

## Audiovisual translation and media accessibility in language education

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### 1. Situating audiovisual translation and media accessibility for didactic purposes

The uses and applications of audiovisual translation (AVT) and media accessibility (MA) in language teaching date back to the 1980s, when some scholars discussed the benefits observed when using subtitled materials to improve foreign-language skills in the language classroom. There has been growing scholarly interest in the application of AVT in language education since the seminal work of Vanderplank (1988), and much has been published in the last few decades (see Incalcaterra McLoughlin *et al.*, 2018; Lertola, 2019; Manfredi *et al.*, 2023; Talaván *et al.*, 2024, among others). Systematic research on the didactic use of subtitling and dubbing, among other practices, seems to have become considerably more robust lately, with a growing number of comprehensive research designs published in recent years (see Ávila-Cabrera, 2022; Ávila-Cabrera & Corral-Esteban, 2021; Ávila-Cabrera & Rodríguez-Arancón, 2021; Calduch & Talaván, 2018; Fernández-Costales, 2021; Fernández-Costales *et al.*, 2023a; Talaván *et al.*, 2016, among others). Hence, didactic audiovisual translation (DAT) has emerged as a prolific research field within the domains of translation studies, applied linguistics, and education (Talaván, 2020), and the articles included in this volume expect to contribute to its exponential growth.

This special issue focuses on DAT, which is hereby understood 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 MA practices. Scholarly inquiry on the AVT modes that can be applied to language education has been led by teachers and researchers in the last three decades, thereby leading to a substantial body of research. Intra- and interlingual subtitling and dubbing (including voiceover) have traditionally received significant attention from scholars, but MA practices – such as audio description (AD) for blind and partially sighted audiences and subtitling for deaf and hard of hearing persons (SDH) – have also been on the rise in recent years (e.g., Bolaños García-Escribano & Ogea-Pozo, 2023; Ibáñez & Escobar, 2021; Ibáñez & Vermeulen, 2015; Navarrete, 2018; Talaván, 2019a, among others).

Often neglected in applied linguistics and education sciences, the examination of DAT in educational settings clearly deserves further attention from the scientific community as well as language teachers and practitioners. Research findings have previously established that employing media localisation practices such as subtitling and dubbing can have an impact on language learning (Fernández-Costales *et al.*, 2023a; Talaván, 2020), not least because the

use of DAT activities arguably allows for a holistic enhancement of language competence in general, and mediation, production and reception skills in particular.

There are three reasons why further DAT research is needed in language education settings:

- it advances our understanding of theoretical models and provides evidence of how (pedagogical) translation and mediation can impact language learning positively (see Navarrete in this issue);
- it provides new insights into not only language education in general but also translation and interpreting curricula in particular. As suggested by Cruz-García in this issue, translator training programmes normally include dedicated foreign-language modules that enable would-be linguists to further hone their production and reception skills in preparation for specialist training. DAT can prove helpful in said training environments, thus advancing under-used research designs and techniques in translator and interpreter training settings; and
- it situates language learning and teaching as a socially relevant area (see Tinedo-Rodríguez & Lertola and Plaza-Lara & Bobadilla-Pérez in this issue), enriching the existing scholarship via empiricism and thereby creating future research avenues in both language education and translation and interpreting studies.

## **2. Current research trends in didactic audiovisual translation and media accessibility included in this special issue**

DAT methodologies are innovative and offer promising results when it comes to implementing research-led language teaching. By combining the latest research with classroom practice, DAT studies have strived to provide scholars, teachers and learners with an ever-growing body of research over the last twenty years or so. The existing scholarship has endeavoured to provide empirical evidence to prove the validity and potential benefits of using AVT and MA practices as didactic resources in language education environments (Lertola, 2019; Talaván, 2020). The present special issue draws on the existing literature in an attempt to further support this fact by showcasing the latest DAT research. The studies compiled in this volume are informed by classroom practice and constitute a way forward to underpinning the applicability of DAT in language education. As suggested by Buil-Beltrán in this issue, the current rise of DAT studies coincides with a period in which language instructors are keen to incorporate active revoicing and subtitling tasks into the language classroom. There is a sizable DAT-specific body of research that has endeavoured to prove how active media localisation tasks can be beneficial for the honing of reception and production skills. In a similar vein, the articles included in this special issue offer innovative ways in which DAT can be implemented in diverse language education contexts.

