

## Training pre-service primary education teachers in didactic audiovisual translation: A case study

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### Abstract

Didactic audiovisual translation (DAT) explores the potential benefits of active revoicing and subtitling tasks for the development of language, mediation, and translation skills. Despite the vast literature on DAT and language learning (Lertola, 2019a), research on DAT training for pre- and in-service teachers is still somewhat limited (Lertola, 2021; Lertola & Talaván, 2022). The present case study investigates DAT-focused pre-service teacher training with a sample of six final-year primary education students. As language learners, participants voluntarily enrolled in a B2-level English course with 15 lesson plans offered within the TRADILEX project. Furthermore, they took a pre-test (ITIS) and a post-test (FITIS) to assess their oral and written receptive as well as productive skills (Couto-Cantero *et al.*, 2021). As pre-service teachers, participants undertook a teacher training course on lesson plan design, focusing on didactic audio description. First, the course provided them with a strong theoretical framework for DAT (Talaván & Lertola, 2022). Then, it trained them to design lesson plans. Participants' feedback was collected through a final questionnaire. The quantitative and qualitative results show that pre-service teachers improved their English language skills, especially their productive skills. These findings call for more systematic experimental research in the area.

### Keywords

Didactic audiovisual translation, audio description, teacher training, primary education, English as a foreign language

## 1. Introduction

An unparalleled development of technology and unprecedented events has characterised the beginning of the 21st century. One of the most illustrative examples was the outbreak of the Covid-19 pandemic, and its effects on society and (higher) education. Emergency remote teaching became a widespread solution, but many educators reported a lack of experience in virtual environments (Ferri *et al.*, 2020; Iglesias-Pradas *et al.*, 2021). Studies such as the one by Palacios-Hidalgo and Huertas-Abril (2021) on language teaching and emergency remote teaching report on the challenges linked to online communication and the use of information and communication technologies (ICTs) to teach languages in virtual environments. Furthermore, Palacios-Hidalgo and Huertas-Abril (2021) explored how to provide pre-service teachers with appropriate training to develop their own materials for remote language teaching, specifically English for Social Purposes, an approach first developed by Huertas-Abril and Gómez-Parra (2018).

Remote language teaching has received great attention in the last few years (Bond *et al.*, 2021). However, engaging students in motivating ICT-based learning experiences is also auspicated in face-to-face contexts. In order to plan and prepare such learning experiences in both educational contexts, pre-service as well as in-service teachers should be offered appropriate training. Nonetheless, there is scarce literature for the very case of training pre-service teachers, and in particular primary in-training teachers, for online or face-to-face teaching by providing them with specific training on how to make the most of media products through the active use of the different audiovisual translation modes (i.e., revoicing and subtitling). According to Talaván and Lertola (2022), didactic audiovisual translation (DAT) is a somewhat young discipline, stemming from audiovisual translation, in the field of applied linguistics. DAT aims to explore the pedagogic potential of language tasks in which learners are provided with video materials; the role of language learners as *prosumers* – that is, producers and consumers of online content (Herrero, 2019) – means they are expected to produce a new video by making use of a set of protocols and techniques linked to different media localisation modes (Talaván & Lertola, 2022).

DAT-based sessions are planned according to a specific and thoroughly designed structure as an evolution of task-based language methodology (Jia & Harji, 2022; Nunan, 2004) and consist of four main phases:

- Warm up: the lesson plan's first stage aims to provide learners with the language knowledge they will need to face the DAT task. Therefore, students are provided with activities and exercises which should focus on the grammar, lexis and overall knowledge required to carry out the DAT tasks. Written reception tasks of parallel texts, together with specific use of English activities, are prone to appear in this section to meet students' needs.
- Video viewing: this stage has the objective of ensuring that language learners have a complete understanding of the audiovisual text they are expected to focus on in the DAT task. In particular, learners are required to carry out language tasks that promote active viewing (as opposed to passive viewing) of two-minute video excerpts to involve them as active participants in all the stages of the lesson plan.
- DAT task: this is the core stage of the lesson plan and requires learners to carry out a verbal transfer (either interlingual, intralingual or intersemiotic depending on the DAT mode selected) of only one minute of the video excerpt they have analysed in the previous stage of the lesson plan. In order to do so, language learners are provided with specific protocols and software for each of the DAT modes, namely subtitling, voice-over, dubbing, audio description (AD), and subtitling for the deaf and the hard of hearing (SDH).

- Post-DAT task: this is the final stage of the lesson plan and aims at consolidating the knowledge learners are expected to acquire, and it is linked to the very concept of integrated skills. Therefore, a DAT-based captioning lesson plan would require an oral production task, whilst a DAT-based revoicing lesson plan is expected to include a written production activity.

The DAT literature has dramatically increased in recent years thanks to the exponential development of technologies together with national and international research projects such as LeViS (Sokoli, 2006), Babelium (Pereira Varela, 2014), ClipFlair (Baños & Sokoli, 2015; Gajek, 2016; Incalcaterra McLoughlin & Lertola, 2015; Navarrete, 2013; Soler-Pardo, 2020; Zabalbeascoa *et al.*, 2012), PluriTAV (González Pastor *et al.*, 2021; Marzà *et al.*, 2018; Reverter-Oliver *et al.*, 2021), and TRADILEX (Talaván & Lertola, 2022), among others.

