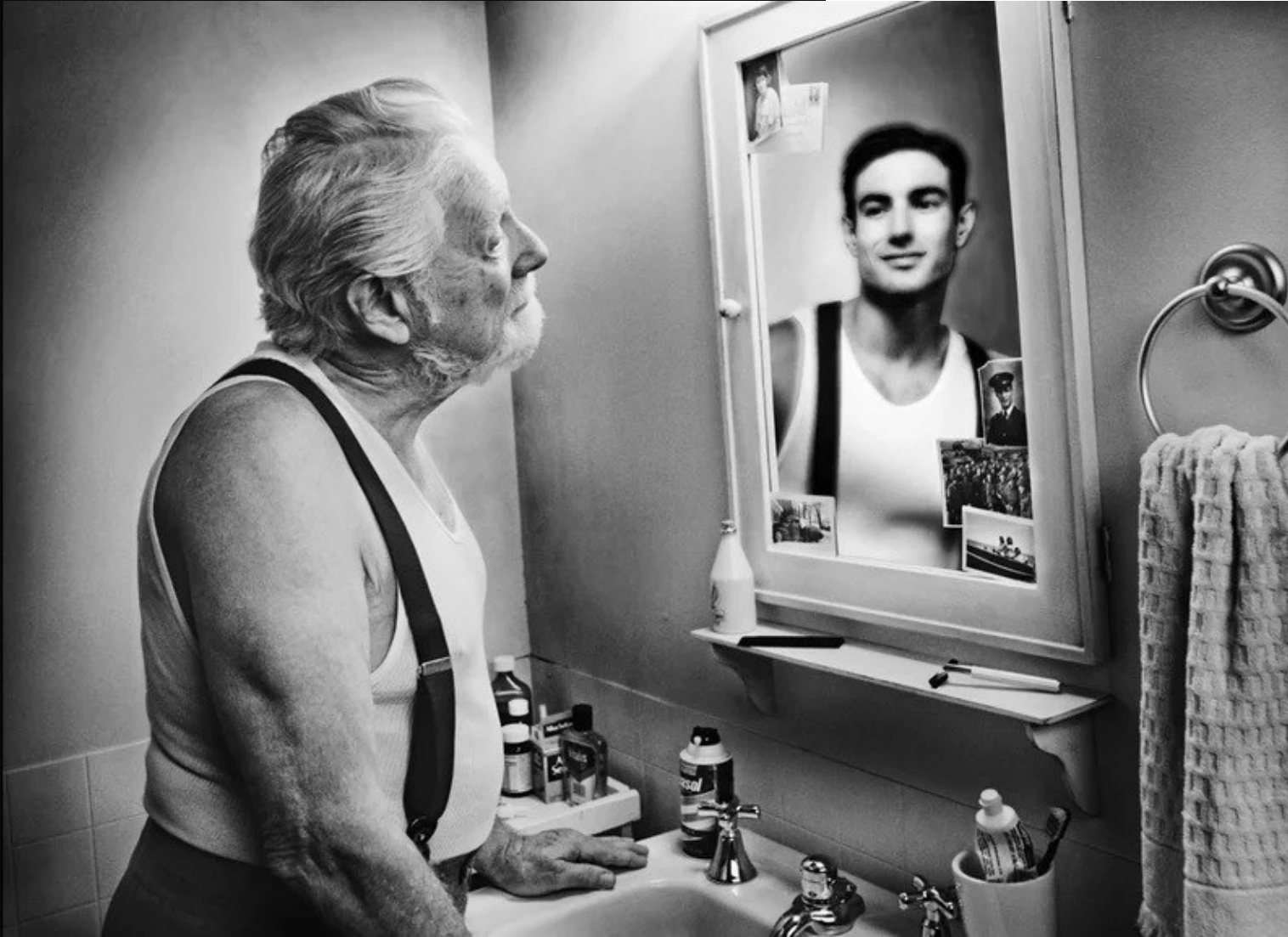




Modifier
l'image de soi
pour apprendre
une langue
étrangère

affordances de l'IA
vidéo

Outline

- Resources
 - Technical
 - Theoretical
- Research questions
- Methods
- Results
 - Student reactions
 - Projections for learning English
- Discussion
- Conclusions

What is *HeyGen*?