### **2.1. Captioning and dubbing**

Much research has stemmed from pioneering works on learning languages with audiovisual programmes, including those by Díaz-Cintas (1995), Price (1983) and Vanderplank (1988). The first explorations of how to use captioning – hereby understood as any form of inter- and intralingual subtitling – and dubbing in language learning settings visibly attached great importance to instances of interlingual transfer (i.e., translation) as well as intralingual rendering (i.e., transcription). Until the turn of the century, authentic examples were often taken from localised films and series to be used for language learning purposes, but hardly ever did students produce their scripts or subtitles using dedicated AVT software. The increasing importance of specialist AVT and MA training in translator and interpreter education in the last three decades or so (see Bolaños García-Escribano *et al.*, 2021) coincided with an ever-more

sizable number of publications on the uses of captions in the classroom as well as a progressive application of active subtitling and revoicing practice in language learning.

In the first article of this special issue, authored by Cruz-García and entitled “Learning specialised vocabulary through reverse subtitling in the context of translation and interpreting training”, the author reports on a didactic subtitling experience undertaken with 22 translation and interpreting trainees. The participants had no experience in either AVT or prose translation and were enrolled on a language module that focused on scientific and technical English. They completed a two-lesson project consisting of the Spanish-to-English subtitling of a documentary on nanotechnology. The author places particular attention to the nature of language learning within translation and interpreting programmes inasmuch as would-be linguists are expected to master both their native and foreign languages in specialised contexts. Therefore, she argues that the use of highly specialised documentaries for didactic subtitling activities has a twofold advantage since it exposes students to both AVT practices and specialised content. The questionnaire responses provided evidence that students perceive DAT tasks to be both enjoyable and useful for learning not only vocabulary and grammar but also translation techniques.

The article authored by Buil-Beltrán (“How to sell your product: A lesson plan on dubbing to foster students’ communicative skills”), constitutes a novel approach to the teaching of English for specific purposes (ESP) using didactic dubbing. Following a mixed-methods approach, the author conducted an experiment with 97 participants, who were allocated to an experimental and a control group, with the aim of ascertaining whether using didactic dubbing in the ESP classroom contributed to a better enhancement of oral production skills. Among her results is the fact that DAT activities are, at least, as effective as other exercises and techniques to work on speaking skills. She argues that further research efforts are required to ascertain how DAT can be used in ESP settings successfully; in particular, scholars ought to seek a better understanding of the role played by motivation and anxiety when it comes to fostering oral production skills.

## **2.2. Fansubbing and fundubbing**

The creation of subtitles and dubs by fans is an area of research that has traditionally attracted much attention in the AVT scholarly community (see Baños, 2019; Orrego-Carmona & Lee, 2017; Pérez-González, 2007, 2012; Vázquez-Calvo *et al.*, 2019, among others). Because of their very nature, amateur translations are often freely available on the internet and thus have the potential to be used by language learners. The use of fansubs, for instance, was explored by Bolaños García-Escribano (2017) with other scholars following suit (e.g., Beseghi, 2021), whereas studies on practices such as fun- and fundubbing are scarcer and often capitalise on prompting students to create or dub their own videos (e.g., Burston, 2005; Zhang, 2016), a methodology also replicated by scholars looking at creativity in language learning (see Talaván 2019a). In a similar vein, the article authored by Qiu (“The language learners’ reception of fansubs and raw machine-translated subtitles: a pilot study”) adds to the existing literature by investigating how learners of Chinese as a foreign language respond to and interact with fansubs and raw machine-translated subtitles, evaluating their effectiveness in facilitating vocabulary acquisition. In this study, 16 English-speaking participants, with varying levels of proficiency in Chinese, were asked to watch a nine-minute segment from a Chinese period drama. The research incorporated screen recordings, think-aloud protocols, vocabulary pre- and post-tests, and interviews. The findings demonstrate that the combined use of both fansubs and automatic subtitles had a positive impact on vocabulary learning, irrespective of the learners’ proficiency levels. Participants frequently underestimated the accuracy of machine

