

**Didactic voice-over in Secondary Education to develop
integrated language skills and raise ecological awareness:
A case study with pre-service teachers**

**(Voces superpuestas didácticas en Educación Secundaria
para desarrollar las competencias lingüísticas e
integradas y aumentar la conciencia ecológica:
un estudio de caso con profesores en formación)**

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Abstract: In recent years, there has been a significant expansion in the utilisation of ICT in language teaching and learning. In order to provide students with a quality education, teacher training is of paramount importance. Effective teacher training ensures that educators are well-equipped with the latest pedagogical strategies, technological tools, and interdisciplinary approaches necessary for fostering a dynamic and engaging learning environment. Furthermore, in view of the United Nations' Agenda 2030 (2015), the efforts of teachers increasingly focus on promoting sustainability awareness. This holistic approach not only enhances the educational experience but also aligns with broader societal goals, making language education a powerful tool for positive change

This paper will present a case study with 14 pre-service secondary school teachers of English as a Foreign Language (EFL) in Spain. The purpose is to investigate whether pre-service teachers see feasible to implement Didactic Audiovisual Translation (DAT), particularly didactic voice-over, in the EFL classroom, and whether it can enhance integrated language skills and promote ecological awareness. The participants were initially introduced to DAT and its

practical application within the recently research-led TRADILEX platform (Fernández-Costales, Talaván and Tinedo-Rodríguez 2023). Subsequently, participants were required to carry out a didactic voice-over lesson plan (LP) about the European-funded project Speak4Nature-Interdisciplinary Approaches on Ecological Justice. After submitting the 60-minute voice-over LP, created in accordance with the TRADILEX methodology (Talaván and Lertola 2022), participants were required to develop a second LP of the same duration, utilising the same video as a foundation and tailored to the specific needs of their target learners. In order to triangulate the data, participants' opinions were gathered via a feedback questionnaire, an observation rubric completed by the two teacher-researchers, and a focus group involving five participants. The analysis yields encouraging findings, since pre-service EFL teachers perceived the integration of DAT in secondary education as potentially advantageous for fostering the development of integrated language skill and ecological awareness.

Keywords: Didactic Audiovisual Translation. Didactic voice-over. Teacher training. English as a Foreign Language. Ecological awareness.

Resumen: En los últimos años, ha habido una expansión significativa en la utilización de las TIC en la enseñanza y el aprendizaje de idiomas. Por otro lado, para brindar a los estudiantes una educación de calidad, la formación de docentes es de suma importancia ya que esta garantiza que los educadores tengan conocimiento de las últimas estrategias pedagógicas, las herramientas tecnológicas y los enfoques interdisciplinarios necesarios que fomenten un entorno de aprendizaje dinámico y atractivo. Además, por lo que respecta a la Agenda 2030 de las Naciones Unidas, los esfuerzos de los docentes se centran cada vez más en promover la concienciación sobre la sostenibilidad. Este enfoque holístico no sólo mejora la experiencia educativa, sino que también se alinea con objetivos sociales más amplios, lo que hace que la educación de idiomas sea una herramienta poderosa para un cambio positivo.

Este artículo presenta un estudio de caso con 14 profesores de inglés como lengua extranjera de secundaria en España. El propósito es investigar si los profesores en formación ven factible implementar la traducción audiovisual didáctica (TAD), particularmente las voces superpuestas didácticas en el aula de inglés como lengua extranjera, y si esta puede mejorar las habilidades lingüísticas integradas y promover la conciencia ecológica. Inicialmente, a los participantes se les presentó la base teórica sobre la TAD y su aplicación práctica, dentro de la plataforma TRADILEX (Fernández-Costales, Talaván y Tinedo-Rodríguez 2023). Posteriormente, se pidió a los participantes que llevaran a cabo una unidad

didáctica de voces superpuestas didácticas sobre el proyecto financiado con fondos europeos Speak4Nature - Interdisciplinary Approaches on Ecological Justice. Tras presentar la unidad didáctica de voces superpuestas de 60 minutos, creada según la metodología TRADILEX (Talaván and Lertola 2022), los participantes debían desarrollar una segunda unidad de la misma duración, utilizando el mismo vídeo como base, adaptada a las necesidades específicas de los futuros alumnos. Para triangular los datos, se recogieron las opiniones de los participantes a través de un cuestionario, una rúbrica de observación completada por los dos profesores-investigadores y las respuestas a una breve entrevista que se realizó a un grupo focal, en el que participaron cinco estudiantes.

El análisis arroja resultados alentadores, ya que los futuros profesores de inglés como lengua extranjera percibieron la integración de la TAD en la educación secundaria como potencialmente ventajosa para fomentar el desarrollo de las habilidades lingüísticas integradas y la conciencia ecológica.

Palabras clave: Traducción audiovisual didáctica (TAD). Voces superpuestas didácticas. Formación de docentes. Inglés como lengua extranjera. Conciencia ecológica.

1. Introduction

In the dynamic and interconnected world we live in, teaching secondary school students through the use of ICT is crucial for their educational development (Msafiri, Kangwa and Cai 2023). Practitioners are advised to adopt and innovate teaching approaches to effectively incorporate ICT in education. Integrating ICT alongside interdisciplinary content increases engagement and provides students with relevant experiences that encourage critical thinking and collaboration from the early stages of education (Ricoy and Sánchez-Martínez 2022). Such a methodology equips students for future challenges by enhancing their ability to apply knowledge in different contexts, making their educational journey more meaningful. Furthermore, it fosters a sense of curiosity and a passion for learning by showing how their studies relate to their lives and the challenges the society is facing, thus encouraging them to explore their interests and passions with a broad perspective.

