

## Didactic Audiovisual Translation (DAT): A Systematic Review

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### Abstract

Didactic audiovisual translation – or DAT – is a flourishing research field within audiovisual translation (AVT). Publications in this area have surged since the 2010s, and the interdisciplinary nature of the field has been enhanced through collaborative efforts among researchers in translation studies, applied linguistics, and education. Over the past two decades, research on DAT has provided empirical evidence demonstrating how AVT as a didactic resource facilitates vocabulary acquisition, fosters intercultural competence, improves oral and written comprehension and production, and promotes overall communicative competence in L2 learning. Beyond linguistic advantages, DAT has been shown to have a positive impact on various educational facets. This study aims to take stock of the field by offering a systematic analysis of research papers published between 2013 and 2023. Our review analyzes 49 scientific articles published in indexed journals and offers empirical results covering diverse research foci, aiming to examine potentialities and lacunas in the field, as well as the most prominent topics covered so far and prospective avenues of inquiry.

**Key words:** didactic audiovisual translation (DAT), audiovisual translation (AVT), systematic review.

**Citation:** Talaván, N., & Fernández-Costales, A. (2026). Didactic Audiovisual Translation (DAT): A Systematic Review. *Journal of Audiovisual Translation*, 9(1), 1–31.

<https://doi.org/10.47476/jat.v8i1.2025.322>

**Editor(s):** P. Romero Fresco

**Received:** April 6, 2024

**Accepted:** April 2, 2025

**Published:** January 6, 2026

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## Introduction

Didactic audiovisual translation (DAT) refers to the use of audiovisual translation (AVT) modes, that is, subtitling, dubbing, subtitling for the deaf and hard of hearing (SDH), audio description (AD), and voice-over, as pedagogical resources in language education (LE). In other words, DAT is centered on designing, developing, and implementing teaching tasks in which learners apply diverse strategies in subtitling or revoicing a video segment, utilizing available technology (Talaván et al., 2023). The term didactic AVT or DAT was coined by Talaván (2020) and has been increasingly used in publications during the past five years; although DAT is now considered a widely recognized term, it does not appear frequently in the publications included in this review, given the time span covered.

DAT in language education represents an interdisciplinary field that combines translation studies, applied linguistics, and educational sciences. Notably, DAT research has yielded promising outcomes in enhancing the communicative abilities of students at primary, secondary, and higher education levels – see, for instance, Ávila-Cabrera and Rodríguez-Arancón (2021), Bausells-Espín (2022), Beltramello and Nicora (2021), Bolaños-García-Escribano and Navarrete (2022), and Soler Pardo (2020).

Over the past two decades, research in this field has provided empirical evidence that demonstrates how DAT facilitates vocabulary acquisition (Lertola, 2019b), fosters intercultural competence (Borghetti & Lertola, 2014), improves oral comprehension and production (Fuentes-Luque & Campbell, 2020; Navarrete, 2020; Sánchez-Requena, 2018; Talaván, 2010), enhances written skills (Ávila-Cabrera, 2021; Ibáñez-Moreno & Escobar-Álvarez, 2021; Talaván et al., 2017) and promotes overall communicative competence in L2 learning (Fernández-Costales et al., 2023). Beyond linguistic advantages, the utilization of DAT has been shown to have a positive impact on various educational facets. It promotes creativity (Ávila-Cabrera, 2022; Talaván, 2019a), encourages classroom interaction and motivation (Alonso-Pérez, 2019; Beseghi, 2018), activates pre-existing knowledge, engages higher and lower-order cognitive abilities, and encourages the use of both the native language and the target language in the classroom (Baños et al., 2021; Pintado Gutiérrez & Torralba, 2022).

DAT has flourished as a fruitful field with numerous possibilities and research avenues within translation studies, applied linguistics, education, and pedagogy. While publications in the area have grown in complexity and scientific rigor, the field demands a thorough analysis to assess the possible strengths and shortcomings of the existing corpus of research. Despite the consolidation of DAT as an academic field, its relative youth has resulted in limited efforts to assess its evolution, research trends, and key challenges. To date, only three studies have thoroughly examined the progress of DAT: Lertola's (2019a) analysis of didactic audiovisual translation (AVT) identified studies devoted to the pedagogical application of the various captioning and revoicing practices since 2000; Correa Larios (2022) conducted a review of the utilization of subtitling as an instructional tool in university settings between 2016 and 2021; and Qiuyao et al. (2024) have recently undertaken a systematic

review examining students' perceptions of didactic dubbing for oral skills enhancement from 2017 to 2023.

Our study presents the results of a systematic review of DAT as a whole in the last decade (2013–2023), and it aims to examine potentialities and lacunas in the field, as well as the most prominent topics covered so far and prospective avenues of inquiry.

## **1. The Current Study**

The current systematic review is intended to investigate how DAT has developed as a field of study by reviewing scientific articles published between 2013 and 2023 and to present a comprehensive and analytical overview of research on the pedagogical possibilities of AVT in LE.

### **1.1. Systematic Review Process**

In the present contribution to the existing corpus of DAT research, the following inquiries are addressed: (1) What are the main topics analyzed in DAT research? (2) Which AVT modes have received the most attention? (3) What are the future research directions in the field of DAT?

From a methodological perspective, the analysis adhered to the principles outlined by Macaro et al. (2018, p. 40) regarding systematic review processes, which include the following characteristics:

- It was performed by two reviewers.
- An initial protocol was developed outlining the procedure for conducting the review. This protocol was followed by both reviewers, who examined the abstract of each paper, analyzing the objectives, sample, research methods, and conclusions to determine whether it should be included in the systematic review.
- It has only included journal articles reporting empirical research (quantitative, qualitative, or mixed) investigating DAT.
- The collaboration between the two reviewers has endeavored to reduce bias as much as possible.

### **1.2. Search Strategies and Review Protocol**

The current review critically assesses the development of DAT as an academic field within AVT and language pedagogy. Hence, several search strategies were employed when compiling the corpus of the review, which was iteratively refined through an assessment of retrieved abstracts involving the incorporation or removal of different search terms. To compile the studies under review, three databases were used: Web of Science (Journal Citation Reports), Scopus, and Google Scholar. Since

the search was focused on studies analyzing the didactic possibilities of AVT in language teaching/learning, the key terms employed were: “Didactic audiovisual translation”, “DAT”, “didactic subtitling”, “didactic dubbing”, “didactic audio description”, “didactic voice-over”, “didactic SDH”, “didactic AVT”, and “AVT and language learning/teaching/education”.

Initially, 190 relevant items that exclusively dealt with DAT were identified, and the following stepwise procedure was executed: (1) the two reviewers meticulously scrutinized the titles and abstracts of each study; (2) the researchers identified the primary themes within the literature and reached a consensus on selection criteria; and (3) finally, the selected studies (49) were comprehensively reviewed, and their main findings were summarized.

