The impact of fundubbing on the attitude towards the learning of Basque in primary education: A case study

Beatriz Azurmendi Sánchez

Independent researcher

Ana Tamayo[1]

University of the Basque Country (UPV/EHU)

Abstract

This article presents a fundubbing project carried out in a 6th grade primary education class in Vitoria-Gasteiz, the capital city of the Basque Autonomous Community (BAC). The study aims at analysing whether attitudes towards Basque, a minority language in Spain, can be improved by the use of audiovisual translation (AVT), specifically fundubbing. Qualitative data about the use of Basque by the students were gathered through pre-test and post-test questionnaires based on Lasagabaster (2003) to measure attitudes towards Basque, both in an experimental group (n=22) that carried out the fundubbing project, and in a control group (n=23). Additionally, data about the opinions on the process and results of the project were gathered and analysed in the experimental group after the project was concluded. The results demonstrate that students developed a more positive attitude towards Basque after experimenting with fundubbing in the language classroom. Students principally highlighted the motivation provided by technology in the classroom, which aligns with previous research on didactic AVT (Alonso-Pérez & Sánchez-Requena, 2018; Fernández-Costales, 2021). These findings bring a clear didactic implication with them, as they indicate that fundubbing could be considered a valuable tool in the development of positive attitudes towards minority languages in young learners.

Keywords

Audiovisual translation, didactic audiovisual translation, fundubbing, Basque, language attitudes

1. Introduction

Audiovisual translation (AVT) is one of the many ways of integrating Information and Communication Technologies (ICTs) in the classroom; more specifically, into the language classroom. Many authors have highlighted the potential of AVT in language learning (e.g., Alonso-Pérez & Sánchez-Requena, 2018; Ávila-Cabrera, 2022; Burston, 2005; Chu & Chow, 2017; Fernández-Costales, 2021; Lertola, 2019; Navarrete, 2013; Talaván, 2019), which may be due in part to the motivating and engaging nature of the activity, boosting both students' performance and self-confidence. Recently, many studies have been conducted in the realm of AVT with didactic purposes (see Talaván, 2020), and these have principally been carried out in the area of learning and teaching Foreign Languages (FL). The majority, excluding very few studies (e.g., Chu & Chow, 2017; Fernández-Costales, 2021) have been conducted at university level.

The aim of the present study is to analyse the effects of a fundubbing project in students' attitudes towards Basque in a 6th grade primary education class in Vitoria-Gasteiz. Literature and experimental research on didactic audiovisual translation (DAT) in primary education are scarce and, moreover, literature and experimental research on DAT and Basque are, to the knowledge of these authors, non-existent. The particular characteristics of the experiment i.e., primary education and Basque, make this contribution a first step forward in implementing DAT in primary education within the Basque Autonomous Country (BAC). In fact, Basque is a language that, although very present in primary schools in the Basque Country, is not often used outside the language classroom (Becker, 2020); something that could be improved by introducing the language into areas that usually motivate students outside of school, such as audiovisual products.

In the following section, we look into fundubbing as a didactic tool in the language learning environment, briefly introduce the Basque education system and language use, and review existing literature on attitudes towards Basque. In the third section the methodology of the study is explained. We focus especially on explaining the participants' profile, ICT resources, data gathering and the procedure of the experiment. The fourth section presents the results and analysis of the data. Finally, in the fifth section a set of conclusions is offered.

2. Theoretical framework

2.1. Fundubbing as a didactic tool

Currently, with the latest developments in the technological realm, the AVT field has begun to be redefined, and is more than ever at the centre of the translation studies (TS) field (Perego & Pacinotti, 2020). There is an increasing amount of literature on the use of AVT for (language) teaching and learning, also known as DAT. Within this subfield, fandubbing (with an <a>) is a common form of User-Generated Translation (UGT) (Remael, 2010), in which fans try to replicate an audiovisual product as accurately as possible, preserving the essence of the original material. This article, however, will focus on *fun*dubbing, sometimes referred to as "parodic dubbing" by authors such as Baños (2019), or as creative or fake dubbing and which is designed as a humoristic AVT mode (Talaván, 2019). Of note is that the fundubbing phenomenon receives a wide audience online, with many videos becoming "viral" (Baños, 2019). Several examples of this kind of AVT mode can be found on the YouTube channel *Bad Lip Reading*[2], in which humoristic fundubs are presented and which has more than eight million subscribers (Talaván, 2019). Nevertheless, as Baños (2019) points out, the "virality" of these videos is in contrast with the lack of representation this discipline has in the academic community.

---

[2] https://www.youtube.com/c/BadLipReading

Various studies have analysed the possible benefits of promoting revoicing projects for the development of a foreign language (e.g., Ávila-Cabrera, 2022; Burston, 2005; Danan, 2010; Fernández-Costales, 2021; Navarrete, 2013). More specifically, in the realm of fundubbing, Ávila-Cabrera (2022) conducted a study with 20 Business undergraduate students, in which the participants had to creatively dub two film trailers. The participants expressed their willingness to take part in similar future projects, as they felt that their self-perception towards their English oral skills had improved. Additionally, they received better marks than the control group in the English for Business subject. Fernández-Costales (2021) carried out a study in eight primary education schools in Asturias (Spain), in which 3rd, 4th, 5th and 6th grade students used fundubbing and subtitling on clips of children's movies, in their Science and Social Science subjects, which they studied in a Content and Language Integrated Learning (CLIL) framework. To evaluate the project, a questionnaire was administered to the 31 teachers who took part in the experiment. After working on revoicing and captioning projects, the teachers concluded that fundubbing was more suitable and effective than subtitling in the promotion of language skills within primary education in a CLIL environment.

Nevertheless, some studies have revealed that these projects can also have several limitations – for instance, the revoicing process can be a very time-consuming activity, sometimes taking longer than expected (e.g., Burston, 2005; Danan, 2010; Fernández-Costales, 2021; Navarrete, 2013). In addition, dubbing can bring technical issues to the classroom, as the projects' success relies partially on the use of ICT (Alonso-Pérez & Sánchez-Requena, 2018; Fernández-Costales, 2021). Therefore, technological training for teachers is needed (Danan, 2010), together with training on the ability to select suitable audiovisual material, which is vital for students' motivation (Burston, 2005).