Teachers play a crucial role as promoters and facilitators in integrating interdisciplinary materials and ICT into the educational experience of school students. They can enhance the learning environment by making it more engaging and accessible. Nevertheless, the effectiveness of these approaches relies significantly on teachers' professional development (Abel, Tondeur and

Sang 2022). As ICT continues to evolve rapidly and new features are introduced, digital learning materials are becoming increasingly sophisticated, requiring teachers to regularly update their knowledge as well as skills and participate in ongoing, rather than one-time, training programs (Kreijns, van Acker, Vermeulen and van Buuren 2012). Language teaching in particular has gradually become more and more dependent on ICT. A recent study suggests that while pre-service language teachers hold favourable views towards digital technologies and demonstrate moderate levels of general digital competence, they express the need for more specific preparation during their initial training (Hughes, Corral-Robles and Ortega-Martín 2023). Therefore, comprehensive teacher training is of paramount importance to ensure educators are equipped with the necessary skills and confidence to effectively utilise these resources in their daily practice (Pedro, Barbosa and Santos 2018).

In accordance with the United Nations' (UN) Agenda 2030, published in 2015, teachers have been placing a growing emphasis on raising awareness about sustainability in the classroom over the last few years. A recent UNESCO's (2021) review highlights how teachers are pivotal in providing young people with environmental education (EE), which has been proposed as an effective strategy to combat climate change (Nalipay, Yema and Simon 2023). Environmental education (EE) could be now considered as part of Education for Sustainable Development (ESD). Contrary to EE, ESD was not created by the education community and is the formal commitment, promoted by the United Nations and other international political and economic forums, to ensure that countries achieve sustainable development (Hopkins and McKeown 2002; Barry and Hume 2015). "The pedagogies and learning approaches included in ESD draw on earlier work in environmental education, global citizenship education and experiential education. The unique aspect captured by ESD is its holistic packaging and application of these various educational theories and pedagogies with a perspective towards transformative learning." (Rieckmann 2018: 89).

The International Telecommunication Union (ITU), a specialised agency of the UN responsible for several issues related to ICT, highlights the importance of digital technologies to achieve the 17 Sustainable Development Goals (SDGs) adopted by the UN in 2015, to improve life quality and growth, with respect to the environment. The SDGs are a comprehensive blueprint for peace and prosperity, touching on various aspects of human and environmental interactions. SDGs have been integrated in the EFL classroom and in teachers' training in many ways (Alcantud-Díaz and LLoret-Catalá 2023; Arikán and Zorba 2024; Bilsborough 2022; Maley and Peachey 2017; Mambu 2022; Mason, Savvani and Taylor 2024). With regard to EE, Maley (2022) argues that language teachers

can be considered eco-activists, given their long-standing efforts to address the underlying causes of the climate crisis. These efforts have entailed extensive research, the development and testing of materials and pedagogical strategies, and the sharing of these resources with educators, students, and other stakeholders. Thus, Maley (2022) presents an annotated repository of works and collective wisdom of practitioners regarding the dual objectives of language teaching: fostering student enjoyment and language proficiency, while involving students in fulfilling their responsibilities as citizens of both their home country and the world.

Indeed, young people have the potential to drive sustainable change. A systematic review of environmental education across six continents over five decades shows how such education has significantly improved environmental knowledge, attitudes, intentions and behaviour of children and adolescents (van de Wetering, Leijten, Spitzer and Thomaes 2022). According to the North American Association for Environmental Education (NAAEE 2011), environmental literacy indicates the ability to make informed decisions about the environment with the aim to improve the wellbeing of other individuals as well as the society as a whole, and the global environment. Environmentally literate people have, to varying degrees, knowledge and understanding of a wide array of environmental concepts, problems, and issues; cognitive skills and affective disposition; and appropriate behavioural strategies to use in different environmental settings.

The complex ecological challenges of our time urge advanced methodologies to comprehend human interactions with the environment and to transcend the outdated human-centric perspective of nature. Scientists, governments, and regulators are now required to establish a form of justice that reconceptualizes nature as an active participant, aligning with the concept of Ecological Justice (EJ). The European-funded project Speak for Nature: Interdisciplinary Approaches on Ecological Justice (Speak4Nature)¹ is committed to transfer both theoretical and empirical knowledge associated with pioneering tools and methodologies that champion the voice of non-human nature in social and legal settings.

To raise awareness of EJ among students (aged 12-18) is one of the main dissemination objectives of the Speak4Nature project. The project findings will be shared in schools by the institutions involved in the project, which are located

¹ The Speak4Nature project, ongoing from 2024-2027, has received funding from the European Union's Horizon Europe research and innovation programme under the Marie Skłodowska-Curie grant agreement No 101086202. More information can be found on the project's website: <https://www.speak4nature.eu/>

in Europe and South America. In order to fulfil this objective, English for Social Purposes and Cooperation (ESoPC) (Huertas Abril and Gómez Parra 2018)—which can be defined as a method of teaching and learning English that incorporates the promotion of social awareness, civic values and cooperation—has been reckoned as a suitable approach. It represents an innovative approach to English language teaching that emphasises the social dimension of the language. Learners are able to perceive and utilise the target language as a means of effecting change. Through the utilisation of new technologies, they are able to obtain accurate information and disseminate knowledge from the classroom to their social circle. This approach aligns seamlessly with the objectives of this study, as it integrates the active use of ICT, content-based language learning, and the promotion of social awareness. By fostering these elements, it supports the development of both linguistic competence and critical engagement with global issues.

In particular, the focus of this paper will be on five SDGs, specifically SDG 4: Quality Education, SDG 10: Reduced Inequalities, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land, and SDG 17: Partnerships for the Goals. These goals are fundamental to the promotion of sustainable development across a range of dimensions, including social equity and global cooperation. The aim is to emphasise the interconnections between education and the broader socio-environmental challenges by incorporating these SDGs.

