Didactic Audiovisual Translation and Foreign Language Education

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2 Educational bases of didactic AVT in FLE

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This chapter presents the methodological bases that justify the pedagogical use of DAT in LE at all levels of linguistic proficiency. From the use of audiovisual input and technology to the relevance of mediation skills in the present society, all significant aspects sustaining the educational benefits of using didactic AVT in the pedagogical arena at various levels—ranging from primary education to university levels—will be discussed. The overarching objective is to condense here the educational grounds that support the use of AVT in LE so we may contribute to setting the bases of didactic AVT as an area of study in its own right.

Undeniably, audiovisual resources are a key asset in language teaching, as they provide learners with linguistic and culturally rich input. Students learn in an interactive way and complete tasks which are engaging and closer to the real world, as audiovisuals are context-bound (as opposed to de-contextualized exercises and drillings in some language classes).

Media have been widely used in LE since the 1980s, as they are a powerful resource to introduce communicative situations in the classroom so that students are faced with authentic language. Among the manyfold benefits of using films in language teaching, Herrero and Vanderschelden (2019) bring to the fore the suitability of moving images to promote intercultural awareness and multilingualism, irrespective of the educational stage.

Leaving aside the potential of videos as a pedagogic resource, the introduction of DAT in LE goes a step further, as it implies not only watching captioned or subtitled films but creating contents, turning the tide and empowering students to go from passive consumers to proactive creators (prosumers).

By actively engaging in subtitling and revoicing activities, students' learning processes will be optimized. In fact, research on didactic AVT reports language gains are observed in several dimensions (see Chapter 1). In addition, didactic AVT facilitates the development of mediation[1] skills,

as learners "establish bridges of communication so as to make an audio-visual text understandable or accessible" (Talaván and Lertola, 2022: 26).

DAT aligns with communicative paradigms in language teaching that highlight the importance of the active role of students in the learning process: Learning to do and learning to learn are pivotal competences, and students should be responsible for their own learning by constructing and discovering knowledge. Moreover, when students complete AVT tasks, a linguistic objective is pursued (improving the communicative competence in the L2) at the same time transversal components in education are effectively targeted—among others, using Information and Communication Technologies (ICTs), raising intercultural awareness, fostering independent learning or enabling collaborative work.

This chapter will offer the reader an all-embracing explanation of the most salient features of DAT from an educational perspective. We will discuss how AVT activities can be used in primary, secondary and higher education, without forgetting about bilingual settings. We will also examine the benefits not only from a linguistic perspective but also in relation to intercultural competence, cognitive development, language awareness, translation and mediation skills, as well as motivation towards language learning. Since the chapter aims to be comprehensive in the description of the possibilities of didactic AVT, challenges and possible drawbacks will also be addressed, with the aim of offering a realistic and accurate picture for the reader.

2.1 Educational bases of didactic AVT

As already expounded in Chapter 1, DAT has come of age in the last decade and is today a well-established practice with sound theoretical bases and supported by empirical research. For obvious reasons, didactic AVT is historically linked to LE, and its positioning within teaching methods and approaches has evolved until the post-method era (Lertola, 2018). From an educational standpoint, didactic AVT aligns with critical concepts which concern not only language teaching but also key competences and skills in lifelong learning. Below we highlight some of the most central notions in education that are directly related to DAT. Since all of them are fundamental, they are set out alphabetically.

2.1.1 Affective factors: Motivation, anxiety and engagement

Motivation is a crucial element in LE. Research in applied linguistics has consistently shown the correlation between motivation and student achievement (see, for instance, Dörnyei, 2005, 2010; Dörnyei and Ushioda, 2011; Gardner, 1985; Taguchi et al., 2018). Motivated students

show better performance and develop more favorable attitudes towards the language and the learning process. On the opposite side, pupils with low motivation struggle in the language classroom and, more often than not, underperform compared to their peers and show less constructive attitudes. Since stress and anxiety are detrimental to language learning (Botes et al., 2020; Horwitz et al., 1986; Lou and Noels, 2020), one of the primary goals of language teachers is to boost students' motivation and decrease negative feelings in the classroom. In this context, didactic AVT may contribute to lowering the affective filter (Krashen, 1985), which prevents students from learning when they are under pressure. The participation of learners in active AVT activities, such as subtitling and revoicing videos, has a motivating effect and stimulates pupil engagement in the L2 classroom (Fernández-Costales, 2021a; Talaván, 2010; Talaván and Ávila-Cabrera, 2015). Furthermore, didactic AVT also modulates students' attitudes towards the learning process by introducing entertaining and amusing activities in the classroom.

2.1.2 Autonomous learning: Learning to learn

The independent progress of students in their learning process is vital in education. Bruner's (1960) constructivist theory has influenced language teaching by underlining the relevance of students undertaking an active role in the learning process. The main premise of constructivism is that students are active learners who construct their knowledge, while teachers are facilitators and guides in this journey. *Learning to learn* is a key competence targeted today in any curriculum irrespective of age group, context or even subject, and it synthesizes the spirit of Bruner's ideas on how we should foster students' autonomous learning. DAT is a powerful tool when accelerating independent learning, as pupils can engage independently with AVT activities while the teacher guides the process. When audio describing a clip or subtitling it for the deaf or hard of hearing, learners will be *doing* rather than maintaining a passive role. This proactive function will provide learners with skills and competences that allow them to continue their learning process autonomously.

