

DIDACTIC AUDIOVISUAL TRANSLATION IN ONLINE AND FACE-TO-FACE CLASS ENVIRONMENTS: A COMPARATIVE STUDY

TRADUCCIÓN DIDÁCTICA AUDIOVISUAL EN ENTORNOS PRESENCIAL Y DIGITAL: UN ESTUDIO
COMPARATIVO

LA TRADUCTION AUDIOVISUELLE DIDACTIQUE DANS LES ENVIRONNEMENTS DE CLASSE EN LIGNE
ET EN FACE À FACE : UNE ÉTUDE COMPARATIVE

TRADUÇÃO AUDIOVISUAL DIDÁTICA EM AMBIENTES DE AULA ON-LINE E PRESENCIAL: UM ESTUDO
COMPARATIVO

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ABSTRACT

This article provides further empirical validation of the TRADILEX didactic audiovisual translation methodology across diverse learning frameworks and educational contexts by means of a quantitative and comparative study. The scope was extended to multiple settings across Spain, by targeting a sample of 566 non-native English-speaking participants from eight Spanish higher education institutions, from which 155 completed 15 intermediate-level English lesson plans. The statistical analysis was conducted using SPSS software and an ANOVA test, examining the results based on whether the lesson plans were implemented in face-to-face or online class environments. The results show how the learners' language skills developed under the two modalities using five audiovisual translation methods, thus proving the validity of didactic audiovisual translation in English-as-a-foreign-language teaching and learning. The TRADILEX methodology has proven effective in enhancing overall communicative competence, as evidenced by the findings of this study. Notably, no statistically significant differences were observed between online and face-to-face instructional modalities, suggesting that both environments facilitate successful language learning. These results contribute to the ongoing discourse on pedagogical effectiveness, providing valuable insights that may inform best practices and further empirical investigations in the field of applied linguistics and language education.

Keywords: didactic audiovisual translation (DAT), TRADILEX, online teaching, face-to-face teaching, language skills, English as a foreign language, audiovisual translation

RESUMEN

Este artículo ofrece una nueva validación empírica de la metodología de traducción audiovisual con fines didácticos TRADILEX en diversos entornos de

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instrucción y contextos educativos por medio de un estudio cuantitativo y comparativo. El alcance se extendió a múltiples contextos en toda España, con una muestra inicial de 566 hablantes de inglés no nativos, de los cuales 155 completaron 15 planes de clase para un nivel intermedio de inglés. Para el análisis estadístico se usó el software SPSS y se aplicó un test ANOVA para comparar los resultados dependiendo de si los planes de clase se impartieron de manera presencial o virtual. Los resultados muestran el desarrollo de las habilidades lingüísticas de los estudiantes en las dos modalidades usando cinco métodos de traducción audiovisual, lo que demostró la validez de la traducción audiovisual didáctica en la enseñanza-aprendizaje de inglés como lengua extranjera. Los resultados evidencian la efectividad de la metodología TRADILEX para mejorar la competencia comunicativa general. Se destaca la ausencia de diferencias estadísticas significativas entre las modalidades de instrucción presencial y en línea, lo que indica que ambos entornos facilitan el aprendizaje de la lengua. Estos resultados contribuyen al discurso en construcción sobre la efectividad pedagógica y ofrecen perspectivas valiosas con potencial para configurar mejores prácticas e investigaciones empíricas en el campo de la lingüística aplicada y la educación en lenguas.

Palabras clave: traducción didáctica audiovisual (TAD), TRADILEX, enseñanza virtual, enseñanza presencial, habilidades lingüísticas, inglés como lengua extranjera, traducción audiovisual

RÉSUMÉ

Cet article fournit une nouvelle validation empirique de la méthodologie de traduction audiovisuelle didactique TRADILEX dans une variété d'environnements pédagogiques et de contextes éducatifs par le biais d'une étude quantitative et comparative. Le champ d'application a été étendu à plusieurs contextes en Espagne, avec un échantillon initial de 566 locuteurs non natifs de l'anglais, dont 155 ont complété 15 plans de cours pour un niveau intermédiaire d'anglais. Pour l'analyse statistique, le logiciel SPSS a été utilisé et un test ANOVA a été appliqué pour comparer les résultats au regard des plans de cours dispensés en face à face ou en ligne. Les résultats montrent le développement des compétences linguistiques des étudiants dans les deux modalités en utilisant cinq méthodes de traduction audiovisuelle, ce qui démontre la validité de la traduction audiovisuelle didactique dans l'enseignement-apprentissage de l'anglais en tant que langue étrangère. Les résultats montrent l'efficacité de la méthodologie TRADILEX dans l'amélioration de la compétence communicative générale. L'absence de différences statistiques significatives entre les modes d'enseignement en face à face et en ligne est mise en évidence, ce qui indique que les deux environnements facilitent l'apprentissage des langues. Ces résultats contribuent au discours actuel sur l'efficacité pédagogique et offrent des informations précieuses susceptibles de façonner les meilleures pratiques et la recherche empirique dans le domaine de la linguistique appliquée et de l'enseignement des langues.