Español



Italiano



Ethical considerations

- HeyGen assurances
 - GDPR, SOC2, CP2A compliant
 - Member of Content Authenticity Initiative
 - <https://www.heygen.com/ethics>
- DPO suggestions
 - Provide alternatives if using for assessment
 - Beware free version (product = you)

Theoretical Background

Possible selves
(Markus & Nurius
1986)

Imitation theory
(Markham 1997;
Nguyen & Delvaux
2015, Yibokou 2019)

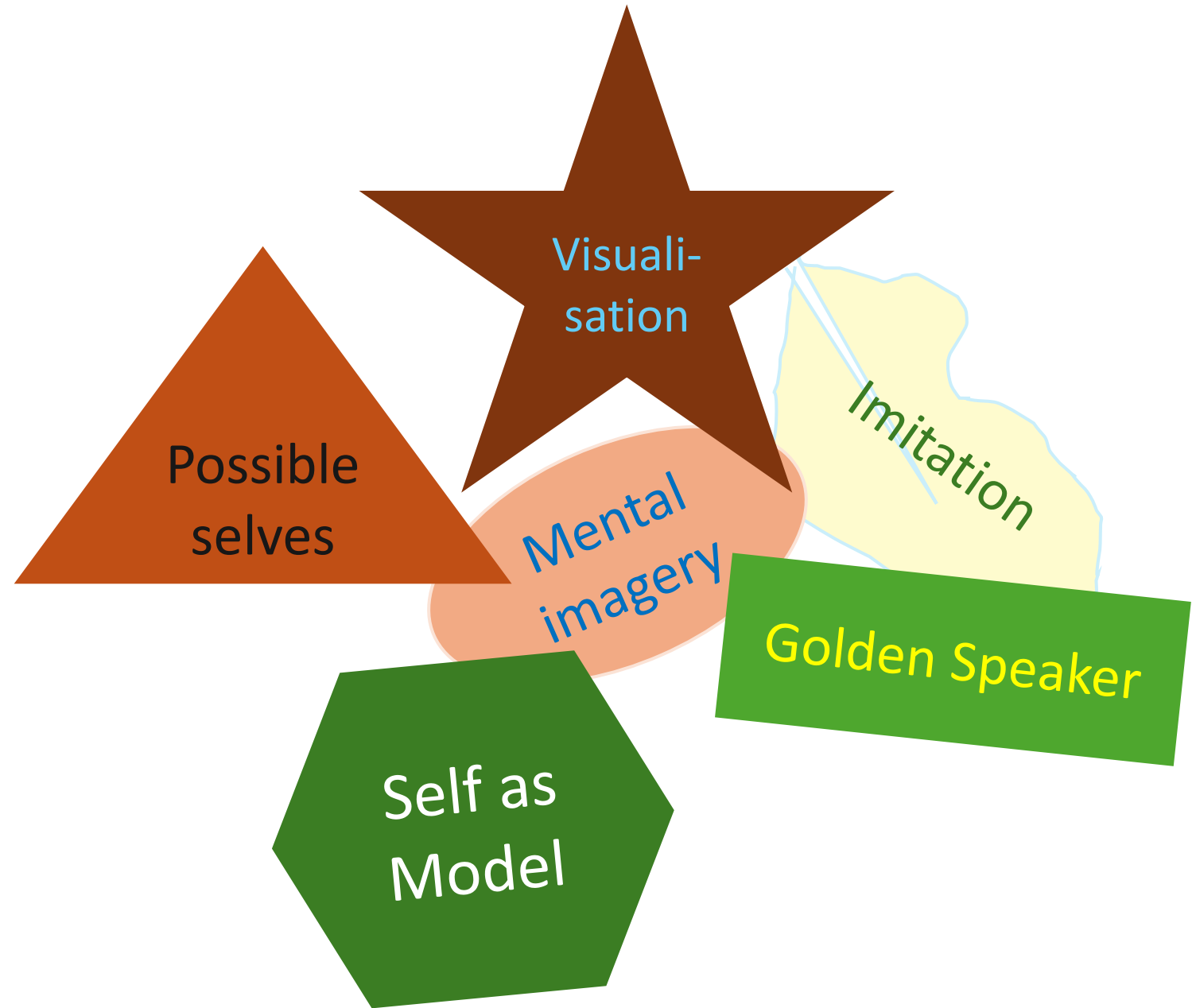
Ideal L2 self (Dörnyei
2009)

- Visualisation (Toffoli & Allan 1989; Ryan & Irie 2014)

Golden speaker (de
Meo et al 2013)

Better Me (Henderson
& Skarnitzl 2022)

the Complex self



Conclusions of 2024 Preliminary Study

- *HeyGen* is a sophisticated tool that produces convincing results
 - Native speaking listeners cannot detect FL origins
 - Both articulatory and auditory modifications seem authentic
- *HeyGen* could be used for Language Learning
 - Pronunciation imitation
 - Ideal Lx beliefs
 - Grammatical and vocabulary practice
 - Training for presentations
- Subjects: 14 university lecturers

2025 Research Questions



- How do **students of English** react to HeyGen translated videos of themselves speaking English?
- Does seeing oneself speaking in English influence the way in which a learner perceives (and perhaps later produces) the language?
- Do they think they could use these "self models" as targeted language learning tools?