Despite the technical or methodological issues revoicing can bring into the language learning environment, the existing literature highlights that the advantages outweigh the limitations (Lertola, 2019). The motivational and fun aspect of the activity seems to be the most widely mentioned advantage in revoicing projects. Teachers in the study by Fernández-Costales (2021) reported that the main advantage of using dubbing in the CLIL classroom was that it triggered students' motivation while encouraging oral communicative skills. Alonso-Pérez and Sánchez-Requena (2018), who conducted a study with 56 teachers from 15 countries across different levels (not including primary education), reported that "motivation" and "fun" were the most commonly used words by teachers when talking about the inclusion of AVT activities in their FL classrooms. Similarly, in a study carried out with 19 students of 2nd grade primary education who had just moved to China, Chu and Chow (2017) reported that revoicing activities not only improved creative writing skills in students but also their motivation. Additionally, in the CREATE project, which aimed at assessing creative dubbing and subtitling in language learning, Talaván (2019) highlighted motivation as a strong advantage. In addition, Navarrete (2013) used dubbing as a didactic tool with 20 English Year 9 students of Spanish (14 and 15 years old) and remarked that this AVT mode was both highly motivating as well as producing positive results in language learning.

2.2. The Basque education system and its language use

Over 40% of the Spanish population lives in a region or community that has more than one official language (Huguet, 2007; Lasagabaster, 2017) with the BAC being one of these regions. Located on the North coast of Spain, it has two official languages: Castilian Spanish and Basque, or Euskera. During the Franco dictatorship, which lasted from 1936 to 1975, the Basque language was tremendously oppressed, which resulted in a severe language loss (Valadez *et al.*, 2015). However, in the 1978 Constitution of Spain the multilingual character of the Spanish

State was recognised, and Basque began to receive attention from the state (Valadez *et al.,* 2015). In 1982, the Basque Government passed the Law of Normalisation of Basque, allowing students to receive education in Basque as well as in Spanish. This has led to the creation of three different linguistic models in education, depending on the degree to which Basque and Spanish are present in the teaching practice. The models are the following, as described by Lasagabaster (2017):

- In model A, Spanish is the vehicular language of teaching, and Basque is only taught as a subject, usually for 4 or 5 hours per week. The students' first language (L1) is Spanish.

- In model B, both Basque and Spanish are used for instruction. Usually, the students' L1 is Spanish, and the model is heterogeneous. The process of learning how to write and the Mathematics subject are often taught in Spanish, although this may vary depending on the school's sociolinguistic context, or the availability of Basque teachers.

- Model D[3] is a total immersion programme for students. In this model, Basque is the vehicular language, and Spanish is only taught as a language, usually for 4 to 5 hours each week.

Since the creation of this Normalisation Law, the use of Basque has grown enormously, as Basque institutions have supported and promoted the language (Lasagabaster, 2003). In fact, as Lasagabaster (2003) points out, many people with Spanish as their mother tongue have learnt how to speak Basque thanks to the changes in the education system, but some differences can be found when comparing territories. In Guipúzcoa, more than 51% of the adult population is bilingual in Basque and Spanish, while in Vizcaya and Álava the percentage is much lower, with 30,6% and 22,4% of bilingual adults, respectively (Basque Government, 2023).

Despite the relatively low percentage of bilingualism reported for Álava when compared to other territories, enrolment in the D model in schools in Álava (the province where Vitoria-Gasteiz is located) has grown steadily over the last three decades, and continues to do so as indicated in Figure 1, demonstrating that importance is given by families to the learning of Basque in the school context, especially in Guipúzcoa, where the percentage of enrolment in the D model has been over 90% in the last five years (Basque Government, 2022).

Nevertheless, when looking at the actual usage of Basque, it appears to be very limited, for example, in social gatherings, whereas Spanish appears to be the preferred language, as presented in the last Inkesta Soziolinguistikoa [Sociolinguistic Survey], conducted by the Basque Government in 2021 (Basque Government, 2023). This, however, can vary depending on the area, as people from larger towns and cities habitually use Spanish, whereas people in small Basque speaking areas tend to use Basque (Lasagabaster, 2007).

---

[3] Note that there is no "Model C" in the Basque educational system. This is so because the letter <c> is not used in Basque, except for transcribing from other languages.
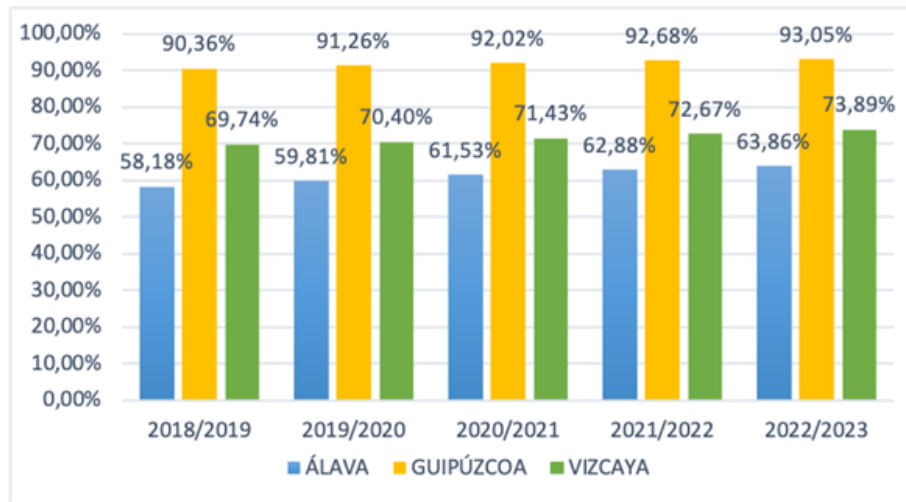
Figure 1. Evolution over the years in enrolment in the D model in different Basque territories (source: Basque Government, 2022)

Nonetheless, it appears that language policy makers have principally centred their attention on promoting Basque in an educational atmosphere (Moriarty, 2010), and this is still the main communicative environment in which many students develop their linguistic competence in a language that is not Spanish (Huguet, 2007). It seems vital therefore, to bear in mind that in order to motivate the use of the language, the family, neighbourhood and social context need to be taken into consideration (Lasagabaster, 2003). Furthermore, more projects that promote the enjoyment of the language need to be implemented (Lasagabaster, 2017).

2.3. Attitudes towards Basque

When examining attitudes, one aspect of great importance, especially in the case of minority languages, is the language policies implemented by governments (Lasagabaster, 2003). Indeed, language policies determine important aspects of how a language is treated in society, including the number of lessons taught in that language, the starting age of language learning, or the choice of teaching materials (Moriarty, 2010). This connection between language policies (in the form of linguistic models) and attitudes towards a minority language can be clearly perceived in the case of Basque. Becker (2020) conducted several interviews in Vitoria-Gasteiz with primary school teachers who were teaching in the three linguistic models (A, B and D) to measure their attitudes towards Basque as well as to gather their reflections on students' attitudes. In general, teachers' attitudes about Basque were positive, but there were certain concerns about the language. For instance, the connection between the language and a speaker's own cultural identity is supposed to be a motivating factor towards Basque learning, but it may also bring feelings of embarrassment for someone that identifies themself with the minority culture but does not speak the language, or does not have a high proficiency level. This may well be the case in Vitoria-Gasteiz, where over 90% of the population claims that Spanish is their native language, but less than 20% of adults are bilingual in Basque and Spanish (Becker, 2020). The principal conclusion of the study is that a greater promotion of Basque outside the school environment is vital (Becker, 2020). Similarly, Lasagabaster (2017) claims that bilingualism is highly valued in the BAC, but again, more importance should be given to the social aspect of the language, rather than solely the academic.