To conclude, this paper will present a case study carried out with 14 pre-service secondary school teachers at the Public University of Navarre (UPNA) in Spain aimed at investigating whether participants believe as feasible to implement DAT in EFL teaching to enhance integrated language skills and ecological awareness (Talaván and Lertola 2024). The research participants received a brief introduction to DAT—the pedagogical use of audiovisual translation modes (i.e., subtitling, dubbing, voice-over, audio description and free commentary) in language education— (Talaván, Lertola and Fernández-Costales 2023) outlining its theoretical framework and practical implementation within the recently developed research-based TRADILEX platform (Fernández-Costales, Talaván and Tinedo-Rodríguez 2023). Then, they were asked to carry out a didactic voice-over lesson plan (LP) about the European-funded project Speak4Nature - Interdisciplinary Approaches on Ecological Justice. After submitting the 60-minute LP, designed according to the TRADILEX methodology (Talaván and Lertola 2022), they had to create their own didactic voice-over LP based on the same video and aimed at their target learners. To triangulate the data, the researchers gathered participants' opinions via a feedback questionnaire, an observation rubric completed by the two teacher-researchers,

and a focus group involving five participants. The results of the case study will be thoroughly discussed and analysed, with a focus on interpreting the key findings in relation to existing literature, drawing insights on the implications for practice, and identifying potential areas for future research.

2. Literature review

Teacher training in DAT is gaining momentum. Over the last few years, a number of empirical studies along with a manual have been published (Talaván, Lertola and Fernández-Costales 2023). Additionally, teachers may avail themselves of online training through a Massive Open Online Course (MOOC) on DAT, implemented within the TRADILEX project, called TRAVEL-*La traducción audiovisual y el aprendizaje de lenguas* (Audiovisual Translation and Language Learning). The course is available in Spanish on the *Universidad Nacional de Educación a Distancia (UNED)* website (<https://canal.uned.es/>) and has been offered through the online platform *UNED Abierta* (<https://iedra.uned.es/>) since 2021².

In their study, Alonso-Pérez and Sánchez-Requena (2018) surveyed language teachers and found that they believed DAT could be successfully integrated into language education in both face-to-face and online settings, provided that they had access to appropriate teacher training. The empirical research conducted by Sánchez-Requena, Igareda, and Bobadilla-Pérez (2022) on DAT teacher training yielded promising outcomes. The study involved 30 experienced teachers who implemented the TRADILEX learning sequence with young adults and adults in universities language centres, comprising 15 DAT lesson plans (three for each of the following DAT modes: subtitling, voice-over, dubbing, audio description, and subtitling for the deaf and hard of hearing) for B1 and B2 EFL levels. Apart from the 15 DAT lesson plans, learners were asked to take the Initial Test of Integrated Skills (ITIS), which has been specifically crafted together with the Final Test of Integrated Skills (FITIS) to assess their enhancement of EFL (Couto-Cantero, Sabaté-Carrové and Gómez-Pérez 2021; Couto-Cantero, Savaté-Carrové and Tinedo-Rodríguez 2022). Over 50% of the teaching staff completed the MOOC-TRAVEL course, with the majority indicating that it was beneficial in terms of understanding the value of AVT in language teaching (Sánchez-Requena, Igareda and Bobadilla-Pérez 2022). However, a significant challenge was identified as the reliance on technology, which underscores the necessity for platforms such as ClipFlair Studio and the current TRADILEX

² Continuing Professional Development (CDP) is regularly offered by the innovation group ARENA (<https://blogs.uned.es/arena/>) and the research group TRADIT (<https://tradic.uned.es/en/tradit-research-group/>) both based at the UNED.

platform (www.tradilex.es) to facilitate the integration of DAT in language education.

Recently, Fernández-Costales (2021) in an experimental study revealed that Primary Education teachers have a positive perception on the use of didactic subtitling. While, Tinedo-Rodríguez (2022) proposed the integration of DAT, CLIL and the ESoP through the utilisation of a didactic voice-over. To this end, the author provides a comprehensive account of the production of a didactic short film in Spanish, based on the text of *A Room of One's Own* (1929) by Virginia Woolf, with the objective of fostering gender awareness. In an exploratory study on didactic free commentary for enhancing speaking and writing skills in EFL teacher training, pre-service infant educators indicated to be willing to use this DAT mode in their future teaching careers (Lertola 2021). In her study, Nicora (2022) examined the utilisation of combined DAT modalities in an online setting, with a particular emphasis on pedagogical training for teachers. The study addresses the challenges encountered during the pandemic and proposes a framework for adapting DAT-based language courses for children in virtual environments. In a recent small-scale study about DAT training for pre-service Primary Education teachers, albeit respondents felt positively about using it, they thought it could be even more beneficial in Secondary Education (Tinedo-Rodríguez and Lertola 2024). Lertola and Talaván (2022) conducted a pilot online teacher training session on DAT with 12 secondary-school pre-service teachers in Switzerland. The study revealed that participants perceived DAT as an engaging and forward-thinking methodology for language teaching. They expressed enthusiasm for integrating DAT into their future practice, citing its versatility in catering to learners of diverse age groups.

3. Legislation

The current Spanish Education Law called LOMLOE (*Ley Orgánica 3/2020, de 29 de diciembre, de Educación*) establishes a core set of mandatory content applicable to all Spanish Communities, complemented by specific content tailored to the needs of each of them. The specific contents refer primarily to the distribution of the class hours, some topics in the History subject and various regulations due to the mother tongues (i.e., Basque, Catalan, Galician and Valencian) spoken in certain Communities.

This legislation is aligned with the educational objectives established by the European Union and UNESCO, following the competency-based approach, delineated in the form of key competences for lifelong learning. Furthermore, it emphasises the necessity for a robust digital and intercultural education, and highlights the importance of linguistic diversity. It also states that educators

should provide students with a range of communication tools to facilitate engagement with the information they encounter.