As mentioned above, the period for the present analysis of research on DAT was set between 2013 and 2023 (both included), and only studies indexed in the three databases checked were incorporated. The selection criteria for the corpus included: (1) scientific papers involving quantitative, qualitative and mixed-research designs exclusively, (2) published in indexed peer-reviewed journals, and (3) written in English and Spanish (as the eligible languages<sup>1</sup>, with no geographical restrictions). Hence, monographs, book chapters, PhD theses, conference proceedings, and descriptive and theoretical papers were discarded. This type of inclusion/exclusion criterion is always required as a filter for the completion of a well-defined systematic review, particularly when the number of publications encountered is unmanageable. Consequently, the decision filters the review towards a corpus of publications that offers well-founded advances and innovative approaches accompanied by related data to support the various methodological proposals. This does not mean that the chapters or PhD theses encountered do not offer good-quality studies but rather that the filter agreed upon in the present review is the one established above, considering that it would offer the most representative and manageable sample for the main goal of the current review. It should be noted that studies investigating translator training have not been considered, as the current research focuses on the use of DAT in LE. The final papers analyzed are classified in Table 1 according to the main topic researched.

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<sup>1</sup> DAT as an area of research has developed mainly in Europe and most papers have been written in English. In addition to English as a lingua franca/language for scientific communication, it was determined to incorporate articles in Spanish to expand the sample and also considering that substantial research has been conducted by researchers utilizing this language for communication.

**Table 1.***Number of Papers Analyzed According to the Focus of the Study*

Focus of the Study	Papers
Subtitling	12
Subtitling for the deaf and hard of hearing (SDH)	4
Dubbing	9
Audio description	7
Mixed studies (several modes)	13
Teacher training	4
Total	49

*Source:* Authors' own elaboration.

## 2. Findings

The most significant findings are described below and summarized in Appendix 1. The studies are presented in chronological order and according to the main research focus covered in these publications, namely: subtitling, SDH, dubbing, and AD, as well as mixed studies involving more than one mode and papers dealing with teacher training on the use of DAT.

### 2.1. Subtitling

Borghetti and Lertola (2014) conducted a study at an Irish University with 14 students of A2/B1-level Italian who participated in a subtitling module as part of their language course for two weeks. This research aimed to explore whether creating direct interlingual subtitles (from L2 to L1) could provide language students with cultural and intercultural awareness enhancement. Thanks to the application of a multi-method approach (using initial and final questionnaires, participant interviews, audio recordings of classes, teaching forms, and notes), the authors found that subtitling tasks created conditions for students to develop intercultural skills, even in situations with limited teacher intervention.

Incalcaterra McLoughlin and Lertola (2014) discussed the use of direct interlingual subtitling in foreign language (FL) teaching and presented students' feedback on their subtitling experiences. The study was based on a 24-week subtitling module conducted at an Irish university as part of the language curriculum of undergraduate students. The responses of 40 students of Italian to an

evaluation questionnaire on the module showed a high level of satisfaction with the subtitling practice as well as a perceived improvement in all L2 communicative skills (especially in terms of listening and writing).

Talaván and Rodríguez-Arancón (2014) undertook an experiment on collaborative reverse interlingual subtitling (from L1 to L2)<sup>2</sup> in a distance learning higher education environment to enhance general translation and writing skills. To this end, 20 Spanish learners of English participated in a study that lasted two and a half months, during which they subtitled two short clips. The findings obtained from the analysis of quantitative data from the language tests and questionnaires and qualitative data from the teachers' observations confirmed that writing and general translation skills were fostered through reverse subtitling in an online, collaborative LE context.

Talaván et al. (2016) analyzed the use of intralingual subtitling in a distance learning environment to improve written production and vocabulary acquisition. 41 undergraduate Spanish students of English B1 worked on 10 sequenced subtitling activities on the ClipFlair platform (<https://clipflair.net/>) using short video extracts from a US sitcom for a period of approximately one and a half months. The conclusions of a mixed research design confirmed that writing and vocabulary skills were enhanced by intralingual subtitling and provided relevant insights into how to implement this practice in similar online educational contexts.

Martí Ferriol and Martí Marco (2016) described a teaching experience in which both direct and reverse interlingual subtitling were used with 28 Spanish students of German within a Translation and Interpreting degree in a higher education institution (HEI) in Spain. During the intervention (replicated twice with a different group of students), participants subtitled two movie trailers (one from L2 to L1 and the other from L1 to L2). The results of the evaluation by the students based on a survey (passed to the two different groups in two consecutive years) showed the learners' satisfaction and interest in subtitling, as well as in the selected genre, the movie trailer.

Talaván et al. (2017) dealt with the effects of collaborative interlingual reverse subtitling to promote writing skills in L2. In this case, 68 Spanish undergraduate English learners carried out an innovative project for two months, during which they had to subtitle a series of videos from L1 to L2. The various analyses and procedures applied to this research (tests, questionnaires, observation, etc.) concluded that learners efficiently improved their written production, showing a greater enhancement in the discursive aspects of the process (e.g. coherence, cohesion, or idea structuring) than in the more formal linguistic aspects (e.g. spelling, grammar, register, or style).

Lertola (2019b) examined the impact of subtitling on incidental vocabulary acquisition through an experimental study (with pre- and post-tests and questionnaires) with 25 English native speakers

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<sup>2</sup> Collaborative refers in this context to a collaborative approach to LE, as opposed to individual learning; in other words, to subtitling tasks performed in groups.

learning Italian (levels A1–A2) at an HEI in Ireland in the course of six weeks. The study demonstrated that direct interlingual subtitling facilitated the incidental acquisition of new word meanings, particularly in terms of productive recall, and most participants acknowledged the benefits of subtitling in improving overall FL competence.

Fuentes-Luque and Campbell (2020) explored the use of direct interlingual subtitling techniques to improve military English for Specific Purposes (ESP) listening comprehension. Their study, which was conducted using action research in a virtual environment, explored the impact of task-based learning and subtitling tasks. Following an experimental design involving 46 participants, the task was based on the subtitling of military videos, and the intervention lasted six weeks. The outcomes of the study endorsed the use of direct interlingual subtitling as an effective tool for improving listening comprehension in ESP contexts, particularly when implemented through online learning management systems.

Ávila-Cabrera and Corral Esteban (2021) reported on the outcomes of a pedagogical initiative involving 40 participants (divided into experimental and control groups), where the main objective was to enhance writing production skills in English for Specific Purposes (ESP) through reverse interlingual subtitling. Within a Business English course (from a degree in Commerce at an HEI in Spain), students were required to subtitle two specialized videos from Spanish/Chinese into English over a 4-month period. Following a mixed-methods approach, the main findings were not statistically significant. However, observations indicated the success of reverse interlingual subtitling in the development of writing skills, which advocated for further related research.