translation and linked incorrect subtitles to automated translation output, emphasising the need for heightened machine translation literacy. The study underscores the significance of learners' motivation and genuine interest in effective language acquisition and contributes to the ongoing discourse on the utility of subtitles in language learning, potentially expanding the array of learning resources available to learners and enhancing their overall learning outcomes. The article by Azurmendi Sánchez and Tamayo ("The impact of fundubbing on the attitude towards the learning of Basque in primary education: A case study") discusses the application of fundubbing to primary education and focuses on the enhancement of Basque as a minority language in Spain. Their study aims at analysing whether attitudes towards the learning of Basque can be improved with DAT. For this purpose, fundubbing was used in a public school where students are taught in Basque (Spanish and other modern foreign languages are offered as independent subjects). The students had a good understanding of the language (although levels varied among them). The participants (N=45) were 6<sup>th</sup>-grade primary students (11–12 years old), who were divided into an experimental group (n=22) and a control group (n=23). Pre-test and post-test questionnaires offered qualitative data that allowed Azurmendi Sánchez and Tamayo to shed light on the use of Basque by those students. The experimental group carried out a fundubbing project, whereas the control group did not participate in the project and continued with regular Basque language lessons. Additionally, data about the opinions on the process and results of the project were gathered and analysed in the experimental group after the project was concluded. The results demonstrate that students developed a more positive attitude towards Basque after experimenting with fundubbing in the language classroom, and are in line with previous literature that reports on the use of DAT which led to improved results in various areas, such as written competence, motivation or learner independence (e.g., Ávila-Cabrera, 2022; Fernández-Costales, 2021; Nicora, 2022; Talaván, 2019b). Therefore, this innovative case study (it is the first one conducted in DAT regarding Basque and primary education), which analyses the effect on the attitudes towards a minority language when using a fundubbing project, should be taken as a point of departure for future related research which could extend the focus to other DAT modes, minority languages, and educational levels.

### **2.3. Media accessibility: audio description and respeaking**

A quick glance at the literature reveals that MA is a well-established area of research both in translation and accessibility studies (Greco, 2018), with some scholars pointing to a certain independence from its sister discipline AVT (Romero-Fresco, 2018; Greco & Jankowska, 2019). The sizable number of publications on accessibility practices such as AD and SDH – though also sign language interpreting and respeaking as well as accessible filmmaking – is telling of how healthy this discipline is. As explained above and as can be derived from the articles detailed in this section, there is a considerable body of literature on the potential of MA practices, particularly AD and SDH, in language education settings.

Navarrete's article ("Converting semiotic signs into a linguistic code: Implications for language learners' oral skills") presents an experimental study that explores the potential of active AD in enhancing learners' oral skills. The author utilises quantitative data to illustrate the positive impact of didactic AD in a study carried out with a sample composed of 81 undergraduate students of Spanish as a foreign language at a British university. Over a ten-week period, participants engaged in collaborative AD tasks, and Navarrete employed several data collection tools such as pre- and post-questionnaires, alongside pre- and post-tests based on recorded spontaneous conversations, as well as observation notes and tailor-made rubrics. To ensure data triangulation and reliability, two observers reviewed data collection instruments, and

three external evaluators assessed the enhancement of oral skills in learners' pre- and post-tests. Notably, improvements were most significant in intonation, speed, and stress, while the reduction of prolonged pauses exhibited minimal progress, ranking the lowest among all evaluated features. Navarrete's results reinforce previous findings (e.g., Navarrete, 2018) on the potential of didactic AD to effectively contribute to the fostering of oral proficiency in spontaneous speech.

The article authored by Bausells ("Audio description and pronominal verb production in students of Spanish. An analysis of unexpected linguistic outputs") provides an exploratory analysis of the results from an experiment investigating the value of didactic AD, as opposed to interlingual translation, to promote pronominal verb (PNV) production in learners of Spanish as a foreign language. The pre-experimental design was embedded in a compulsory second-year Spanish language course at undergraduate level (B2 level, CEFR), with 95 participants being divided into two experimental groups. Two tasks were proposed to each group in a different order: whereas one started with an AD task and ended with an interlingual translation task, the other undertook those tasks in the opposite order. The production differences performed by the students in their AD tasks were explored quantitatively and qualitatively by task type, task order, and PNV type. Framed within an integrated form-focus instruction (IFFI) context, where learners are engaged in tasks where they must produce structure-rich, communicatively meaningful texts, the potential of didactic AD for PNV acquisition is confirmed. However, results suggest that interlingual translation is more effective for PNV production, although certain trends reveal that completing the AD first may enhance PNV frequency and correctness in a later task. Interestingly, the presence of 'unexpected' PNVs challenges previous findings regarding students' tendency towards pronominal omission or overgeneralisation, and raises questions about what originates students' awareness of pronominality requirements and whether visual-linguistic connections promote awareness. The author concludes that maximising the cognitive and the communicative dimensions of didactic AD could help stimulate learners' metalinguistic and pragmalinguistic awareness, and so provide meaningful communication-based tasks that could facilitate the acquisition and production of complex grammatical structures, such as Spanish PNV.