2.1.3 Cognitive development: Higher- and lower-order thinking skills (HOTS and LOTS)

Students' cognitive capabilities should be stimulated in the language classroom, and this implies that teachers should plan their lessons including tasks that are more and less challenging from an intellectual perspective. A well-known map of our cognitive abilities was established by Bloom in 1956 to differentiate between higher-order thinking skills (HOTS)—or
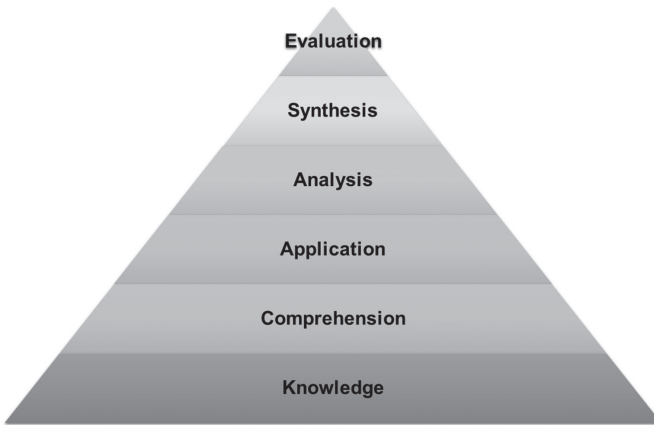
Figure 2.1 Cognitive domain in Bloom's taxonomy.

more challenging mental processes– and lower-order thinking skills (LOTS)—less demanding. This taxonomy of educational objectives was subsequently revised by Anderson et al. (2001) and Krathwohl (2002) and has been widely used in education. While lower-order skills include processes such as understanding, remembering and applying, higher-order skills comprise more advanced dimensions, such as analyzing, evaluating and creating (see Figure 2.1).

A balance between HOTS and LOTS is optimal to guarantee all types of thinking skills are targeted. Therefore, teachers should plan activities and projects that stimulate both dimensions. In this regard, DAT may have a galvanizing effect on cognitive processes: by subtitling and revoicing videos, students will have to use L1 or L2 to activate several brain functions from the bottom and top sections of Bloom's pyramid. Interestingly, the promotion of creativity is one of the most salient features of some didactic AVT modes, such as creative dubbing (Fernández-Costales, 2021a; Talaván, 2019). Without a doubt, creativity is an essential value of human beings, and it is a skill that should be promoted in lifelong learning.

2.1.4 Interaction: Willingness to communicate (WTC)

The participation of students in the classroom, and their interaction with the teacher and their peers is of paramount importance in LE. It is no surprise that poor interaction in oral tasks (debates, presentations and other activities targeting oral production) is a concern for language teachers, who have to do their best to overcome this challenge and stimulate

students' participation in the classroom. This is particularly visible in LE, where Willingness to Communicate (WTC) has emerged as a key concept in current paradigms of language teaching and learning (Yashima, 2002), which focus on communication.

As has already been highlighted, one of the key gains of introducing DAT in LE is its motivating effect, which triggers learners' engagement and readiness to accomplish the proposed activities. Students' collaboration is favored through teamwork and pair-work tasks where pupils interact using L2 for communicative purposes. It has been noted that participation is enhanced in revoicing and subtitling activities, especially regarding shy students and those who are usually passive in the classroom. Teachers have realized that shy students working with didactic AVT participate more than in other types of tasks; for instance, when dubbing videoclips, learners feel less constrained to participate, probably because their classmates are paying attention to the video and not to the person who is dubbing it (Fernández-Costales, 2021b). WTC is observed here as an intention to establish bridges of communication between two texts, the source and the target text, in mediation terms; besides, there is the potential focus on accessibility where learners are willing to make an AV product accessible to an audience that would not be able to access it otherwise.

2.1.5 *Language awareness and intercultural competence*

DAT contributes to modulating positive attitudes towards the language and the learning process. Through mediation, learners are constantly aware of the language(s) they are working with since they need to be continually reformulating, translating, paraphrasing, and/or recreating it/them. Besides, since teachers may decide the language combination used in the AVT activities—as several language pairs and combinations are possible with the L1, L2, L3, etc.—it is possible to focus on languages other than the language being studied. Furthermore, in some contexts, students may work with co-official, minority or endangered languages. In Spain, for instance, students in the bilingual regions of Galicia, the Basque Country, Balearic Islands, Catalonia and the Valencian Community, may work with language combinations that include Basque, Catalan and Galician, which are co-official in those territories. Experiments have already been carried out with minority languages, such as Asturian in the Principality of Asturias, with students of primary education, confirming revoicing and subtitling are powerful and suitable resources when learning an endangered language that has a scant presence in the media (Avello and Fernández-Costales, 2020).

Leaving aside language diversity and the possible usefulness of didactic AVT to maintain language ecology, research has consistently reported that AVT activities enhance intercultural competence (Borghetti, 2011; Borghetti and Lertola, 2014). Students' mediation skills will be promoted when they adapt the audiovisual texts from the source language and culture to the target language and culture. This is a critical aspect in LE, as today we understand languages are a basic tool for intercultural communication (Tinedo-Rodríguez, 2022).