Parallel to the previous initiative, Ávila-Cabrera and Rodríguez-Arancón (2021) replicated the aforementioned study with a similar goal (to investigate whether reverse interlingual subtitling could help to improve writing skills) but in a different ESP context, where 24 students of English in a degree in Tourism were involved. The project once again comprised an experimental and a control group, and it involved subtitling two videos from Spanish to English and from Chinese to English over a 4-month period. After conducting the mixed-methods study, the data were inconclusive, but the results suggested a potential correlation between active reverse subtitling and writing skills enhancement.

In the framework of the TRADILEX project (<https://tradi.uned.es/en/proyecto-tradilex-2/>), Plaza-Lara and Fernández-Costales (2022) analyzed the outcomes of a pilot study involving a subtitling module. The research involved 10 students of English Studies (B2) at a Spanish university who faced a didactic sequence comprising six subtitling sessions (combining interlingual, intralingual, as well as creative<sup>3</sup> intralingual subtitling). The initial findings of the pilot study indicated notable

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<sup>3</sup> A creative combination within DAT involves the recreation of the original script via subtitling or revoicing by providing a new version different from the original to produce a particular (normally humoristic) effect on the audience; here students are allowed more creativity since the purpose of their translation or creation is not to reflect what the original dialogue is saying but to be funny and/or creative with the new combination of images, oral information and/or text on screen.

improvements in production skills among the students by comparing the integrated skills pre-test and post-test results (reception skills improved, but the improvement was not statistically significant). In addition to identifying language gains among learners, this study provided a valid pilot testing model that can be used within the framework of DAT and LE.

Chengcheng and Díaz Cintas (2022) conducted a study in mainland China with undergraduate Chinese students to explore the effects of direct interlingual and intralingual subtitling on English L2 vocabulary acquisition. Through a short course that lasted four 2-hour sessions, 17 participants performed subtitling activities or more traditional activities, such as reading, summarizing, and translating written texts. After performing a quantitative analysis and comparing scores from the experimental and control groups, the results confirmed that all combinations favored L2 vocabulary acquisition, yet direct interlingual subtitling (from L2 to L1) was the most advantageous scenario.

## **2.2. Subtitling for the Deaf and Hard-of-Hearing**

Talaván (2019b) presented the first empirical results of a project on didactic SDH. For two months, a group of 11 online students enrolled in a distance learning degree, taking English as a foreign language as a first-year compulsory subject at a Spanish HEI, were asked to produce intralingual SDH for six preselected short videos that contained a relevant set of acoustic and paralinguistic features (to allow for sound, tone, mood, and music description). The main results obtained from this preliminary experiment confirmed previous assumptions regarding the validity of SDH in enhancing writing and listening skills.

Bolaños García-Escribano and Ogea-Pozo (2023) explored the applications of direct interlingual SDH in language classrooms, based on a pilot experiment involving 104 students. The study was part of the TRADILEX project and involved two student cohorts at a Spanish HEI; although the findings are derived from a 2-hour session only, they revealed insights into students' perceptions of didactic SDH and the pedagogical benefits of learning English. The students felt they had improved their translation skills and gained awareness of analyzing visual, acoustic, and paralinguistic information when subtitling the clips.

Couto-Cantero et al. (2023) presented an innovative experience based on the use of didactic SDH, designed to learn Spanish in an Italian HEI context. The methodology used followed the TRADILEX design (described in Talaván & Lertola, 2022); therefore, it combined interlingual (direct and reverse), intralingual, and creative SDH. A sequence of six SDH lesson plans was designed and implemented among 97 participants, and the results from a questionnaire showed how students perceived an enhancement of communicative competence as well as improvements in intercultural and accessibility awareness, digital competence, motivation, and autonomous learning.

Tinedo-Rodríguez and Frumuselu (2023) carried out a study as part of the piloting phase of the TRADILEX project that aimed at exploring the pedagogical potential of didactic SDH. A group of 21

undergraduate students of English from a Spanish distance HEI were exposed to a sequence of six SDH-based lesson plans (combining interlingual, intralingual and creative combinations) aimed at developing their integrated language skills and fostering their equity, diversity, and accessibility awareness. The quantitative results obtained from pre- and post-tests were in line with the participants' perceptions gathered from questionnaires and observation by confirming a relevant improvement in oral reception and written production skills, as well as an increased awareness of education and inclusion in education, especially regarding accessibility issues.

### **2.3. Dubbing**

He and Wasuntarasophit (2015) explored how intralingual dubbing tasks impacted the enhancement of English oral proficiency with the help of 34 Chinese vocational college students who engaged in a 4-week video dubbing task. Pre- and post-treatment spontaneous speaking tests were administered, and participants' attitudes towards the task were collected through questionnaires and interviews. The results indicated improvements in oral proficiency in terms of comprehensibility, fluency, and accentedness. Despite encountering challenges, participants expressed enjoyment, perceived progress, and maintained positive attitudes towards the task.

Sánchez-Requena (2016) offered a descriptive pilot research, which analyzed reverse interlingual dubbing to improve oral production skills. The dubbing project took six weeks, and a group of Spanish secondary education (SE) students from an English high school worked with a total of nine clips to dub. They had weekly 80-minute lessons to use this didactic tool. After triangulating the data from the 17 final participants, the results showed that learners had improved their speed of speech and dubbing had had a positive impact on non-prepared conversations in terms of pronunciation and fluency.

Zhang (2016) studied the possibility and feasibility of mobile teaching and learning through intralingual dubbing. To this end, English Fun Dubbing (EFD), a mobile application designed to practice oral production in English, was employed during an academic year to conduct an empirical study focused on the evaluation of the pedagogical benefits of mobile apps. During the first semester, students were taught how to use EFD, and in the second semester, they were encouraged to complete as many intralingual dubbings as possible independently. The results of an online questionnaire distributed to 123 participants on the effects of the dubbing app on their English language learning showed that the majority of the respondents were satisfied with its use in many ways, such as convenience, flexibility, user-friendliness, rich materials, or authentic language context, as well as its potential to inspire learning interests or foster learner autonomy.

Talaván and Costal (2017) explored intralingual dubbing activities to develop general oral production skills in an online learning environment. To this end, a group of undergraduate Spanish students of English worked on 10 sequenced activities using short videos taken from an American sitcom for two

months. Data gathered from language assessment tests, questionnaires, and observations of the 10 participants who completed all the tasks revealed intralingual dubbing as a motivating, challenging, and highly engaging task and provided a good starting point for the establishment of basic guidelines for didactic dubbing. Regarding oral skills improvement, despite the small sample size, the results indicated a significant enhancement in both pronunciation and fluency.