The disconnection from the minority language could bring feelings of anxiety both for teachers and students, and, consequently, may have a negative effect on their attitudes. Students' attitudes, as reported by teachers in this study, were negative in A model students, who barely

spoke Basque, whereas students enrolled in B and D models had a more positive attitude. It is noteworthy that the hours of exposure and types of activities in B and D models may be crucial to the attitude of students. In fact, a certain amount of exposure to the language is a vital aspect towards ensuring a positive attitude in children (Campos-Bandrés, 2017). Moreover, classroom activities that promote communicative situations are also encouraged to engage children in the learning of the language (Dörnyei, 2009). Another aspect of interest in Becker's (2020) study is that even model D students, who can speak Basque fluently, use Spanish outside the classroom with their friends, and are more comfortable and proficient in Spanish.

Bearing all the above in mind, the experiment reported in this contribution aims at promoting the social aspect in an educational environment, and at analysing the potential of a fundubbing project in Basque to see if such use of DAT might have positive effects on the attitude towards Basque in primary education students.

3. Materials and methods

3.1. School and participants

This paper presents a fundubbing project carried out in a public school in Vitoria-Gasteiz. The school offers education from nursery until the last year of primary education, and it has three different groups in each level. The school follows a D model, i.e., all subjects are taught in Basque, except for the Foreign Language (English) and the Spanish Language subjects. Basque is very present in the school, and children have a good understanding of the language, although levels vary among students.

The participants were 45 students from 6th grade primary education (11-12 years old), divided into an experimental group (n=22) and a control group (n=23), explained in Section 3.3 below. It was assumed that the children were old enough to understand a project that involves fundubbing, that they had the technological knowledge and that they were able to learn how to use a video editing programme. The study was conducted in a primary school due to the lack of studies at this educational stage (Fernández-Costales, 2021). Moreover, as Uranga (2013) reported after analysing 35,000 students' use of language in the BAC, the use of Basque both inside and outside the classroom significantly decreases when students go from primary to secondary education. Therefore, to analyse how attitudes towards the minority language may be fostered during the last year of primary education, when students are about to proceed onto the next educational stage, may prove useful.

3.2. ICT resources

In general, the use of technology has increased in the classroom environment, prioritising student participation and motivation through the use of audiovisual materials, which also enhance the students' media literacy and digital skills (Herrero & Vanderschelden, 2019). Before taking the fundubbing project to the classroom, the ICT resources were chosen and agreed upon with the teacher of the experimental group.

Regarding the video editing programme to be used during the project, several options were considered. Technological reasons made the researchers discard previously used ICT resources such as Clipflair (used, for example, in Baños & Sokoli, 2015 and Navarrete, 2013) or Movie Maker (used, for example, in Talaván, 2019 and Fernández-Costales, 2021). Administrative restrictions on computers in the classroom made researchers opt for an online video editing programme —Clipchamp, which is free of charge (see Figure 2).
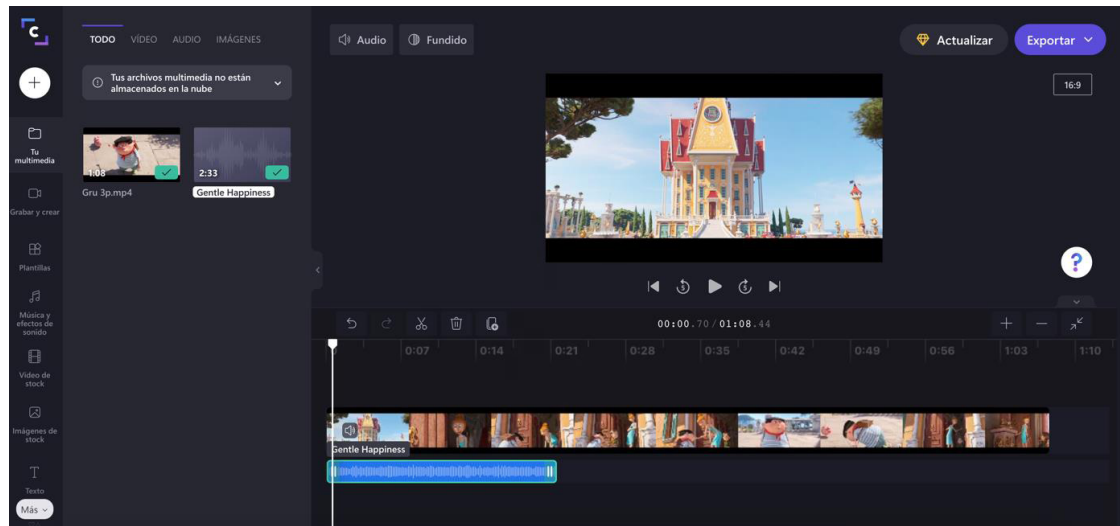
Figure 2. Clipchamp online video editor (source: Clipchamp)

Due to a shortage of microphones and headphones in the classroom, the teacher asked the students to bring their own from home. This allowed the students to record their voices and sound effects in the video. For the purpose of recording their voices, they used the Windows Voice Recording App, as seen in Figure 3. The students found it very intuitive, and they learned how to use it without any problems.
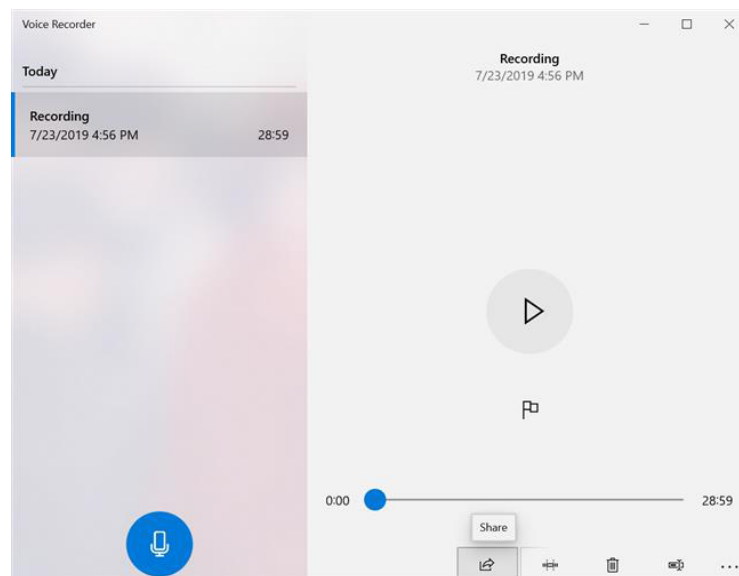

Figure 3. Windows Voice Recording App interface (source: Windows' Voice Recorder)

3.3. Procedure

The fundubbing project was carried out during the first three weeks of February, 2022, and it took 9 hours to complete, over 7 different days.

