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Didactic Intralingual Subtitling and Voice-Over to Enhance Writing and Speaking Skills: Training English for Specific Purposes (ESP) Tutors and Teaching Pharmacy Postgraduates

Subtitulación intralingüística y voces solapadas didácticas para mejorar la expresión escrita y oral: Formación de tutores de inglés para fines específicos (IFE) y enseñanza a posgraduados de Farmacia

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Abstract: Language Education (LE) plays a crucial role in overcoming communication and cultural barriers, fostering global collaboration, and preparing learners for personal and professional challenges of an interconnected world. In this setting, the application of innovative language learning approaches, that can engage learners in a comprehensive way while fostering motivation, assumes paramount importance. Didactic Audiovisual Translation (DAT) emerges as a fitting paradigm within this framework, as it embodies a transdisciplinary approach which combines LE, Information and Communication Technologies (ICTs), and pedagogy to craft teaching resources that serve the needs of modern citizenship (Talaván and Tinedo-Rodríguez, 2023; Talaván *et al.*, 2023). This study explores the potential synergy of combining didactic intralingual subtitling and voice-over to enhance writing and speaking skills of English for Specific Purposes (ESP) postgraduates as well as training ESP tutors in DAT materials creation. The research thus employed a two-part experimental procedure. Firstly, a case study was conducted with four ESP tutors who experienced an online training, aimed at equipping them with theoretical knowledge and hands-on practice to create two DAT-based Lesson Plans (LPs): one focused on subtitling and another on voice-over. Secondly, a pilot study involved nine ESP Pharmacy postgraduates who carried out the didactic intralingual keyword subtitling and voice-over LPs developed by the trained ESP tutors. The paper details the ESP training experience, drawing from data gathered through a feedback questionnaire and standardized open-ended interviews, offering insights into the online training. Then, it presents the pilot study's methodology, results,

and data analysis of writing and speaking pre- and post-tests, of the final feedback questionnaire, and of observations from the teacher/researcher. Outcomes from the DAT online training provides meaningful insight on the experience encouraging for further repetitions. Results from the pilot study support previous research on the benefits of didactic subtitling and voice-over on the enhancement of writing and speaking skills.

Keywords: Didactic subtitling, Didactic voice-over, Writing skills, Speaking skills, English for Specific Purposes

Resumen: La enseñanza de idiomas desempeña un papel crucial para la superación de las barreras comunicativas y culturales, el fomento de la colaboración global y la preparación del alumnado para enfrentarse a retos tanto personales como profesionales en un mundo interconectado. En este contexto, la aplicación de enfoques innovadores para el aprendizaje de idiomas, capaces de implicar a los alumnos de forma integral y de fomentar la motivación, adquiere una importancia esencial. La Traducción Didáctica Audiovisual (TAD) emerge como un paradigma adecuado dentro de este marco, ya que encarna un enfoque transdisciplinar que combina la enseñanza de idiomas, las Tecnologías de la Información y la Comunicación (TIC) y la pedagogía para elaborar recursos didácticos que satisfagan las necesidades de la ciudadanía moderna (Talaván & Tinedo-Rodríguez, 2023; Talaván *et al.*, en prensa). Este estudio explora la potencial sinergia de combinar la subtitulación intralingüística y las voces solapadas didácticas para mejorar las destrezas de escritura y expresión oral de estudiantes posgraduados de Inglés para Fines Específicos (IFE), así como para formar a los tutores de IFE en la creación de materiales de TAD. La investigación utilizó un procedimiento experimental de dos partes. En primer lugar, se realizó un estudio de caso con cuatro tutores de IFE que recibieron formación en línea, con el objetivo de dotarlos de conocimientos teóricos y prácticos para crear dos planificaciones de clase basadas en la TAD: una centrado en la subtitulación y otra en las voces solapadas. En segundo lugar, se llevó a cabo un estudio piloto en el que participaron nueve estudiantes de un Máster en Farmacia, quienes realizaron las planificaciones de clase de subtitulación intralingüística didáctica con palabras clave y de voces solapadas didácticas elaboradas por los tutores de IFE. El artículo detalla la experiencia de formación en IFE, a partir de los datos recogidos en un cuestionario y entrevistas abiertas estandarizadas, ofreciendo información sobre la formación en línea. A continuación, se presenta la metodología del estudio piloto, los resultados y el análisis de los datos de las pruebas previas y posteriores de expresión escrita y oral, de un cuestionario final y de las observaciones de la

profesora/investigadora. Los resultados de la formación en línea de TAD proporcionan una visión significativa de la experiencia y animan a repetirla en el futuro. Los resultados del estudio piloto respaldan investigaciones anteriores sobre los beneficios de la subtítulos didáctica y las voces solapadas didácticas para el desarrollo de las destrezas de expresión oral y escrita.

Palabras clave: Subtitulación didáctica, Voces solapadas didácticas, Expresión escrita, Expresión oral, Inglés para Fines Específicos

INTRODUCTION

In today's globalized world, Language Education (LE) plays a pivotal role in addressing various professional challenges by fostering effective communication in international settings. Proficiency in a foreign/second language facilitates cultural understanding and promotes collaboration in an interconnected global community. It enhances individuals' flexibility, allowing them to navigate diverse linguistic and cultural contexts. LE contributes to cognitive development, enhancing problem-solving abilities, and critical thinking skills. Furthermore, in the professional sphere, globalisation has increased the demand for individuals with language skills, creating opportunities for international partnerships and expanding career prospects.

Nowadays, pharmacy students have promising international career prospects given the evolving landscape of healthcare and the pharmaceutical industry. As global health challenges continue to rise, the demand for skilled pharmacists on an international scale is increasing. In particular, graduates can explore diverse opportunities such as working in multinational pharmaceutical companies, engaging in international research collaborations, contributing to global health initiatives, and participating in drug development as well regulatory affairs on an international level. The globalisation of pharmaceutical markets also opens avenues for pharmacy graduates to work in areas such as pharmacovigilance, quality assurance, and supply chain management on a global scale. Building cross-cultural competencies and staying abreast of international regulations as well as advancements are essential for pharmacy students aiming to thrive in the dynamic field of global healthcare.

Within this context, it is of paramount importance to employ innovative language learning approaches that engage learners in a comprehensive and motivating manner. Didactic Audiovisual Translation (DAT) seems to thoroughly fit this paradigm as it represents a transdisciplinary approach in which LE, Information and Communication Technologies (ICTs) and pedagogy come together to create teaching resources at the service of

contemporary citizenship (Talaván and Tinedo-Rodríguez, 2023). As technological advancements increase, a broader range of possibilities emerges within the pedagogical realm. DAT has steadily evolved alongside with technology, and can now be considered an established discipline for the development of integrated language skills, intercultural awareness and mediation in different educational settings (Lertola, 2019; Talaván, 2020; Talaván *et al.*, 2023). Nonetheless, experimental research on DAT has predominantly involved the individual utilisation of DAT modes, with a paucity of research addressing the employment of combined modes.