Sánchez-Requena (2018) examined the relationship between intralingual dubbing and oral production. The main aim of this study was to provide objective evidence that intralingual dubbing could enhance speed, intonation, and pronunciation in spontaneous contexts. To that end, 47 British learners (B1 level of Spanish) were asked to dub videos for 12 weeks. The data were triangulated qualitatively and quantitatively to confirm that the study had helped improve speed, intonation, and pronunciation, as well as other aspects relevant to enhancing oral production, thus complementing previous findings from a pilot study by the same author (Sánchez-Requena, 2016).

Ávila-Cabrera (2022) investigated the potential of creative intralingual dubbing as an innovative method for enhancing oral production skills in the Business English class, as well as other language competencies. The project involved 40 Business degree students of a Spanish HEI who engaged in creative dubbing activities as part of their coursework. The study employed a mixed-methods approach with an experimental group and a control group, which suggests that creative dubbing is an effective tool for improving oral skills and motivating students to embrace non-traditional educational approaches, with implications for its application in various ESP contexts.

Bolaños-García-Escribano and Navarrete (2022), as part of the pilot study undertaken within the TRADILEX project, proposed an adaptation of the illustrative descriptors (Council of Europe, 2018) for didactic dubbing instruction, along with an action-oriented approach design for its implementation. A small-scale, preliminary study on a single intralingual dubbing lesson plan designed for integrated skills and mediation enhancement was conducted with six students of English as a foreign language and translation at an HEI in the UK. Being such a small group, the in-class observation and discussions only served to identify any conceptual and methodological challenges present in the lesson plan used to inform the upcoming piloting stages of the project and shed light on how to improve related DAT didactic sequences, especially in terms of the technology used, supporting materials, and timing.

The research by Jao et al. (2022) explored the learning processes involved in using a dubbing app – Mofunshow. The study was conducted with the participation of 26 college students (native speakers of Mandarin) from a science and technology university in Taiwan, which involved an 8-week video dubbing activity in which learners were asked to perform intralingual dubbing of an English video every week. Results from data analyses of speaking pre- and post-test scores, initial and final dubbing videos, learning logs, and reflective essays indicated enhanced English-speaking ability, particularly in accuracy and fluency, thanks to intralingual dubbing.

The PluriTAV (<http://citrans.uv.es/pluritav/>) study by Cerezo Merchán and Reverter Oliver (2022) investigated the role of direct interlingual dubbing in developing plurilingual and pluricultural competence (PPC) in ESP learners. Using a mixed-methods design, 40 B2-level university students were divided into two groups: experimental and control. The experimental group followed a didactic sequence that combined interlingual dubbing with the learners' corresponding L1 and reflective tasks, whereas the control group received standard instructions. Results, measured through pre- and post-tests, showed significant improvements in PPC for the experimental group, demonstrating the potential of DAT activities to enhance linguistic and intercultural skills.

#### **2.4. Audio Description**

Ibáñez Moreno and Vermeulen (2015) analyzed an AD-based app – Videos for Speaking (VIPS) – to improve students' oral competence. The focus was on assessing students' willingness to engage in their learning process through the addition of an app to their traditional face-to-face instruction over the course of a semester. The project involved 20 students studying English (10 from Belgium and 10 from Spain) who completed a learning task using the AD-based app. The main findings showed that the use of the VISP app enhanced students' motivation, reflecting the potential of mobile devices as didactic tools.

Talaván and Lertola (2016) conducted a quasi-experimental study on the use of didactic AD for oral production enhancement. Within an online setting, 30 Spanish students of ESP (Tourism) were asked to collaboratively write and record the AD for two tourist advertisements with no dialogue in an online context using the DAT platform ClipFlair. Although the number of participants was limited, the triangulation of quantitative and qualitative data could confirm how AD tasks can improve oral production skills in distance ESP contexts.

Calduch and Talaván (2017) investigated the impact of AD on writing quality and language skills development, focusing on lexical richness, precision of language use, and syntactic maturity. 15 adult students of Spanish (ranging from B1 to B2) at a language center in the UK used ClipFlair to audio describe four videos and data were gathered through pre- and post-vocabulary tests, written tasks, and questionnaires. Overall, the findings highlighted how AD could enhance learners' linguistic competence, especially in terms of lexical richness and writing quality improvement.

Ibáñez-Moreno and Escobar-Álvarez (2021) presented findings from a research initiative aimed at enhancing written production skills in English for Tourism. 35 undergraduate students at an HEI in Spain participated in a 2-month collaborative video description task focused on promotional clips. Task-based techniques and AD were employed, with students working in pairs to produce descriptive narratives. Peer review and teacher assessment followed, and participants used a rubric to select the best scripts. The results indicated heightened motivation and improved exam performance among

the participating students, underscoring the effectiveness of collaborative work in enhancing English writing proficiency.

Bausells-Espín (2022) explored participants' perceptions of a classroom AD project. This study was conducted in two phases with 32 second-year Spanish students at an HEI in the UK. The classroom AD project was integrated into a compulsory module of Spanish Language B2, which lasted five weeks over two consecutive years. An examination of quantitative and qualitative data from end-of-project questionnaires revealed a "triple-connection hypothesis", indicating a direct relationship between the perceived difficulty of AD challenges, its perceived usefulness in developing skills to overcome those challenges, and perceptions of learning progress through AD. The results suggested that students viewed AD as particularly beneficial for enhancing integrated communicative skills and lexical skills, with varying levels of significance based on perceived difficulty.

Pintado Gutiérrez and Torralba (2022) introduced 21 learners of Spanish at an HEI in Ireland to AD through a sequence of five tasks that provided opportunities to reflect on the communication needs of blind and visually impaired people. To this end, the students practiced AD both in an "improvized" or "spontaneous" and in a more carefully prepared manner in the FL (Spanish) during a 3-week intervention. The main conclusions of the case study, analyzed by categorizing and coding data from students' booklets through N-Vivo, confirmed how this type of AD practice strongly activated learners' awareness of accessibility and allowed students to develop mediation skills, as well as generic, transferable skills such as research.

Sanz-Moreno (2023) applied an AD didactic sequence to a group of 17 B2-level Spanish learners of French from a language centre in Spain to develop intercultural competence by comparing AD scripts in two different languages and by actively creating AD scripts in French in the course of four sessions (100 minutes each). Several data-gathering tools were quantitatively and qualitatively used to analyze and successfully confirm learners' improvement in terms of acquisition of cultural references and promotion of intercultural reflection.

## **2.5. Combined Modes**

Lertola and Mariotti (2017) examined the impact of reverse interlingual dubbing and subtitling on the pragmatic awareness of Italian learners of English using the DAT platform ClipFlair in a 6-week intervention. The participants (33) were undergraduate students in Political Science in Northern Italy, randomly assigned to Experimental Groups RS (reverse subtitling tasks), RD (reverse dubbing tasks), and T (translation tasks only), along with a Control Group that focused on traditional classroom learning without translation or dubbing/subtitling tasks. Although the results indicated an overall improvement in pragmalinguistic awareness across all groups, no statistically significant differences were observed. However, insights from language assessment tests and a final questionnaire suggest

the pedagogical potential of reverse subtitling and reverse dubbing in this context, prompting the need for further investigation.