Focusing on the positive effects of DAT on the development of language skills, studies on didactic subtitling, which has been one of the most studied DAT modes, show its effect on the improvement of the four skills in an integrated way (Ávila-Cabrera, 2018; Plaza-Lara & Fernández-Costales, 2022; Talaván & Ávila-Cabrera, 2021), the enhancement of intercultural awareness (Borghetti & Lertola, 2014; Rodríguez-Arancón, 2023), the development of pragmatic competence (Ávila-Cabrera & Rodríguez-Arancón, 2018; Lertola & Mariotti, 2017), an increase of the lexical repertoire (Lertola, 2019b), and it has also shown to be helpful for the learning of English for Specific Purposes such as business (Ávila-Cabrera, 2021; Ávila-Cabrera & Corral Esteban, 2021), science (Bianchi, 2015; Ogea-Pozo, 2020; Tinedo-Rodríguez & Ogea-Pozo, 2023), tourism (Ávila-Cabrera & Rodríguez-Arancón, 2021), and technology (González-Vera, 2021, 2022a, 2022b).

The use of certain DAT practices has shown to be highly effective as a resource for foreign language learning purposes. Dubbing-focused studies on oral production skills (Bolaños-García-Escribano & Navarrete, 2022; Sánchez-Requena, 2017, 2020) and assessment (Talaván & Costal, 2017) have followed studies combining subtitling and dubbing, which have shown remarkable benefits in terms of language learning and acquisition (Talaván & Ávila-Cabrera, 2015), as well as voice over (Talaván & Rodríguez-Arancón, 2018). Media accessibility practices, notably AD and SDH, tackle the barriers that hinder users from having access to audiovisual products (Talaván *et al.*, 2016). They focus on the development of language skills as well as on increasing accessibility awareness. In terms of didactic AD, which is the main focus of the present study, research has proved to foster the development of language skills in an integrated way (Ibáñez-Moreno & Vermeulen, 2015; Navarrete, 2020; Navarrete & Bolaños García-Escribano, 2022; Palion-Musiol, 2019; Plaza-Lara & Gonzalo-Llera, 2022; Vermeulen & Escobar-Álvarez, 2021; Vermeulen & Ibáñez-Moreno, 2017). Other scholars have placed greater emphasis on interculturality (Maszerowska & Mangiron, 2014), mediation (Navarrete, 2022), and orality (Navarrete, 2021). Besides, Ogea-Pozo (2022a, 2022b) showed how AD can help enhance accessibility awareness among language learners; what is more, she argued that pre-service translators tend to have their consciousness on media accessibility progressively increased after didactic AD experimental treatments. When it comes to didactic SDH, it has proven to be a promising research area. There is a recent study by Bolaños García-Escribano and Ogea-Pozo (2023) that focused on interlingual SDH and consisted of a pilot study that explored the potential benefits of SDH in terms of language gains and accessibility awareness. In this regard, there is another study by Tinedo-Rodríguez and Frumuselu (2023) that reinforced the results of the formerly mentioned research, proving how effective this accessibility mode is for the promotion of L2 integrated skills together with the development of interculturality and its potential as a tool to foster social justice-based values to enrich language teaching. Talaván *et al.* (2022) showed the positive effects of combining DAT's accessibility modes. In terms of

EDI topics, it is worth mentioning the positive effect of DAT on gender awareness (Tinedo-Rodríguez, 2022b), and its complementarity with English for Social Purposes (Talaván & Tinedo-Rodríguez, 2023; Tinedo-Rodríguez, 2022a) and Content and Language Integrated Learning (Gómez-Parra, 2018). Furthermore, specific language tests have been designed within the framework of DAT-based experimental treatments (Couto-Cantero *et al.*, 2021), and these assessment tools have also been validated (Couto-Cantero *et al.*, 2022).

The literature on DAT teacher training is still scarce; nevertheless, Lertola and Talaván (2022) reported on the training of 12 in-training teachers on DAT methodology and didactic dubbing and AD. The results were positive in terms of perception of the didactic resource. Participants were expected to do a lesson plan on each of the aforementioned modes in the shoes of a language learner. Within an exploratory study on the implementation of didactic free commentary, Lertola (2021) reports on the teacher training experience of 18 pre-service infant educators. Participants had the chance to act both as language learners and as in-training teachers since they were required to develop a didactic free commentary task by writing and recording the audio of a short animation that they could use in their future career. Feedback questionnaires and structured as well as non-structured observation reported very encouraging results on the one-DAT mode training.

This study focuses specifically on primary education pre-service teachers enrolled in the fourth year of the undergraduate degree in Primary Education. Previous experimental studies have shown that teachers have a positive perception on the use of didactic subtitling (Fernández-Costales, 2014, 2021b), as well as students (Fernández-Costales, 2021a). This is indeed a crucial departing point for this study as it sets the basis for its implementation by pre-service teachers in primary education.