This paper investigates the potential of combining didactic intralingual keyword subtitling and voice-over to enhance writing and speaking skills. To this purpose, the research employed an experimental procedure which is made up of two parts. The first part was to train four English for Specific Purposes (ESP) tutors through a tailored-made online training course which provided them with theoretical knowledge and hands-on-practice to create two DAT-based Lesson Plans (LPs), namely one subtitling and one voice-over LP. The second part was a pilot study which involved nine ESP Pharmacy postgraduates who carried out the didactic intralingual keyword subtitling and voice-over LP (EN-EN) crafted by the ESP tutors. The paper describes the ESP training experience by reporting data gathered by means of a feedback questionnaire and standardized open-ended interviews, which provide meaningful insights about the online training and its outcomes (*i.e.*, the didactic subtitling and voice-over LPs). Then, it presents the pilot study methodology, the results and the analysis of the data collected through writing and speaking pre- and post-tests, a final feedback questionnaire, as well as the teacher/researcher's observations.

1. LITERATURE REVIEW

Didactic Audiovisual Translation is a relatively young discipline that has been progressively setting over the past two decades. Indeed, it finds a solid foundation in numerous theoretical and empirical studies (Talaván *et al.*, 2023). An increasing number of experimental studies corroborate the effectiveness of DAT tasks, including subtitling, dubbing, audio description (AD), subtitles for the deaf and hard of hearing (SDH), voice-over, and free commentary. These DAT tasks are recognized as valuable tools for enhancing both single and integrated language skills, encompassing oral and written reception/production, as well as mediation (Lertola, 2019; Fernández-Costales *et al.*, 2023). Didactic subtitling and dubbing have been the most studied DAT modes. However, academics and teachers are gradually employing a wider range of DAT modes. Notably, accessibility modes such as audio description and SDH have been particularly well-received by learners.

Didactic subtitling has been widely investigated in its various combinations mainly for the enhancement of English as a Foreign Language. However, experimental research on intralingual subtitling is still limited. A pioneering study explored the didactic application of intralingual subtitling in an online learning setting by focusing on both writing skills and vocabulary acquisition (Talaván *et al.*, 2016). A total of 41 English-B1 undergraduates carried out ten intralingual subtitling tasks using short, pre-selected videos from an American sitcom over a period of one and a half months. The project also facilitated peer-to-peer assessment through active engagement in online forums. Findings revealed benefits in terms of enhancing writing and vocabulary skills, while also offering additional insights into the ideal implementation of this practice.

More recently, didactic intralingual subtitling has been successfully employed in ESP. Two experimental studies which involved students of engineering and architecture report promising results for the enhancement of receptive as well as productive skills (González-Vera, 2021 y 2022). The first study researched the potential benefits of intralingual keyword subtitling for the development of listening skills with 80 final-year students of engineering and architecture, divided into experimental and control groups (González-Vera, 2021). Data analysis has shown that combining subtitles as a support and intralingual keyword subtitling could be employed as a useful tool for listening comprehension. The second case study involved 50 students of engineering and architecture, and once again shared into experimental and control groups (González-Vera, 2022). The experimental group, further subdivided into small groups, was required to carry out intralingual didactic subtitling and didactic dubbing tasks. Based on the analysis of questionnaires and assessments of project tasks, the case study offered promising results in the advancement of language skills alongside digital competences, leadership, and time-management skills. Furthermore, participants perceived didactic subtitling and dubbing as appealing and innovative language learning activities.

Didactic voice-over is another task with great potential in LE as suggested by latest research. As in the case of intralingual subtitling, further investigation is currently needed. In an innovative research endeavour, Talaván and Rodríguez-Arancón (2018) explored the potential of didactic voice-over to improve the pronunciation and intonation of eight C1 English students in an online environment. Participants dedicated up to four hours per week to create voice-overs for four short American advertisements from the 1950s and 1960s. Besides the voice-over task, learners carried out a guided-dubbing task, and also a creative revoicing task. The three revoiced versions of the four video clips were then published on a YouTube channel for self- and

peer-to-peer evaluation. Analysis of the language tests displayed an improvement of oral production, particularly with regard to pronunciation of certain challenging phonemes.

In the first volume of an inspirational edited book about women in audiovisual translation, Talaván (2021) outlined the basic principles of didactic voice-over and described its possible application to LE. Despite being a valuable pedagogical resource which allows developing different communicative skills in an integrated way, the author highlighted that this AVT mode has not yet received adequate attention in either the academic or educational field. Furthermore, she emphasized the importance of incorporating didactic voice-over as part of a comprehensive methodological sequence to maximize its pedagogical impact. In the second volume of the edited book, Ogea-Pozo (2022) presented a didactic voice-over proposal—partly based on the DAT methodology (Talaván, 2021)—designed and carried out with 100 university students of Audiovisual Translation (AVT). The aim of the experimental research was to evaluate the enhancement of translation skills as well as the degree of involvement in the simulation of team translation. It should be noted that one of the most innovative and highly valued aspects for the participants had precisely been the one that moves away from the translation process itself, *i.e.* the actual voice-over. Apart from being a novel and engaging assignment, recording their voices has allowed them to polish their oral production in order to ensure the quality of their final revoicing.

Another didactic voice-over proposal was planned in order to combine DAT with Audiovisual Production and Film Studies to foster Content Language Integrated Learning (CLIL) methodology and English for Social Purposes of Cooperation (ESoP) approach (Tinedo-Rodríguez, 2022). To this purpose, within the TRADILEX project, the paper reported the video-creation process to be employed as the core AV element for a didactic voice-over LP. Centered on the theme of gender inequalities across history, the video draws inspiration from Virginia Woolf's (1929) "A Room of One's Own". In line with previous research (Gómez-Parra, 2018), the author concluded that DAT is considerably compatible with the CLIL methodology and also stated that the ESoP approach (Huertas-Abril and Gómez-Parra, 2018) proves highly valuable for addressing interdisciplinary themes in LE.