Mots clés : traduction didactique audiovisuelle (TAD), TRADILEX, enseignement en ligne, enseignement face à face, compétences linguistiques, anglais langue étrangère, traduction audiovisuelle

RESUMO

Este artigo fornece uma nova validação empírica da metodologia de tradução audiovisual didática TRADILEX em uma variedade de ambientes de instrução e contextos educacionais por meio de um estudo quantitativo e comparativo. O escopo foi estendido a vários contextos em toda a Espanha, com uma amostra inicial de 566 falantes não nativos de inglês, dos quais 155 completaram 15 planos de aula de inglês de nível intermediário. Para a análise estatística, foi utilizado o software SPSS e aplicado um teste ANOVA para comparar os resultados, dependendo de os planos de aula terem sido ministrados presencialmente ou on-line.

Os resultados mostram o desenvolvimento das habilidades linguísticas dos alunos em ambas as modalidades usando cinco métodos de tradução audiovisual, o que demonstrou a validade da tradução audiovisual didática no ensino-aprendizagem de inglês como língua estrangeira. Os resultados mostram a eficácia da metodologia TRADILEX no aprimoramento da competência comunicativa geral. A ausência de diferenças estatísticas significativas entre os modos de instrução presencial e on-line é destacada, indicando que ambos os ambientes facilitam o aprendizado do idioma. Esses resultados contribuem para o discurso em andamento sobre a eficácia pedagógica e oferecem percepções valiosas com potencial para moldar melhores práticas e a pesquisa empírica no campo da linguística aplicada e do ensino de línguas.

Palavras chave: tradução audiovisual didática (TAD), TRADILEX, ensino on-line, ensino presencial, competências linguísticas, inglês como língua estrangeira, tradução audiovisual

Introduction

The potential benefits of audiovisual translation (AVT) in language teaching have led in recent decades to the emergence of didactic audiovisual translation (DAT). This article aims to test, by means of a quantitative and comparative study, the scope and validity of using the DAT methodology designed under the Spanish research project known as TRADILEX for improving language skills in online and face-to-face modalities. The TRADILEX project (Talaván et al., 2023) proposed a methodology based on five AVT modes: subtitling (SUB), voice-over (VO), dubbing (DUB), audio description (AD) and subtitles for the deaf and hard-of-hearing (SDH) to improve the four skills in the teaching and learning of a foreign language. A cohort of five hundred and sixty-six non-native English-speaking participants (N = 566) from eight different Spanish higher education institutions enrolled in this project, which comprised fifteen lesson plans (LPs) at the independent user B1-B2 levels (within the Common European Framework of Reference for Languages—CEFR).

Previous studies have reported on the statistically significant differences that confirm the students' improvement after taking this DAT methodology in the four communicative skills (Couto-Cantero et al., 2022; Fernández-Costales et al., 2023). Likewise, positive qualitative results have been received from students' feedback provided in the final questionnaire (Goñi-Alsúa, 2022; Goñi-Alsúa & Rejas Vicente, 2025; Sánchez-Requena et al., 2022), and the benefits for intercultural competence development have also been noticed by Amor et al. (2023) and Rodríguez-Arancón (2023).

However, to date, no comparative studies have been conducted on online versus face-to-face learning through DAT modes. To address this gap, the researchers focused on analysing the quantitative data obtained from the ITIS and FITIS, as well as from the LPs in both modalities (online and face-to-face) for further comparison. So, the researchers formulated the following research

question: Which of these learning modalities (online learning or face-to-face learning) is better to improve communicative skills when learning languages through DAT? The analysis is split into two distinct sections for an accurate analysis, namely: (a) to establish in which modality (online or face-to-face) more significant improvements can be appreciated, by comparing the initial test of integrated skills (ITIS) with the final test of integrated skills (FITIS), and (b) to show any significant differences between the online and face-to-face learning modalities all along the LPs designed for the five DAT modes (SUB, VO, DUB, AD, and SDH).