## 2. Method

This study has followed a mixed-method approach. According to Bisquerra's (2004) typology of educational research, this type of design would respond to a pre-experimental pre-test and post-test one. The quasi-experimental nature of the design has also to do with educational ethics. For the sake of equality of opportunities, all students enrolled in the undergraduate module entitled *Teaching English as a Foreign Language* offered by the Faculty of Education at the University of Córdoba, Spain, were given the opportunity to participate from November 2021 to March 2022. Therefore, it can be inferred that the sample is incidental as the training was offered to all the students in the formerly mentioned course, and it is pre-experimental since there was not a control group. In total, 11 participants initially signed up for the course. However, 54,5% (N=6) completed all the tasks in the DAT training module.

The main objectives of this study are the following:

1. To assess the potential of a DAT-based course on pre-service Primary teachers in terms of oral production.
2. To evaluate the potential of a DAT-based course on pre-service Primary teachers in terms of oral reception.
3. To explore the potential of a DAT-based course on pre-service Primary teachers in terms of written production.
4. To assess the potential of a DAT-based course on pre-service Primary teachers in terms of written reception.
5. To deepen on the perceptions of pre-service Primary teachers on the applicability of the DAT-based methodology on primary education.

The research instruments consisted of an initial questionnaire, an initial test of integrated skills (ITIS), an experimental treatment (i.e., 15 lesson plans for B2-level, equivalent to three per DAT mode, and the creation of six AD-based lesson plans as in-training teachers), a final test of integrated skills (FITIS), and a final questionnaire.

### 3. Results and discussion

This study aims to widen the scope of the one carried out by Lertola and Talaván (2022) and Lertola (2021) by offering pre-service teachers a course in which participants would put themselves in the shoes of a language learner who is taking a DAT-based course. Besides, this study aims at complementing Fernandez-Costales' (2021a, 2021b) studies on the perception of DAT in primary education settings.

The results are discussed in two distinct sections for the sake of clarity. First, the impact of the experimental treatment on the four skills will be explored in order to meet objectives 1 to 4, whilst there is a second section which focuses on the perceptions of pre-service teachers with regard to the implementation of DAT-based tasks in primary education (objective 5). The results discussed here are not generalisable due to the small sample size.

#### 3.1. Language skills

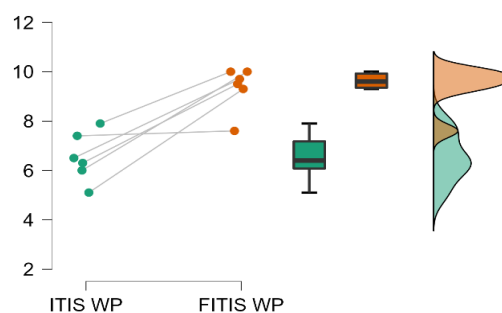
This section delves into the impact of the experimental treatment in terms of language skills development. For the sake of exhaustiveness, the data gathered from production language tests have been assessed through *ad hoc* rubrics. Oral production has been assessed in terms of pronunciation, vocabulary, grammar, fluency and coherence whilst written production has been assessed in terms of spelling, grammar, punctuation, word usage and text composition. Regarding oral reception and written reception, the assessment method was different as it consisted of a multiple-choice questionnaire which was automatically corrected by the virtual platform. It is worth mentioning that in order to improve reliability there was a time constriction for each test as they were administered asynchronously online.

Due to the small size of the sample ( $N=6$ ) and due to the fact that it does not meet normality conditions, a non-parametric test has been applied, specifically, the Wilcoxon paired test has been used to explore the different hypothesis. Table 1 shows the results of applying the aforementioned test to each of the variables that have been assessed through the instruments which have been mentioned (i.e., rubrics for evaluating production skills and a marking for reception tests). Each variable has been examined while considering the alternative hypothesis that the post-test score surpasses the pre-test score. There are no subcomponents within the receptive skills because they are automatically marked according to the design of the ITIS and FITIS tests (Couto-Cantero *et al.*, 2022).

	ITIS (pre-test)	FITIS (post-test)	$t^1$	$df^2$	$p$
<b>Written production</b>	Spelling	Spelling	-7.510	5	< .001
	Grammar	Grammar	-2.767	5	0.02
	Punctuation	Punctuation	-3.730	5	0.007
	Word usage	Word usage	-4.663	5	0.003
	Text composition	Text composition	-3.162	5	0.013
	Total	Total	-4.658	5	0.003
<b>Oral production</b>	Pronunciation	Pronunciation	-3.212	5	0.012
	Vocabulary	Vocabulary	-6.325	5	< .001
	Grammar	Grammar	-4.394	5	0.004
	Fluency	Fluency	-4.625	5	0.003
	Coherence	Coherence	-4.134	5	0.005
	Total	Total	-5.886	5	0.001
<b>Written reception</b>	Total	Total	0	5	0.5
<b>Oral reception</b>	Total	Total	-2.530	5	0.026

**Table 1.** Wilcoxon paired test assessing participants performance (source: authors)

When it comes to analysing written production, it is worth mentioning that there is an improvement because the alternative hypothesis which was stated was that spelling ( $p<.001$ ), grammar ( $p=.02$ ), punctuation ( $p=.007$ ), word usage ( $p=.003$ ), and text composition marks ( $p = .013$ ) were higher in the post-test. Furthermore, the general written production post-test mark is higher than the pre-test's ( $p=.003$ ). In addition, raincloud diagrams are valuable as they offer a comprehensive representation of raw data, encompassing essential statistical measures such as the mean, median, and mode. Their inclusion in quantitative research serves as a transparency endeavour, as advocated by Allen *et al.* (2021), which is the rationale behind their utilisation in this analysis. Figure 1 aims at providing a general outlook of the evolution of the written production skills. The data in green are linked to the pre-test and the data in orange are linked to the post-test. Each point represents the participants and their position at each measurement. The highest mark that participant could obtain in each test for each skill was 10.