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Methodology 1

Presentation of *HeyGen* in class (80)

- Demonstration: teacher translated into French & Spanish

Protocol distributed (paper)

- Film yourself in your native (or primary) language
 - Speaking about a topic you want to present at the end of the year
 - Less than 3 minutes
- Create a free *HeyGen* account
- Upload your video to *HeyGen* for processing
- View your video and answer online questionnaire

Signed consent collected (36)

Methodology 2

Online questionnaire (14 complete / 23)



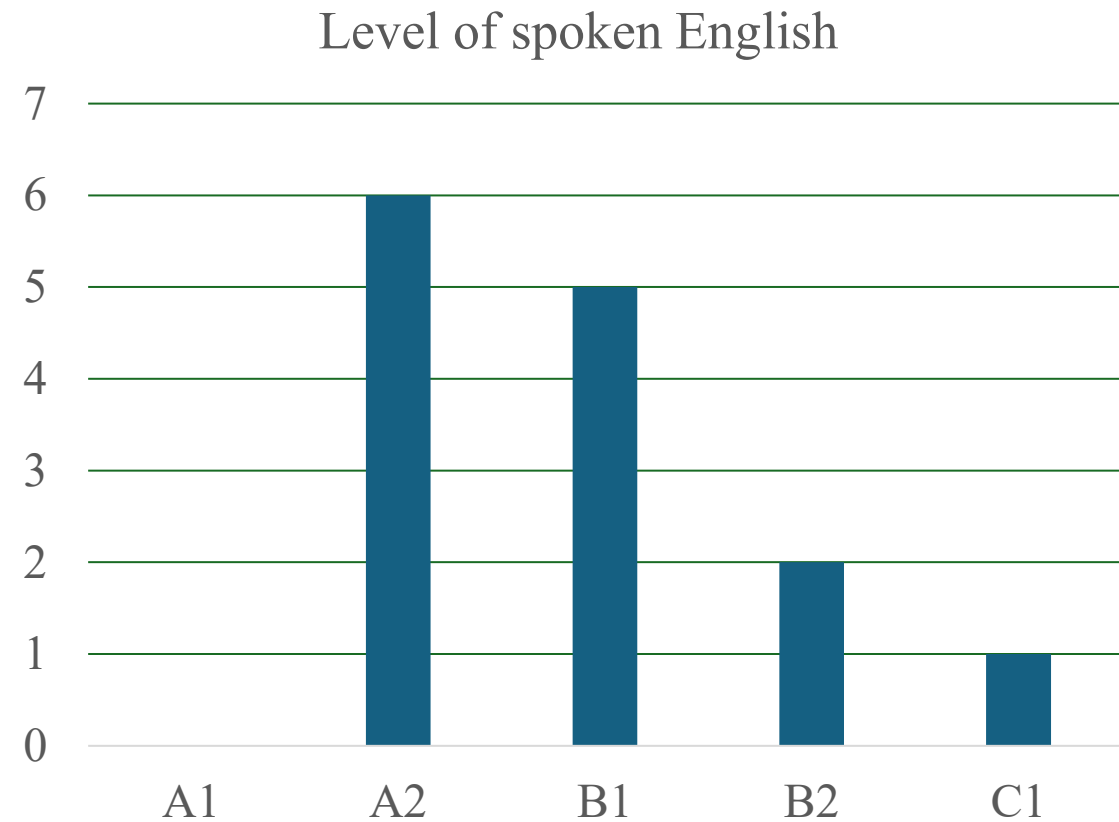
- 11 questions on emotional reactions to seeing oneself speaking English fluently



- 14 questions on learning with the videos as personalised tools

14 Participants

1st-year students in
Business Administration at
Toulouse Technological Institute (IUT)



Initial reactions

- Ma première réaction en me voyant (et m'entendant) parler l'anglais parfaitement dans cette vidéo c'est :
 - Waouh je connaissais pas ça, je suis stupéfait ! (Student 13)
 - Perturbant, mais très satisfaisant (Student 19)
 - J'étais satisfait de moi et de mon travail (Student 24)
 - j'ai l'impression que c'est moins compliqué que ce que je pensais (Student 12)
 - Ce fut troublant ... car je connais mon anglais et cette différence me laissais penser que ce n'était pas moi (Student 16)
 - C'était bizarre, je me vois faire quelque chose que je n'ai jamais fait, comme si j'avais loupé un moment de ma vie (Student 9)