Before going to the classroom to work with the students, the videos to be used as part of the project were selected. All were downloaded from YouTube and edited to meet the desired requirements for the project. The videos had to appeal to the students and be easy to work with. This meant that the videos had to be child-themed, age suitable and humorous, so that the students would be motivated to work with them and to be creative. In addition, all characters in the videos had a similar amount of participation, permitting all students to do a similar

amount of work when revoicing. Additionally, the videos shared certain characteristics that made them comparable with each other. All videos were approximately one minute long, as revoicing is an activity that can be quite time consuming (Burston, 2005; Danan, 2010; Lertola, 2019). As Navarrete (2013) suggests, self-contained scenes were selected, so that students would not feel that something was missing, allowing for a conclusion within the short story.

The selected clips included excerpts from *Frozen* (Buck & Lee, 2013), *Up* (Docter & Peterson, 2009), *Harry Potter and the Sorcerer's Stone* (Columbus, 2001) and *Despicable Me 3* (Balda *et al.*, 2017). Students, working in pairs or groups of three, selected their preferred video.

After selecting the clips, the project was taken to the classroom. The intervention plan was carried out in 7 sessions, each of them lasting 1 hour and 15 minutes. During the first session, pre-test questionnaires (explained below) were administered to both the experimental group (n=22) and the control group (n=23). The control group did not participate in the project and continued with regular Basque lessons. Sessions 2 to 6 were used to carry out the project. During these sessions, one of the researchers and the teacher acted as facilitators of the project, guiding and correcting students when necessary. Students wrote the script, rehearsed and recorded their voices. Isochrony, kinetic synchrony and humorous effects were encouraged throughout the creation process. During the last session, all videos with the fundubs were projected on screen and a post-test (explained below) was administered both to the experimental group and the control group. The control group did not answer the open-ended questions of the post-test, as they were specifically related to the project.

3.4. Instruments

According to Lasagabaster (2003), the most typical way to measure language attitudes is through either interviews or questionnaires. The instruments used to measure students' attitudes before and after the project were in the form of questionnaires: one pre-test and one post-test. Both were based on the questionnaire used by Lasagabaster (2003), who analysed language attitudes towards Spanish, English and Basque of 1,000 university students from the University of the Basque Country. This questionnaire was based on that created by Baker (1992), which measured attitudes towards minority languages. Some items on the questionnaire used by Lasagabaster were removed, as they were not suitable for young children; for example, the ones related to work.

Both tests were carried out in Basque, as it is the principal language these students use in their daily lives at school. The teacher confirmed that all students' skills were good enough to understand the questions in Basque and respond to them adequately.

The first part of the pre-test involved gathering information about students' language use, such as with whom they speak the Basque, and about the language they use outside school and in their leisure activities (see Annex 1). The rest of the questions which were going to be analysed were identical in both the pre-test and post-test (see Annex 1 and Annex 2[4]). The first block of questions consisted of close-ended questions related to the importance of Basque in different areas. Students had to answer by marking the most accurate answer for them according to their experience on a 4-point scale (see Figure 4). This is a replication of the tests used by Lasagabaster (2003) to measure language attitudes towards Spanish, English and Basque.

---

[4]   For the purposes of this publication, both Annex 1 and Annex 2 have been translated from Basque into English. The items in the annexes have been numbered to facilitate the understanding of the Figures.

IS BASQUE IMPORTANT…	YES	QUITE	A LITTLE	NO
To make friends?				
To read?				
To write?				
To watch TV?				
To have a good job?				

Figure 4. Questions about the importance of Basque (translated from Basque into English for the purposes of the article) (source: authors)

Subsequently, a second block of close-ended questions measured agreement with certain statements using a 5-point scale, as can be seen in Figure 5. These questions were created specifically for this study and include a neutral answer to report cases of neither agreement nor disagreement with the statements, hence the difference between this scale and the scale used by Lasagabaster (2003) and replicated here to measure importance. The post-test also included several specific items about the project in this part (see Annex 2).

	I COMPLETELY AGREE	I AGREE	I DON'T AGREE OR DISAGREE	I DON'T AGREE	I COMPLETELY DISAGREE
The sound of Basque when someone speaks it is beautiful.					
All kids in the Basque Country must learn Basque.					
I like speaking in Basque.					
Learning Basque is easy.					
Learning Basque is useful.					
I prefer learning in Basque rather than in Spanish.					

Figure 5. Statements about different aspects of Basque (translated from Basque into English for the purposes of the article) (source: authors)

The third block of the tests contained open-ended questions. In the pre-test, there was one question of this kind, in case the students wanted to add anything else about their use of languages. The post-test included more open-ended questions, created by the researchers, to measure the students' personal evaluation on specific aspects of the fundubbing project. Two versions of each test were created, with the elements in a different order, to prevent response fatigue from influencing the results. One version of the pre-test and another one of the post-test are available as Annex 1 and Annex 2.

4. Results and discussion

4.1. Language use

With regard to the use of the Basque language in their social circles, the participants reported the following results, portrayed in Figure 6.
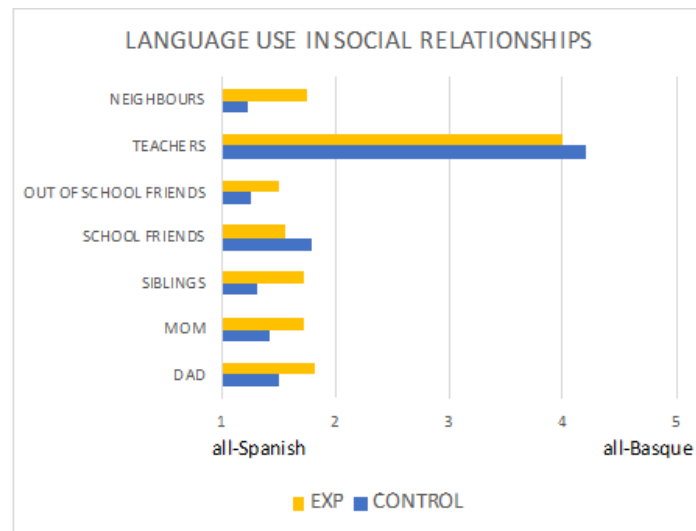

Figure 6. Language use in social relationships (source: authors)

This figure shows the average use of Basque in the different areas of social contact, as reported by students. In order to quantify and measure the results, a number from 5 to 1 was given to each option, respectively. This way, a 5 would represent an all-Basque relationship and a 1 an all-Spanish relationship.

