accessibility present in the reality of FL students, which is imperative to enhance equality of opportunities as well as audiovisual communication, a key aspect in a digital society. The tasks presented in this FL learning proposal seek to ensure the practice of production (i.e., speaking and writing) and reception (reading and listening). These tasks should therefore pursue the CEFR skills among the knowledge of FL learners and the importance of the respeaking role in accessibility while helping students enhance their digital competences.

7. References

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