DAT is a flexible discipline due to the variety of modes available as well as language combinations (*i.e.*, intralingual, interlingual and intersemiotic). To this regard, interlingual and intralingual have been the most used combination in DAT tasks. In more recent times, the creative aspect in DAT has been taken into consideration, although mainly regarding didactic subtitling and dubbing (Ávila-Cabrera, 2022; Talaván, 2019). Talaván (2019) has advocated for

creative subtitling and dubbing, defining this practice as the creative manipulation or adaptation of the original text into a fictitious translation that generates a humorous effect on the audience. Through these activities, learners are expected to enhance integrated language skills: writing skills (via the production of subtitles and the creative writing of new dubbing scripts), speaking skills (through the recordings of the revoicing tracks they need to synchronize with the video), listening skills (by attending to the original track), vocabulary and grammatical knowledge (through reception and production), and cultural awareness (depending on the selected video extract). These considerations might also be appropriate for didactic voice-over since it entails listening to the original, writing the script, and reading it while revoicing. Therefore, approaching didactic voice-over from a creative perspective might be especially noteworthy.

European national and international institutions have understood the potential advantages of DAT by supporting a number of research-led projects. At the European level, the inaugural project that laid the foundation for international collaboration and introduced specially designed software for language learning was LeViS-Learning via Subtitling (2006-2008) (Sokoli *et al.*, 2011). The Babelium project enabled speaking practice through a collaborative and interactive open-source environment, which also allowed for video subtitling and revoicing (Pereira *et al.*, 2011). The LeViS follow-up project was ClipFlair-Foreign language learning through interactive revoicing and captioning of clips (2011-2014) (www.clipflair.net). The novelty of ClipFlair was to give the opportunity to teachers and learners to easily employ both captioning and revoicing DAT modes within the same platform. Furthermore, a variety of ready-to-use DAT tasks were available in different languages (Sokoli, 2015; Sokoli and Zabalbeascoa, 2019). Due to technological advancements, none of the aforementioned platforms are currently available.

At the national level, a recent project was PluriTAV-Audiovisual Translation as a Tool for the Development of Multilingual Competence in the Classroom (2017-2019), funded by the Spanish Government and the European Regional Development Fund. PluriTAV introduced an innovative perspective by enhancing plurilingual competence through a number of comprehensive DAT sequences designed for face-to-face learning contexts (Baños *et al.*, 2021; Cerezo-Merchán and Reverter-Oliver, 2022). More recently, the TRADILEX-Audiovisual Translation as a Didactic Resource in Foreign Language Education project (2020-2023) funded by the Spanish Ministry of Science and Innovation, developed a methodological DAT proposal and created a user-friendly platform tradilex.es with currently more than 60 LPs for B1-B2 English as a Foreign Language learners, suitable for online and face-to-face educational settings (Fernández-Costales *et al.*, 2023; Talaván

and Lertola, 2022; Talaván and Tinedo-Rodríguez, 2023). The methodology developed within the TRADILEX project has been employed in the present study.

In DAT, the role of teachers as facilitators of the language learning process is of paramount importance. Hence, the interest in DAT teacher training has steadily increased. Through an online survey, Alonso-Pérez and Sánchez-Requena (2018) found out that language teachers believe that DAT-based tasks can be effectively incorporated into LE in both traditional face-to-face and online settings, provided that practitioners receive suitable teacher training. Among the outcomes of the TRADILEX project, a MOOC (Massive Open Online Course) on DAT titled TRAVEL-*La traducción audiovisual y el aprendizaje de lenguas* was specifically developed for teacher training. From 2021 onwards, the MOOC TRAVEL is offered (in Spanish) by UNED Abierta. Since the first edition, in which as many as 420 teachers have been enrolled, until its fourth edition more than 1000 participants enrolled in the MOOC (Lertola *et al.*, 2022). The MOOC comprises five modules and each weekly module includes a number of video tutorials, a forum, self-assessment and further materials. Participants are assessed through a final exam and their feedback is gathered by means of a questionnaire. TRAVEL engages participants in 25 hours work worth 1 ECTS. Furthermore, continuous professional development (CPD) in terms of teacher training courses, seminars as well as summer schools are regularly offered by the TRADIT research group at the UNED. Thanks to projects such as PluriTAV and TRADILEX, teachers have currently access to a growing array of ready-to-use teaching materials for diverse DAT modes.

A recent empirical investigation into teachers' beliefs about DAT teacher training yielded insightful and positive outcomes, as documented by Sánchez-Requena *et al.* (2022). The study presented the results derived from a questionnaire administered to as many as 30 teachers who willingly supervised the implementation of the entire TRADILEX learning sequence in the higher-education language centers involved in the testing. Remarkably, more than 50% of teachers participated in the MOOC-TRAVEL provided by the TRADILEX project; with over half of them completely agreeing that the training was beneficial and easy to follow, enhanced their understanding of their collaboration with the project, emphasized the value of AVT in the foreign language classroom, and offered ideas for tasks they could use in their lessons. Additionally, approximately 40% of teachers expressed willingness to attend or recommend similar teacher training courses. Data analysis indicated that teacher training meaningfully enhanced the implementation of DAT methodology. The authors also recognized that the TRADILEX sequence, covering all five DAT modes, enabled teachers to identify the mode

that best suits their teaching practices. However, teachers identified a major challenge in integrating DAT into their teaching routines: the high reliance on technology. To address this concern, specifically designed DAT learning platforms such as ClipFlair Studio in the past and the new TRADILEX platform aim to assist both teachers and learners in overcoming this technological dependency.

2. THE CASE STUDY

A case study was carried out with four ESP language tutors, who were trained to assist the teacher/researcher in preparing DAT teaching materials. The tutors were two female and two male non-native speakers of English but their proficiency level was C2. Regarding their background, one of them was a former Pharmacy graduate, one was a medical doctor, and two were biomedical laboratory technicians. Furthermore, three of them had had previous experience in teaching English in their own countries. Therefore, they were all suitable tutors for creating teaching materials for postgraduates of Pharmaceutical Biotechnologies.

To this end, a tailor-made online training course was developed in Moodle. The course aimed to introduce tutors to DAT and to the TRADILEX project with its methodology for developing lesson plans with a particular focus on two DAT modes, namely didactic subtitling and voice-over. The outcome of the online training was to create a total of two ESP LPs (one for each DAT mode) of B2 level targeted for 1st year students of a Master's degree in Pharmaceutical Biotechnology. The online training was divided into 14 stages over six months (each stage lasted about two weeks) as outlined in Table 1. Each stage was planned to last one week but tutors were given extra time upon their own request.