As can be seen, in both groups all values are under 2, except for the relationship with the teacher, which reaches 4 points in both cases. Thus, on average, the children use Spanish more than Basque in all relationships except for those with their teachers, which take place in Basque more than in Spanish. This is in line with the results from previous studies, which showed that Basque was more widely used in academic settings rather than in social ones (Becker, 2020; Lasagabaster, 2007).

Figure 7 shows the results for the use of Basque in leisure activities such as watching television, listening to music, using the mobile phone, using the computer and reading. No average score reached three points, which indicates that no option reached the equal use of Basque and Spanish, let alone a superior use of Basque. Thus, and in line with previous research (Becker, 2020; Lasagabaster, 2017; Moriarty, 2010), it appears that Basque is not as popular as Spanish in leisure activities.
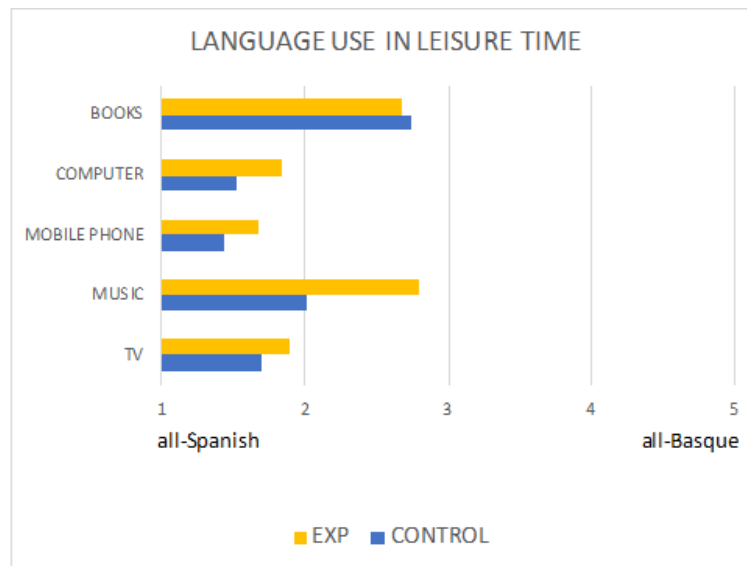
Figure 7. Language use in leisure activities (source: authors)

4.2. Attitudes towards Basque

Using a qualitative analysis, the differences between pre-test and post-test were examined as to the averages of each item in the two groups. The results in the control group revealed minimal differences, indicating no change in their attitudes towards Basque over time and, thus, validating its purpose as a control group. The items in both sets of questions were numbered following the order of the pre-test (shown in Annex 1).
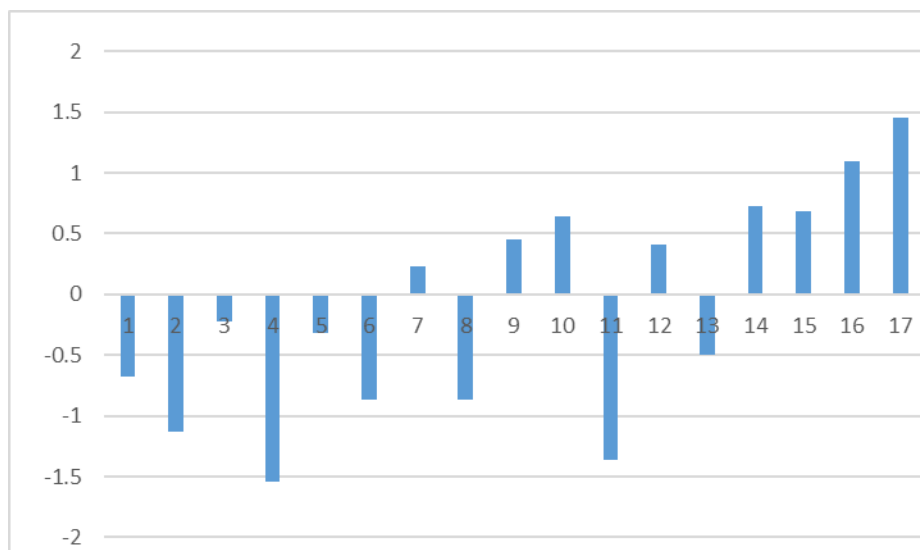

Figure 8. Difference between the pre-test and post-test in items related to the importance of Basque in different areas in the experimental group (source: authors)

As indicated in Figure 8, the items with the highest differences in average between pre-test and post-test examination of the experimental group were as follows: item 17, *Basque is important to be intelligent* (with 1.45 positive points of difference) and item 16, *Basque is important to talk to people I don't know* (with 1.09 positive points of difference). There were also 3 items with a negative difference, i.e., the score was lower in the post-test when compared to the pre-test: item 2, *Basque is important to read* (with 1.14 negative points of difference), item 4, *Basque is important to speak to my family* (with 1.54 negative points of difference) and

item 11, *Basque is important to speak on the phone* (with 1.36 negative points of difference). The remaining items in this part of the test did not record a significant change, as all were below 1 point of difference.

The positive result in item 17 seems to indicate that the children gave more importance to the academic field after conducting the project. This is in line with Lasagabaster's (2017) study, which mentions the importance given to the language in the academic aspect rather than in the social sphere. However, on average, item 16 achieved a higher result in the post-test than in the pre-test, which may indicate that after the project they gave more importance to Basque as a tool for talking to strangers and therefore to Basque in the social sphere. These results and discussion should be viewed with caution, as a more in-depth analysis from further studies would more clearly reveal the possible importance that may be given to the language in the social sphere.