**Figure 1.** Raincloud diagram of written production skills (source: authors)

<sup>1</sup> The parameter  $t$  represents the test statistic calculated from the differences between paired samples.

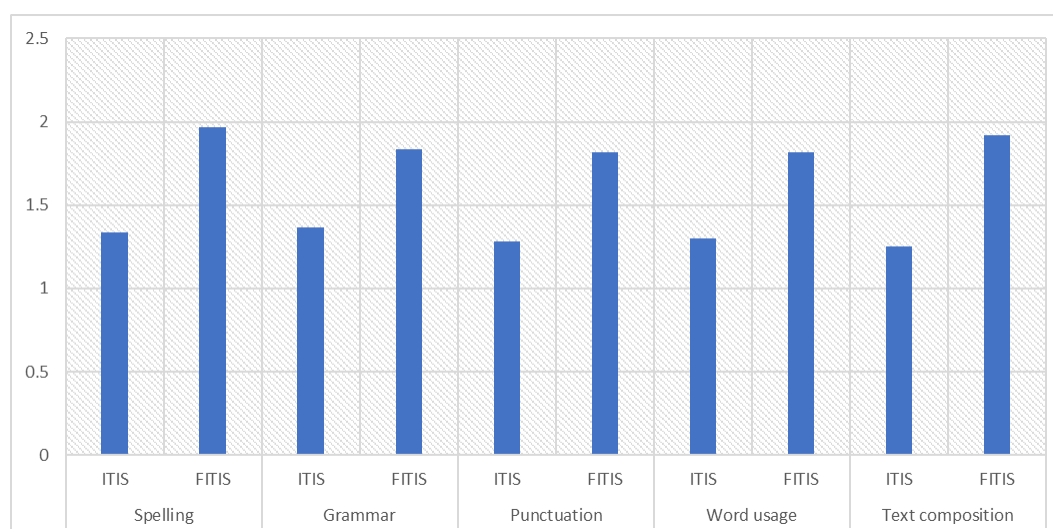
<sup>2</sup> The degree of freedom ( $df$ ) is a calculation that indicates the number of marks that are different to the rest.

For the sake of concreteness, Table 2 compiles the descriptive statistics associated with each variable pertinent to written production, encompassing the mean, subject count (N), and standard deviation (SD). One of the most relevant aspects is the analysis of SD as it experiments a percentual reduction of 75.92% in the case of spelling, 30.46% in the case of punctuation, 19.19% in the case of word usage, 48.22% in the case of text composition, and 9.99% in the case of the general mark.

	Spelling		Grammar		Punctuation		Word usage		Text composition		General mark	
	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS
<i>M</i>	1,333	1,967	1,367	1,833	1,283	1,817	1,3	1,817	1,25	1,917	6,533	9,35
<i>N</i>	6	6	6	6	6	6	6	6	6	6	6	6
<i>SD</i>	,216	,052	,197	,314	,279	,194	,297	,24	,394	,204	1,001	,901

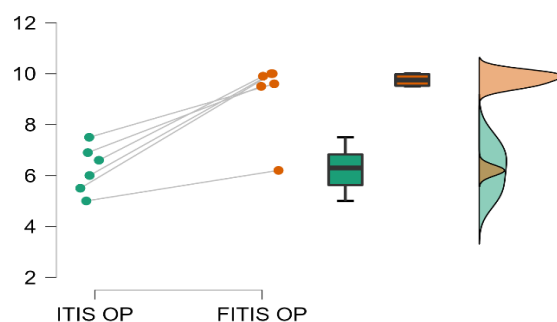
**Table 2.** Analysis of descriptive statistics of written production (source: authors)

Figure 2 shows the evolution of each subcomponent of the written production. Therefore, it can be inferred that written production improved after the experimental treatment.



**Figure 2.** Bar diagram for each subcomponent of written production (source: authors)

When it comes to analysing oral production in Figure 3, it is worth mentioning that the results are coherent with written production for the alternative hypothesis which consist of the following subcomponents marking higher in the post-test: pronunciation ( $p=0.012$ ), vocabulary ( $p<.001$ ), grammar ( $p=.004$ ), fluency ( $p=.003$ ), and coherence ( $p=.005$ ). The raincloud diagram shows the changes in the distribution of the sample before and after the intervention with regard to oral production (ITIS and FITIS, respectively). It should be pointed out that the dots in green represent the average mark of each participant in ITIS oral production while the dots in orange depict the performance of the participants in FITIS oral production. Regarding the distribution curve, the green curve is not as sharp as the orange one due to the fact that after the intervention the average mark tends to be higher with lower levels of standard deviation.