Theoretical Framework

Audiovisual (AV) materials have always been appealing to teachers who saw in them an incredibly rich resource (Wagener, 2006). Also, the internet and digital media provide a trove of AV products, covering a wide variety of topics and language combinations (Díaz-Cintas, 2020).

Although AV materials are considered artificial, as they are often written to be read and thereby exhibiting an inherently prefabricated orality (Baños, 2014; Pavesi, 2018), they represent an input as close to reality as possible. Unlike pre-designed texts that concentrate on specific aspects of the language (Gonzalez-Vera, 2022a), AV texts reflect everyday language, without levelling in vocabulary, syntax or language use. They attain the status of real materials, which are the basis for the activities in communicative teaching approaches (Sreehari, 2012).

The use of AVT in combination with AV texts for didactic purposes led to DAT in language teaching, which is defined as “the application of media localisation practices to language education. These practices include AVT modes often subsumed under captioning and revoicing as well as those related to media accessibility practices” (Bolaños-García-Escribano et al., 2024, p. 3). Four chronological stages in the development of DAT are identified (Bolaños-García-Escribano & Navarrete, 2022; Navarrete & Bolaños-García-Escribano, 2022):

The 80s were characterised by the usage of film and video. At this stage, AV materials were used as input in a passive way. The substantial impact of cartoons and films on developing listening receptive skills has been proved in a number of studies (Bowen, 1982; Guichon & McLornan, 2008; Hanley et al., 1995; Lonergan, 1984; Markham et al., 2001; Sempleski, 2003; Vale & Feunteun, 1999).

In the 90s, the potential of active subtitling in EFL was exploited (Díaz-Cintas, 1995, 1997). Subtitling was the first AVT mode to be implemented as a didactic tool in classrooms, and the most researched method. Even though in the 90s students actively used SUB as part of a lesson or as an isolated task, captioning or revoicing clips with the help of editing software, these experiences had positive results and strengthened students' motivation (Talaván, 2019).

The 2000s brought up an extension of the benefits of active subtitling in EFL (Plaza-Lara & Fernandez-Costales, 2022; Sokoli, 2006) to teaching languages for specific purposes. Examples of this are the studies carried out on the use of SUB to develop communication in business (Talaván, 2006), their use in English for specific purposes (ESP) for tourism (Ávila-Cabrera & Corral Esteban, 2021; Bárcena Madera et al., 2014), engineering and architecture (Buil Beltrán, 2018; Gonzalez-Vera, 2021, 2022b), and the military field (Fuentes-Luque & Campbell, 2020).

The mid-2000s until today have witnessed a consolidation of DAT with international projects receiving funding from the European Union and the Spanish government and pre-service teacher training (Vesely et al., 2014) starting to be considered. The project LeviS (Learning Via Subtitling, 2006-2008) laid out the foundations for ClipFlair (Foreign Language Learning Through Interactive Revoicing and Captioning of Clips, 2011-2014) that provided a methodological framework for the use of captioning and revoicing in language learning. This initiative aimed to incorporate these tools as teaching resources rather than as professional

tools (Bobadilla-Pérez & Carballo de Santiago, 2022). Its most salient contribution was the creation of an online platform for both captioning and revoicing ready-to-use tasks but unfortunately "[it] is no longer working on all computer systems, as it has fallen victim to the rapid pace of technological development" (Lertola & Talaván, 2022, p. 135).

The consolidation of DAT has gone hand in hand with the rise of studies using AVT, including modalities other than subtitling. DUB is the second mode from a didactic approach (Talaván & Avila-Cabrera, 2014). A first attempt of combining didactic SUB with didactic DUB was presented by Talaván and Avila-Cabrera (2014) and followed by other scholars like Bolaños-García-Escribano and Díaz-Cintas (2019) or Fernández-Costales (2021). Didactic DUB studies have particularly focussed on the development of speaking skills (Bolaños-García-Escribano & Navarrete, 2022; Sánchez-Requena, 2020; Sánchez-Requena & Frumuselu, 2024; Wati & Rozimela, 2019). Scholars like Kumai (1996), Chiu (2012) and Sánchez-Requena (2016, 2020) have focussed on pronunciation and intonation while Talaván and Costal (2017) and Buil Beltrán (2024) have designed assessment guidelines for speaking skills. Didactic DUB has opened the doors to didactic VO, as both share certain features, but they are still scarce despite the existence of some studies on didactic VO (Lertola & Goñi-Alsúa, 2025; Talaván, 2020; Talaván et al., 2023; Tinedo-Rodríguez, 2023).