In Secondary courses, education must also be autonomous, significant and reflexive, with an emphasis on the creativity, oral and written expression, audiovisual communication, digital competence and the development of critical thinking, among others. These skills should be developed across all subjects.

With regard to the teaching of a foreign language (e.g., English), teachers should promote oral skills: comprehension, expression, mediation and oral interaction. Additionally, certain subjects can be taught in the L2, provided that the curricular content remain unaltered, and that students are able to acquire the terminology of the subjects in Basque, English and Spanish. The content of the L2 is structured around two key axes: on the one hand, the communicative dimension and on the other, interculturality. The teaching of the L2 allows students to navigate digital environments and gain insight into other cultures. Therefore, teachers should use digital tools to enhance the teaching-learning and assessment processes.

It can be surmised that this regulation supports the use of DAT in the language classrooms. In addition to language contents, DAT encompasses several key elements outlined in the legislation including creativity, oral and written communication, mediation, interculturality and digital proficiency, while reinforcing critical thinking skills as well as autonomous and collaborative work.

4. Research questions

Based on the literature review, the following three research questions have been formulated:

1. Do the pre-service secondary school teachers believe that it is feasible to implement DAT, and especially didactic voice-over, in the EFL classroom?
2. Do pre-service secondary school teachers believe that didactic voice-over can develop integrated language skills?
3. Do pre-service secondary school teachers believe that ecological awareness can be developed through DAT?

5. Methodology

5.1. Participants

The present case study was implemented at the Public University of Navarre (UPNA) in Spain. It involved students enrolled in one of the optative subjects of the Master of Secondary Education Teaching Degree programme, which enables students to gain the qualifications necessary to become teachers of

English in Secondary Education, Baccalaureate, Professional Training and the Official School of Languages.

The group comprised 17 students although only 14 participated in all the phases of the experimental study. Out of the 14 participants 10 were female (71.4%) and 4 male (28.5%) ranging from 22 to 49 years of age, being 24 and 23 the most common ages, which means that 7 students (50%) enrolled in the master's programme immediately upon completion of their undergraduate degree. Two of them (14.28%), due to their age, completed the old Bachelor's Degree in English Language and Literature in the universities of The Basque Country and of Zaragoza. While the younger participants (78.57%) completed their Degree in English Studies in a range of Spanish Universities, namely the Autonomous University of Madrid, the University of Granada, the University of Salamanca, University of Santiago de Compostela, The Basque Country University, the National University of Distance Education (UNED), the University of Valencia and the University of Zaragoza. Almost half of the participants had also obtained an EFL certificate, with 4 (28.57%) having attained the B2 level and 5 (35.71%) having achieved the C1 level of proficiency in EFL.

The three eldest students (21.42%) were women and employed. One of them owned an English private school, another one gave private tuitions at home, and the third worked in various schools as a substituting teacher. Regarding the male participants, only two of them (14.28%) were engaged as private teachers of English. Of the 14 participants, only 5 were employed (35.71%), which means that a significant proportion of respondents were not actively working at the time of the study. This suggests a potential variation in the participants' professional engagement, which may influence their perspectives on educational practices and methodologies.

Since UPNA is one of a limited number of public universities in Spain offering this official Master's programme that allows to become a certified teacher in Spain's public and private education systems, students usually hail from a diverse range of geographical locations. This group of participants has been specially varied. Only three students (21.42%) were born in Navarre, one (7.14%) came from Burgos and another one (7.14%) from Extremadura, one (7.14%) resided in Aragon (although from Moldavia, having lived in Germany and Spain for more than 10 years), five (35.71%) were from Basque Country, one from an English parent, two (14.28%) from the Valencian Community, one (7.14%) from Andalusia, one (7.14%) from Castilla-León, and one (7.14%) from Galicia. This implies that eleven students (78.57%) spoke different languages, apart from Spanish and English, such as Basque, Catalan-Valencian, Galician, German and Romanian. With reference to their mother tongues, seven were speakers of

Basque and Spanish (50%), two of Valencian and Spanish (14.28%), one of Galician and Spanish (7.14%), one of them of Basque and English (7.14%) and one of them (7.14%) of German and Romanian.

5.2. *Materials and procedures*

The case study was carried out with 14 participants during over two face-to-face experimental sessions of two hours each. During the first experimental session, the participants were provided with an introduction to DAT and its practical application within the recently research-based TRADILEX platform (Fernández-Costales, Talaván and Tinedo-Rodríguez 2023). In the following experimental session, participants were tasked with: 1) carrying out a 60-minute didactic voice-over LP about the Speak4Nature project in Google Form, as if they were language learners; 2) creating, as language teachers, a voice-over LP of equivalent duration using a Google Form template, employing the same video as a foundation and adapting it to the particular requirements of their target learners.

The Speak4Nature project aims to provide common theoretical and operational basis in the social and environmental sciences to give a voice to nonhuman living beings in social and legal instances. The content of the voice-over LP, created ad hoc for the case study, is thus based on the SDGs 10, 13, 14, 15, and 17 which are particularly intertwined in their focus on equity, climate action, life below water, life on land, and partnerships. These goals connect to the rights of nature, an increasingly important concept in environmental education, which is the focus of the video employed as the core element in the voice-over LP. The two-minute video excerpt selected for the LP was taken from the documentary “The Rights of Nature: A Global Movement” (Goeckeritz, Berros and Crimmel 2018). The documentary was shot in Ecuador, New Zealand as well as in California, and focuses on a growing environmental initiative where natural areas are given legal rights that can be enforced by people, governments and communities.