Examining the items that rated lower in the post-test than in the pre-test, item 2 deals with the use of Basque in cultural and leisure activities. It might make sense that the children have a negative attitude towards reading in Basque after the project, as it is an activity that they were required to do at school, and not in their leisure time. Indeed, the project dealt with audiovisual products and revoicing which, despite being connected to written skills, may not be the most suitable task in improving language attitudes towards reading. The other two items, 4 and 11, reveal that after finishing the project children may not give as much importance to Basque when interacting with people they know i.e., within their family or with whom they talk on the phone, since, as can be seen in Figure 6, students do not normally use the language with their families. The project may not have succeeded in promoting the use of Basque in those social settings, due to the fact that the creation process they worked on promoted the use of Basque in the media setting but not in the interaction among people outside the school environment. Once again, as it has been perceived in previous studies (e.g., Becker, 2020; Lasagabaster, 2017), Basque seems to be more limited to the academic area rather than to the social and leisure environment.
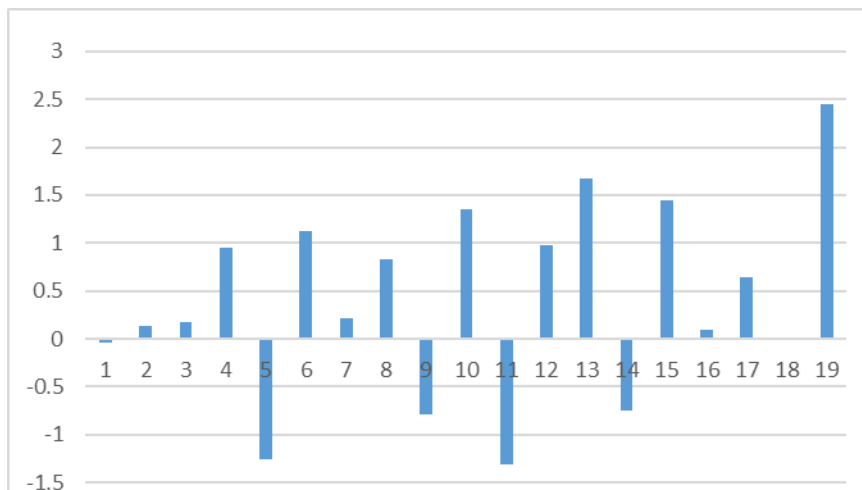

Figure 9. Difference between the pre-test and post-test in agreement to items related to Basque in the experimental group (source: authors)

Figure 9 shows differences in the pre-test and post-test in the second set of questions, which covered items related to the agreement of the participants towards certain statements about Basque and the Basque culture (in a 5-point scale) with possible significant differences, as follows: item 6, *I prefer learning in Basque rather than in Spanish* (with a positive difference of 1.13 points), item 10, *Basque is important to talk to friends outside school* (with a positive

difference of 1.36 points), item 13, *we need to protect Basque, not to lose it* (with a positive difference of 1.68 points), item 15, *I like listening to music in Basque* (with a positive difference of 1.44 points) and item 19, *I like watching videos in Basque* (with a positive difference of 2.45 points).

There were also two items which scored a possible significant negative difference from the pre-test to the post-test: item 5, *Basque culture is very interesting* (with 1.26 points of negative difference) and item 11, *Basque is going to disappear because not too many people speak it* (with 1.31 points of negative difference).

As can be perceived, the statements that discussed Basque audiovisual culture, items 15 and 19, specifically music and videos, received more positive opinions from the children after the project, which may indicate that it caused a positive effect on their perception of these products and, therefore, Basque in these genres. Consequently, by introducing fundubbing projects in the classroom, the general attitude towards the minority language within audiovisual products could improve in primary school children, as per previous studies (Fernández-Costales, 2021; Navarrete, 2013), which claim that revoicing projects can improve students' motivation towards learning.

Concerning items 10 and 13, about the social use of Basque, these also received a higher score in the post-test, implying that the participants' views improved in this regard. This contrasts with the results of the previous set of questions and could give a slightly more optimistic outlook towards the reinforcement of Basque in social settings, as the children expressed that it was important for talking to their friends outside school, and that the language had to be protected. Furthermore, the score for item 6 had improved, indicating, once again, the importance given to the use of Basque in the academic environment. Although lacking statistical analysis, results seem to indicate that the project tended to improve the children's attitudes towards Basque.

The negative variance of item 5 may indicate that, in general, Basque culture is of little interest to these children. Given differences in the usage of Basque among different regions in the Basque Country as reported by the Basque Government (2023), studies that compare these results with those of similar projects in different regions would be useful. In addition, selecting Basque audiovisual products in future fundubbing projects in the classroom would likely provide further data. When looking at the negative variance of item 11, this result may be considered positive, as the item itself has a negative meaning. The participants, after the fundubbing project, seem to agree less with the fact that Basque is going to disappear because of not many people using it. This fact will likely contribute to a more positive view of the preservation of the minority language.

4.3. Project evaluation

After completing the fundubbing project, students in the experimental group (n=22) answered close-ended (5-point scale) and open-ended questions regarding their participation and enjoyment in the project. The close-ended questions were mixed with the statements in the second set of questions (see Annex 2), so that the participants would not realise they were specific questions about the project, they would not overthink them and they would answer them as honestly as possible. Overall, results indicate that the project was enjoyed by the participants (see Figure 10). Item E was marked with an average of 5, which means that all participants completely agreed with the statement. The other two items with highest scores are A and B, with average scores of 4.72 and 4.63, respectively.
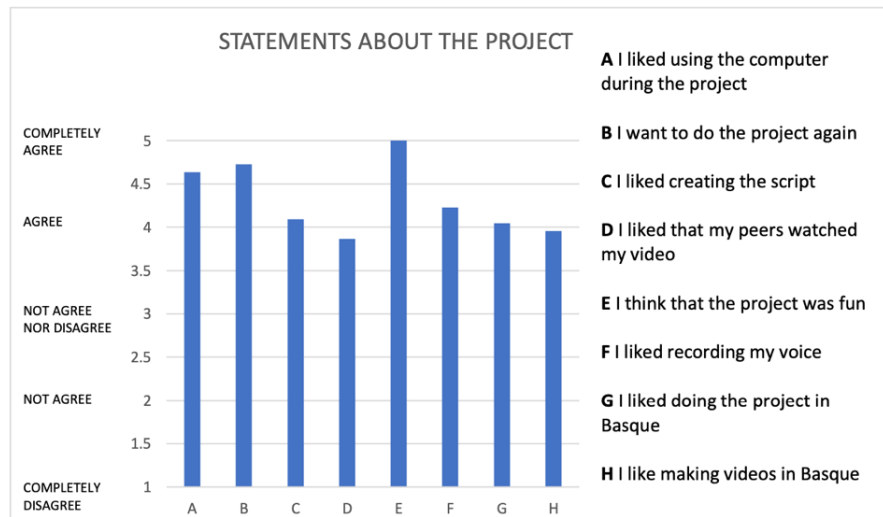
Figure 10. Average scores for items related to the fundubbing project (source: authors)

In the open-ended responses, regarding the aspect of the project that they liked the most, the most popular response was "the voice recording process", which was indicated by 13 participants (59%) as well as being reported as the easiest part of the process (as said by 7 participants, 31%). Other aspects labelled as positive were "having fun with friends", remarked by 5 participants (22%) and "editing the video", which was also indicated by 5 participants. Also, 7 students (31%) stated that their favourite aspect was that the fundubbing project was a new and fun thing to do. In the same fashion, when being asked if they would repeat the project again, all the participants said "yes", thus suggesting that the children enjoyed the project and indicating that it was a motivating process, as mentioned in several previous studies (Alonso-Pérez & Requena, 2018; Ávila-Cabrera, 2022; Burston, 2005; Chu & Chow, 2017; Lertola, 2019; Navarrete, 2013).