Therefore, this field provides some avenues for future research. AVT with audiodescription purposes has also been applied with a didactic aim, with Clouet (2005) being one of the first to propose audiodescription to develop writing skills. As mentioned above, it was initially exploited in a passive way to acquire vocabulary, evolving to active AD with tasks that involved inverse interlinguistic AD (from L2 to L1), intralinguistic AD (images are provided and AD in L2 has to be added), creative and hyper-creative AD (create a video and audio describe it).

This AVT mode has also been combined with didactic DUB (Vermeulen & Escobar-Álvarez, 2021). As Bausells-Espín (2022) points out, experimental studies on AD application have proven that it offers a trove of possibilities for enhancing linguistic competences (Calduch & Talaván, 2018; Ibáñez Moreno & Vermeulen, 2013, 2017), speaking skills (Ibáñez Moreno & Vermeulen, 2015a, 2015b, 2016a, 2016b; Navarrete, 2018; Talaván & Lertola, 2016), integrated or intercultural skills (Ibáñez Moreno & Vermeulen, 2014; Vermeulen & Ibáñez Moreno, 2017), and media literacy (Herrero & Escobar, 2018).

Method

The TRADILEX project¹ was born with the goal of providing a DAT-based methodology as a didactic aid in EFL teaching (Fernandez-Costales et al., 2023; Talaván et al., 2023). TRADILEX follows an action-oriented approach in which participants take on the responsibility for completing tasks involving SUB, DUB, VO, AD and SDH.

Context and Type of Study

The action-research experiment carried out during the academic year 2021-2022 involved undergraduate students from Spanish higher education institutions who followed the TRADILEX methodology in online and/or face-to-face environments for the study of EFL. This quantitative study performs a comparative analysis considering as variables online teaching (hereinafter V1) and face-to-face teaching (hereinafter V2), which were analysed within the framework of the five DAT modalities.

Participants

A total of five hundred and sixty-six students (N=566) registered in the TRADILEX Project,

who gave their consent for their data to be used for research purposes with the guarantee of anonymity, as informed in the initial questionnaire.

All of them were non-native English-speaking participants with a similar English level (B1 and B2, according to the CEFR) from nine different Spanish higher education institutions Universitat Jaume I, Universidad Nacional de Educación a Distancia (UNED), Universidad de Zaragoza, Universidad de Córdoba, Universitat de Lleida, Universidade da Coruña, Universidad de Almería, Universidad de Castilla la Mancha, Universidad Europea de Madrid.

The questionnaire was initially completed by all respondents, most of whom were enrolled in the online modality. Nevertheless, the sample was cut down to one hundred and fifty-five (N = 155 or 24.29% of the initial population) since the study was conducted only with the participants who completed all the activities proposed. From this universe, eighty-seven participants (N = 87) joined the face-to-face modality (30.31% of the face-to-face initial sample) and sixty-eight (N = 68) chose the online version (19.65% of the online total). That means a dropout rate of 75.71% and 72.57% in the online and in the face-to-face modality, respectively. This can be explained for different reasons that will be set forth later. It is worth mentioning the importance of choosing only participants who fully completed all the activities, since we consider that the completion of all the activities was essential to make this research coherent, reliable, and consistent.

Research Instruments

This research adopted the TRADILEX methodological proposal, where participants were prompted to carry out the following tasks (see Table 1): an initial questionnaire, an initial test of integrated skills (Couto-Cantero et al., 2021), 15 LPs corresponding to the five DAT modes mentioned, a final test of integrated skills and a final questionnaire.

1 The acronym stands for audiovisual translation as a didactic resource for learning foreign languages (*TRAducción audiovisual como recurso DIdático en el Aprendizaje de Lenguas eXtranjeras*).