The 60-minute voice-over LP was structured following the TRADILEX methodology (Talaván and Lertola 2022) and comprised four phases. In the first phase, Warm-up, participants should read a short text about the Programme “Harmony with Nature” promoted by the UN (<http://harmonywithnatureun.org/>) and match a number of words with its definition in order to get familiar with the topic and activate previous related knowledge. In the second phase, Video viewing, an active watching of the two-minute video is required by means of multiple-choice questions. In the third phase, AVT task, first learners can watch a sample voice-over of the video, and

should pay attention to the reduction in the spoken text as well as the asynchrony (i.e., hear the voice-over starting 1-2 seconds after the beginning of each utterance and finishing 1-2 seconds after the end because the recorded voice should not overlap the original completely); secondly, they should create the voice-over script in English for one-minute excerpt of the video by rephrasing and reformulating the sentences to make them simpler to understand whenever possible, imagining they are preparing the voice-over to have the video understood by children or teenagers. To do so, they were provided with didactic voice-over guidelines (Fernández-Costales, Talaván and Tinedo-Rodríguez 2023). To assist learners in this phase, they were provided with a full script of the original voice-over. In the last phase, Post AVT Task, learners were asked to read a short text about the iconic “Warming Stripes” graphics showing temperature trends over the last 100 years, and create a written message (between 50-70 words) for their favourite social media in which they could spread awareness about climate change. For any required task within the LP, learners would receive sample answers upon submission.

After submitting the LP as learners, participants had another hour of time to develop as language teachers a new 60-minute voice-over LP of the same duration employing the same video excerpt from the documentary “The Rights of Nature: A Global Movement” (Goeckeritz, Berros and Crimmel 2018). The aim was to adapt the LP to the particular needs of their target learners. In order to do so, they were provided with a Google Form template structured according to the four TRADILEX phases.

5.3. Research instruments

In order to allow for data triangulation, the case study employed the following research instruments: 1) opinions of the participants were collected via the administration of a feedback questionnaire at the end of the second experimental session (adapted from Lertola and Talaván 2022); 2) observations of the two teacher-researchers via a rubric (Lertola 2021) during the two sessions; 3) a final focus group carried out with five participants two days after the second experimental session.

6. Results

6.1. Questionnaire

The questionnaire comprised 30 questions, 22 of which employed a Likert scale, while the remaining eight were open-ended. The first eight questions related to age, sex, origin, languages spoken and experience have been elucidated in the aforementioned explanation of the participants (section 5.1). This section

will focus on the remaining questions, which concerns the respondents' opinion about the DAT experience (question 9, and optional questions 9.1 and 9.2), and on DAT methodology both as language learners related to the LP they carried out, and as language teachers regarding the LP they created.

In response to question (Q9) about which prior experience participants had with active Audiovisual Translation (AVT) (e.g., subtitling, dubbing, voice-over, or audio description) before these classrooms, eight participants (57%) reported having some experience, while six of them (43%) had no prior experience. With regard to the optional questions 9.1 and 9.2 about which AVT modes students had practised both within and outside educational contexts, as shown in Figure 1, only one participant acknowledged to have frequently engaged in active subtitling, voice-over and audio description inside the educational context. While only one participant acknowledged to have frequently engaged in active dubbing and subtitling outside the educational context.

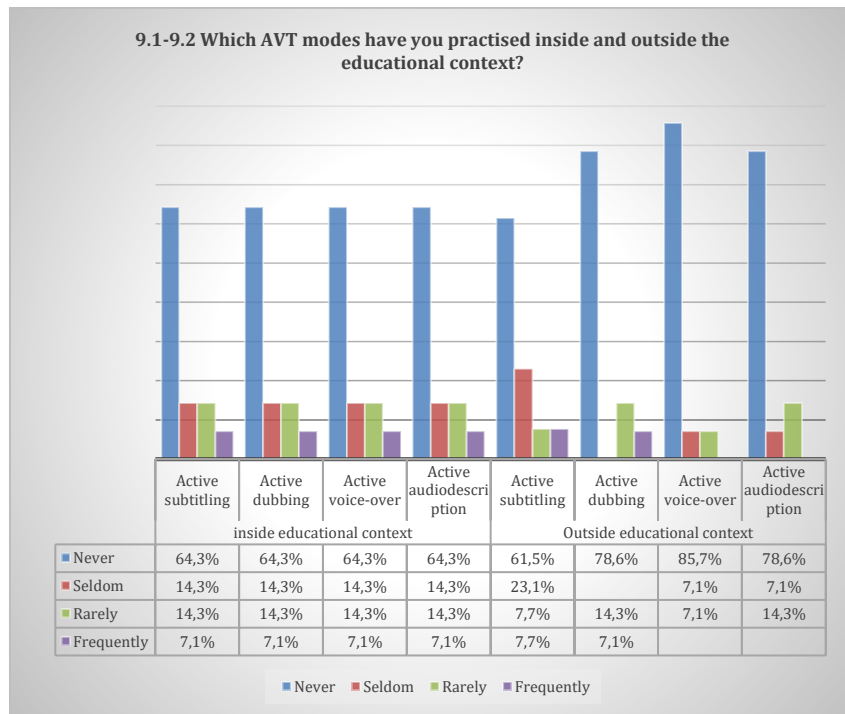


Figure 1: The AVT modes participants have practiced both inside and outside the educational context (optional questions 9.1 and 9.2)

In Q10, participants were invited to evaluate the clarity of the LP components they carried out as language learners. Of the respondents, as many as nine (64%) agreed that the instructions were clear, while five (36%) expressed strong agreement. Therefore, they all found the instructions appropriate. Ten participants (71%) found the answer keys easily comprehensible after submission. Thus, showing there is still space for improvement in this regard.