2.1.6 Language competence

Obviously, one of the most salient outcomes of DAT is the promotion of students' linguistic competence. As argued previously, didactic AVT has to be framed within communicative paradigms in language teaching, where promoting communication in the classroom and fostering students' interaction are strategic targets. DAT has been linked with the improvement of language skills through task-based practice and form-focused instruction (Ragni, 2018), and several experiments confirm the potential of AVT activities to optimize LE in formal settings (see Chapter 1). Moreover, recent studies (Fernández-Costales et al., 2023) confirm the usefulness of DAT to work with integrated skills in language learning.

2.1.7 Language development: BICS and CALP

In 1981, James Cummins established a ground-breaking notion in language learning: A difference has to be made between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). While the former refers to everyday language—the type we use for our usual interactions in non-academic settings (conversational L2)—the latter relates to the language we need for academic purposes (i.e., studying in an L2, writing an essay, etc.). BICS are normally acquired after between 3 and 5 years of tuition, while CALP requires between 5 and 7 years to be learned. Both types of language are equally important and should be approached by language teachers in the classroom. To do so, DAT offers a good opportunity to practice conversational and academic language, as students work with diverse registers and degrees of formality in written and oral production. Moreover, pupils will be working with authentic language, which is not always the one that is to be found in language textbooks and materials. Besides, working with videos in the classroom facilitates the introduction of academic concepts in subject-contents (non-linguistic areas), so students can approach academic language more easily through subtitling or revoicing activities.

2.1.8 Literacy

The promotion of literacy is central in LE and has to be prioritized not only when teaching the L1, but also in foreign language classes. Although the notion of literacy is usually associated with early education, it has to be noted that reading and writing—as key abilities to understand and interact with the world—are core components of lifelong learning and should be targeted in all educational stages. Also, in the current scenario, digital literacy is decisive due to the pervasiveness of ICTs. In fact, it comes as no surprise that most curricula of primary, secondary and higher education underscore the need for students to develop ICT skills. The promotion of digital literacy through DAT has already been examined in the scientific literature (see Incalcaterra McLoughlin and Lertola, 2014), with some authors advocating for the adoption of literacy-based approaches to capture the complexity, multimodal and multifaceted nature of audiovisual texts (Herrero and Escobar, 2018). The use of intralingual and interlingual dubbing can be helpful in early education to promote literacy, as students can create scripts for videos with no dialogues. Similarly, subtitling fits very well in secondary education to practice reading and writing skills. In higher education, AD or SDH may be suitable choices to promote literacy in combination with other skills (e.g., mediation or accessibility awareness).

2.1.9 Mediation skills

Mediation is our ability to negotiate and contribute to reaching an agreement between parties. When applied to languages, mediation represents our faculty to promote communication, not only between languages but also among cultures. In other words, mediation is a vital skill to facilitate intercultural communication. Due to its significance, mediation has been included as a descriptor in the CEFRL, which emphasizes the importance of mediating between interlocutors who are unable to understand each other directly. By working with AVT activities, students may develop their mediation skills, as they will be constructing meaning, not only when subtitling or revoicing videos (where they are mediating between languages and cultures) but also when communicating with their partners to accomplish the tasks. Research has reported DAT and mediation are intimately linked and the active use of subtitling and/or revoicing may contribute to boost mediation skills (see, for instance, Navarrete, 2021; Talaván and Lertola, 2022).

2.1.10 Scaffolding

Assisting students in the learning process by providing them with suitable tools and aids is pivotal in LE. Scaffolding facilitates the progressive

acquisition of tools and competences by students, so they will be more efficient when learning an L2 and becoming independent speakers. Some well-known examples of scaffolding are activating students' prior knowledge, using visual aids, pre-teaching vocabulary (and discussing keywords), providing knowledge in small chunks, allocating time to talk, asking questions (and eliciting participation), or planning "show-and-tell" activities. These techniques are easily identified in DAT, which allows teachers to guide students in their learning process in a supported—scaffolded—manner as they complete the tasks. As we will see later in this chapter, didactic AVT activities tap into students' previous knowledge, promote communication and interaction, and follow the show-and-tell model (or any other related protocol, such as the PPP or "presentation, production and practice" paradigm), among other scaffolding techniques. The use of subtitles as support when watching videos (in the "viewing stage") or the DAT sequences used in TRADILEX with several tasks in progressive difficulty are good examples.

2.1.11 *Task-based learning/project-based learning*

In line with the previous subsection, where we establish a connection between didactic AVT and scaffolding, the use of productive AVT activities can be framed within communicative teaching models, such as Task-Based Learning (TBL) or Project-Based Learning (PBL). In TBL, students focus on the attainment of a specific assignment that is associated with a situation from the "real world." Students face real and contextualized activities where they normally have to achieve a final product (writing a letter, creating a blog, booking a flight, recording a video, etc.). By subtitling and dubbing videos, learners will be working with practical situations where they are using their language skills to meet a specific objective. Moreover, there is a final product in the form of a new video created by the students. Teachers can also establish long-term objectives, such as dubbing a whole film or TV chapter, for a class project (PBL). AVT activities can be effectively framed within different types of projects, as they are highly flexible and can be easily adapted.