Stages	Aim	Procedures
Stage 1	Introduction to Didactic Audiovisual Translation	Watch a 40-minute video seminar (Lertola, 2021)
Stage 2	The TRADILEX methodology	Read an article (Talaván and Lertola, 2022)
Stage 3	TRADILEX sequences	Check the two complete TRADILEX sequences: B1 and B2 (in the previous TRADILEX platform on Moodle)
Stage 4	Didactic subtitling task	Carry out and submit the <u>LPS2 (B1) - A shorter letter</u>

Stage 5	Didactic voice-over task	Carry out and submit the <u>LPVO2 (B2) - What is Machine Learning?</u>
Stage 6	Feedback questionnaire	Fill in the feedback questionnaire
Stage 7	Topic of the LPs	Check the Master's syllabus and identify the topic(s) of the LPs as well as two suitable videos (one for each DAT mode) [in pairs]
Stage 8	Didactic subtitling LP	Develop and submit a subtitling LP [in pairs]
Stage 9	Peer-to-peer review of the other pair subtitling LP	Fill in the peer-to-peer review form
Stage 10	Implement peer-to-peer suggestions	Check the peer-review of fellow tutors and add changes [in pairs]
Stage 11	Didactic voice-over LP	Develop and submit a voice-over LP [in pairs]
Stage 12	Peer-to-peer review of the other pair voice-over LP	Fill in the peer-to-peer review form
Stage 13	Implement peer-to-peer suggestions	Check the peer-review of fellow tutors and add changes [in pairs]
Stage 14	A standardized open-ended interview	Verbally answer several questions

Table 1. Outline of the ESP online tutor training

Source. Elaborated by the author

The online training was available on the pilot TRADILEX platform on Moodle, which contained the complete DAT sequences of English B1 and B2 level, that have been successfully tested over the last few years (Fernández-Costales *et al.*, 2023). The first stage aimed at initiating the English language tutors to DAT by watching a 40-minute online seminar entitled "The TRADILEX Project: Audiovisual Translation as a Didactic Resource in Foreign Language Education" (Lertola, 2021). The stages 2 and 3 were intended to provide them with a comprehensive overview of the TRADILEX project methodology. First, they had to read a paper on the topic (Talaván and Lertola, 2022) and then check the complete B1 and B2 sequence. Both sequences include three LPs for each of the five DAT modes—subtitling, voice-over, dubbing, audio description, and subtitling for the deaf and hard of hearing—for a total of 15 LPs to be carried out, one per week, plus the Initial Test of Integrated Skills (ITIS) and the Final Test of Integrated Skills (FITIS), designed

to assess learners' improvement in the first and the final week respectively (Couto-Cantero *et al.*, 2021 and 2022).

Stages 4 and 5 focused on hands-on practice since tutors should carry out and submit two TRADILEX LPs. First, they practiced a didactic subtitling task by submitting *LPS2 (B1) - A shorter letter*, which focused on advanced intralingual (EN-EN) keyword subtitling. The aims of this captioning session for language learners are to practice letter writing as well as to work on Christmas vocabulary and related cultural differences. Tutors got the chance to see how a subtitling LP was designed from a learners' point of view. Then, they did an intralingual didactic voice-over task *LPVO2 (B2) - What is Machine Learning?* The aims of this revoicing session for language learners are to understand and provide factual information as well as to practice rephrasing and reformulating. Similarly to the advanced intralingual keyword captioning, experiencing this LP provides tutors another practice example of activities and tasks to be integrated in their future LPs attempts.

Stage 6 was devoted to the completion of a feedback questionnaire. The purpose of the feedback questionnaire was to gather background information and tutors' opinions on their learning experiences. With regard to background information, one open-ended question asked whether they had any prior teaching experience, and to describe it briefly. Another closed-ended question addressed the participant's expectations regarding a potential career in teaching. While an additional question sought to ascertain their familiarity with AVT practice. For what concerns tutors' opinions on their training experience, the questionnaire included several questions taken from the TRADILEX-sequence final questionnaires. In particular, it included two sections about feedback on the subtitling and the voice-over LP they had carried out (namely *LPS2 (B1) - A shorter letter*, and *LPVO2 (B2) - What is Machine Learning?*).

From Stage 7, tutors had to start creating their own DAT-based LPs. It is important to note that tutors were instructed to do a subtitling LP first and then a voice-over LP to be assigned to the participants in the pilot study of the present paper. In the TRADILEX project, didactic subtitling is actually suggested as the first mode within the DAT sequence, followed by voice-over, in order to offer learners a scaffolded language experience. Tutors were free to select any language combinations for their LPs among those suggested in the literature and in the TRADILEX project (Talaván *et al.*, 2023). Therefore, for didactic subtitling they could envisage: interlingual keyword, interlingual keyword advanced, intralingual creative (L2-L2), intralingual (L2-L2), interlingual direct (L2-L1), and interlingual reverse (L1-L2). For didactic voice-over they could choose among: intralingual partial (L2-L2), intralingual complete (L2-L2), intralingual creative (L2-L2), interlingual direct (L2-L1), and

interlingual reverse (L1-L2). However, the initial step was to decide the topic of each LP. In order to do so, they had to check in pairs the syllabus of the modules comprised in the target students' Master's degree. After that, they had to find two suitable videos related to the selected topics (one for each DAT mode).

In the following step, Stage 8, tutors had to prepare their didactic subtitling LP using a template of the LP structure developed within the TRADILEX project in Google Forms, containing the four phases, namely, warm-up, video viewing, didactic AVT, and post-AVT task (Talaván and Lertola, 2022). Once completed, they had to submit their subtitling LP through the platform of the online training course as to continue to Stage 9, which entailed a peer-to-peer review of the other-pair's subtitling LP which consisted of filling a tailored-made peer-to-peer review form. In Stage 10, each pair should implement in their own subtitling LP the peer-to-peer suggestions received from fellow tutors. Stages 11, 12 and 13 replicated the same steps for the creation of the didactic voice-over LP.

Stage 14 involved the four ESP tutors in a standardized open-ended interview (Cohen *et al.*, 2007). For this type of interview, the questions are pre-determined, and their sequence is fixed in advance. All interviewees are presented with the same set of basic questions in a consistent order. The strengths of this interview type can be outlined as follows: respondents provide answers to identical questions, enhancing the comparability of responses; comprehensive data are collected for each individual on the discussed topics during the interview; interviewer's effects and bias are minimised; and overall, data organisation and analysis is facilitated. Due to the nature of the tutoring collaboration, this type of interview proved to be the most suitable as all tutors could easily take part in it. Respondents answered verbally to the following *ad hoc* interview questions (IQs):

- 1) Within the tutoring experience, have you enjoyed the creation of subtitling and voice-over lesson plans? Please state which mode (*i.e.*, subtitling or voice-over) you have enjoyed the most.
- 2) Which were the easiest and the most challenging aspects in the creation of the subtitling lesson plan?
- 3) Which were the easiest and the most challenging aspects in the creation of the voice-over lesson plan?
- 4) Since you have tried both subtitling and voice-over lesson plans (as a student) during the online training course, which mode (*i.e.*, subtitling or voice-over) do you think is the most beneficial in terms of language and content learning for Pharmacy postgraduate students?