In accordance with the findings illustrated in Figure 2, participants evaluated the voice-over LP from the perspective of a language learner across a range of criteria. Considering the answers “agree” and “strongly agree”, the following conclusions may be drawn. The majority of respondents indicated that they found the LP enjoyable (78%), although a few also indicated that they found it tiring (14%). With regard to the usefulness, the majority of the participants (57%) expressed their agreement. The LP was deemed insightful by the half of the pre-service teachers (50%). The great majority (79%) considered that the LP was thought-provoking and appropriate. Almost all participants (86%) felt that the LP was informative. However, the intuitiveness of the lesson plan was rated not as highly (43%), with 50% of the participants indicating partial agreement.

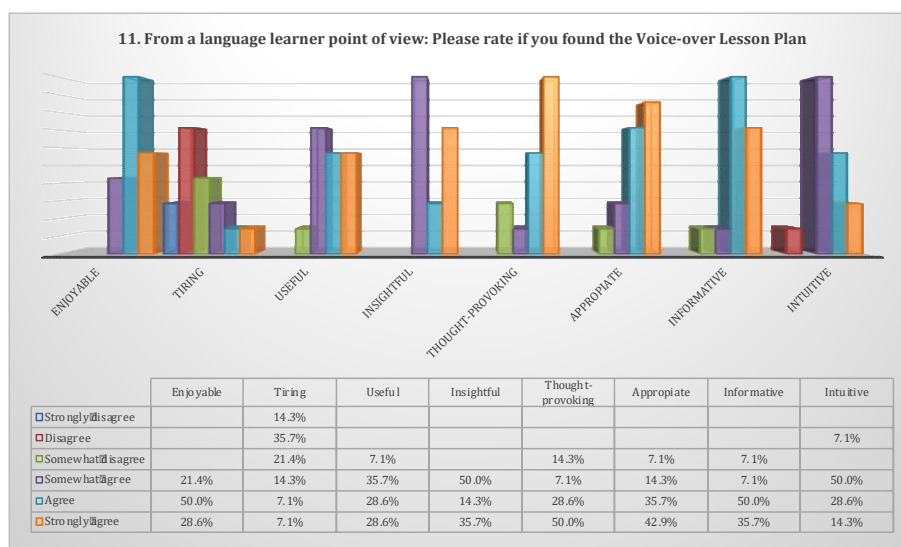


Figure 2: Participants ratings of the voice-over LP from a language learner point of view (question 11)

As evidenced by the responses to Q12, the majority of participants (72%) expressed satisfaction with their overall experience of the voice-over LP. Additionally, 3 respondents (21%) indicated a high level of satisfaction, while one student (7%) reported a moderate level of satisfaction. No participants indicated any level of dissatisfaction with the LP.

In Q13, when asked their perception as language learners, most of the participants (78%) demonstrated motivation towards voice-over. Although, in this case, the remaining 3 students (22%) who did not show full appreciation in terms of motivation represents a notable minority.

The answers to Q14 show a wider range of answers: a total of 5 participants (36%) indicated a preference for the use of DAT (voice-over in this case) over more traditional methods as language learners. Other 2 of the participants (14%) acknowledged a strong preference for this approach, while 3 students (22%) partially agreed. Conversely, 4 students (28%) expressed disagreement with the statement.

In Q15, the participants stated their preferences for the various types of audiovisual materials. The majority (86%) indicated a preference for working with TV shows, followed by films (72%), TV programmes (64%), and YouTube/Twitch content (64%). Furthermore, 57.1% of respondents showed a preference for music videos, while 42.9% expressed interest in documentaries and interviews. Interestingly, the least preferred category was news, with only 35.7% of participants indicating their preference for this option. It is important to remind that participants were allowed to multiple preferences.

The responses to Q16 suggest a predominantly favourable response to the motivational influence of learning with DAT, particularly didactic voice-over, since the majority of respondents (72%) indicated either agreement or strong agreement.

With reference to Q18, the pre-service teachers' preference for DAT over more traditional methods did not receive overwhelmingly high ratings. While 43% of respondents expressed either agreement or partial agreement with the use of DAT, a notable proportion of the participants expressed reservations. Specifically, 29% expressed partial disagreement, and 28% outright disagreed. These results suggest a divergence in preferences, with many teachers open to integrating DAT, but a notable group remaining either sceptical or more inclined towards traditional teaching methods. This highlights the necessity for further investigation into the underlying reasons for these preferences and potential barriers to the adoption of DAT in educational settings.

According to the results to Q20, the majority of respondents (93%) believe that hands-on voice-over tasks can be useful for improving language learning.

Only one participant (7%) expressed the opinion that this type of task would not be beneficial. This suggests a strong overall consensus in favour of the effectiveness of voice-over in language education.

In Q21, participants rated the usefulness of the voice-over LP for language learning in different skills. Participants found voice-over useful with regard to vocabulary (100%) and grammar knowledge (93%), listening as well as reading skills (93%), writing skills (86%), speaking skills (71%). The overall perception of the voice-over LP was thus very positive highlighting the potential of this DAT mode in enhancing integrated language learning. It is, however, noteworthy that despite the high perceived potential for improvement, speaking skills were rated as the least important skill or area of knowledge by the participants.

Furthermore, when prompted to elaborate on the answers provided in Q21, participants provided valuable insights. Participant 1 (P1) stated that learners could work every skill plus grammar and vocabulary. However, the LP could be made more interactive so learners talk to each other. P2 pointed out that since grammar is not explicitly taught, learners could enhance their language intuition, which would help them better understand and apply language rules naturally, leading to fewer mistakes in their usage. P7 added that the voice-over LP can also reinforce translating skills. P8 acknowledged that it is more enjoyable than a traditional lesson plan and involves a multimodal learning technique. P12 highlighted that voice-over can “play an essential role in promoting inclusive learning environments. By incorporating auditory elements, educational content becomes more accessible for students with diverse learning abilities. Particularly beneficial for those who prefer on auditory learning styles or encounter challenges with traditional text-based materials.” Finally, P14 added that “voice-over could be really appealing to younger generations as they could see themselves as actors and feel motivated to learn the language in a fun and engaging way.”