2.1.12 *The 4Cs framework*

Content and Language Integrated Learning (CLIL) is a dual approach where students learn subject-contents (non-linguistic areas) through an additional language (any language which is not the students' mother tongue). CLIL has been embraced by academics, educational authorities and practitioners in the European Union because it has the potential to address the specific needs of the European context (Lasagabaster

and Doiz, 2016). Although it has proven to be particularly effective in primary education, bilingual streams have also been promoted in secondary education, and also at the tertiary level, where English-Medium Instruction (or EMI) is used to refer to the teaching of contents using English. One of the pillars of CLIL from a theoretical standpoint is the well-known "4Cs framework" developed by Coyle (2007), who claimed that any CLIL lesson should approach Contents, Communication, Cognition and Culture. These four dimensions are linked to the dual-focus of CLIL (where students learn contents and language at the same time) and its alleged cognitive benefits (as higher and lower mental processes are stimulated). As suggested by research (Fernández-Costales, 2021b), DAT tasks are a suitable resource in CLIL, as they facilitate working with the 4Cs framework. Students will be learning specific subject-contents through the audiovisual input (the video selected by the teacher), which will also provide cultural references; as far as communication is concerned, pupils will be interacting using both L2 and L1, and their mental processes will be triggered through subtitling and revoicing activities.

2.1.13 Translanguaging/code-switching

Code-switching—or translanguaging—is the deliberate practice of switching from one language to another (L2 to L1, for instance) in LE. Translanguaging can be understood as an "umbrella term" that includes translation, cross-linguistic pedagogies and multilingual practices (Cenoz and Gorter, 2020). Although using L1 has been avoided in FLL since the spread of the communicative approach, the coexistence of L1 and L2 is a prevalent practice in bilingual education, where the mantra of "100% in the foreign language" is not the best solution, as teachers are intended to promote students' biliteracy. The use of code-switching is particularly beneficial in CLIL since alternating between L1 and L2 promotes students' metalinguistic capabilities (mediation skills and language awareness, among others). In this setting, the introduction of DAT in the classroom facilitates code-switching, as both L1 and L2 can be used to complete the activities, not only when planning interlingual subtitling or dubbing tasks, but also allowing students to switch from L2 to L1 (and vice versa) when they interact. In this sense, as argued by Talaván and Lertola (2022: 26), didactic AVT may be considered "as an instructional strategy of pedagogical translanguaging […] provided that it comprises a number of AVT modes that involve written as well as oral language transfer procedures, namely subtitling, voice-over, dubbing, audio description, and SDH."

2.1.14 *Vygotsky's Zone of Proximal Development (ZPD)*

The difference between students' potential and what they can actually achieve with appropriate support and guidance defines one of Vygotsky's (1978) well-known principles. The ZPD is the distance between the individual developmental level and the potential progress which can be achieved with the help of the teacher or classmates. With appropriate support (e.g., scaffolding techniques), learners can boost their performance by mastering skills and abilities that would not be possible to attain individually without any guidance. Collaborative work is also important, as we also learn through social interaction. This widespread theory in education aligns with the use of DAT in the classroom, where the teachers' role is to guide students in the process of completing the task, and students can work either individually or collaboratively with their fellow classmates to achieve the final objective (e.g., subtitling or revoicing a videoclip).

2.2 Introducing didactic AVT in the language classroom

So far, we have presented the educational bases of DAT, and we have identified the main benefits of introducing subtitling and revoicing activities in the language classroom. Next, we discuss how didactic AVT can be introduced in several educational stages providing practical examples, models and guidelines. We will not present a comprehensive explanation of AVT modes, as they will be expounded in Chapters 3, 4 and 5, but we will approach fundamental issues to be considered when applying AVT in primary, secondary and tertiary education. Table 2.1 presents a sample lesson plan structure that can help the reader understand the type of lesson and activities that can be used.

2.2.1 *Primary education*

When introducing didactic AVT in primary education we must consider the specific needs and characteristics of young learners. First of all, we need to take into account that 1-minute videos will be sufficient for this educational stage. Also, it should be noted that the reading speed of young learners is slower than that of adults.

It is worth mentioning that selecting appropriate videos that suit the interests of students is of paramount importance to boost their motivation and engagement in the classroom. Approaching cross-curricular contents may also be convenient, as some elements—such as intercultural issues, gender roles or tolerance—should be addressed from the early stages.

In Table 2.2, we propose a lesson plan to work with dubbing in primary education. In this activity, young learners will approach stereotypes

Table 2.1 Sample lesson plan structure for a 60-minute session

Duration	Phase	Description	Objective
10 min	**Warm-up** Reception and production tasks	Anticipating video content, characters and events	To gather the necessary background knowledge
10 min	**Video viewing** Reception task	The video extract to be translated through AVT is watched accompanied by viewing activities	To understand the messages to be translated and become familiar with the key linguistic content
30 min	**Didactic AVT** Reception and production task	Getting familiar with the software and with AVT (if needed) and completing the corresponding AVT task	To work on AV mediation skills and strategies and to develop lexical, grammatical and intercultural competence
10 min	**Post AVT** Production tasks (writing/ speaking and mediation)	Related production tasks to practice elements present in the video	To make the most of the linguistic and cultural content of the video and to complement the previous mediation practice

Source: Adapted from Talaván, 2020: 570.

and gender roles with the support of the selected video: Brave (Andrews et al., 2012) portrays an empowered young girl who does not follow the established patterns to become a "classic" princess and wants to decide her own future. The scene shows a traditional Scottish game—an archery competition—with abundant cultural references. This is an example of how media and films can bring intercultural and cross-curricular topics to the language classroom.