- 5) Do you have any suggestions for future tutors who will create additional subtitling and voice-over lesson plans?
- 6) Have you enjoyed creating lesson plans with a fellow-tutor and the peer-to-peer review process of the lesson plans created by the other pair of fellow tutors?
- 7) Overall, do you think the online tutoring course prepared you adequately for the role of lesson-plan creator?

To conclude, the online training course for ESP tutors was quite articulated as it provided them with theoretical knowledge and hands-on-practice in order to be able to prepare suitable LPs for the target students involved in the pilot study. Furthermore, it allowed to gather valuable insights regarding the online training itself and its outcome (*i.e.*, the didactic subtitling and voice-over LPs). The feedback questionnaire filled in by the tutors offers an overview of the first part of their training experience, while the standardized open-ended interviews present meaningful perspectives on the second part of the online training experience.

2.1. Feedback questionnaire

Concerning background information, the feedback questionnaire revealed that the four tutors had previous teaching experience mainly at university level. Three out of them planned to pursue a teaching career precisely at university level. Only one of the four tutors had previous AVT practice, actually in subtitling and voice-over. Regarding tutors' perspectives on their learning experiences during the online training, the section about feedback on the subtitling LP shows that, on average, it took them about two hours to complete it. This is understandable considering that it was their first time doing an LP on subtitling. Overall, they found the LP components (*i.e.*, LP instructions, subtitling software interface as well as tutorial, and answer keys after submission) clear. Remarkably, they all agreed on the learning benefits of subtitling for developing writing, listening, reading, speaking, use of English and intercultural skills as well as ICT literacy; with a special emphasis on listening skills. One of the tutors (T1) acknowledged that:

Solving a subtitling exercise can polish many language skills by enhancing both comprehension and production abilities. By analysing the context and trying to get the big picture, students can develop their critical-thinking skills and their overall understanding of the contextual aspects of the language they are trying to learn.

The other section about feedback on the voice-over LP revealed that they also spent about two hours to complete it. As in the case of subtitling, tutors recognised voice-over as beneficial to enhance integrated language skills, particularly listening and reading skills. T1 also stated that:

By approaching a voice-over exercise, students are expected to develop their overall ability to understand the spoken language and improve their conversation as well. It also helps them identify the gaps in their listening and speaking capacities and solve them properly, for instance, by paying attention to their pronunciation and dictation skills.

Finally, when prompted whether they would like to use any DAT mode in an ESP language course if they were language learners, they would be keen to employ DAT modes in the following order: dubbing, AD, voice-over, subtitling and SDH. Participants clearly acknowledge a preference for revoicing. This is probably due to the fact that they have greater opportunities for written exchanges in their degrees but little chance to communicate orally.

2.2. *Standardized open-ended interviews*

The audio-recorded interviews were transcribed using Whisper, a multilingual speech transcription model trained on an extensive dataset of diverse audio sources. Transcriptions were then double-checked and analysed. Regarding the first question (IQ1), all tutors acknowledged to have enjoyed the creation of both didactic subtitling and voice-over LPs. However, two of them stated to have preferred only didactic subtitling. One of the tutors, T3, explained that subtitling proved to be appealing since it improves listening skills. Additionally, the requirement to search for unfamiliar words added an extra layer of engagement, while working with new applications, and creating subtitles proved to be an enjoyable and fulfilling experience. When they were asked about creating the two types of LP, namely subtitling and voice-over, to see if they had any preference, T2 stated that “creating these lesson plans demands meticulous attention to detail and a keen understanding of linguistic nuances.”

Answers to IQ2 provided important discernments on the easiest and the most challenging aspects in the creation of a subtitling LP. According to two ESP tutors, the most challenging part was listening to the original oral text. For T1 the most challenging part was developing exercises that could stimulate students' critical thinking abilities, and require them to rephrase concepts in clear and accurate English. T2 pointed out that achieving the synchronisation of subtitles with the audio, considering timing and pacing, can be challenging. Furthermore, finding a fine balance between brevity and conveying essential information poses another difficulty, given that subtitling demands concise language.

Similarly to IQ2, IQ3 responses offered valuable insights into both the easiest and most difficult features of developing a voice-over LP. One tutor suggested that selecting the most suitable part of the video for the voice-over

task was among the easiest features. All the tutors reckoned that the most challenging aspect was the synchronisation of their voice recording with the flow of the original audio when creating a voice-over sample answer. T2 also added that “ensuring proper pacing, intonation, and emphasising key points without overwhelming the listener are among the challenges faced in crafting effective voice-over lesson plans.”

Interestingly, in IQ4, two tutors considered didactic voice-over as most beneficial in terms of language and content learning for Pharmacy postgraduate students. They stated that didactic voice-over can better enhance integrated language skills since it can engage students’ by reformulating the provided information using their own words, hence promoting creativity. The other two tutors advocated for the combined use both DAT modes. In particular, T2 pointed out that “a combination of both subtitling and voice-over elements could offer a well-rounded approach, catering to diverse learning styles within the postgraduate student community.” Furthermore, T2 identified subtitling as beneficial for strengthening writing skills, thus making it suitable for learners who profit from visual reinforcement; and voice-over as positive for listening skills, which could be advantageous for students who rely on auditory learning.

For what concerns suggestions for forthcoming tutors to create additional subtitling and voice-over LPs (IQ5), tutors had valuable advices. T1 would recommend future tutors “to pay attention to the choice of the videos by selecting topics that are relevant to students’ areas of expertise, aiming to improve their knowledge of English terminologies related to these particular topics.” T2 would advise tutors-to-be to tailor the LPs to specific learning preferences and needs of the target learners, taking into account whether they could profit more from visual reinforcement, that is, subtitling, or auditory learning experience, that is, the voice-over. Moreover, T2 would suggest to emphasize clarity and consistency both in written and spoken content, by using concise language and avoiding overly complex structures. Thus, maintaining a consistent style throughout the LP is advisable in order to offer a cohesive and seamless learning experience. Finally, T2 pointed out the need of fostering tutors’ lesson-planning skills on a regular basis. This is indeed a crucial point when considering the importance of teachers’ CPD, which can also be applied to tutors.