In Q23, as many as 9 participants (64%) stated that they did not identify problems in the LP, while 5 of them (36%) did. When asked to give reasons they mentioned a number of issues related to its implementation in the secondary school classroom. P5 said that “Not every student has a laptop/computer at home, neither they could have Internet connection to use a Chromebook. Thus, in-class work is very important.” P9 mentioned that “When recording the audio, since we will be working with teenagers, it may happen that some of them do not feel comfortable when recording their own voice.” While P13 suggested that students should have more opportunities for brainstorming in order to activate their prior knowledge of the subject and to connect concepts. Additionally,

vocabulary pre-tasks or resources could be added to help them work more independently.

In Q26, as future secondary school teachers, all participants express a strong motivation to engage in lesson planning and recognised its importance in shaping their teaching practice. This motivation manifests itself in varying degrees: 21% of the participants report feeling completely motivated, indicating a deep enthusiasm for developing innovative and effective voice-over lesson plans. Meanwhile, 57% feel generally motivated, suggesting that while they may have some reservations or challenges, they are still eager to engage in the lesson planning process. Finally, 14% describe themselves as somewhat motivated, which may indicate a need for additional support or resources to fully engage with this aspect of their training. Only one participant (7%) disagreed with the statement. Overall, this range of motivation reflects a common recognition of the motivational incentive of working with DAT.

Interestingly, when coming to the preparation of a DAT LP over traditional content, there are discrepancies, although most of them agree to the statement “I prefer creating a new DAT Lesson Plan for my future classes rather than creating more traditional learning content” (Q27): 7% strongly agree, 43% agree and 43% somewhat agree. Opposing to this, the mild disagreement (somewhat disagree) comes from the 7% of the students.

Regarding the DAT modes pre-service teachers would like to use in their future classrooms, subtitling was highly preferred, with 86% of the participants strongly agreeing. Subtitling for the deaf and hard of hearing followed closely with 78%. Dubbing and voice-over also received the same high positive ratings (78%), followed by free commentary (71%) and audio description (57%). These findings encourage the implementation of more targeted training on each mode.

6.2. *Observation rubric*

The observation rubric was filled in by the two teacher-researchers during the two experimental sessions. The rubric was the same used in a previous teacher training (Lertola 2021), which included eight statements following a Likert Scale with 5 possible answers which ranged from “never” to “always”, regarding the behaviour and interest shown by the participants, and an open-ended question, that allowed respondents to leave further comments.

In their observations, the two teacher-researchers noted that during the initial session, participants demonstrated consistent attention, were aware of the objectives of the activity, worked independently, actively participated, used mobile devices and submitted the activities on time; while often asking coherent questions and appearing interested. Regarding the second session, participants

always maintained attention, were aware of the objectives, participated actively, seemed interested and used mobile devices; nevertheless. However, they only sometimes asked coherent questions, and often worked independently and submitted the activity on time. This indicates that during the second session, participants exhibited a slight reduction in attachment to the procedure. This is a logical consequence of the fact that in the second session, participants were required to perform the LP in the capacity of learners and to construct an LP in the role of teachers. As a whole, observations showed attentive students towards the activities.

6.3. Focus group

The focus group, which took place two days after the completion of the experimental sessions, involved five participants, two male and three female. The male participants were 24 and 27 years old, their mother tongues were Spanish and English, and have six and three years of teaching experience respectively. The female participants were 24 and 22 years old, their mother tongues were Spanish and Basque for two of them, and one was native speaker of Spanish and Valencian. One participant had six years of teaching experience, while the other students did not have any.

Participants were asked five questions on their experience and opinion about DAT as future teachers in Secondary Education as follows:

1. Have you ever experienced DAT before the class?

Two of them did not have any previous experience. Whereas, three of them dubbed a video in English with a specific accent for their current Master classes. One found dubbing amusing, especially because the video had to be dubbed with a specific accent, but the participant acknowledged that had to rehearse several times. Moreover, one of these three participants had also subtitled some videos during the Bachelor Degree.

2. Do you think that DAT can be useful in the language learning?

Two of them see it is useful for pronunciation and intonation, but not to learn grammar and vocabulary. P4 pointed out that DAT, and especially voice-over, can be very useful for students to learn about language variation in English, and it could also be useful for them to focus more on the phonetics of speech. "As far as grammar is concerned, learners are not going to pay much attention, although they will manage to acquire certain grammatical structures and they will produce them without realising it." P5 added another aspect "I think that for some students, being supported by the mother tongue can be very useful when learning a language."

3. Have you found any problem in the lesson plan?

Two mentioned the lack of resources in the classrooms, and claimed that having many students working at the same time makes it difficult to implement unless you have the correct tools (microphones or Internet at home). Three did not find the subject attractive and noted that it was a recurring theme in the syllabus of Secondary Education, one exposing that it also will depend on the copyrights. P4 suggested that it is better to talk about a specific ecological disaster (especially in the region or country where learners live to find it more relatable), but not about ecology in general. One finds that the Google Forms not appealing, however they knew that this was a draft of the LP which are ideally available on the TRADILEX platform.

4. From the point of view of the teacher, do you prefer DAT or other more traditional teaching methods?

All students explained that the best is a balance of both methods, but three considered DAT motivating and, if well planned, very interesting for both teachers and learners alike. P4 stated that “the didactic audiovisual class would be much more interesting for the students because it is more motivating, they would like it much more and it requires more practical work on their part and, well, I would also like it more as a teacher because it would make my job easier. Anyway, at the end of each session or at the end of each class or whatever, I would present some part of the traditional method such as tables or something more explanatory to give to those students who need those tables to be able to structure the ideas studied in their brain in a more organised way with a graph, a table or something.”