As previously mentioned, short videos should be used, as DAT activities may be time-consuming, and students will need around 30 minutes to work with one short clip. In this case, although the length of the video is 3:40, the dubbing activity should be limited to one minute (from 2:10 to 3:10). Nevertheless, it is important that students have some context before starting with the AVT activity. As reported by research (Fernández-Costales, 2021a), students of primary education may prefer dubbing to subtitling activities, as they find the production of oral dialogues more amusing.

Table 2.2 Sample lesson plan on dubbing for primary education

CEFR level	A1/A2
Age group	Primary education – Year 3–4
Video fragment	Brave: Archery scene (https://youtu.be/AjE5aGKFhQ4)
Communicative functions	Express one's opinions
Didactic AVT mode	Dubbing (interlingual L1>L2—L2>L1, intralingual L2>L2, creative)
Aims of the session	To discuss gender roles
	To talk about traditional games and sports
Structure	**Warm-up** (10 minutes)
	Reading task (text on traditions and events—matching heading activity)
	Lexical task (matching images of traditional games with their names)
	Mediation task (finding L1 equivalents for the games from the previous task)
	Viewing (5 minutes)
	Watching the video of Brave's archery contest twice with interlingual subtitles as a support plus a comprehension activity (correcting statements from the contents of the story)
	Didactic dubbing (30 minutes)
	Instructions, guidelines and software reminder
	Post-AVT task (15 minutes)
	Writing task (describing a traditional game)
	Speaking task (reflecting upon gender roles and stereotypes)

In this particular example, after working with an introductory text (a reading comprehension task) to activate students' prior knowledge and introduce new vocabulary, learners watch the video with L1 subtitles to grasp the general meaning and practice their listening skills. Afterwards, students will dub the video in small groups to foster interaction and communication. There are several possibilities here: Students can dub the video in the L2 (intralingual dubbing), translate the dialogues and dub the video in the L1 (interlingual dubbing), or they can create alternative dialogues in the L1 or the L2. In the former option, they will be practicing their translation skills and their mediation competence will be promoted. In the latter, learners will be fostering their creativity. In either case, their HOTS and LOTS will be triggered, as they will be actively creating a final product using their critical thinking, and we will be facilitating code-switching and metalinguistic awareness, among other skills.

In the post-AVT section, we should be approaching students' productive skills (writing and speaking), so all the linguistic dimensions are addressed in the session.

Subtitling is also possible in primary education, although it is usually more challenging for students (especially when it comes to adjusting the length of the subtitles). However, subtitling activities are very useful in terms of promoting literacy (in L1 and in L2).

Strengths: Storytelling, narration skills and creativity will be enhanced through revoicing activities in the L2. When students dub the video in the L1, they will be working with prosodic features. As mentioned earlier, shy students are often more willing to participate in revoicing activities (since their classmates will be looking at the screen and not at them, so they do not feel under pressure). No special equipment is required to dub the videos. Students can create their scripts on paper, and they can later record the dialogues using the classroom computer (in the event there is no access to a computer room or to any other video recording equipmen).

Considerations: Teachers have to take into account that students will need time to complete the AVT task (about 30 minutes to dub a 1-minute video). Teachers should monitor students' groupwork and check they are using the L2 to communicate as much as possible, and that no students are left behind when completing the task.

2.2.2 Secondary education

In secondary education, teachers have a wide array of possibilities to introduce DAT. Research does not report on any specific AVT mode being preferred by students at this stage, but the reading speed of students is faster. Nevertheless, we still have to take into account that videos should be short to guarantee AVT tasks are attainable for pupils. In this regard, one of the outputs of TRADILEX is a methodological framework in which 2-minute videos are used in the viewing phase and 1-minute clips are used in the AVT task stage (Talaván and Lertola, 2022). Although all AVT modes are suitable, we present in Table 2.3 a sequence where students would be subtitling a video.

In this activity, students will address a relevant issue that is connected to their everyday life: Social networks. The use of ICTs to interact with each other is a crucial issue today for teenagers, and technology is strategically targeted in the curricula of secondary education across Europe. The Social Dilemma (Orlowsky, 2020) includes interviews with experts on the use and impact of social networks.