Regarding negative opinions towards the project, 6 participants (27%) reported that their least favourite part was that they had some technical difficulties with the editing program. In contrast, 8 of them (36%) reported that they liked everything and would not change anything in the future. Additionally, when asked what the most difficult part of the process had been, 7 participants (31%) said that the "editing process" was the most complex task, 6 of them (27%) said that it was "writing the script" and 2 participants also said that they would have liked to have had more time.

Overall, it can be said that the majority of comments were positive, and most negative ones concerned technical issues. These technical problems with ICT resources were also documented by previous studies (Alonso-Pérez & Sánchez-Requena, 2018; Fernández-Costales, 2021). Indeed, in the last part of the questionnaire, participants were asked if they wanted to add anything else, and the comments were as follows: "I would do it every month", "I really liked this project", "thank you for bringing this project" and "I would like to do it again".

5. Conclusions

The results suggest that fundubbing projects may have a positive influence on attitudes towards Basque. These findings are in line with previous literature that report that the use of DAT led to improved results in various areas, such as written competence, motivation or learner independence (e.g., Ávila-Cabrera, 2022; Burston, 2005; Danan, 2010; Fernández-Costales, 2021; Navarrete, 2013).

In addition, several other aspects were confirmed. For instance, the fundubbing activity was a very motivating, fun task for the children in the classroom, as expressed by several participants throughout the process. It was also significant that all of the participants reported that they would repeat the project again, confirming the results from Ávila-Cabrera (2022) and Danan (2010), where the students recommended a project of this kind for future classes, along with expressing the desire to do it on a voluntary basis.

In addition to overall enjoyment, the children were motivated and invested in the activity, with many of them displaying their creativity, changing the tone in their voices, creating fun scripts and adding extra sound effects. This creativity and motivation can also be seen in the literature analysed; for example, in the study by Navarrete (2013) dubbing was shown to boost students' motivation, or in the study by Fernández-Costales (2021), in which the dubbing project triggered both students' and teachers' motivation.

The teacher displayed an enthusiastic attitude towards the project from the beginning, contributing significantly to its success. After finishing the project, she expressed her satisfaction with the result and the students' attitudes, saying that she had the intention of repeating the project in the future.

In addition, as per studies of Lasagabaster (2017) and Becker (2020), it was affirmed that Basque is much more used inside the classroom than in social settings. In fact, as seen in the results' section, and despite all children in the study receiving their education in a D model school, they do not use the language as much in out-of-school contexts. Indeed, in both the control and the experimental group, the difference in the use of Basque with the teacher when compared with other social relationships is remarkable. Similarly, the use of Basque in leisure activities in both groups does not reach a high level, indicating that Basque is not as widely used out of the classroom as it is inside. Surprisingly, however, the children expressed that language did seem important to them for interacting with strangers, and they also said that it should be protected.

Through the revoicing project, it seems that there was an improvement in the attitude of the students towards entertainment content produced in the minority language, specifically music and videos. This could be a first step towards boosting the language in these non-academic contexts, which contrasts with the negative attitude that students reported in the questionnaires regarding their interest in Basque culture. Such disconnection could be due to the students' perception of culture as being more closely related to activities like reading, an aspect they also rated as unimportant in the post-test. Future projects that explore revoicing activities using Basque audiovisual products would be welcome to test if such affirmations could change.

Nonetheless, in general, the participants have expressed that it is important to preserve the language, and literature suggests that more action should be taken to encourage the use of Basque in leisure settings, transferring the language to real world scenarios. Projects such as the one presented herein may contribute to the transfer from academic to social contexts.

Regarding limitations, this study only measured the effect of DAT in the attitudes towards Basque, but it might also be relevant to explore if it could influence the acquisition of the language, which is the main objective of the lessons at school. As reported by the teacher, in the present study, the fundubbing project did not cause any negative impact on the students' marks. Nevertheless, a more detailed study of the impact of this type of project on the learning of Basque is advisable. In addition, the data set obtained was analysed qualitatively. A statistical analysis was not carried out, as the sample was small and it was considered that qualitative reflection was more appropriate due to the lack of previous research on DAT in Basque. Therefore, a future statistical analysis of the results is also advisable.

The difficulties observed during the implementation of the project have been previously reported in the literature (e.g., Alonso-Pérez & Sánchez-Requena, 2018; Burston, 2005; Danan, 2010; Fernández-Costales, 2021; Navarrete, 2013). All these studies stated that dubbing projects can be very time-consuming, taking longer than initially expected. This also happened in the present study, as unexpected difficulties arose, due to the fact that some groups took longer than others to finish revoicing and editing the video. However, as the study was carried out in the classroom, students that finished before their peers had the opportunity to carry on with different tasks that the teacher had already planned.

In conclusion, presented herein is an innovative case study (because of the educational stage and the language involved) analysing the effect on the attitudes towards a minority language when using a fundubbing project. To date, this is the first study conducted in DAT regarding Basque and primary education, and it was a limited experiment carried out in just one classroom. It is recommended that future research should focus on the use of different AVT modes, a variety of minority languages, a larger cohort of participants, as well as differing educational levels.

6. References

Ávila-Cabrera, J. J. (2022). Improving oral production skills in the business English class through creative dubbing. *ESP Today*, *10*(1), 99–122. https://doi.org/10.18485/esptoday.2022.10.1.5

Alonso-Pérez, R., & Sánchez-Requena, A. (2018). Teaching foreign languages through audiovisual translation resources: Teachers' perspectives. *Applied Language Learning*, *28*(2), 1–24. http://www.dliflc.edu/wp-content/uploads/2018/07/Applied-Language-Learning-28-2.pdf

Baker, C. (1992). *Attitudes and language*. Multilingual Matters.

Balda, K., Coffin, P., & Guillon, E. (Directors). (2017). *Despicable Me 3* [Motion Picture]. Universal Studios.

Baños, R. (2019). Parodic dubbing in Spain: digital manifestations of cultural appropriation, repurposing and subversion. *The Journal of Specialised Translation*, 32, 171–193. https://www.jostrans.org/issue32/art_banos.php

Baños, R., & Sokoli, S. (2015). Learning foreign languages with ClipFlair: Using captioning and revoicing activities to increase students' motivation and engagement. In K.Borthwick, E. Corradini, & A.Dickens (Eds.), *10 years of the LLAS elearning symposium: Case studies in good practice* (pp. 203–213). Research-publishing.net.