5. If you could choose any type of audiovisual material to work with in the classroom, which one would you choose?

All of them would choose films, TV series and programmes, music clips or interviews with famous people, documentaries and news as the core of a LP. All of them also pointed that an important aspect in video selection is that learners should enjoy the audiovisual material proposed.

The focus group yielded valuable insights, offering a diverse range of perspectives and experiences from the participants. These insights facilitated the identification of key trends and challenges within teacher training, while also shedding light on specific areas that require further investigation. Furthermore, such open discussion facilitated a deeper comprehension of individual and collective perspectives, thereby enhancing the overall findings.

7. Discussion

In light of the results, it is now possible to respond to the research questions that were posed at the outset of the study.

The first research question aimed to find out whether pre-service secondary school teachers believe that it is feasible to implement DAT, and especially didactic voice-over, in the EFL classroom. Their answer was two-folded, as they expressed their beliefs from the point of view of the learners, followed by their opinion as teachers. The results show general positive agreement. As language learners, respondents found voice-over enjoyable, useful, insightful, thought-provoking and adequate, with all of them showing satisfaction, and most of them expressing motivation towards the LP. As future teachers, their perceptions varied showing more divergences. Nevertheless, the mode in all cases was “agreement” towards the definition of the LP as enjoyable, useful, insightful, thought-provoking, appropriate, informative and intuitive. In response to the question of whether they would prefer DAT LPs over the more traditional methods, the mode was, again, “agreement”. It was unexpected that none of the students expressed any negative opinions regarding this matter. This is in contrast to the responses provided previously, in which some of them indicated that they had found DAT tiring and not useful.

Some more in-depth opinions were expressed in the focus group interview. On the one hand, two pre-service teachers deemed the LP as difficult to implement in the Secondary Education classes, due to the usual lack of resources and because of the numbers of students per classroom, which makes its implementation difficult. Were this LP conceived as homework assignment, there may also be difficulties as in some social contexts students may not have the necessary tools. On the other hand, when used in a balanced way, all participants deemed DAT as a motivating and interesting tool for both students and teachers. These results are to be expected, given that the majority of participants have had some prior experience with AVT, to varying degrees, and are already proficient in ICTs. These ratings align, then, with previous research such as those of Abel, Tondeur and Sang (2022), Fernández-Costales, Talaván and Tinedo-Rodríguez (2023), Talaván and Lertola (2022) or Talaván, Lertola and Fernández-Costales (2023), which draw positive opinions with reference to the integration of ICT in the classrooms and to the viability of DAT in EFL teaching.

The second question sought to determine if pre-service secondary school teachers believe that didactic voice-over can develop integrated language skills. The responses to this question were largely affirmative although one student did assert that DAT was not a beneficial pursuit. Previous research demonstrates that voice-over is an effective method for developing integrated language skills, particularly in the areas of listening, speaking, and even grammar and vocabulary. It was surprising to find that nine students considered it useful to improve their

reading skills. As voice-over is predominantly an oral mode, the results on its benefits for oral skills seem adequate. However, the answers provided indicate that students are able to think deeply and consider that grammar, vocabulary and reading are also affected positively. This indicates that they consider that the act of translating is also a factor that must be taken into account as, in order to create a correct voice-over task, it is necessary for the reader to comprehend the text, apply grammatical knowledge and utilise appropriate vocabulary.

Once more, the additional commentary provided a valuable insight into the participants' responses, with the assertion that learners could enhance their language intuition by applying grammar rules in a natural manner. Furthermore, the DAT approach was perceived as more enjoyable than traditional lessons, given its multimodal nature and the fact that it caters to the diverse learning abilities of teenagers. It was also highlighted that teenagers learn the language in an engaging and enjoyable manner. The sole negative answer was that the material could be made more interactive, allowing learners to engage in dialogue with one another. These responses indicate that the prospective teachers have an understanding of the characteristics of their future classes, thereby creating a space for DAT within them.

The third and last research question focused on pre-service teachers' belief whether ecological awareness can be developed through DAT. In this regard, it is necessary to refer to the focus group interviews. While they do not explicitly address this question, participants indicated a moderate lack of interest in this topic. One of the participants suggested that it would be more beneficial to discuss a specific ecological disaster rather than the broader topic of ecology. According to both Spanish and European legislation, this is a mandatory cross-disciplinary topic to be taught in all main subjects in all courses of primary and secondary education. It is important to consider that the majority of students and all those who participated in the focus group have recently completed their degree. This indicates that they have been exposed to this topic for several years.

Conclusions

Nowadays, technology has become an integral aspect of our lives. The advent of new technologies has significantly impacted the landscape of education, with language learning being one of the most profoundly affected domains. The plethora of tools at the disposal of students can facilitate language acquisition, while also fostering motivation and opportunities for autonomous learning.

The present study aimed to assess the effectiveness of a didactic voice-over LP from the perspective of secondary school pre-service teachers. The findings indicated that the respondents considered the implementation of this mode in

the classroom to be indeed a positive experience. However, some participants identified potential limitations regarding the acquisition of knowledge and the feasibility of implementing this approach in large classes.

In conclusion, although participants displayed a positive attitude towards utilising didactic voice-over for the development of integrated language skills, it is evident that there are aspects that require further development. For what concern the topic, it would therefore be beneficial to conduct further research with LPs focused on specific ecological issues related to the target learners rather than the broader topic of ecology.

A further limitation of the study is the relatively small sample size, which is characteristic of case study research. Although the study offers detailed insights into a particular context, the findings cannot be generalised to other populations or settings. Nevertheless, in order to build on these initial findings, it is necessary to conduct further studies with larger samples, diverse populations and different contexts.

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