Students will work here with vocabulary related to ICTs and the expression of their own opinions and arguments through reading comprehension and a lexical activity. After the activation of prior knowledge, they will work

Table 2.3 Sample lesson plan on subtitling for secondary education

CEFR level	*B1*
Age group	Secondary education—Ages 15–16
Video fragment	The social dilemma (https://youtu.be/uaaC57tcci0)
Communicative functions	Expressing one's opinion
	Debating with other speakers on a given topic
Didactic AVT mode	Intralingual (L2>L2) and direct interlingual (L2>L1) keyword subtitling
Aims of the session	To be able to express one's position towards something
	To talk about the influence of social networks
Structure	**Warm-up** (10 minutes)
	Reading task (short text on the impact of social networks today)
	Lexical task (reading short messages from social networks in English—e.g., Tweets)
	Mediation task (finding L1 equivalents for some of the expressions used in English messages on social networks)
	Viewing (5 minutes)
	Watching the trailer of "The Social Dilemma" (with subtitles in the L2), where experts and engineers discuss the potential side effects of social networks (writing down vocabulary to express one's position)
	Didactic subtitling (30 minutes)
	Instructions, guidelines and software reminder
	Post-AVT task (15 minutes)
	Speaking task (debate on the pros and cons of social networks)
	Writing task (describe personal use of social networks)

on the AVT task, subtitling the original English dialogues into L2 subtitles (English>English) or translating the dialogues into their L1. In the former option, they will be paying attention to grammar, spelling and vocabulary in the L2, promoting mediation skills through rephrasing and reformulation skills. In the latter, students will not be working with spelling, but the other dimensions will be approached together with translation and code-switching. In either case, students will also be working with condensation strategies, segmentation and adjusting of the subtitles. Listening comprehension will be fostered in both options as well as writing skills, which are fundamental in secondary education. In addition, they will be working with shortenings and common expressions used in social networks (such as "c u later," etc.).

The post-AVT section will allow students to practice the vocabulary they have learned and engage in debates and discussions with their peers.

Strengths: Writing and listening skills—together with other central elements in LE such as grammar, focus on form, spelling and vocabulary

will be approached. Code-switching can be promoted through interlingual subtitling. At this stage, students can complete DAT activities in the classroom (face-to-face settings), in blended learning contexts and in online environments (at home).

Considerations: Groupwork should be favored to promote communication and interaction in the classroom. Students can work individually when completing AVT tasks in blended or online settings.

2.2.3 Higher education

DAT has been mainly applied to students of Translation Studies and language-related degrees (e.g., English Studies), but it can be employed in any degree, as learners will be working with their communicative language skills, which is a core competence to be approached in higher education. Next, we present a proposal for the degree of Primary Education, as we find it convenient that future teachers work with didactic AVT to promote their communicative skills. Furthermore, at the same time as they improve their L2 proficiency, they will be trained to implement subtitling and revoicing activities with their own students in primary education.

One of the most interesting benefits of working with prospective teachers is that they will be able to learn new pedagogical strategies that can be later applied in their classes. In this clip from *Harry Potter and the Philosopher's Stone* (Columbus, 2001), Harry meeting his two best friends on their way to Hogwarts is a suitable choice, as students will practice with personal introductions (which is a basic communicative situation in primary education; Table 2.4). Besides, the scene portrays the first day of school, and it can be used to address certain contents in this regard. After introducing the activity and watching the video in the L2 with subtitles, students will work with the AVT activity: In this case, learners will dub the video from the L2 into the L1, so they will be practicing their productive skills (pronunciation and intonation). Besides, students will be practicing lip-synchrony to adjust the dubbed dialogues to the scene. Alternatively, they can also produce new dialogues from scratch to exercise their creativity (creative dubbing) either in the L2 or the L1. In the post-AVT stage, students will work with key communicative situations (i.e., personal introductions) and will practice their creativity on a topic related to their field of study (education in this case), so the four skills (listening, reading, writing and speaking) will be approached in the lesson. Mediation will also be addressed while students subtitle, since they will be creating bridges of communication between the original and the target text.

Once the lesson plan is finished, students can also work on the design and planning of their AVT activities and teaching units to be implemented with a group of primary education.

Table 2.4 Sample lesson plan on dubbing for higher education

CEFR level	B1
Age group	Degree in Primary Education (3rd course)
Video fragment	*Harry Potter and the Philosopher's Stone* (https://youtu.be/Gs7SIiRHQfs)
Communicative functions	Introducing yourself Asking questions
Didactic AVT mode	Dubbing (direct interlingual—L2>L1), creative dubbing
Aims of the session	To practice personal introductions To ask questions and explain concepts
Structure	**Warm-up** (10 minutes) Reading task (short text about the first day of school) Lexical task (learning school vocabulary in English) Mediation task (identifying differences between the first day of school in the text and in the students' country) **Viewing** (5 minutes) Watching the clip where Harry Potter meets Ron Weasley and Hermione Granger on the train to Hogwarts (with L2 subtitles). Fill in the gaps exercise with key expressions related to personal introductions **Didactic** dubbing (30 minutes) Instructions, guidelines and software reminder **Post-AVT task** (15 minutes) Speaking task (practice personal introductions) Writing task (imagine your first day as a teacher in a school of primary education)

Strengths: Communicative skills will be promoted, and students will learn new teaching strategies and possibilities through DAT; key competences in education will be targeted; ICTs are effectively introduced in the classroom; research reports didactic AVT boosts students' motivation in higher education (Lertola, 2019), and prospective teachers can acknowledge the benefits of working with AVT in their language classes.