Basque Government (2023). *VII Sociolinguistic Survey*. Donostia-San Sebastián: Government (Viceconsejería de Política Lingüística). https://www.euskadi.eus/contenidos/informacion/eas_ikerketak/eu_def/adjuntos/VII.-INKESTA-SOZIOLINGUISTIKOA_laburpena.pdf

Basque Government (2022). *Hezkuntza Sistemari Buruzko Estatistikak. Matrikula: Bilakaera-irudiak*. https://www.euskadi.eus/matrikula-bilakaera- irudiak/web01-a2hestat/eu/

Becker, M. (2020). Language attitudes of primary school teachers in Vitoria-Gasteiz. *International Multilingual Research Journal*, *14*(2), 114–129. https://doi.org/10.1080/19313152.2019.1697914

Buck, C., & Lee, J. (Directors). (2013). *Frozen* [Motion Picture]. Walt Disney Animation Studios.

Burston, J. (2005). Video dubbing projects in the foreign language curriculum. *CALICO Journal*, *23*(1), 79–92. https://www.jstor.org/stable/24156233

Campos-Bandrés, I. O. (2017). La motivación en el proceso de enseñanza – aprendizaje de una lengua en peligro. El caso del aragonés. *Lenguaje Y Textos*, *46,* 103–114. https://doi.org/10.4995/lyt.2017.7482

Chu, W., & Chow, K. (2017). Using video dubbing activities in primary Chinese classroom for creative writing. A case study of students with multilingual background. *L1 – Educational Studies in Language and Literature*, *17*(3), 1–32.

Columbus, C. (Director). (2001). *Harry Potter and the Sorcerer's Stone* [Motion Picture]. Warner Bros Pictures.

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei, & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Multilingual Matters.

Danan, M. (2010). Dubbing projects for the language learner: A framework for integrating audiovisual translation into task-based instruction. *Computer Assisted Language Learning*, *23*(5), 441–456.

Docter, P., & Peterson, B. (Directors). (2009). *Up* [Motion Picture]. Walt Disney Pictures; Pixar Animation Studios.

Fernández-Costales, A. (2021). Subtitling and dubbing as teaching resources in CLIL in primary education: The teachers' perspective. *Porta Linguarum*, *36,* 175–192. https://revistaseug.ugr.es/index.php/portalin/article/view/16228/23003

Herrero, C., & Vanderschelden, I. (2019). *Using film and media in the language classroom: Reflections on research-led teaching*. Multilingual Matters. https://doi.org/10.21832/9781788924498

Huguet, Á. (2007). Minority languages and curriculum: The case of Spain. *Language, Culture and Curriculum*, *20*(1), 70–86. https://doi.org/10.2167/lcc327.0

Lasagabaster, D. (2003). *Trilingüismo en la enseñanza: actitudes hacia la lengua minoritaria, la mayoritaria y la extranjera*. Milenio.

Lasagabaster, D. (2007). Language use and language attitudes in the Basque country. In D. Lasagabaster, & Á. Huguet (Eds.), *Multilingualism in European bilingual contexts* (pp. 65–89). Multilingual Matters.

Lasagabaster, D. (2017). Language learning motivation and language attitudes in multilingual Spain from an international perspective. *The Modern Language Journal*, *101*(3), 583–596. https://doi.org/10.21832/9781853599316-005

Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: Applications in the teaching of English and other foreign languages*. Research- publishing.net. https://doi.org/10.14705/rpnet.2019.27.9782490057252

Moriarty, M. (2010). The effects of language planning initiatives on the language attitudes and language practices of university students: A comparative study of Irish and Basque. *Language Problems and Language Planning*, *34*(2), 141–157. https://doi.org/10.1075/lplp.34.2.03mor

Navarrete, M. (2013). El doblaje como herramienta didáctica en el aula de español y desde el entorno ClipFlair. *MarcoELE*, *16,* 75–87.

Perego, E., & Pacinotti, R. (2020). Audiovisual translation through the ages. In Ł. Bogucki, & M. Deckert (Eds.), *The Palgrave handbook of audiovisual translation and media accessibility* (pp. 33–56). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-42105-2_3

Remael, A. (2010). Audiovisual translation. In Y. Gambier, & L. van Doorslaer (Eds.), *Handbook of translation studies* (pp. 12–18). John Benjamins. https://doi.org/10.1075/hts.1.aud1

Talaván, N. (2019). Creative audiovisual translation applied to foreign language education: A preliminary approach. *Journal of Audiovisual Translation*, *2*(1), 53–74. https://doi.org/10.47476/jat.v2i1.57

Talaván, N. (2020). The didactic value of AVT in foreign language education. In Ł. Bogucki, & M. Deckert (Eds.), *The Palgrave handbook of audiovisual translation and media accessibility* (pp. 567–591). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-42105-2_28

Uranga, B. (2013). *Ikasleak hiztun: 2011ko Arrue proiektua. Ikerketaren emaitza. Adituen iritzi-azalpenak*. Basque Government.

Valadez, C., Etxeberria, F., & Intxausti, N. (2015). Language revitalization and the normalization of Basque: A study of teacher perceptions and expectations in the Basque Country. *Current Issues in Language Planning*, *16*(1), 60–79. https://doi.org/10.1080/14664208.2014.947019

Beatriz Azurmendi Sánchez

bazurmendi003@ikasle.ehu.eus

Biography: Beatriz Azurmendi Sánchez is a primary school teacher specialising in foreign languages. She also holds a Master's degree in Language Acquisition in Multilingual Contexts, awarded by the University of the Basque Country. Her most recent project is to co-direct a language school in San Sebastian. She is particularly interested in the process of language acquisition through innovative resources, always promoting interaction and the meaningful use of language. These approaches may involve, for example, technology, games or audiovisual translation.
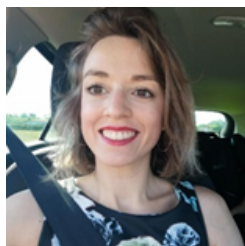
Ana Tamayo
University of the Basque Country (UPV/EHU)
Paseo de la Universidad, 5
01006, Vitoria-Gasteiz
Spain

ana.tamayo@ehu.eus

Biography: Ana Tamayo is an Associate Professor at the University of the Basque Country (UPV/EHU). Currently, she is a member of the research groups TRALIMA/ITZULIK (GIU21/060, UPV/EHU) and collaborates with TRAMA (Universitat Jaume I) and GALMA (Universidade de Vigo). Her research interests focus on audiovisual translation and accessibility in different modalities. She is especially interested in contributing to the research on media accessibility and minoritized languages, mostly Basque and Sign Language(s).