Table 1 Students' Tasks in the TRADILEX Project

Students' Tasks	
Initial questionnaire	
Initial Test of Integrated Skills	Oral reception
	Written reception
	Oral production
	Written production
Module 1: Subtitling	LPS1 → basic
	LPS2 → intermediate
	LPS3 → advanced and creative
Module 2: Voice-over	LPVO1 → basic
	LPVO2 → intermediate
	LPVO3 → advanced and creative
Module 3: Dubbing	LPD1 → basic
	LPD2 → intermediate
	LPD3 → advanced and creative
Module 4: Audiodescription	LPAD1 → basic
	LPAD2 → intermediate
	LPAD3 → advanced
Module 5: Subtitling for the Deaf and Hard-of-Hearing	LPSDH1 → basic
	LPSDH2 → intermediate
	LPSDH3 → advanced
Final Test of Integrated Skills	Oral reception
	Written reception
	Oral production
	Written production
Final Questionnaire	

Notes: LPS: lesson plans for subtitling, LPVO: lesson plans for voice-over; LPD: lesson plans for dubbing; LPAD: lesson plans for audiodescription; LPSDH: lesson plans for subtitling for the deaf and hard of hearing

The study relied on several measuring tools that comprised an initial and final questionnaire for qualitative data, and two tests of integrated skills (ITIS and FITIS) for quantitative data. These tests were accompanied by a rubric that evaluates pronunciation and intonation, vocabulary range, grammar, fluency, general coherence and cohesion, punctuation, and word usage. Additionally, online data collection instruments were employed, consisting of five modules corresponding to the five DAT modes (VO, SUB, DUB, SDH, and AD) with three lesson plans covering each mode. The plans

were also assessed based on lexical accuracy and richness, grammatical precision and reduction, creativity, fluency and speech rate, and synchrony.

Following Talaván (2020) and Talaván et al. (2023), each LP is divided into four phases:

1. Warm-up, consisting of a series of reading, lexical and mediation activities in which vocabulary related to the topic of the LP is presented.
2. "Active viewing": aimed at familiarising with the video (Lertola & Talaván, 2022).
3. Didactic SUB/VO/DUB/AD/SDH: as the main activity, this part encompassed several stages, namely: (a) participants received a comprehensive guide on how to undertake the AVT task; (b) students were provided with detailed instructions on the use of the relevant software; and (c) they worked in the main activity, which involved performing SUB/VO/DUB/AD/SDH on the video using the designated software (Talaván et al., 2023).
4. Post- AVT task: where speaking and writing activities were completed "to make the most of the linguistic content of the video and to complement the previous L2 skills practice" (Talaván, 2020, p. 570). Table 2 presents an example of the different phases and activities included in a DUB LP.

General Procedure

The project was divided into nine phases along three years, from 2021 to 2023. At the same time, each year was divided into three terms for a total nine terms, one term for each of the nine phases. Phase 1 consisted of the launching of the project, the creation of a research group named TRADIT, building a website, and conducting a complete bibliographic review. Phase 2 evolved around the design of the methodological proposal, establishing the general framework of the research, and the selection of the language centres where the intervention was going to be implemented. In phase 3, thirty LPs based on the 5 AVT modalities were designed for levels B1 and B2 according to the CEFRL, and a collaborative network among the participating language centres

Table 2 Sample Lesson Plan on Dubbing for Higher Education

Phase	Activities
Warm-up	Reading task
	Lexical task
	Mediation task
Viewing	Watching the clip (with L2 subtitles). Fill in the gaps exercise with key expressions related to personal introductions
Didactic dubbing	Instructions, guidelines and software reminder
Post- AVT task	Speaking task
	Writing task

Source: Adapted from Talaván et al. (2023, p. 68)

was also launched. Phases 4 and 5 consisted of a research/pre-experimental study. Specific teacher training was delivered to ensure accurate implementation in 2022.

Next, pilot studies were launched in language centres, thereby facilitating data collection. The intervention continued during this second year throughout which the researchers' team kept reporting on the work done. All reporting was compiled and the available data refined, enabling to observe evolution and to keep information updated.

In 2022 the fieldwork in the language centres concluded and data analysis started (phase 6). In 2023, the third and final year of the project, phases 7 to 9 were completed with phase 7 focused on designing an *ad hoc* free platform to host the 30 LPs enabling any language learner to access these resources. This phase also involved an exploratory study to bring other languages into the project, such as Italian, French, and German.