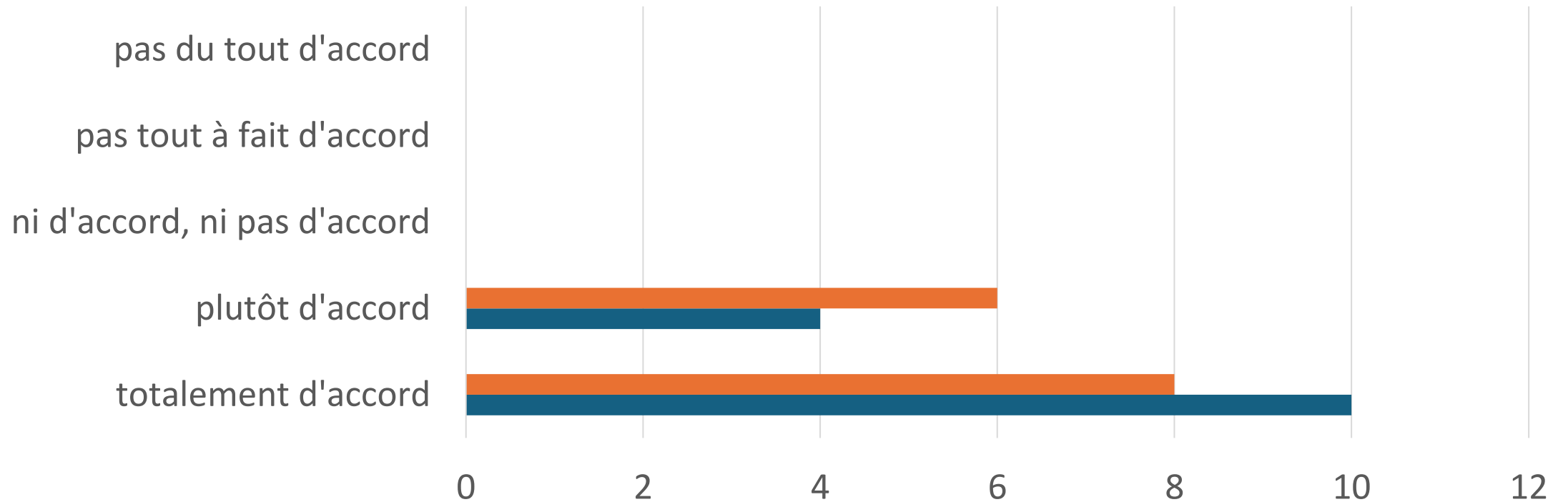
Initial reactions

- Quand je me vois parler anglais ainsi, je me sens

fier	(motiver)	à l'aise	perturbé
accomplie	capable	contente	troublé
heureux	intriguer	normal	nul
motivé	convaincant		