IQ6 inquired about the cooperative experience of LP creation with a fellow-tutor as well as the subsequent peer-to-peer review process. T1 admitted that pair work “was exciting. It remarkably polished our team-work skills.” T2 reported three main reasons for enjoying the pair work and peer-to-peer assessment. The first one is related to diverse insights and perspectives gained through exposure to various LP from other tutors, which can enrich

one's own teaching repertoire and foster a creative approach to content delivery. The second reason is the continuous enhancement through feedback, since peer review offers an opportunity for constructive feedback by enabling tutors to recognize strengths and areas for improvement. Especially, T2 emphasized that this interactive process contributes to CPD, and the refinement of teaching strategies. The third and last reason is community building and networking which allows tutors to share best practices and engage in the review of others, thus fostering a sense of community and a supportive network. Once again, T4 provided a novel perspective by stating that the peer-to-peer review part was one of the most entertaining aspects of the training, as it gave rise to a certain degree of competition between the two pairs, with each attempting to minimise errors and to devise more creative lesson plans.

The final question of the interview (IQ7) required tutors to provide their opinion on the online tutoring course to ascertain whether they felt it prepared them adequately for the role of LP creator. All tutors felt the online training course had satisfactorily prepared them both at theoretical and practical level. Nevertheless, T3 suggested to clearly state the goals of the course, and perhaps provide further practice. Finally, T3 also proposed that reaching a common agreement on the deadlines in advance might be an advantage. Overall, the tutors' responses were comprehensive and informative as they provided valuable feedback for future editions of the online tutoring course.

3. THE PILOT STUDY

Upon completion of the tutor online training, the subsequent pilot study was conducted with a sample of nine first-year students (English B2 level) enrolled in a Master's degree in Pharmaceutical Biotechnologies in an Italian university. As many as 11 students were initially involved but eventually nine completed all the assigned tasks. Being a pilot study, only one group of participants was included in the experimental research. Within their face-to-face ESP module, which lasted eight weeks (four hours per week for a total of 32 hours), postgraduates were offered to participate in the pilot study. Those who would complete all the required tasks could get an extra point for their final oral exam (1/30). The Italian university grading system is based on a 30-point scale, where 18 is the minimum passing score, and 30 represents the highest grade; exceptional performance can be awarded "30 *cum laude*" as the maximum distinction. Attending at least 80% of the face-to-face classes was another opportunity to receive an additional extra point towards the final exam (1/30). The assigned activities of the four-week pilot study included writing and speaking pre-tests (Week 1), a didactic intralingual keyword subtitling and a didactic voice-over LP (Week 2 and Week 3 respectively),

writing and speaking post-tests (Week 4), and a final feedback questionnaire (Week 4), as seen in Table 2:

Week	Data collection instruments	Experimental treatment
Week 1	A writing pre-test A speaking pre-test	
Week 2		A didactic intralingual keyword subtitling LP
Week 3		A didactic voice-over LP
Week 4	A writing post-test A speaking post-test A final feedback questionnaire	

Table 2. Overview of the pilot study

Source. Elaborated by the author

During face-to-face classroom time, participants were explained the activities to be carried out individually at home. In Week 1, they had to take the writing and speaking pre-test. First, they had to watch a video of about two minutes entitled “Testing a breast cancer vaccine” (UW Medicine, 2022), and prepare a script for the video explaining it in their own words. Then, they had to elaborate further on the script in order to record a 1:50-2:00 minutes talk describing the video as naturally as possible. The writing and speaking pre-test was designed in an integrated manner to enable participants to provide a brand new script and a corresponding revoicing of the video, thereby testing their written and oral production skills while providing meaningful practice within the context of their ESP module.

In Week 2 and 3, participants were required to submit a subtitling and a voice-over LP, respectively, created by the ESP tutors. It should be pointed out that each pair of tutors created two LPs (*i.e.*, a LP for each DAT mode under investigation) during the online training. Therefore, the teacher/researcher had to select one LP among the two created by each pair of tutors. For consistency reasons, the two LPs selected were made by the same pair of tutors, and their topic was vaccines for subtitling and antibiotic resistance for the voice-over. Following the TRADILEX LP structure, in the warm-up phase, they had to do reading comprehension tasks with four type of exercises (namely multiple comprehension questions, true and false, open-ended questions, and definitions). In the video-viewing phase, they had to actively watch a two-minute video, “Vaccination saves lives - Children and flu animation 2021” (Public Health Wales, 2021), paying attention to specific elements that were then assessed in a series of questions. In the core phase of the LP, didactic AVT task, participants should carry out an intralingual

keyword subtitling task of one minute of the selected video by inserting the missing words in a subtitling file previously prepared by the ESP tutors. In the final phase, or post-AVT task, they were supposed to submit a 1–2-minute recording. Overall, the LP involved participants in a number of tasks that engaged integrated language skills.

In the third week, participants had to conduct the voice-over LP about antibiotic resistance. The voice-over LP followed the same exact structure as the subtitling LP. In the first phase, participants were required to engage in reading comprehension tasks; while in the second phase, they were asked to watch a two-minute animation, “Antibiotic resistance and forms of resistance” (Bhanu Prakash, 2018), so as to answer a short multiple-choice reading comprehension task. In the AVT-task, they were prompted to produce a creative intralingual voice-over version of one-minute extract of the video. In other words, they should rewrite the original audio script in a creative way to make it fun or interesting or in any other way they wished to. The original script was provided for completeness, but participants were encouraged to write it from scratch, just using the images for inspiration. In order to balance integrated skills within the LP, they were expected to complete a written task in the final phase.

Upon submission, participants received the sample answers for all the activities comprised in both the didactic subtitling and voice-over LPs, including the DAT tasks themselves, which had been prepared by the ESP tutors.

In the last week, similarly to Week 1, participants should take the writing and the speaking post-tests. First, they should watch a two-minute video named “EMERALD: elacestrant vs. SOC for patients with ER+ HER2-metastatic breast cancer” (VJOnco, 2021), then they had to create a script for the video, by articulating the content in their own words, and expanding upon the script while delivering a natural 1:50-2:00 minute talk describing the video. Once again, the writing and speaking post-test was designed to assess participants’ written and oral production skills in an integrated manner by requiring them to provide a free commentary of the video thus allowing for relevant practice within their ESP module.

3.1. *Research questions*

The pilot study research questions (RQs) were formulated as follows:

RQ1: Does the use of a DAT-based instructional method, specifically employing didactic subtitling, have a notable impact on learners' writing skills?

RQ2: Does the use of a DAT-based instructional method, specifically employing didactic voice-over, have a notable impact on learners' speaking skills?

RQ3: Are the scores of participants in the didactic subtitling task and in the didactic voice-over task significantly different?

In order to answer the three RQs, the pilot study utilised triangulation by integrating both quantitative and qualitative approaches. Data collection instruments included the writing and speaking pre- and post-tests, the final feedback questionnaire and the teacher's observations.