Sokoli (2018) presented ClipFlair, a project that developed a platform for creating and hosting DAT tasks, offering a whole range of possible activities open to teachers of different AVT modes. This publication presented the results of a survey conducted during the pilot phase of the project that provided feedback from 1250 subjects (including both learners and teachers) who reported high satisfaction levels with the DAT activities included in the project, with a slight preference for captioning (including subtitling and SDH) over revoicing tasks (including dubbing, AD, and voice-over).

Beltramello (2019) delved into the connection between the pragmatics of audiovisual material and the learning process when direct interlingual subtitling and intralingual dubbing tasks are combined. To this end, 19 fourth-year bachelor's degree students of Italian from an HEI in Ireland subtitled and audio described clips from an Italian TV series. A mixed-methods approach collected qualitative and quantitative data in a nonexperimental design, where the main findings identified subtitling and dubbing tasks as having significant didactic potential, offering students numerous opportunities for learning vocabulary and L2 pragmatics.

Soler Pardo (2020) examined the effectiveness of subtitling and dubbing as tools for teaching English as a foreign language using the ClipFlair platform. The research involved 42 university students with B2/B2+ English proficiency in Spain. The methodology combined individual gap-filling, direct interlingual subtitling, and collaborative intralingual dubbing tasks based on a 2-minute subtitled video clip. Observation, questionnaires, and student performance on tasks served as research tools. The results indicated significant improvements in vocabulary acquisition, pronunciation, intonation, and oral comprehension, demonstrating the educational value of AVT techniques for enhancing language learning in engaging and contextualized settings.

Beltramello and Nicora (2021) studied the combined use of direct interlingual subtitling and intralingual dubbing as didactic resources in LE through a study implemented in a 6-week Italian language program with 45 eight year-old children. The didactic proposal utilized themed booklets and the ClipFlair platform for the DAT tasks. Students' language learning progress and perceptions were assessed through questionnaires and teacher notes, and their responses highlighted the appeal of DAT activities, especially subtitling, as well as the success of using DAT with children.

Fernández-Costales (2021a) assessed the application of DAT as a pedagogical tool in primary education (PE). This study investigated the impact of interlingual subtitling and creative interlingual dubbing (reverse and direct in both cases) on English language learning in primary schools, and it involved 120 students from 10 public primary schools in Spain who participated in a 3-month teaching study. Data were collected through a student questionnaire and in-class observations, which revealed that students generally held positive views on the use of AVT in language learning at the PE level (10-11 year-olds), with a slight preference for dubbing over subtitling.

Continuing within a similar educational context, Fernández-Costales (2021b) investigated the application of DAT in PE, specifically focusing, once again, on interlingual subtitling and dubbing (both direct and reverse). The study screened teachers' insights into the combined effects of these two AVT modes in bilingual education and involved 31 teachers from eight public primary schools that offer bilingual programs. After eight weeks of using DAT tasks with their students in Content and Language Integrated Learning (CLIL) subjects, findings highlighted teachers' positive views on DAT in CLIL, emphasizing benefits such as code-switching, students' metalinguistic awareness, and integration of the 4Cs – i.e., communication, cognition, content and culture– in content subjects.

Vermeulen and Escobar-Álvarez (2021) conducted an empirical study focused on the effects of AD and reverse interlingual dubbing on the use of Spanish clitic pronouns in the translation tasks produced by university Belgian Dutch-speaking students of Spanish. The participants were, on the one hand, 35 undergraduates in Belgium enrolled in a translation course. They were asked to perform two tasks: (1) to create an AD script in Spanish and (2) to translate the English dialogues into Spanish from a sequence taken from a film. The written texts they produced were compared to those derived from similar tasks carried out by 39 Erasmus Spanish native students. The results confirmed the expected conclusions by revealing how the Belgian students produced fewer clitic pronouns than those produced by the Spanish group, that the Belgian participants performed better in the interlingual than in the intersemiotic task, and that more attention should be paid to the use of redundant clitic pronouns in teaching Spanish as an FL.

Fernández-Costales et al. (2022) explored the pedagogical possibilities of diverse AVT modes – subtitling, SDH, dubbing and AD – in a context divergent from language teaching or translation studies, namely healthcare. This study analyzed the perceptions of aspiring speech therapists, documenting their perspectives on the use of DAT in both clinical and educational environments. Following a short-term didactic intervention, 26 students enrolled in the final year of a Speech Therapy Degree at a Spanish university participated. The key findings revealed that students believed integrating DAT, particularly subtitling, and SDH (which they preferred over dubbing) was feasible and effective for their future roles in healthcare and education.

Talaván et al. (2022) investigated the benefits of combining AD and interlingual SDH with 49 undergraduates from an English Studies program at an HEI in Spain, who collaborated to provide accessibility (both in terms of AD and SDH) by completing short films over a period of two and a half months. The main findings of the mixed-methods research showed evidence of improvement in both written production and general translation skills through the combination of these two media accessibility modes. In addition, the motivational potential of working on complete products (i.e., short films) was observed, as learners could see their work reflected in a final audiovisual text that was made more accessible through their collective efforts.

Fernández-Costales et al. (2023) reported on the findings from the TRADILEX project, which examined the impact of subtitling, dubbing, SDH, AD, and voice-over on both oral and written skills in English

language learning among university students. The study involved a didactic proposal encompassing 30 lesson plans and included 566 participants studying English at levels B1 and B2 from eight universities in Spain. Employing a quantitative design, this research assessed the effects of DAT on students' oral and written reception as well as on oral and written production. Results indicated statistically significant differences, confirming improvement in all four communicative skills.

Additionally, within the framework of the TRADILEX project, Hornero et al. (2023) examined the educational application of DAT in the context of online English teaching and learning across several Spanish universities. A Moodle course was designed with a didactic proposal combining five AVT modes (subtitling, dubbing, SDH, AD, and voice-over). 40 students completed 15 DAT lesson plans (three for each AVT mode) in the course of 12 weeks, and the results indicated varying improvements across lesson plans, with modules focusing on voice-over and AD showing consistent progress. Overall, student performance enhanced from lesson plans 1 to 3 in all cases, particularly in oral production. Likewise, DAT tasks proved beneficial for enhancing integrated skills, particularly in oral production and reception, and students' perceptions showed a motivational boost towards LE, as well as an improvement in accessibility awareness, thanks to DAT.