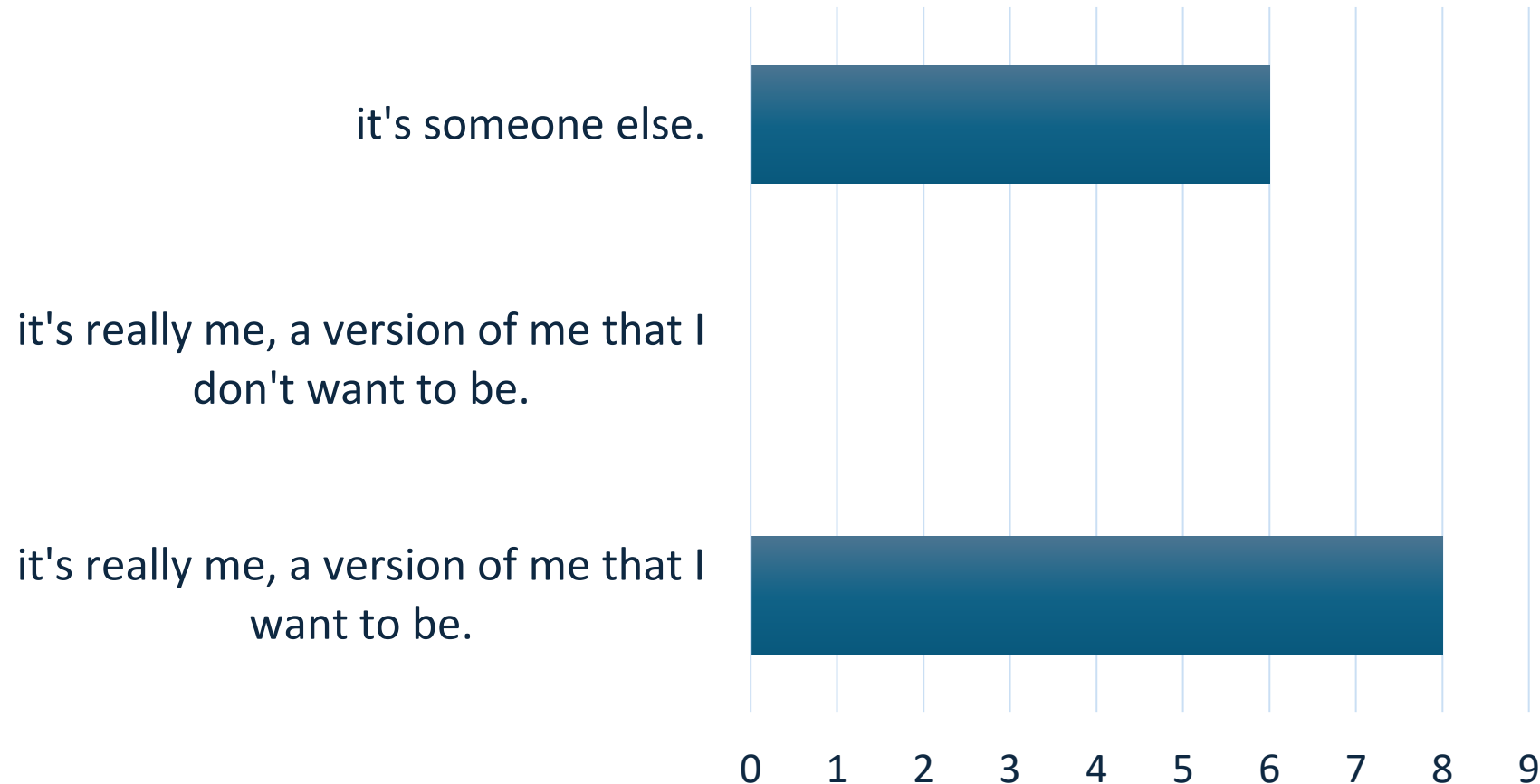
Perception of self

- Me voir bien parler anglais dans la vidéo me donne envie de bien parler anglais dans la "vraie" vie.
- Un jour, j'aimerais bien parler anglais comme dans la vidéo