4. RESULTS AND ANALYSIS

This section will present the results and the analysis of the data collection instruments employed in the pilot study. Writing and speaking pre- and post-tests of the nine participants were all assessed by two English tutors according to *ad hoc* assessment rubrics. The average of the scores provided by the English tutors have been statistically analysed with SPSS (Statistical Package for the Social Sciences). The feedback questionnaire contains quantitative as well as qualitative data gathered through closed- and open-ended questions respectively. Finally, the teacher's observations have been analysed through a research journal (*i.e.* a diary kept by the teacher/researcher during the study). The research journal was adhered to the organisational framework outlined by Silverman (as cited in Dörnyei, 2007), comprising four distinct categories: (1) observation notes detailing experiences, (2) methodological notes summarising the procedures and types of collected data, (3) theoretical notes encompassing hypotheses, ideas, and hunches, and (4) personal notes including subjective statements related to feelings as well as other personal comments.

4.1. The writing and speaking pre- and post-tests

The writing pre- and post-tests were evaluated using an *ad hoc* rubric which included the following assessment criteria on a total score of 0/30:

- Clarity (min. 0-max. 6)
- Cohesion (min. 0-max. 6)
- Accuracy (grammatical structures and sentence patterns) (min. 0-max. 6)
- Vocabulary (min. 0-max. 6)
- Content (min. 0-max. 6)

The descriptive statistics of the writing pre- and post-tests can be appreciated in Table 3:

Statistics	Writing pre-test	Writing post-test
N	9	9
Mean	22.44	24.11
Median	23	25
SD	2.555	1.269
Min-Max	16-25	22-25

Table 3. The writing pre- and post-tests descriptive statistics

Source. Elaborated by the author

The Shapiro-Wilk test showed a non-normal distribution ($p > .05$). Consequently, the null hypothesis was rejected, and a Wilcoxon Signed-Rank Test was carried out to answer the RQ1: “Does the use of a DAT-based instructional method, specifically employing didactic subtitling, have a notable impact on learners' writing skills?” The scores of participants in the writing pre- and post-speaking tests are presented in Figure 1:

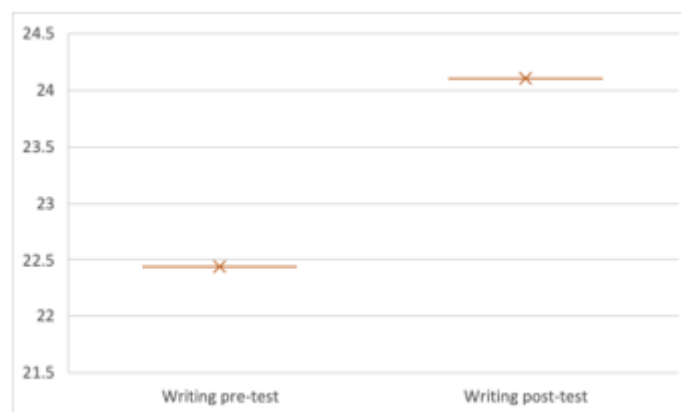


Figure 1. Scores of participants in the writing pre- and post-tests

Source. Elaborated by the author

As shown in Figure 1, on average, participants showed improved performance ($M = 24.11$) following the intervention compared to their performance before the experimental treatment ($M = 22.44$). However, The Wilcoxon Test revealed this enhancement was not statistically significant, $T = 5$, $z = -1.852$, $p = .064$. Thus, the null hypothesis cannot be rejected. Therefore, there is no significant difference between the writing pre- and post-test scores. These findings suggest that, within the limitations of the sample and the methodology, there is insufficient statistical support to assert a

significant difference in scores between the examined conditions. It is crucial to consider contextual factors in the interpretation of these results, acknowledging that while statistical significance was not attained, practical significance or meaningful trends may still exist.

The speaking pre- and post-tests were assessed according to an *ad hoc* rubric which comprised the following criteria on a total score of 0/30:

- Pronunciation and intonation (min. 0-max. 6)
- Fluency and speed of speech (naturalness) (min. 0-max. 6)
- Accuracy (grammatical structures and sentence patterns) (min. 0-max. 6)
- Vocabulary (min. 0-max. 6)
- Content (min. 0-max. 6)

Table 4 displays the descriptive statistics of the speaking pre- and post-tests:

Statistics	Speaking pre-test	Speaking post-test
N	9	9
Mean	22.56	24
Median	24	25
SD	2.007	1.561
Min-Max	19-24	21-25

Table 4. The speaking pre- and post-tests descriptive statistics

Source. Elaborated by the author

The Shapiro-Wilk test was used to assess whether the data in the sample followed a normal distribution. The normality test indicated that the distribution was not normal ($p > .05$). So again, a Wilcoxon Signed-Rank Test was subsequently run in order to answer the RQ2: "Does the use of a DAT-based instructional method, specifically employing didactic voice-over, have a notable impact on learners' speaking skills?" Figure 2 displays the scores of participants in both the pre- and post-speaking tests.

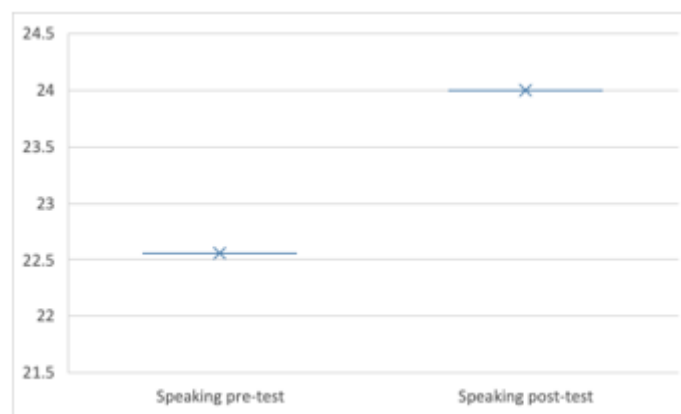


Figure 2. Scores of participants in the speaking pre- and post-tests

Source. Elaborated by the author

As it can be appreciated in Table 4, on average, participants performed better ($M = 24$) after the intervention than before ($M = 22.56$). In this case, however, the Wilcoxon Test indicated that this improvement was statistically significant, $T = 2858$, $z = -2.213$, $p = .027$. Thus, these results provide evidence to reject the null hypothesis in favour of the alternative hypothesis, suggesting a significant difference between the pre- and post-test scores.

4.2. The didactic subtitling and voice-over tasks

In order to compare the performance of participants in the didactic subtitling task and voice-over task, and thus answer RQ3 (*i.e.*, “are the scores of participants in the didactic subtitling task and in the didactic voice-over task significantly different?”), a paired-sample t-test was selected. A paired-sample t-test is appropriate when you are comparing two related groups or conditions (in this case, the same group of participants completing two different types of tasks). Table 5 displays the descriptive statistics for each condition (*i.e.*, didactic subtitling and voice-over).