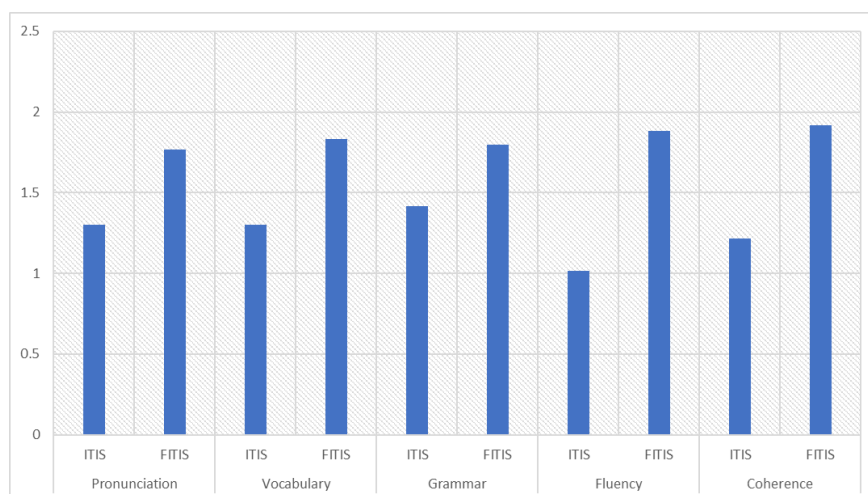
**Figure 3.** Raincloud diagram of oral production (source: authors)

Table 3 shows the data for each specific subcomponent together with the general mark obtained in the oral production tasks. In this case, there is a percentual reduction of SD for fluency (48.61%) and for textual coherence (51.07%). It implies a harmonization of the marks obtained by participants regarding the formerly mentioned components.

	Pronunciation		Vocabulary		Grammar		Fluency		Coherence		General mark	
	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS	ITIS	FITIS
<b>M</b>	1.3	1.767	1.3	1.833	1.417	1.8	1.017	1.883	1.217	1.917	6.25	9.2
<b>N</b>	6	6	6	6	6	6	6	6	6	6	6	6
<b>SD</b>	0.268	0.383	0.179	0.314	0.214	0.395	0.397	0.204	0.417	0.204	0.927	1.485

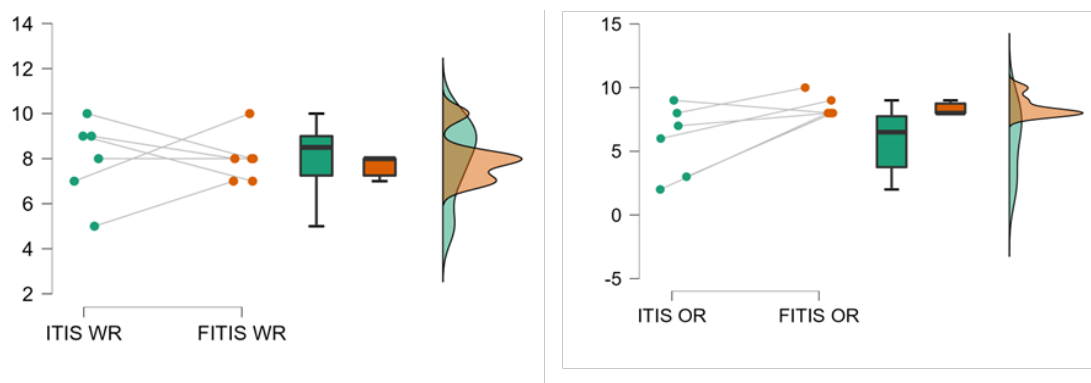
**Table 3.** Analysis of descriptive statistics of oral production (source: authors)

It is also of interest to have a general outlook on the evolution of each subcomponent of oral production. Figure 4 shows the score of the subcomponents of oral production in the pre-test (ITIS) and in the post-test (FITIS), and it clearly reflects the tendency towards improvement after the experimental treatment.



**Figure 4.** Bar diagram for each subcomponent of oral production (source: authors)

To obtain a holistic vision of the development of the skills, it is of uttermost importance to deepen on both oral and written receptions skills. Figure 5 shows the evolution of both skills within the framework of the DAT-based experimental treatment.



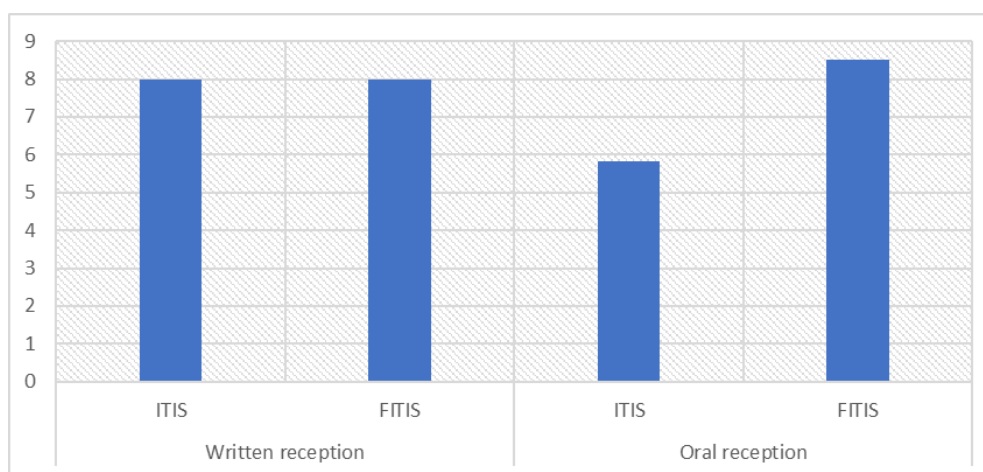
**Figure 5.** Raincloud diagram for written and oral reception, respectively (source: authors)