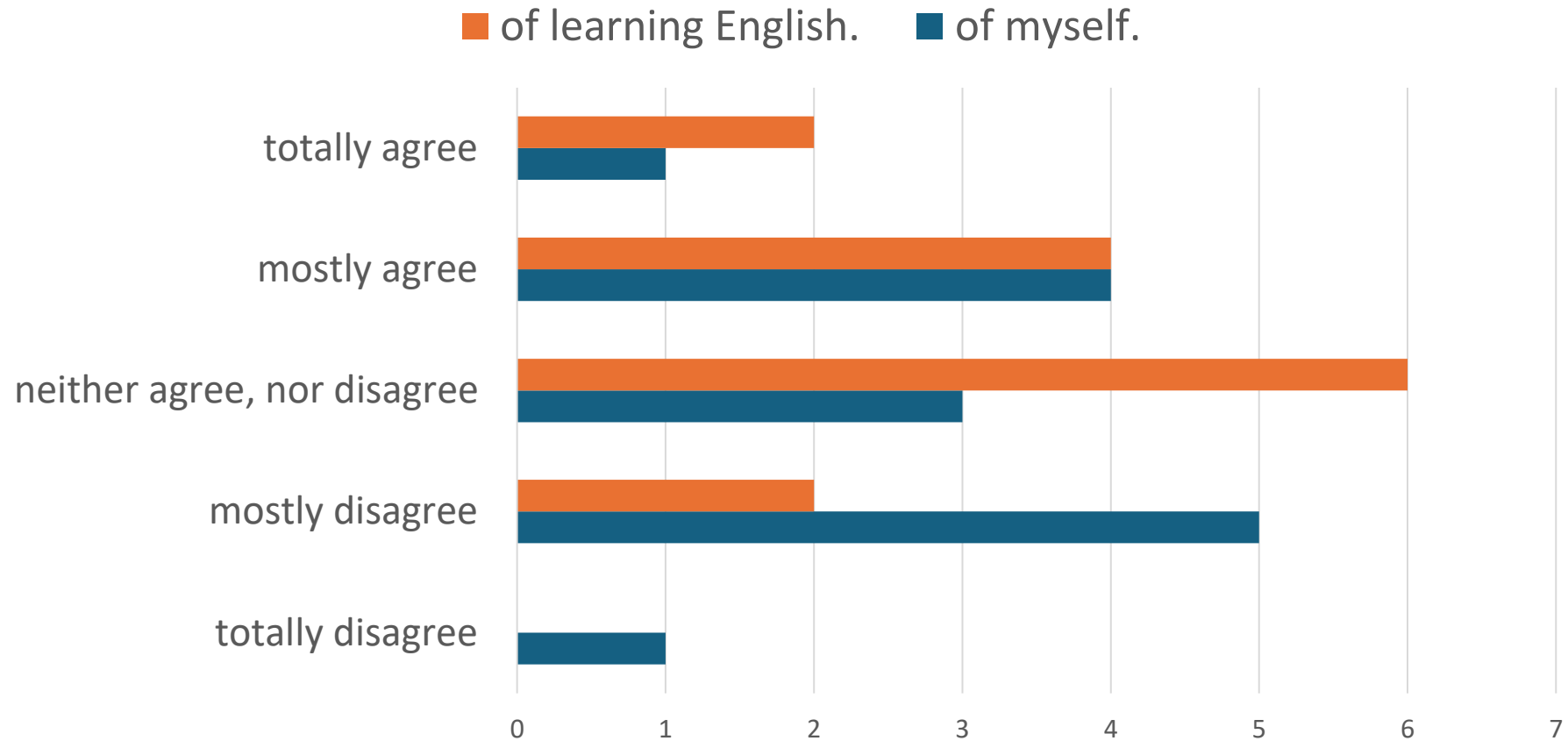
Perception of self

When I watch this video of myself, I feel like



Changes in perception

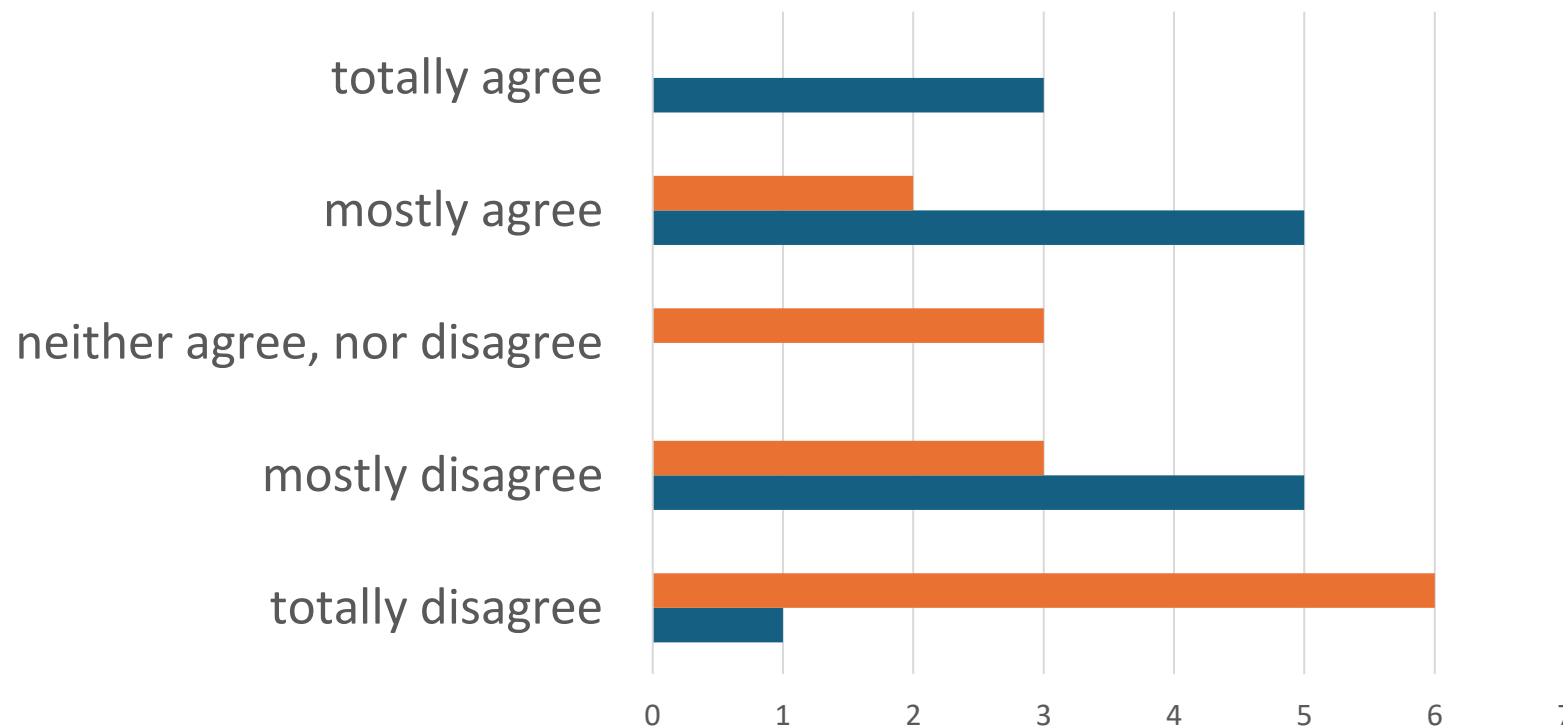
Seeing myself speak English well in the video changes my opinion



Changes in perception

When I see myself speaking English well in the video,

■ ... it discourages me! ■ ... it encourages me!



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Plus les outils sont développés plus ils facilitent l'apprentissage et c'est meilleur pour notre génération qui sommes entre guillemets impatients.