Rodríguez-Arancón (2023a) analyzed the findings of the TRADILEX Project regarding the development of intercultural competence through a combination of intrinsic and explicit cultural components contained in the project lesson plans, that combined the application of five AVT modes (subtitling, dubbing, SDH, AD, and voice-over). The data were analyzed using the project's final questionnaire (containing both Likert scale and open items) answered by 184 participants who had previously worked on the 15 lesson plans (three for each AVT mode) for three months. The results confirmed that the inclusion of intercultural content was motivating and fostered respect for other cultures, enhanced motivation, and turned the tasks into real mediation experiences, which also helped students learn more about L1 culture.

## **2.6. Teacher Training**

Alonso-Pérez and Sánchez-Requena (2018) were the first scholars to undertake an empirical study of teachers' perspectives on DAT. Their study aimed to provide insights into two significant aspects within the field: (1) the first-hand experiences of teachers who had incorporated DAT in their classrooms and (2) their outlook on the future combination of FL and AVT. A total of 56 respondents, including teachers of various languages, such as French, English, German, Italian, Spanish, Chinese, Russian, Japanese, and Catalan, participated in the study from Europe, the United States, and Asia. The results of the study underlined a consensus on the potential of DAT at all education levels. Teachers using DAT found it motivating and engaging, fostering positive student-teacher relationships. Despite this, skepticism persisted among teachers who were less supportive of ICT use, possibly due to inadequate knowledge about DAT resources.

Lertola's (2021) was an exploratory study that analyzed the potential benefits of free commentary, an AVT mode that had not been empirically researched (only suggested or described) before, in teacher training. The main objective was to investigate how this AVT mode could foster language skills through the development of an infant-targeted digital storytelling activity. Several data collection instruments were employed to collect information from 18 students from a vocational education and training (VET) program on infant education, and by analyzing both quantitative and qualitative data, results suggested that free commentary could contribute to the improvement of production (speaking and writing) skills of foreign language learners, as well as to complement teacher training.

Lertola and Talaván (2022) described an online teacher training experience in DAT, as part of a pilot study within the TRADILEX project involving 12 FL secondary school teachers in training at an HEI in Switzerland. The one-day teacher training experience aimed to introduce future teachers to the pedagogical use of DAT by presenting and working with two lesson plans: one on intralingual dubbing and the other on AD. Data gathered through a feedback questionnaire, assessment of the participants' AVT tasks, and structured as well as non-structured observation revealed that participants found both tasks useful in improving foreign language skills. Interestingly, despite finding the AD task to be more demanding, subjects preferred AD to dubbing. In conclusion, they found DAT to be a modern and motivating approach that they intended to use in their future teaching career.

Rodríguez-Arancón (2023b) presented a study that offers the findings of an online teacher training course based on DAT carried out online that empirically analyzed initial and final questionnaires administered to a group of 37 future FL teachers. The main conclusions indicated that the subjects had a positive perception of DAT for language teaching and teacher training, especially for developing integrated skills, transferable content, and ICT skills, and were willing to incorporate DAT into their future teaching practice. The findings also provide valuable insights into teachers' perceptions, preferences, and potential challenges and solutions for implementing DAT teacher-training practices.

### **3. Discussion and Conclusions**

This study presents a comprehensive examination of empirical research conducted on DAT in impact journals between 2013 and 2023. The present analysis highlights the thriving landscape of this research field within translation studies, applied linguistics, and LE, and underscores the need to address particular gaps identified in the scholarly literature.

Firstly, the methodological foundations of DAT are well established, drawing on seminal studies published in the 1990s and 2000s (Barbe, 1996; Díaz Cintas, 1995; Talaván, 2006; Talaván, 2013; Zabalbeascoa et al., 2012) as well as more recent investigations (Incalcaterra McLoughlin, 2019; Talaván, 2020; Talaván et al., 2023; Talaván & Lertola, 2022). Over the past decade, a rich body of research has confirmed the benefits of DAT in language education, as demonstrated in this

systematic review. The studies analyzed herein clearly confirm that the active use of AVT modes in the LE context not only promotes students' motivation and engagement in learning a second or foreign language, but also enhances the integrated acquisition of language skills while fostering intercultural awareness and mediation.

Second, the overall picture presented in this analysis shows that the majority of studies (31 or 63.27% of the corpus analyzed) focus on the use of DAT in English as an L2 setting, with only a few papers addressing other languages: six dealt with Spanish (12.24%), five with Italian (10.2%), one with French (2.04%), and one with German (2.04%), with the remaining 8.16% (4 papers) analyzing teacher training in several languages. Hence, although initially the field has been dominated by studies analyzing English, other L2 languages have also been gradually incorporated; this is corroborated in studies that were not included in this review, left out on the basis of different exclusion criteria: Schaeffer-Lacroix (2020) or Gómez Pérez and Roales Ruiz (2011), as samples of didactic AD and didactic subtitling applied to German as an FL, or Avello and Fernández-Costales (2020) and Bardini and Espasa (2023), that explore the possible effects on L1 development of minority languages, a topic that seems to have been somehow overlooked.

Third, the most investigated mode in DAT research has been subtitling on its own (12 papers, 24.49% of the analyzed corpus), probably because of its relevance in AVT and because it was the first DAT mode to be more widely implemented when this field of study emerged (also because of insufficient technological progress at the time that would facilitate the inclusion of revoicing practices). However, attention to other modes and combined studies has been increasing since 2017, although some modes still warrant further attention, as they have been under-researched: Voice-over (Talaván, 2021; Talaván & Rodríguez-Arancón, 2018) or videogame localization (Ogea-Pozo, 2023; Tinedo-Rodríguez, 2023a, 2023b), for instance, have been overlooked, and there is a lack of studies analyzing their potential in LE (in fact, no publications on these two modes according to the selection criteria were found in the search). Didactic media accessibility, on the other hand, has been a field that has taken a bit longer to receive attention, but it is now among the most prolific subfields within DAT; seven of the 49 (14.29%) studies in our corpus were devoted to AD only and four to SDH only (8.16%).

Fourth, DAT research has primarily focused on students, screening their performance and perceptions of the use of DAT in the FL classroom (45 of 49 papers, or 91.84% of our corpus). However, in recent years, teachers' insights have gained momentum, with more studies analyzing not only teachers' and students' opinions about the benefits of DAT as a pedagogical resource but also the main challenges, difficulties, and shortcomings (such as lack of training, time consumption, etc.). Most research has focused on higher education (37 of 49 papers, or 75.51%), with students holding language-related degrees (such as translation, English studies, etc.) being the most common participants. The use of DAT in primary and secondary education has also been assessed, but on a smaller scale than studies analyzing higher education (only four studies from the corpus, or 8.16%). This preference may stem from the convenience of working with the researchers' own students. Consequently, research in fields other than language teaching or translation is welcomed, as is the

case for studies analyzing young learners. The application of DAT in bilingual education has already been addressed by several authors, especially in relation to Content and Language Integrated Learning (CLIL) (although in the present corpus, it is only reflected in two papers, 4.08%). However, the relevance of English-taught programs in primary and secondary education suggests that further studies are needed to assess the effects of DAT on students' language and content development when studying through an L2 (Talaván et al., 2023). In addition, the possible introduction of DAT in English-Medium Instruction at the university level and the effects of DAT in preschool education remain unexplored.