The case study presented by Bartolini and Maldina in the article entitled "The implementation of museum audio description in foreign language education: A pilot study" constitutes a much-needed attempt to embed didactic museum AD in the language classroom. The authors report on a teaching experience in which 40 advanced-level English-language students (including a visually impaired person) and two language instructors engaged with published AD scripts and audio tracks of artworks. The students produced their own scripts and delivered them in class. The authors identified a tangible development of soft skills, such as empathy, that enhanced not only students' language skills but also their sense of citizenship, critical thinking, and analytical and observational skills. To gauge the perception of both students and language instructors, the authors perused the students' AD scripts and utilised a variety of data-gathering methods including in-class observation, questionnaires and interviews. The results, which are overwhelmingly positive, showcase the potential that museum AD activities have for the fostering of reception and production skills (with an emphasis on vocabulary building) alongside transversal skills. Perhaps more importantly, the authors offer a series of recommendations for those who wish to incorporate museum AD into their language teaching. Because of its very nature as a form of live subtitling (employing speech recognition), respeaking has an untapped potential for language learning. Similarly to interpreter training, a respeaker requires solid reception (listening) and production (speaking and writing) skills. Hence, Belenguer's article ("The role of accessibility in language teaching: respeaking in the



FL classroom”) constitutes a necessary contribution to this under-explored area of study. The article provides an overview of the use of respeaking in language education, by describing the concept of accessibility applied to classroom practice through shadowing and intralingual subtitling in order to help the reader understand the potential of respeaking as a pedagogical tool. The author provides a thorough methodological proposal, with a proposal for specific procedures and related assessment for didactic respeaking, as well as sample guidelines for students and examples of possible respeaking tasks. Although no specific data are provided, the proposal for implementation is solid and replicable, and it constitutes a relevant preliminary approach for the didactic implementation of this MA mode in language education.

#### 2.4. Transmedia approaches

As multimedia products (e.g., films and series) are often intertextually linked to other creative products (e.g., literature), adaptations in general, and transmediation in particular, have attracted much scholarly interest in recent years (see Herrero, 2019). Transmedia studies serve as an invaluable catalyst for the augmentation of translation and mediation methodologies within the confines of the language classroom. As exemplified by Herrero and Vanderschelden (2019), there are relevant scholarly explorations of the role played by film and media (including adaptations) in language learning environments. Transmedia methods provide language learners with a cognitive apparatus to identify the nuanced narratives and interconnections of film and media products and literature, as well as other multimodal products such as graphic novels. Hence, innovative transmedia exercises encapsulate the multifaceted nature of transmediality by using multimedia and literary adaptations in language teaching scenarios. Díaz-Alarcón’s article (“Literary translator training through audiovisual adaptations of children’s albums”) presents a didactic case study, conducted in a French-to-Spanish literary translation module, that focuses on the translation of children’s albums. The study had two main objectives: first, the translation of children’s literature with a strong emphasis on linguistic and cultural subtleties, and, secondly, the adaption of the translations into a videobook format. In Díaz-Alarcón’s study, 49 participants (41 local and 8 Erasmus students) undertook a pedagogical exercise over the course of two weeks. During this exercise, they translated the children’s book *La Petite Casserole d’Anatole* from French to Spanish (Stage 1) and created a video with their own Spanish voiceovers (Stage 2). Following these activities, participants completed an online survey in which they shared their perceptions of the case study and its impact on their translation skills. Given the multimodal and transmedial nature of this learning experience, students then subtitled a French short film derived from the same literary source (Stage 3). The author thoroughly examines the characteristics of three products: children’s albums, videobooks, and short films. She discusses the intricacies of translation briefs and provides an in-depth analysis of the methods and materials used throughout the experiment, emphasising the pedagogical benefits of translating multimodal literary products. According to Díaz-Alarcón, this multifaceted approach not only enhances both passive and active bilingual language skills but also promotes cultural and digital literacy among students.