– Student 13

Je trouve que c'est motivant de parler avec un bon accent et sans fautes

– Student 15

cela m'encourage oui mais aussi me montre que je suis nul en anglais et que c'est insurmontable pour moi

– Student 18

J'ai envie d'atteindre le niveau sur la vidéo donc je veux continuer à apprendre la langue

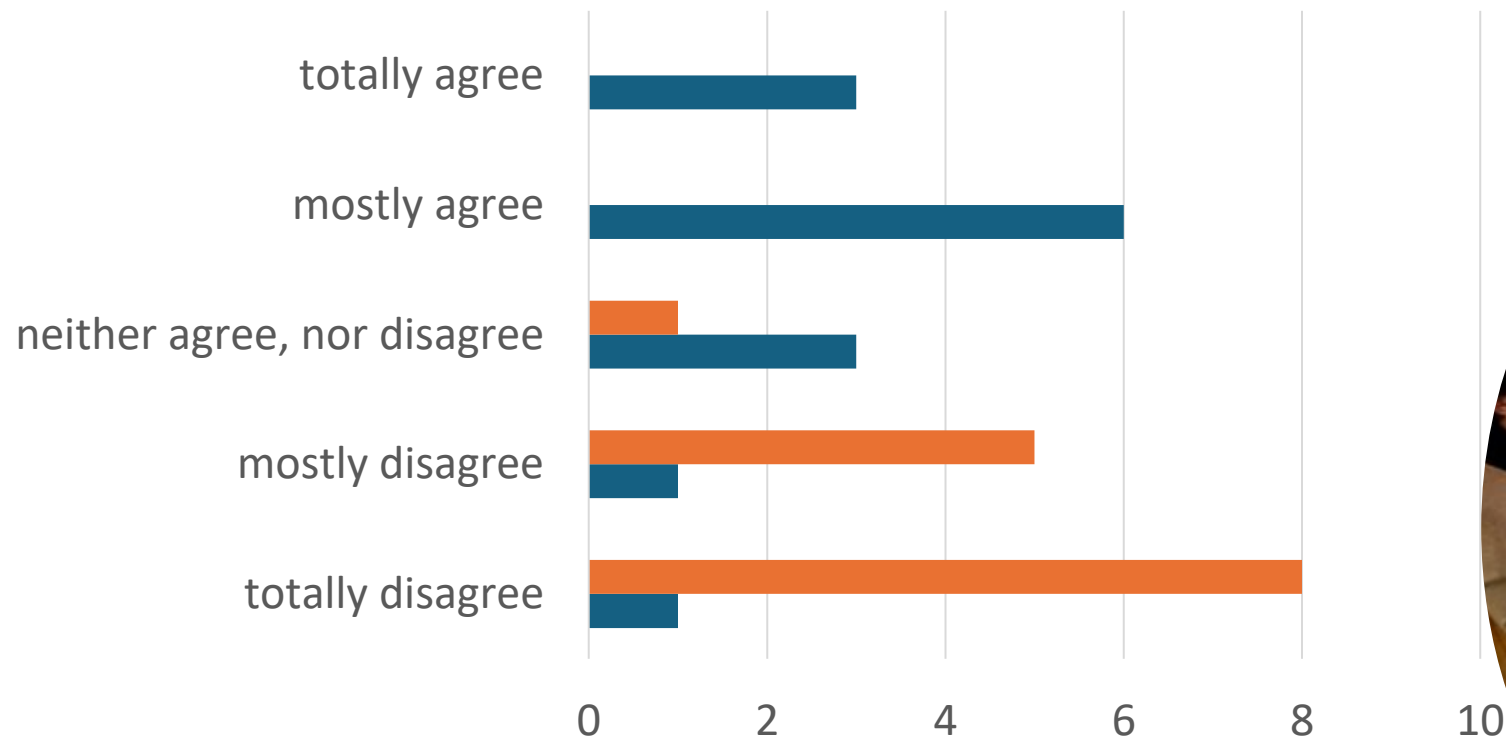
– Student 19

Using videos of self to learn English

Regarder cette vidéo

■ makes me want to cheat

■ gives me a lot of ideas about how I could improve my English now



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Using self-videos to understand spoken English

Niveau d'anglais parlé	Compréhension de sa propre vidéo
C1	100%
B2	100%
B2	60%
B1	100%
B1	70%
B1	100%
B1	80%
B1	90%
A2	90%
A2	80%
A2	80%
A2	80%
A2	60%
A2	40%

New words:

outings, knowledge, several

(Student 9)

***thought** (Student 19)

Que remarquez-vous au niveau des mots qui sont utilisés ?

Student	Comment
3	Les mots semblent fidèles à ce que j'ai dit en français.
6	Aucun.
8	Dans mon exposé en français j'ai utilisé des mots simples pour pouvoir avoir une traduction simple en anglais. C'est pourquoi ma vidéo utilise un anglais plutôt simple avec de nombreux mots transparents.
9	Je pense que c'est un anglais normal, qui est l'anglais basique, pas soutenu, mais pas non plus trop simple.
11	Accessibles et compréhensibles
12	ils sont pas forcément compliqués
13	Adapté à mon niveau
15	Sont bien utilisés
16	qu'ils sont parfaitement prononcé
17	Rien de spécial
18	ils sont pour la plupart compréhensibles pour moi
19	mots de qualité
21	I
24	des mots que je connaissais déjà



Voice and pronunciation

Listen to yourself speaking English in the video. What do you notice about your voice?