Regarding the limitations of the corpus presented herein, a relevant number of studies focus on motivation and students' perceptions more than on empirical evidence of L2 improvement, given the reduced number of subjects commonly involved in the design (only 40.82% of the studies, 20 out of 49, deal with a minimum of 40 participants). Although there has been a refinement of research designs, sampling processes, and analysis techniques in more recent papers, more emphasis should be placed on making qualitative observations and learners' views more rigorously exploited, to always add measurement of improvement to the design, and to try to increase the sample sizes whenever possible. Even if this is not an easy endeavor for researchers dealing with language learning, efforts should be made in this direction to provide this young and ever-growing field of research with better and more solid bases as well as more robust empirical evidence that may allow it to be taken more seriously within the two bigger areas DAT departs from: AVT and FL education (both within applied linguistics). The consolidation of DAT as a field of research also requires advancing the types of studies conducted and the designs of investigations. Specifically, it is imperative to conduct studies that include control groups to more rigorously measure the effects of DAT on various dimensions related to improving students' communicative competence. Likewise, it would be valuable to adopt new approaches, such as action research, involving teachers willing to participate in didactic interventions in the classroom.

A final limitation of the present analysis arises from the inclusion and exclusion criteria applied, which has left out journal articles written in languages other than English or Spanish, as well as many relevant studies published in other formats, such as monographs, book chapters, PhD theses, and papers indexed outside the databases used. Despite the valuable contributions of many of these studies to the field of DAT, our review needed to ensure its manageability. However, acknowledging the value and rigor of the whole corpus of 190 works revised by the authors, the 49 studies analyzed can be said to provide readers with a comprehensive understanding of the current state of DAT.

Regarding prospective research areas in DAT, several gaps have been detected that help establish lines of inquiry that merit further exploration in the field.

- **Teacher Training:** This is a critical topic, as educators are key stakeholders in the implementation of DAT activities in the classroom. Although some studies beyond those mentioned in this review have explored the use of DAT as a resource for teacher training

(López Cirugeda & Sánchez Ruiz, 2013; Hunt-Gómez, 2023; Sánchez-Requena et al., 2022; Tinedo-Rodríguez & Talaván, 2023), this area requires further research. In particular, both quantitative and qualitative studies analyzing teachers' needs and perceived challenges are required. Furthermore, longitudinal studies assessing the cumulative effects of DAT as a pedagogical resource in language teaching could provide valuable insights.

- Culture, Gender Studies, and Inclusion: These topics also demand more attention, as there is a notable lack of studies analyzing how cultural and sociocultural dimensions can be fostered through DAT. Although this research gap has received little attention in empirical studies, these features are crucial to the development of communicative competence in language education and are, fortunately, being increasingly promoted (Rodríguez-Arancón et al., 2024).
- AVT and healthcare: Another promising research area involves exploring the use of AVT modes in therapy. As a point of departure, dubbing techniques and computer-assisted technology have been used to enhance functional communication in individuals with post-stroke aphasia (Fuentes et al., 2022), highlighting the immersive and interactive potential of audiovisual content, combined with the adaptability of computer technology, in creating targeted interventions to foster language recovery. Similarly, Dore and Vagnoli (2020) and Dore et al. (2024) leveraged nonprofessional dubbing to enhance patients' well-being by engaging them in a creative, humorous, and emotionally uplifting process. Although still in its early stages, the initiative demonstrates promising potential for replication in similar healthcare settings.
- Technological Developments in DAT: The current state of technology specifically tailored to DAT appears to be limited to the TRADILEX platform ([www.tradilex.es](http://www.tradilex.es)), given that ClipFlair ceased to function a few years ago. However, the success of ClipFlair in the past and TRADILEX today underscores the need for further technological advancement. These developments could significantly expand the scope of DAT, allowing students, teachers, and researchers to maximize the potential of this interdisciplinary didactic resource based on AVT.

In conclusion, DAT can be said to be firmly established as a significant avenue of inquiry within AVT, with a substantial body of research emerging in the last decade. The progress in the field is evident not only in the increasing number of publications but also in the progressive advancement and refinement of research designs, sampling processes, and analysis techniques. Moreover, the interdisciplinary nature of DAT has been enriched by collaborative efforts among researchers in translation studies, applied linguistics, and language learning, helping to extend the impact of research outputs beyond academia, reaching classrooms across primary, secondary, and higher education.

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**APPENDIX 1. Summary Table Classified by Research Focus**

	Reference	AVT focus	Subjects	Languages	Time	LE improvement/ findings
1	Borghetti & Lertola (2014)	Direct interlingual subtitling	14 HE	Italian-English	2 weeks	Intercultural skills
2	Incalcaterra McLoughlin & Lertola (2014)	Direct interlingual subtitling	40 HE	Italian-English	24 weeks	Communicative skills (listening and writing)
3	Talaván & Rodríguez-Arancón (2014)	Collaborative reverse interlingual subtitling	20 HE	Spanish-English	10 weeks	Writing and general translation skills
4	Talaván et al. (2016)	Intralingual subtitling	41 HE	English-English	6 weeks	Writing and vocabulary skills
5	Martí Ferriol & Martí Marco (2016)	Direct and reverse interlingual subtitling	28 HE	German-Spanish Spanish-German	16 weeks + 16 weeks	Learners' satisfaction and interest in subtitling
6	Talaván et al. (2017)	Collaborative interlingual reverse subtitling	68 HE	Spanish-English	8 weeks	Written production (discourse)
7	Lertola (2019b)	Direct interlingual subtitling	25 HE	Italian-English	6 weeks	Vocabulary acquisition (productive recall)
8	Fuentes-Luque & Campbell (2020)	Direct interlingual subtitling	46 adult ESP learners	English-Spanish	6 weeks	Listening comprehension in ESP contexts
9	Ávila-Cabrera & Corral Esteban (2021)	Reverse interlingual subtitling	40 HE (ESP)	Spanish / Chinese-English	16 weeks	Writing skills in ESP contexts
10	Ávila-Cabrera & Rodríguez-Arancón (2021)	Reverse interlingual subtitling	24 HE (ESP)	Spanish / Chinese-English	16 weeks	Writing skills in ESP contexts
11	Plaza-Lara & Fernández Costales (2022)	Interlingual (direct and reverse), intralingual and creative subtitling	10 HE	English-English Spanish-English English-Spanish	-	Communicative competence and translation skills
12	Chengcheng & Díaz Cintas (2022)	Direct interlingual subtitling	17 HE	English-Chinese	-	Vocabulary acquisition