Igareda, in “Didactic transmedia storytelling: The case of *Josep* and the teaching of Catalan”, analyses how Aurel’s film *Josep* (2020) can be used in the Catalan-language classroom. *Josep* is a biographical movie inspired by the life of the Catalan communist artist Josep Bartolí, whose own illustrations were used in both the film and the subsequent graphic novel (also by French editorial cartoonist Aurel). Igareda’s case study is intriguing for two main reasons: first, she uses a multilingual animated film (Catalan, English, French, Spanish), and, secondly, she capitalises on the opportunities transmedia approaches create to emphasise and foster multilingualism skills. Igareda draws on the works of Ayonghe (2009), Incalcaterra McLoughlin

(2018), Kothari *et al.* (2004) and Kruger *et al.* (2007) to underline the potential of subtitles to promote not only bilingualism but also multilingualism. In diverse linguistic landscapes – such as the one in Catalonia –, where multilingualism and language convergence are widespread, flexible multilingual practices – e.g., code-switching – are the norm rather than the exception. The study of multilingual films and their translation into multiple languages highlights the complexity of this process and emphasises the importance of translators being aware of linguistic variations and their cultural, social, and political significance. The author further highlights that the transmedia component is reinforced by the fact that the graphic novel and the film, which were released concurrently, can be used in the classroom to expose students to different types of multimodal materials. These two distinct formats (i.e., audiovisual and visual-textual) provide comprehensive material to work on not only language competences but also on cultural awareness and historical knowledge. The scenarios offered by these materials are highly appealing and motivating for learners. This proposal seeks to contribute to the field by presenting the didactic potential of AVT (interlingual subtitling and dubbing) as a mediation tool in language teaching and the learning of Catalan. It does so by incorporating activities derived from the film and the graphic novel into various teaching and learning scenarios.

## 2.5. Training the trainers

Due to the increasing interest in DAT shown by teachers and learners of various educational contexts, especially in higher education, but also in primary and secondary schools, DAT teacher training deserves further attention and research. It is paramount to train teachers to apply these innovative approaches, once it has been confirmed through solid research during the last two decades that DAT is a field in urgent need of research, experimentation and description as well as guidelines for more systematic practice.

The article authored by Tinedo-Rodríguez and Lertola (“Training pre-service primary education teachers in didactic audiovisual translation: a case study”), reports on a small-scale experiment involving the use of DAT with six primary education teachers-to-be. The participants were exposed to a DAT sequence of 15 lesson plans and were then prompted to create their own teaching materials. This twofold condition allowed participants to experience DAT methodologies as both learners and instructors. Following a mixed-methods approach, the authors analyse the results obtained from the pre- and post-tests, which ultimately attest to the improvement of reception and production skills. They combine quantitative and qualitative data to examine the participants’ perception of their own progress; interestingly, the empirical results indicate that the results were slightly better than the authors initially thought. This work suggests that DAT can be effective for LE purposes in primary education, although further research is needed with larger sample sizes in the future to generalise these results.

In their article entitled “Finding spaces for improvement in the didactic use of audiovisual translation in the EFL classroom: the case of the TRADILEX project”, Plaza-Lara and Bobadilla-Pérez report on empirical evidence obtained from students and teachers following the implementation of a three-year project. The authors examine relevant dropout rates at several language centres while looking for internal and external factors, both positive and negative, that had an impact on engagement and participation. Using a SWOT (strengths, weaknesses, opportunities and threats) analysis via different collection instruments, the authors analyse data obtained from 44 students’ questionnaires, 30 teachers’ questionnaires and 6 semi-structured students’ interviews. They identified both (lack of familiarity with) technology and (insufficient) teacher training to be the two commonest internal weaknesses. To improve future implementation, they propose more instances of tailor-made training for both teachers and students (e.g., using the relevant revoicing and subtitling editors) and devise alternative

DAT activities without software. The external weaknesses mainly stemmed from the ways in which the sequences were introduced; for instance, whether language instructors made sequences compulsory and whether students were motivated enough to complete them. Additionally, some teachers had not completed the recommended DAT training course and did not monitor progress adequately. To address these issues, the authors put forward several solutions: enhancing extrinsic motivation for both teachers and students, acknowledging the role of former students, and turning DAT sequences into forms of summative assessment. Apart from the factors that contributed to dropout rates, the authors also discuss the strengths and opportunities observed at the language centres. These were consistent with the conclusions of previous research studies derived from the TRADILEX project (such as Plaza-Lara and Fernández-Costales, 2022, Plaza-Lara and Gonzalo Llera, 2022, or Couto-Cantero *et al.*, 2022). Plaza-Lara and Bobadilla-Pérez conclude that DAT not only promotes language competence development but also facilitates the honing of digital and mediation skills, intercultural awareness, and independent learning.