The case of written reception is a particular one since there is no improvement in terms of average mark ( $p=0.5$ ), but as Table 4 shows the experimental treatment seems to have a harmonizing effect as the SD experiences a percentual reduction of 38.79%. By observing Figure 5, the tendency is towards improvement, but the average mark of the participants remains the same. This is the reason why in Figure 6, the score is the same for both the pre-test and the post-test.

	Written reception		Oral reception	
	ITIS	FITIS	ITIS	FITIS
<b>M</b>	8	8	5.833	8.5
<b>N</b>	6	6	6	6
<b>SD</b>	1.789	1.095	2.787	.001

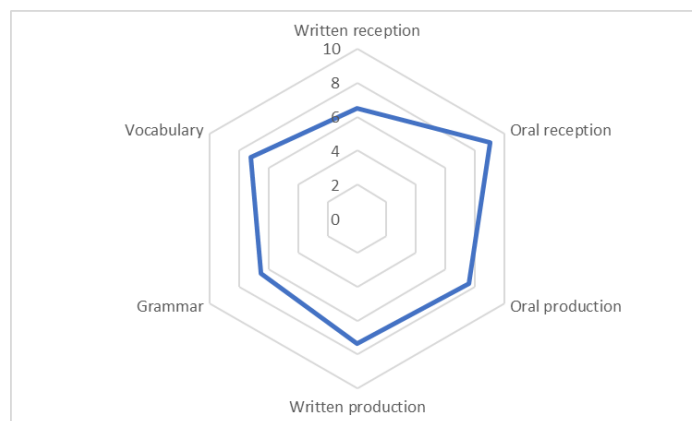
**Table 4.** Analysis of descriptive statistics of reception skills (source: authors)

For the very case of oral reception, there is a clear improvement since the difference between the pre-test and the post-test are statistically significant ( $p=0.026$ ). Students had been exposed to a sizable amount of audiovisual input, which may explain this result.



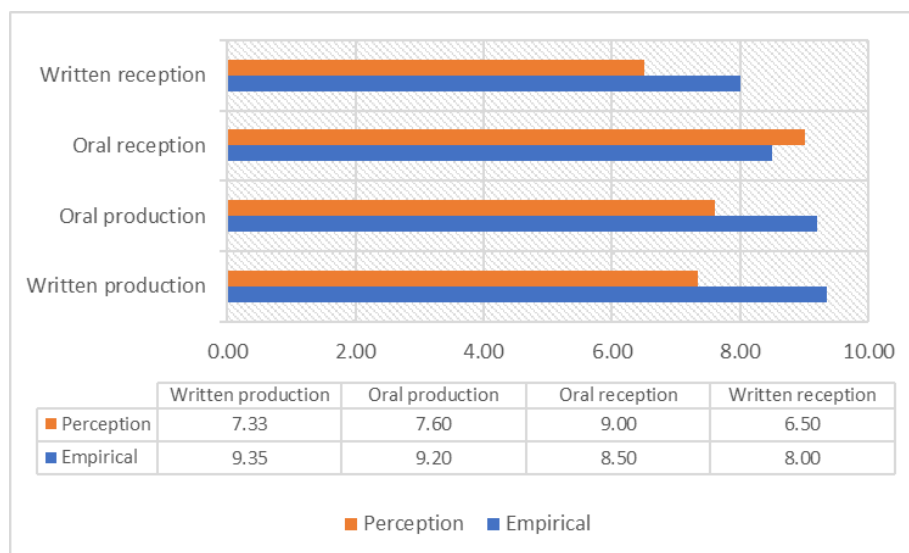
**Figure 6.** Bar diagram for each reception skill (source: authors)

In general, the impact of the course seems to have had a positive effect on the participants, specifically in terms of oral reception, and oral and written production. In order to triangulate the results, it is crucial to compare the empirical data to the perception data. Figure 7 conveys the skills and components (grammar and vocabulary) that pre-service teachers allege to have improved.



**Figure 7.** Radial diagram of participants' perceptions of improvement for each skill (source: authors)

This diagram should be observed in clockwise direction starting by oral reception since it is the skill which participants feel to have developed the most ( $M_{OR\ PERCEPTION} = 9.00$ ) whilst according to the empirical study it would be the third variable ( $M_{OR\ FITIS} = 8.50$ ). According to participants, oral production is the second skill they have developed the most ( $M_{OP\ PERCEPTION} = 7.60$ ) and it is also the second according to the empirical data obtained ( $M_{OP\ FITIS} = 9.20$ ). The third variable participants affirm to have improved is written production ( $M_{WP\ PERCEPTION} = 7.33$ ), but it is the one they have improved the most according to empirical data ( $M_{WP\ FITIS} = 9.35$ ). Eventually, there seems to be a match in terms of written reception which occupies the fourth position for the very case of perception ( $M_{WR\ PERCEPTION} = 6.50$ ) as well as for empirical data ( $M_{WR\ FITIS} = 8.00$ ). Figure 8 summarises this information. The orange colour is linked to the data based on perceptions and the blue bars are the ones linked to empirical data obtained from the pre-test and post-test.