Considerations: Teachers should accommodate DAT tasks within their syllabus and brief the students (who are prospective teachers) on the use of revoicing in language teaching. A lesson should be devoted to explaining the basics of didactic AVT and introducing the software, so students can plan their own activities and lesson plans.

2.2.4 Bilingual education: CLIL and EMI

As has already been stated, DAT has proven particularly effective in bilingual education. In addition to fundamental competences, such as intercultural awareness, translanguaging, and translation and mediation

Table 2.5 Sample lesson plan on audio description for CLIL

CEFR level	A2
Age group	Primary education—Ages 9–10 (Bilingual group)
Video fragment	Inside out
Communicative functions	Expressing feelings and emotions Talking about past and present situations
Didactic AVT mode	Direct interlingual subtitling (L2>L1)
Aims of the session	To express feelings and emotions To describe past and present events
Structure	**Warm-up** (10 minutes) Reading task (short text about emotions) Lexical task (matching images of people's faces with their feelings and emotions) Mediation task (finding L1 equivalents for the feelings and emotions from the previous task) **Viewing** (5 minutes) Watching the video "Inside Out" *(Docter and Del Carmen, 2015)*, where the main characters and the feelings they represent are introduced (L1 subtitles), paying attention to vocabulary related to feelings and emotions **Didactic subtitling** (30 minutes) Instructions, guidelines and software reminder **Post-AVT task** (15 minutes) Speaking task (talk about your favorite character) Writing task (describe your emotions from/during the previous day)

skills, other relevant areas in bilingual education can also be addressed. Language transfer should be promoted in CLIL settings, and AVT activities may contribute to guaranteeing that students learn contents in both codes (L1 and L2), as monolingual education in English is not the objective. The example in Table 2.5 shows a teaching plan for a CLIL group of primary education. The video used (a short fragment of *Inside Out*) depicts the primary emotions we all share (joy, fear, anger, sadness and disgust) and connects them with specific moments in the life of a young girl. The clip will be suitable for Social Science, as it explores the way humans feel and behave. Other alternatives that have been used in several DAT projects (Fernández-Costales, 2021b) are *Jurassic World* (Trevorrow, 2015) or *Frankenweenie* (Burton, 2012), which align with the syllabus of Natural Science. The overarching principle when choosing videos in bilingual education is that they can be framed within the specific curriculum of the content subject being delivered in the L2 (Arts and Crafts, History, Maths, Physical Science, etc.).

After introducing the topic in the warm-up, and working with mediation skills, students approach the AVT task, in which they will subtitle the clip from the original version into the L1. As previously explained in this chapter, the use of L1 and L2 in bilingual education is today understood as a good strategy to promote metalinguistic awareness, translation skills and language transfer between both languages in young learners. Therefore, working with interlingual subtitles (L2>L1, and even L1>L2 in higher courses) is appropriate to stimulate translanguaging and code-switching (which can guarantee students learn contents and subject-specific vocabulary in both languages, as many CLIL teachers are concerned their pupils may only acquire content in the L2).

In the framework of CLIL, the 4Cs model is effectively addressed here. Communication will be promoted, as students will be interacting with each other to complete the AVT tasks (and they may use L2 or L1 to communicate within the group); cognition is stimulated since learners need to activate their HOTS and LOTS (the higher and lower scales in Bloom's taxonomy) when creating the subtitles. As for the contents, pupils will be approaching topics which fall within the scope of the Social Science or Natural Science syllabi. Finally, culture is also present in the video, as *Inside Out* includes references to the city of San Francisco and the way of life in that part of the world.

It is worth mentioning that DAT also promotes the dual-focus of CLIL (learning contents through an L2). Given that teachers have to address content and language at the same time, working with audiovisual products facilitates introducing subject-specific content in the classroom and keeping a balance between the content and the linguistic dimension.

In the case of English-Medium Instruction (EMI), or bilingual programs in tertiary education, we need to bear in mind that, more often than not, the linguistic component is overlooked. While in primary or secondary education, teachers deliver content through an additional language paying attention to both dimensions, the situation in EMI differs, and university lecturers hardly ever work with language content (Lasagabaster and Doiz, 2021). When delivering university courses in English, lecturers are constrained by the syllabus, and they will not address language-related issues. In these contexts, DAT can be introduced in EMI as a support resource in flipped classroom environments, or as an additional activity to review contents. As happens with CLIL, didactic AVT also promotes working with other subjects collaboratively, so lecturers teaching chemistry, history or economy can coordinate with language educators (lecturers teaching in language-related degrees such as English Studies, Translation Studies or Education) to carry out joint projects involving DAT.

Strengths: Promotion of students' cognitive development (HOTS and LOTS), stimulation of creativity; working with the 4Cs (i.e., cognition,

communication, culture and content); underlining CLIL's dual approach (maintaining the balance between content and knowledge); allowing code-switching or translanguaging, and triggering students' metalinguistic awareness; may contribute to collaborative projects in CLIL/EMI with other subjects.

Considerations: Ideally, activities should be completed in groups (or in pairs) to guarantee communication is favored (otherwise, one of the 4 "Cs" will be omitted).