Additionally, during phase 8, the handbook for best practices in DAT was completed, and the 30 LPs were digitalised and uploaded to the new platform. Finally, phase 9 involved a pilot implementation of the new online platform in varied contexts to ensure the replicability of the model. To close the project, a final International Conference on DAT was held in Madrid to disseminate the findings. A timeline of the implementation process can be seen in Table 3.

Materials

This research adopted the TRADILEX methodological framework (see Table 1) which required participants to complete the following instruments: an initial questionnaire, an initial test of integrated skills (ITIS), 15 lesson plans corresponding to the five DAT modes mentioned, a final test of integrated skills (FITIS), and a final questionnaire.

The Google Forms tool was used for gathering information in both face-to-face and online modalities. Also, video editing tools, such as Screencastify, AegiSub, and Lightworks were used to add text to the subtitles, dubbing, etc. in the videos.

All materials were made available on a virtual platform, accessible through students' usernames. The instructors structured the content in a clear and user-friendly manner, incorporating self-designed tutorials that provided detailed explanations of each software program. These tutorials ensured that students had the necessary foundational knowledge and support before engaging in the activities. Additionally, students received automatic feedback upon submitting their responses to each activity. This feedback included the correct answers for multiple-choice and true/false questions, as well as examples of appropriate responses for short-answer questions and the SUB/VO/DUB/AD/SDH activities. The platform also featured two dedicated forums: one for technical questions and another for general questions,

Table 3 Timeline of the TRADILEX Project

	Year 1 (2021)			Year 2 (2022)			Year 3 (2023)		
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9
01. Start-up	x								
02. Design of the proposal		x							
03. Design of tasks and network of centres			x						
04. Quasi-experimental study				x					
05. Implementation of the actual study					x				
06. Completion of the study						x			
07. Design of the platform in English and other languages							x		
08. Launch of the platform and publication of manual								x	
09. Pilot implementation, transference and dissemination of findings									x

Source: Fernández-Costales et al. (2023, p. 24)

with instructors responding within a maximum of 24 hours. While the platform was accessible to both online and face-to-face students, the only difference was that those participating in the face-to-face sessions could pose questions during the exercises and receive immediate responses from the instructor present in the classroom.

Data Collection

For data collection and data analysis the Statistical Package for Social Sciences (SPSS. v.29 IBM Corp., Armonk, NY, USA) was used. Therefore, descriptive analyses were prepared to know the means. The ANOVA test was used to know the level of significance among the differences between the two variables used for the comparative analysis (online learning and face-to-face learning) in the development of the language skills throughout the DAT modes.

Analysis and Discussion

This study expands on the general results of the TRADILEX project presented by Fernández-Costales et al. (2023), exploring its potential

benefits by comparing face-to-face and online modalities when implementing DAT activities taking into account: (a) the communicative skill to be improved and (b) the DAT modality. Moreover, this research goes in line with previous studies (Couto-Cantero et al., 2022; Fernández-Costales et al., 2023) which have reported on the significant differences verifying the students' improvement in the four communicative skills.

ITIS and FITIS Results per Language Skill in Online and Face-to-Face Modalities

According to Fernández-Costales et al. (2023), it can be ascertained a statistically significant improvement of communicative skills. On the other hand, the difference between the online and face-to-face modality regarding ITIS and FITIS is minimal. Table 4 shows the comparison between the mean scores obtained in the two modalities on a 0–10 scale, with means ranging from 7.07 to 9.41

The comparison of the averages between the online and face-to-face modes reveal that the scores are very similar in all cases. The most significant difference

Table 4 Means in ITIS and FITIS

Test	Mean	
	V1 (Online)	V2 (Face-to-Face)
ITIS Listening	8.01	8.37
FITIS Listening	9.06	9.41
ITIS Reading	8.29	8.66
FITIS Reading	9.12	9.20
ITIS Writing	7.76	7.89
FITIS Writing	8.58	8.66
ITIS Speaking	7.16	7.07
FITIS Speaking	8.87	8.51

Table 5 Differences Between ITIS and FITIS per Language Skill

Language Skill	Variable	Mean of Improvement	Improvement	95% Confidence Interval for Mean	
				Lower Bound	Upper Bound
Listening	V1	1.04	10.4%	.70	1.39
	V2	1.05	10.5%	.65	1.44
Reading	V1	.82	8.2%	.44	1.21
	V2	.54	5.4%	.25	.83
Writing	V1	.82	8.2%	.32	1.32
	V2	.77	7.7%	.53	1.01
Speaking	V1	1.71	17.1%	1.34	2.08
	V2	1.43	14.3%	1.08	1.79

V1: face-to-face modality, V2: online modality

is observed in ITIS Reading (online = 8.29; face-to-face = 8.66), while the smallest difference is found in ITIS Speaking (online = 7.16; face-to-face = 7.07).