**Figure 8.** Skills improvement according to perception and empirical data (source: authors)

It is noteworthy to highlight that for the case of oral reception, participants perceived to have developed this skill in a higher degree compared to empirical data. Notwithstanding, it is not the case for oral production, written reception and written production because for these skills the empirical data indicate that their performance was actually higher compared to their own perception.

### 3.2. Perceptions on the didactic potential for pre-service Primary Education teachers

This section is qualitative in nature, and it aims at analysing the perceived pedagogic potential of DAT-training in primary education settings. In the final questionnaire, there was an open-ended question which asked participants about the usefulness of DAT as a language teaching resource for primary education.

From the data gathered in Table 5 (English translations of the original comments in Spanish), pre-service teachers emphasise the usefulness of DAT for teaching languages since it integrates skills in a natural and interactive way, enhancing motivation as well as fostering awareness of cultural diversity and media accessibility.

Participant	Answer
B	I consider it a very useful and entertaining methodology to learn English in a more enjoyable and simple way. This is why it should be used. Because it makes students aware of cultural diversity and existing audiovisual issues.
C	Of course, because it means learning languages through a totally different experience from the norm, where learners will be much more motivated, and in the end, the key to learning is motivation.
D	Yes, it is another way to learn the language in a more interactive way.
E	Yes, as it takes into account all skills such as listening, reading, speaking and writing.

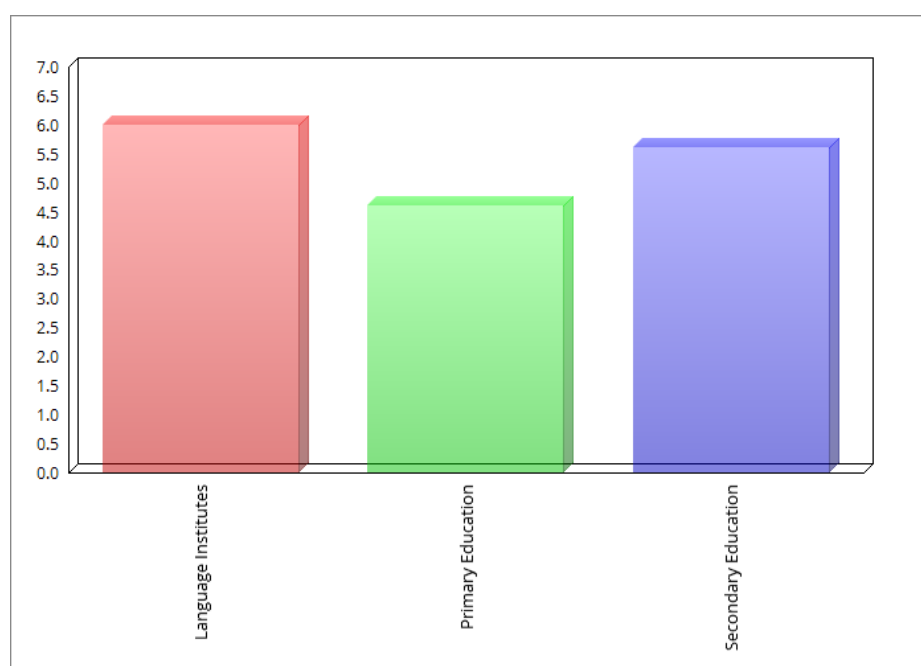
**Table 5.** Perceptions on the usefulness of DAT in primary education (source: authors)

A subsequent question focused on the main difficulties pre-service teachers might find while applying DAT-based lesson plans in primary education. A sample of participants' answers are presented in Table 6. The drawbacks pointed out by the pre-service teachers in their answers might be linked to language and digital gaps, whose relationship is analysed by Huertas-Abril and Gómez-Parra's (2019) who showed how the digital gap may have a negative impact on the language gap.

Participant	Answer
A	The problem of the use of ICTs and the lack of access to them for everyone.
C	I think that its use can be difficult for specific age groups. Not all aspects of DAT could be addressed, for example, in primary school I think that subtitling would be very complicated, not because of its complexity, but because of the time and dedication it requires.
D	Lack of knowledge in the field of technology.
E	The speed of speech, the use of certain expressions.

**Table 6.** Perceptions of the drawbacks of DAT in primary education (source: authors)

Figure 9 validates the positive perceptions participants expressed in their comments with data collected through a Likert scale question within the final questionnaire. Participants indicated that they perceive the use of DAT positively in primary education ( $M=4.6$ ,  $SD=1.3$ ) whilst, in secondary education, they found a higher potential of the use of DAT ( $M=5.6$ ,  $SD=0.54$ ). Furthermore, for the case of Spain's language institutes (*Escuelas Oficiales de Idiomas*), it is important to mention that participants fully agreed with the usefulness of including these tasks since  $SD=0$  and the  $M=6$  (six being the maximum score).