### 3. Concluding remarks: What next?

DAT has traditionally been associated with translator and interpreter training and modern foreign language education. As seen in the literature, researchers have consistently emphasised the benefits of using AVT and MA practices in the language classroom, arguing that, when used effectively, revoicing and subtitling activities contribute to the honing of communicative skills (i.e., production and reception). Scholars have also demonstrated that vocabulary acquisition, intercultural awareness, and motivation can also be enhanced by employing DAT. Despite the fact that the existing research has provided substantial evidence of the beneficial effects of the pedagogical application of AVT in language education, there is still room for further exploration, and there are areas and practices that have not been sufficiently examined yet.

At the time of writing, there are virtually no accounts of the long-term impact of DAT practices, so longitudinal studies would be a welcome addition. Additionally, there is an urgent need for mixed-methods research designs that combine quantitative and qualitative data (see Bausells Espín, Navarrete, and Qiu in this issue). Such research studies would contribute to ensuring DAT methodologies are robust and empirically sustainable. There are other areas that have been overlooked and are therefore in need of further attention, such as respeaking, a highly technical practice that requires solid production and reception skills that resemble those needed by professional interpreters (see Belenguer). As demonstrated by Díaz-Alarcón and Igareda, combining literature with film and media in the language classroom has great potential that is currently being untapped by transmedia studies. These can be quite effective when it comes to minority languages, such as Catalan (see Igareda), though more traditional DAT practices such as dubbing can also be very helpful in this context (see Azurmendi and Tamayo). Although there are studies on fluency, such as Navarrete (2018) and Sánchez-Requena (2018), phonetics and intonation continue to be oral production elements that are worthy of further scholarly inquiry (Baeyens, 2023). A similar argument could be made for less studied AVT modes, such as videogame localisation (Calvo-Ferrer, 2023) or respeaking (see Belenguer), which are still under-explored in language learning education. Other areas are the use of didactic MA with visually or hearing-impaired language learners, which seems to have great potential (Hornero-Corisco & González-Vera, 2019), the possibilities of DAT adaptation to vertical videos produced by the learners themselves via social media video sharing, or applications to other less related areas, such as psychology or health, where DAT may be used in therapy (Fernández-Costales *et al.*, 2023b).



Additionally, DAT can be used in primary and secondary education. The limited number of studies in these areas have provided empirical evidence that supports the potential of subtitling and dubbing as teaching resources in English language learning for children (Fernández-Costales, 2021), but further attention should also be given to bilingual education. The acquisition of content through an additional language has significantly expanded through Content and Language Integrated Learning (CLIL) in primary and secondary education schools as well as through English-Medium Instruction (EMI) programmes in higher education. In CLIL, students learn non-linguistic areas (or content subjects) through an additional language (i.e., any language which is not the L1 of the students), aiming to promote linguistic, cognitive and cultural dimensions (see Coyle *et al.*, 2010; Cenoz *et al.*, 2014; Banegas *et al.*, 2020; Fernández-Costales, 2023, among others). EMI is a rather recent trend in most non-Anglophone countries, referring to programmes that are entirely taught in English in higher education. By offering undergraduate and postgraduate programmes in English, tertiary education institutions aim to internationalise their academic offer and attract foreign students while acquiring greater recognition in higher education rankings (see Doiz *et al.*, 2013; Wächter & Maiworm, 2014; Dafouz & Smit, 2020, among others). In this context, DAT-focused teacher training (see Tinedo-Rodríguez and Lertola) is key to enabling further advancements in our discipline (Navarrete, 2023). Showing language instructors how to design and implement tasks is of utmost importance, especially for highly technical activities involving the localisation of audiovisual content. When integrating video materials in language education contexts, many instructors – particularly from primary and secondary education, though also sometimes in higher education – may not be familiar with DAT practices, not least professional AVT or MA (see and Plaza-Lara and Bobadilla-Pérez). DAT teacher training ought to expose instructors to the foundations of AVT modes (i.e., how to caption and dub a video) and provide technical guidance on and assistance in creating DAT tasks that are pedagogically sound and appropriate for language learning purposes. Teacher trainers should be provided with sample units and lesson plans so as to guarantee that DAT methods are replicated or adapted adequately.

In this special issue, we as editors set out to demonstrate that DAT constitutes a burgeoning field of interdisciplinary research. The works included herein showcase how DAT can be effectively integrated into modern (foreign) language education paradigms while suggesting how unlimited its potential can be within the domains of translation studies, applied linguistics, and (language) education. These works are a clear indicator of the benefits of DAT practices in language education in general, and students' academic experience in particular. Looking ahead, we expect to see alternative forms of DAT (including less traditional media localisation practices) as well as a greater availability of teacher training courses and ad-hoc learning technologies that allow learners to localise audiovisual content in pedagogically sound environments.

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