Likewise, the improvement between the initial test (ITIS) and the final test (FITIS) has been compared. A 95% confidence interval for the mean was applied, and improvements were verified across all skills (see Table 5).

Developments across all skills were observed, with speaking being the highest one (15.5%) and reading the lowest one (6.6%). Meanwhile there was no appreciable difference between online and face-to-face modes, as the means are almost identical for listening (online difference = 1.04; face-to-face difference = 1.05) and writing (online difference = .82; face-to-face difference = .77). However, the differences

in reading (online = .82; face-to-face = .54) and speaking (online = 1.71; face-to-face = 1.43) skills exhibit more pronounced variations between the two modes. The positive results found in the studies of Navarrete (2018) and Talaván & Lertola (2016) on improving oral skills are consistent with those found in this research. However, this analysis shows that these results can be extrapolated to face-to-face and online modalities because there are no significant differences between both.

However, the ANOVA analysis yielded no significant differences between the online and face-to-face variables ($p > .05$), as shown in Table 6.

In other words, the improvement observed in each skill was independent on the variable in the TRADILEX project. As observed, the average scores obtained on the ITIS and FITIS tests (see Table 4),

Table 6 Differences in Language Skills (ANOVA)

Skill	F	Sig.
Listening Difference	.000	.995
Reading Difference	1.431	.233
Writing Difference	.040	.841
Speaking Difference	1.110	.294

F: F-statistic; Sig.: Significance level (p-value).

for both face-to-face and online, were high (7.5 or more out of 10). Therefore—in line with the results presented by Fernández-Costales et al. (2023)—we can conclude that the improvement achieved through this methodology is equally effective in both modalities.

Comparing LPs

Evaluation in lesson plans was conducted using a 0–100 scale, derived exponentially from the 0–10 scale, in order to enhance scoring precision while maintaining the same assessment criteria, and it is found that the minimum average score is 71.47 and the maximum is 91.49, which would correspond to a highly positive average grade (see Table 7). The LPs yielded the highest scores working with DUB (85.28) and AD (84.10), which correspond to the LPs with the greatest emphasis on speaking skills, particularly oral production.

When comparing the average scores obtained from face-to-face students and online students, in all cases, except for LPS1, LPSDH1 and LPSDH2, the highest scores consistently correspond to the group of students in the face-to-face modality (V1). This may be because as these modalities pose more technical complexity, the immediate help provided by the teacher in the face-to-face session was a determining factor.

In addition, to verify the difference significance between the students' scores in the face-to-face and online modalities, an ANOVA analysis was

Table 7 LP Means

Lesson Plan	Variable	N	Mean	N	Total Mean
LPS1	V1	68	83.82	155	75.07
	V2	87	79.30		
LPS2	V1	68	76.35		
	V2	87	76.17		
LPS3	V1	68	66.41	155	78.66
	V2	87	68.36		
LPVO1	V1	68	73.63		
	V2	87	79.57		
LPVO2	V1	68	72.74	155	85.28
	V2	87	83.82		
LPVO3	V1	68	75.34		
	V2	87	86.85		
LPD1	V1	68	78.37	155	84.10
	V2	87	87.84		
LPD2	V1	68	84.93		
	V2	87	91.46		
LPD3	V1	68	78.93	155	75.44
	V2	87	90.09		
LPAD1	V1	68	73.16		
	V2	87	89.71		
LPAD2	V1	68	80.81	155	84.10
	V2	87	90.98		
LPAD3	V1	68	78.43		
	V2	87	91.49		
LPSDH1	V1	68	86.16	155	75.44
	V2	87	76.32		
LPSDH2	V1	68	73.03		
	V2	87	71.47		
LPSDH3	V1	68	72.65	155	75.44
	V2	87	73.02		

LPS1/2/3: First/Second/Third Lesson Plan of Subtitling; LPVO1/2/3: First/Second/Third Lesson Plan of Voice Over; LPD1/2/3: First/Second/Third Lesson Plan of Dubbing; LPAD1/2/3: First/Second/Third Lesson Plan of Audiodescription; LPSDH1/2/3: First/Second/Third Lesson Plan of Subtitling for the Deaf and Hard of Hearing.

carried out (see Table 8). The analysis revealed a statistically significant difference between all the LPs for VO, DUB, AD, and in the first LP for SDH.