Statistics	Didactic subtitling task	Didactic voice-over task
N	9	9
Mean	24.06	23.56
Median	24	23
SD	.726	1.333

Min-Max	23-25	21-25
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Table 5. Scores of participants in the speaking pre- and post-tests

Source. Elaborated by the author

Participants' scores on the subtitling task ($M = 24.06$, $SD = .726$) were compared to their scores on the voice-over task ($M = 23$, $SD = 1.333$). A paired-sample t-test revealed no statistically significant difference between the two tasks, $t(8) = -905$, $p = .392$. Consequently, the null hypothesis cannot be rejected, indicating that participants' performance in the two DAT-based tasks did not significantly differ. These results suggest that both didactic subtitling and voice-over are two comparable language learning activities.

4.3. *The final feedback questionnaire*

The final feedback questionnaire provided useful background information and attitudinal data. The participants involved were all between 20-25 years old, with the majority being male (55%). They self-assessed their English proficiency to be intermediate/upper-intermediate in all language skills. None of them had previous DAT experience neither in subtitling nor in voice-over.

They reported an improvement in their English skills and knowledge, thanks to subtitling practice, in the following order: listening (100%), writing (78%), reading (55%), vocabulary knowledge (78%), and grammar knowledge (67%). Overall, participants found the aspects of the subtitling LP to be suitable in terms of content of the video (89%), language of the video (78%), length of the entire LP (67%), subtitling itself (55%), exercises apart from subtitling (55%), individual work (55%), and the one-week deadline (44%). While regarding their enhancement of English skills and knowledge through didactic voice-over, their perception was as follows: reading (89%), speaking (78%), listening (78%), vocabulary (78%) and grammar knowledge (67%). Generally, participants recognized the features of the voice-over LP as largely suitable for them concerning content of the video (89%), language of the video (78%), length of the entire LP (67%), voice-over itself (44%), exercises apart from voice-over (55%), individual work (67%), and one-week deadline (44%).

All participants agreed to have enjoyed subtitling much or very much, whereas half of them enjoyed voice-over to a lesser extent. Therefore, the great majority of participants expressed a preference for subtitling as a regular activity, while almost half of them indicated an interest in regular voice-over practice. In one open-ended question, one participant explained that subtitling was a straightforward and efficient process, whereas voice-over was felt as a much more time-consuming task. Another participant mentioned that he might have probably failed to fully understand the utility of the voice-over task in his

area of study. And, despite the fact that subtitling was possibly not sufficiently challenging for him, it proved to be an enjoyable experience. Nonetheless, the majority of the comments provided by the participants in the pilot study were positive, highlighting that both DAT tasks were perceived as useful and innovative language learning activities.

4.4. *The teacher/researcher's observations*

The participants involved in the pilot were a group of proficient and highly motivated students. They expressed their interest in improving their integrated language skills, and demonstrated a keen interest in using audiovisual products as well as ICTs. During the pilot, they were regularly asked about the assigned tasks during the face-to-face weekly classes. None of the participants reported language or technical issues to the teacher/researcher. At the end of the pilot, several participants acknowledged to have enjoyed the learning experience. They found it an innovative and motivating way to approach ESP.

During the oral feedback elicited in classroom time, some participants noted that the videos selected for the pre- and post-tests by the teacher/researcher were more suitable for their level of proficiency and interests compared to the videos of the LPs, which had been selected by the tutors. The videos of the LPs were perceived as interesting but not sufficiently challenging. This poor selection could be ascribed to the little experience ESP tutors had with these target learners, and their willingness to create a scaffolded learning path since it was the first LP participants should carry out. This example serves to reinforce the notion that, despite their expertise in the field, ESP tutors should undergo proper teacher training in order to facilitate language learning.

CONCLUSIONS

The present study has attempted to shed light on the potential benefits of didactic intralingual subtitling and voice-over to enhance writing and speaking skills. To this end, a comprehensive experimental methodology has been applied by having a case study in which four ESP tutors carried out an *ad hoc* online training course on DAT, and by conducting a following pilot study with nine Pharmacy postgraduates. During the online training course, ESP tutors acquired theoretical and hands-on practice that allowed them to create one LP for each DAT mode, namely a didactic intralingual keyword subtitling LP and an intralingual voice-over LP. Besides submitting the two DAT LPs, participants of the pilot study undertook writing and speaking pre- and post-test before and after the experimental treatment. The writing and speaking pre- and post-tests were developed in an integrated manner to allow

participants to prepare a free commentary of the videos with the aim to offer meaningful practice within the context of their ESP module.

The statistical analysis of the speaking and writing post-tests provided noteworthy results. In both cases, the performance of participants was better in the post-test compared to pre-test, thus showing an improvement after the experimental treatment. Nevertheless, significant difference was found only between the speaking pre- and post-test scores. Therefore, the small-scale study indicated that didactic voice-over can be beneficial for the enhancement of speaking skills. These results are in line with previous empirical research that indicated didactic voice-over as beneficial for promoting speaking skills (Talaván and Rodríguez-Arancón, 2018).

However, the final feedback questionnaire revealed that participants felt to have improved their English skills and knowledge thanks to both subtitling and voice-over practice. Didactic intralingual subtitling was perceived as helpful for fostering listening, writing and reading skills as well as vocabulary and grammar knowledge. While didactic intralingual voice-over was regarded positively for enhancing reading, speaking, and listening skills along with vocabulary and grammar knowledge. Furthermore, the two LPs were generally considered as suitable, especially in terms of content and language of the video as well as in length.

For what concerns the standardised open-ended interviews, the four ESP tutors provided valuable insight on the tailored-made online training course and its outcomes. All tutors enjoyed creating both subtitling and voice-over LPs, and expressed satisfaction with the DAT tutoring experience as they felt both theoretically and practically prepared for the role of LP creator. However, participants' feedback, gathered through the teacher/researcher's observations, highlighted that, notwithstanding their expertise in the domain, ESP tutors should receive suitable teacher training.

To conclude, the paper has presented a comprehensive methodology for investigating the prospective advantages of didactic intralingual subtitling and didactic voice-over in language learning in ESP. However, limitations such as the small number of participants and the limited amount of time in which it took place should be acknowledged. Future empirical research might replicate or expand upon this study with larger and diverse groups of participants, and longer intervention periods in order to gain a more nuanced understanding of the potential of DAT in ESP. Further investigations could also explore different DAT modes, as well as languages and proficiency levels in diverse learning contexts. Lastly, the DAT online training experience of ESP tutors deserves further research. It could examine the extent to which such training enhances tutors' skills, ultimately influencing learners' learning

outcomes. Investigating these aspects would contribute to a more comprehensive understanding of how DAT can be effectively integrated into ESP education.

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