	Reference	AVT focus	Subjects	Languages	Time	LE improvement/ findings
13	Talaván (2019b)	Intralingual SDH	11 HE	English-English	8 weeks	Writing and listening skills
14	Bolaños García-Escribano & Ogea-Pozo (2023)	Direct interlingual SDH	104 HE	English-Spanish	-	Translation skills and accessibility awareness
15	Couto-Cantero et al. (2023)	Interlingual (direct and reverse) and intralingual and creative SDH	97 HE	Italian-Spanish Spanish-Italian Spanish-Spanish	-	Communicative competence and intercultural and accessibility awareness, among others
16	Tinedo-Rodríguez & Frumuselu (2023)	Interlingual (direct and reverse) and intralingual and creative SDH	21 HE	English-English Spanish-English English-Spanish	-	Integrated language skills and accessibility awareness
17	He & Wasuntarasophit (2015)	Intralingual dubbing	34 VET	English-English	4 weeks	Oral proficiency
18	Sánchez-Requena (2016)	Reverse interlingual dubbing	17 SE	English-Spanish	6 weeks	Speed of speech, pronunciation and fluency
19	Zhang (2016)	Intralingual dubbing	123 HE	English-English	1 academic year	Satisfaction with the use of a dubbing app for LE
20	Talaván & Costal (2017)	Intralingual dubbing	10 HE	English-English	8 weeks	Pronunciation, fluency and motivation
21	Sánchez-Requena (2018)	Intralingual dubbing	47 SE	Spanish-Spanish	12 weeks	Speed, intonation and pronunciation
22	Ávila-Cabrera (2022)	Creative intralingual dubbing	40 HE (ESP)	English-English	16 weeks	Oral skills and motivation in ESP contexts
23	Bolaños-García-Escribano & Navarrete (2022)	Intralingual dubbing	6 HE	English-English	-	Pre-piloting success in terms of students' perceptions
24	Jao et al. (2022)	Intralingual dubbing	26 HE	English-English	8 weeks	Oral skills (accuracy and fluency)
25	Cerezo Merchán & Reverter Oliver (2022)	Direct interlingual dubbing	40 HE (ESP)	English – L1	-	Plurilingual and pluricultural competence

	Reference	AVT focus	Subjects	Languages	Time	LE improvement/ findings
26	Ibáñez Moreno & Vermeulen (2015)	Intersemiotic + intralingual AD	20 HE	English	16 weeks	Motivation for the use of similar apps in LE
27	Talaván & Lertola (2016)	Intersemiotic AD	30 HE (ESP)	English	8 weeks	Oral production skills in ESP contexts
28	Calduch & Talaván (2017)	Intersemiotic + intralingual AD	15 adult L2 learners	Spanish	-	Lexical richness and writing quality
29	Ibáñez-Moreno & Escobar-Álvarez (2021)	Intersemiotic + intralingual AD	35 HE (ESP)	English	8 weeks	English writing proficiency and motivation in ESP contexts
30	Bausells-Espín (2022)	Intersemiotic + intralingual AD	32 HE	Spanish	5+5 weeks	Students' positive perceptions on didactic AD for integrated skills and lexical competence
31	Pintado Gutiérrez & Torralba (2022)	Intersemiotic AD	21 HE	Spanish	3 weeks	Mediation skills and accessibility awareness
32	Sanz-Moreno (2023)	Intersemiotic + intralingual AD	17 adult L2 learners	French	-	Acquisition of cultural references and promotion of intercultural reflection
33	Lertola & Mariotti (2017)	Reverse interlingual dubbing and subtitling	33 HE	English-Italian	6 weeks	Pragmatic awareness
34	Sokoli (2018)	ClipFlair platform (captioning and revoicing)	1250 adult L2 learners and teachers	12 languages in various combinations	-	Satisfaction with the platform and with DAT tasks
35	Beltramello (2019)	Direct interlingual subtitling and intralingual dubbing	19 HE	Italian-English Italian-Italian	-	Vocabulary and pragmatic competence
36	Soler Pardo (2020)	Direct interlingual subtitling and intralingual dubbing	42 HE	Spanish-English English-English	-	Vocabulary acquisition, pronunciation, intonation, and oral comprehension

	Reference	AVT focus	Subjects	Languages	Time	LE improvement/ findings
37	Beltramello & Nicora (2021)	Direct interlingual subtitling and intralingual dubbing	45 children	Italian-English Italian-Italian	6 weeks	DAT tasks success with children (8 year-olds)
38	Fernández-Costales (2021a)	Direct and reverse interlingual subtitling and dubbing	120 PE	English-Spanish Spanish-English	12 weeks	DAT success in PE (10-11 year-olds)
39	Fernández-Costales (2021b)	Direct and reverse interlingual subtitling and dubbing	31 PE teachers	English-Spanish Spanish-English	8 weeks	Teachers' perceptions of DAT success for CLIL
40	Vermeulen & Escobar-Álvarez (2021)	AD and reverse interlingual dubbing	74 HE	Spanish-Spanish English-Spanish	-	Clitic pronouns acquisition and motivation
41	Fernández-Costales et al. (2022)	Intralingual subtitling, dubbing, SDH, and AD	26 HE	Spanish-Spanish	-	Positive attitude towards the use DAT for speech therapy
42	Talaván et al. (2022)	Interlingual reverse + intersemiotic AD and SDH	49 HE	Spanish-English	10 weeks	Written production and translation skills
43	Fernández-Costales et al. (2023)	Interlingual and intralingual subtitling, voice-over, dubbing, AD and SDH	566 HE	English-Spanish Spanish-English English-English	12 weeks	Integrated skills (reception and production)
44	Hornero et al. (2023)	Interlingual and intralingual subtitling, voice-over, dubbing, AD and SDH	40 HE	English-Spanish Spanish-English English-English	12 weeks	Integrated skills, especially oral production and reception, motivation and accessibility awareness
45	Rodríguez-Arancón (2023a)	Interlingual and intralingual subtitling, voice-over, dubbing, AD and SDH	184 HE	English-Spanish Spanish-English English-English	12 weeks	Intercultural competence

Reference	AVT focus	Subjects	Languages	Time	LE improvement/ findings
46 Alonso-Pérez & Sánchez-Requena (2018)	Teacher perceptions on DAT	56 teachers	Various languages	-	Potential of DAT for all LE levels and in all language contexts
47 Lertola (2021)	Free commentary and teacher training	18 VET	English	-	Positive perceptions of free commentary for infant education and teacher training
48 Lertola & Talaván (2022b)	Teacher training (intralingual dubbing and AD)	12 HE	English	-	Positive perceptions of DAT for LE and motivation to use it in their future practice
49 Rodríguez-Arancón (2023b)	Teacher training in DAT for integrated skills	37 HE	English-Spanish Spanish-English English-English	-	Positive perceptions of DAT for integrated skills, transferable skills in FL and teacher training