Table 8 ANOVA Results Between LPS per Modality

Lesson Plan	F	Sig.
LPS1	2.875	.092
LPS2	.005	.944
LPS3	.530	.468
LPVO1	4.435	.037
LPVO2	20.899	<.001
LPVO3	20.970	<.001
LPD1	18.215	<.001
LPD2	9.862	.002
LPD3	27.061	<.001
LPAD1	66.534	<.001
LPAD2	21.512	<.001
LPAD3	25.828	<.001
LPSDH1	14.847	<.001
LPSDH2	.245	.621
LPSDH3	.021	.884

However, concerning the SUB and SDH lesson plans, the findings suggest that, although improvement is observed, it is not statistically significant ($p = >.05$). This discrepancy between the SUB and SDH modalities and the other modalities was due to participants relying on teachers' guidance during the implementation of the main section of the LPS in the face-to-face modality. Based on that, we can state that teachers are paramount in these types of activities, helping students to familiarise with software and to solve the subsequent technical questions.

To sum up, in a similar project conducted by Couto-Cantero et al. (2023), researchers noted improvements in the students' communicative skills using DAT activities, as assessed by a questionnaire. The study was focused on the online modality and was limited to SDH; however, both Couto-Cantero et al. (2023) and the present research, demonstrates the improvements in communicative skills. The findings revealed the evolution of the learners in language skills across these two contexts and different AVT modes, further supporting the validity of DAT in EFL teaching.

Conclusion

The TRADILEX project involved a comparative quantitative action-research study, in which it was deemed important to compare the results of online and face-to-face students to understand the potential shortcomings of the project in each modality and, consequently, address them. Therefore, based on the statistical significance of the results presented, we can confirm, as a general conclusion, that, firstly, the TRADILEX LPS helped to improve all communication skills; and secondly, that the findings indicate no significant difference between the online and face-to-face modalities, as both demonstrated the ability to learn languages effectively in either setting.

As a suggestion, in the case that learners do not have basic knowledge about using AVT, these authors strongly recommend taking the VO, DUB, and AD LPS in the face-to-face modality, as these are the modalities that require greater difficulty in execution. The comparison of improvements in the online and the face-to-face groups revealed a significant difference in most of the LPS, except the SUB and SDH LPS. The significant differences in the means are related to the fact of the modality used, face-to-face getting better higher statistical mean scores. Consequently, the practical implications of using DAT for learning languages should not be denied for future research, professional development trainers and language policymakers.

Regarding the limitations of this study, it can be ascertained that dropouts were one of the main handicaps. It is true that this research was conducted in a post-pandemic context and coincided with the summer holiday period, a fact that could lead to think that participants were not too much engaged. To solve this, all LPS should be compulsorily completed to be assessed as part of the final mark of the subject. Moreover, we consider that fifteen LPS of different modalities may be excessive, and this could be another reason for the statistical missing data.

Drawing on the process, it is recommended—particularly for future online learning experiences—to design a detailed tutorial that explains how to use video editing tools. Furthermore, incorporating a previous practical activity that allows students to become familiar with the software used in the LPs of the AVT modalities of VO, DUB, and AD could be beneficial. Alternatively, proposing synchronous tutorials led by a teacher would offer real-time guidance to students, ensuring a comprehensive understanding of the software's applications.

The value of this contribution to the field lies in the fact that studies on DAT and projects like TRADILEX could be adapted to the teaching of other languages and applied in different educational contexts. Consequently, TRADILEX LPs can be scaled up to basic levels in primary schools (A1 and A2) and advanced levels in schools of languages for adult learners (C1 and C2). This would allow comparing the results in those cases and thus researchers would be able to see if DAT works better at basic or advanced levels. In addition to this, courses on the DAT methodology designed by TRADILEX could be offered for teachers to learn how to implement and adapt it to their needs.

Finally, the overall findings of this study suggest that the absence of significant differences between the two modalities, and the improvements observed in both cases are highly favourable. This leads us to conclude that this methodology is effective regardless of the modality used. Therefore, the answer to our initial research question is the TRADILEX methodology has a positive impact independently of the modality employed for its implementation.

Conflicts of Interest

The authors declare no conflict of interest.

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