**Figure 9.** Perceptions of DAT in different educational contexts (source: authors)

Besides, there was another item in the questionnaire that asked participants on the pertinence of making use of DAT as a resource in language learning, and they were expected to justify their answers. The reader may find the answers in Table 7.

Participant	Answer
<b>A</b>	Because I consider it a very useful and entertaining methodology to learn English in a more enjoyable and simple way. That's why it should be used because it makes students aware of the cultural diversity and existing audiovisual problems.
<b>B</b>	Of course, because it involves learning languages through a completely different experience than the one offered by the norm, where students will be much more motivated, and ultimately, the key to learning is motivation.
<b>C</b>	Yes, it is a more interactive way of learning the language.
<b>E</b>	Also, because it takes into account all the skills such as listening, reading, speaking, and writing.

**Table 7.** Perceptions on the use of DAT in language learning (source: authors)

Furthermore, participants were asked about the main advantages of DAT in language education. Their answers contrast with the questions on the limitations, not least because they highlighted the positive aspects of DAT, including autonomy, motivation, creativity, and the simultaneous development of language skills. The reader may find a detailed breakdown of these advantages in Table 8.

Participant	Answer
<b>B</b>	The autonomy and the possibility to create one's own subtitles are a great advantage.
<b>C</b>	As I mentioned earlier, I believe that motivation is key. It also fosters students' creativity, addresses the needs of everyone and shows them the vast range that TAV encompasses. Undoubtedly, within it, they may discover a hidden passion for learning a foreign language.

<b>E</b>	It is a more motivating way of learning and does not prove as tiresome as other methods.
<b>F</b>	Additionally, one can develop all language skills simultaneously.

**Table 8.** Perceptions of the main advantages of the use of DAT in language education (source: authors)

Besides, there were two comments (Table 9) on the general perception of the intervention which are of uttermost interest for the study.

<b>Participant</b>	<b>Comments</b>
<b>A</b>	Personally, I found this course to be exceedingly engaging and would heartily recommend it to anyone.
<b>F</b>	The course has been a remarkable journey of self-discovery, allowing me to develop skills that I never thought possible. I felt thoroughly motivated by the challenges I faced, especially those that allowed me to channel my creativity. Moreover, it has been an excellent platform for practicing and improving my English language proficiency. Many thanks!

**Table 9.** General perceptions of the use of DAT (source: authors)

In conclusion, the comments provided by participants in Table 9 reflect their overwhelmingly positive perceptions of the DAT intervention. Their expressions of enthusiasm, skill development, and language gains highlight the significant impact of this approach on their learning experiences, emphasising its value both personally and professionally.

#### 4. Conclusions

The case study has tried to put forward the need for pre- and in-service teacher training in DAT methodology. In particular, it reports on the results obtained from six final-year students of the degree in Primary Education at the University of Córdoba, Spain, who undertook a four-month teacher training course that included a B2-level English language course comprising 15 lesson plans that had previously been created and validated by the TRADILEX project. The six participants subsequently produced AD-based lesson plans. In this case study, participants acted as language learners and in-training teachers of English as a Foreign Language, respectively.

The quantitative and qualitative results obtained from the experimental treatment bring attention to the fact that pre-service teachers have improved their English language skills after the experimental treatment. The findings from pre- and post-tests are especially interesting since they show that participants have improved their productive skills followed by receptive skills in the following order: written production, oral production, oral reception and written reception.

Participants also reported a very positive perception on the possible applications of DAT-based tasks in primary education contexts. Interestingly, this study echoed Fernández-Costales's (2014, 2021a, 2021b) findings on the perception of DAT by both teachers and students. However, this study is unique inasmuch as the participants acted as both pre-service primary teachers and English language learners, and their perceptions in both positions were widely positive. This double condition was also presented in Lertola's (2021) study, in which participants acted as language learners and in-training infant educators. Furthermore, the current case study also complements Lertola and Talaván's (2022) study on teacher training and widens it by showing the usefulness of the five main DAT modes for language education. Furthermore, considering the historical context in which it was implemented, pre-service teachers also reckon that this training was particularly appropriate as it provided them with useful resources for remote teaching.

One of the main drawbacks pre-service teachers found was linked to the use of technology. As Huertas and Gómez-Parra (2019) pointed out, the digital gap is narrowly linked to the language gap, and it is important to note that DAT-based tasks often take place in virtual environments. Therefore, also due to the fact that schools are getting more resources to reduce the digital gap, further research on face-to-face contexts should be carried out to explore its effectiveness.

One of the main limitations of this study is the sample size. Therefore, further studies on teacher training are required. More specifically, additional research is needed for pre- and in-service teachers to emulate language learners' experiences in order to improve lesson plan design and piloting. Piloting was not feasible due to time constraints.

To conclude, and despite the limitations of the study, this paper sheds light on the importance of DAT for pre-service teachers by expanding on previous studies. Future research endeavours may delve into new avenues for exploring the impact of DAT on language skill improvement, motivation enhancement, and its effectiveness, especially in primary education settings.

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