Student	Comment
18	it sounds more robotic
24	a robotic voice
3	It sounds a bit robotic to me, but it's close to my voice all the same
9	It's changed, but in an unnatural way, so I think I'm the only one who can hear that it's not me
15	It's just like mine with just a few degrees of difference
6	Similar to mine
13	Quite similar
8	You'd say the same voice as mine
11	It sounds a lot like mine
12	it is the same as in French
16	it is different from mine
17	I sound much more mature and serious
19	clear tone and unhesitating voice
21	quite loud tone

Voice and pronunciation

Intonation

"tres fluide" (Student 19)

"Parfaite" (Student 15)

"c'est plus expressif que le francais" (Student 12)

"quelle est plus aigu et prononcé" (Student 16)

Elle suit assez fidèlement leur propre intonation (Students 3 and 6)

"La langue est monotone (je baisse la voix en fin de phrase propre au français) ce qui n'est pas le cas de l'anglais" (Student 8)

Sounds that sometimes cause you problems (e.g. "th")

"Ces sons semblent naturels" (Student 3)

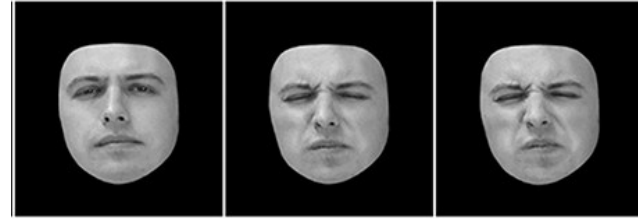
"qu'ils sont parfaitement dit" (Student 16)

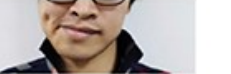
"Aucun son me poser problème" (Student 6)

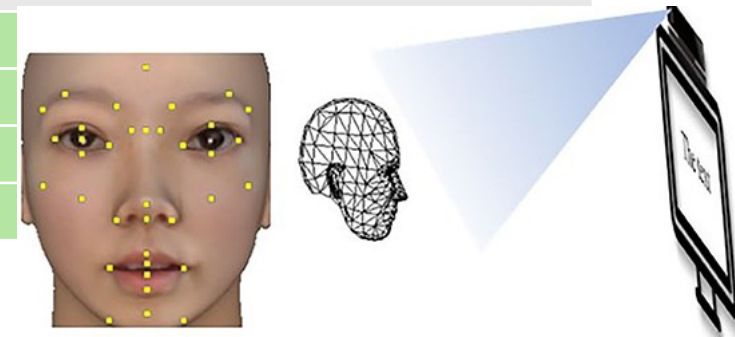
"On entend tout les sons anglophones comme les "th", les "s"..." (Student 8)

"J'ai compris que je prononçais parfois mal certains mots" (Student 17)

Facial movements



Student	Comment			
3	I don't notice any obvious differences.	 LEb	 LEBO	 REBO
6	Nothing changes because I was very expressive during the video.			
13	No, I even feel like I'm the one talking	 Bk	 TML	 TMR
16	not really the editing is very well done with the sound generated			
17	Not so much			
18	Not really, I can't tell the difference but a bit			
8	There are some things that are different: at certain points in the video, I don't close my mouth at the end of sentences or a comma, something I do when I'm speaking in French. Otherwise you'd think it was really me. If you compare the two videos, you can hear almost the same voice and the same eye movements...			
11	The mouth moves in tune with the words, even in the fake version			
15	It's better I think, it's quite funny and at the same time perfect.			
24	Yes, you can feel that the movements and facial expressions have changed.			
9	My lips seem to be stiffer.			
12	how to position the tongue			
19	I have the impression that I'm not emphasising the same words			
21	The tongue is more often on the teeth			



Discussion

- As with preliminary study 1, overall positive reaction to the technology
- Potential to modify perception of self & of learning English
- Need for guidance
 - Misunderstanding of pedagogical target of questions (focus on specific differences between English and French and how one could learn from (imitate?) these differences)
- More appropriate for A1-B1 levels than B2+ or total beginners

Conclusions

- Positive reaction of students to *HeyGen* translated videos of themselves speaking English
- Workable protocol for follow-up studies
- Identification of potential blocking points
- Guidance necessary to explore
 - use for ideal L2 self
 - specific activities for language learning

Perspectives

- Continue exploration of AI video translation for development of additional languages
 - Possible selves
 - Ideal Lx beliefs
 - Pronunciation, grammar and vocabulary practice
 - Training for specific actions, ie: presentations
- *TIRIS* (ANR, Region, University) financing
 - 2 x 3-year doctorates
 - Interdisciplinary project
 - Language learning
 - Healthy aging
 - Experimentation with 200 students & 200 seniors

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