2.3 Didactic AVT applicability to diverse LE contexts

DAT can be integrated into the curriculum of any language subject irrespective of the educational stage. As discussed in this chapter, AVT activities can also be a useful resource in non-language areas (i.e., CLIL and EMI settings). Moreover, the multimodality and the technological nature of AVT facilitate the implementation of subtitling and revoicing tasks in face-to-face teaching, blended learning and online contexts.

In face-to-face or mainstream education, teachers and students share a physical space for the learning process. This modality offers a suitable setting for didactic AVT, as students can collaborate to complete the tasks in the classroom. Face-to-face interaction may stimulate communication in the L2, and students can learn about AVT modes through seminars or hands-on workshops with the teachers, who will introduce the units and lesson plans in situ. Obviously, some resources are required, as students should have access to computers to carry out revoicing and subtitling activities, so computer rooms would be ideal to work with didactic AVT in face-to-face scenarios.

In blended learning, traditional face-to-face learning systems are combined with computer-based modes. In this way, students attend face-to-face lessons where they may interact with the teacher and their classmates, but they also use synchronous or asynchronous communication channels outside the classroom (e.g., chats, or other systems) as well as online additional resources such as videos, tutorials, activities, etc., that will support the teaching process and allow students to progress at their own pace. In this learning setting, AVT can easily be integrated into online modules where students will have access to tutorials, learning materials, lesson plans and activities online. Learners can work individually with subtitling or revoicing activities outside the classroom, or they may cooperate with their peers through online platforms and communication channels. Activities can also be completed face-to-face to stimulate synchronous communication and debates.

As for online teaching formats, this possibility entails no face-to-face interaction being established and the teaching process is entirely conducted through the Web. In this regard, it is worth mentioning that the outbreak

of COVID-19 and the global pandemic in 2020 changed the way we communicate and interact with each other. Among the many alterations in society, educators and students had to face a new challenge: How to learn and teach in online environments. Although ICTs had made this possible a decade earlier, most teachers had not experienced virtual teaching in their everyday work, and only those working in online environments (e.g., distance learning universities such as the Open University in the UK, or the Universidad Nacional de Educación a Distancia in Spain) were used to teaching and interacting with their students using online tools only.

For most teachers in primary, secondary and tertiary education, distant teaching was a major challenge in which they had to learn how to design courses and activities that engaged students and encouraged participation, which was jeopardized without face-to-face interaction. Also, asynchronous communication and activities were a novelty in many teaching contexts. In this framework, designing tasks that stimulate students' willingness to participate was a priority, as they might ameliorate the fact that learners may lose interest in language classes, as they feel isolated and less "integrated" in the course. The lack of face-to-face interaction was a major hurdle for communication in language classes, and engaging students to participate (in synchronous or asynchronous communication) was on the radar screen of all teachers.

In this sense, it has to be emphasized that DAT activities are a powerful resource in online teaching—or in hybrid modalities, such as the flipped classroom—since students can subtitle or revoice videos from home—independently or working in groups—and these tasks can be easily integrated as part of any teaching unit or curriculum. The potential of AVT activities has been confirmed, among others, by the TRADILEX project, where students of higher education at several universities in Spain followed a didactic sequence with three lesson plans per AVT mode (subtitling, voice-over, dubbing, AD and SDH), making a total of 15 lesson plans to be completed online. This methodological proposal was intended to assess the benefits of using didactic AVT as a resource in foreign language teaching within online contexts. The main results of the project confirm the suitability and effectiveness of active AVT activities in LE. The proposal also underlines the joint effect of combining audiovisual media, ICTs and mediation in language teaching for integrated skills enhancement (Fernández-Costales et al., 2023).

The use of online didactic sequences that combine videos, reading comprehension, writing and speaking production, and vocabulary and grammar exercises with subtitling or revoicing tasks may bring new insights to teachers working in online environments and also to educators in face-to-face modalities looking for additional materials and resources. One of the most salient features of using DAT in online environments is that—in line with the principles of the CEFR—the independent learning

process of students will be promoted, allowing pupils to be more responsible and in charge of their own learning.

2.4 Closing remarks

This chapter has presented a panoramic view of the benefits of using didactic AVT as a teaching resource in LE. We have discussed the main benefits of AVT activities from a pedagogical perspective and we have established suitable connections with well-established theories in language teaching and in education in general. The aim of this chapter is not to present DAT as a new paradigm in language teaching, as it is not a methodology in its own right, but rather to emphasize the fact that it may be integrated into different approaches and paradigms in LE and that it aligns with central notions in education. As this is a flexible proposal, AVT activities can be adapted to fit the specific characteristics of several educational stages (primary, secondary or tertiary education) and they can also suit more specific contexts such as bilingual settings. Moreover, didactic AVT is also in line with key dimensions in lifelong learning, such as accessibility, inclusive education, language diversity and online environments, as most activities can contribute to the development of more responsible and tolerant citizens, who are trained in digital literacy and respect for other languages and cultures.

Note

1 The revised version of the Common European Framework of Reference for the Languages—the CEFR (Council of Europe, 2018)—emphasizes the role of mediation in language learning. Mediation should be understood as the engagement of learners in a wide range of activities that go beyond translation and interpreting, as they have to construct or transfer meaning to grant other people access to a text or a message. In this process, learners become mediators by using the language in meaningful and functional communicative tasks.

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