Exploring the Impact of Didactic Dubbing on Speaking Skills and Motivation in English for Specific Purposes Settings

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Abstract

The field of Didactic Audiovisual Translation (DAT) is witnessing significant expansion, with growing research emphasis on areas such as listening skills, vocabulary acquisition, and intonation. Despite this, research within the domain of English for Specific Purposes (ESP) concerning DAT is still relatively scarce. This is noteworthy considering its potential to address the specific needs of ESP learners, including preparing for common challenges like job interviews, particularly among Spanish students learning a foreign language.

This paper aims to address ESP students' needs through a mixed-method approach that analyses the responses of 95 ESP students in the School of Engineering and Architecture at the University of Zaragoza who completed a lesson plan on job interviews during the 2021/2022 academic year. These lesson plans were designed for practical sessions within the Technical English course to improve students' speaking skills. To compare their effectiveness, students were divided into two groups: an experimental group (EG) using a DAT-based plan and a control group (CG) with a traditional curriculum. The study suggests that dubbing and traditional methods are effective while demonstrating that the continuous use of dubbing in the classroom would enhance speaking skills more effectively than traditional methods. Moreover, students perceive dubbing as beneficial for English oral skills, indicating high engagement with DAT in class, highlighting its potential for language learning.

Key words: Didactic Audiovisual Translation, English for Specific Purposes, speaking skills, dubbing, role play, comparative analysis.

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Introduction

Audiovisual translation (AVT) research has witnessed substantial growth in the past two decades. This expansion has come hand in hand with an increased emphasis on the potential of AVT in language education and the emergence of a new field of academic research: Didactic Audiovisual Translation (DAT). DAT is currently at its zenith, with researchers actively exploring a wide array of AVT modalities, thanks to the numerous opportunities it offers for language learning. According to Ávila-Cabrera and Rodríguez-Arancón (2021), research in DAT spans from general applications to specialized areas such as improving listening skills, vocabulary acquisition, and intonation (see Couto-Cantero et al., 2021 or Lertola & Talaván, 2022). Moreover, AVT encompasses several modes, and while subtitling and dubbing have historically been most widely employed, language educators and researchers in academia have demonstrated notable interest in the educational potential of all of them.

The significance of this phenomenon is underscored by various research projects backed by European and Spanish authorities, which have substantially contributed to understanding the adaptability of DAT in the realm of language acquisition. Notable examples include the Learning via Subtitling (LeViS, 2006–2008) project, focusing on subtitling for foreign language learning (FLL). Another noteworthy initiative is Clipflair (2011–2014), which aims to devise innovative exercises and activities integrating revoicing via a social networking web platform. The Intralingual Dubbing to Improve Oral Skills (iDub, 2014) study explored the potential of intralingual dubbing in enhancing speaking proficiency among university students. Moreover, PluriTAV (2017–2019) investigated the benefits of adopting a multilingual approach in foreign language instruction. The pioneering TRADILEX (2020–2023) project[1], funded by the Spanish Ministry of Science and Innovation, developed a comprehensive DAT sequence incorporating all five AVT modes. Spearheaded by experts in AVT and foreign language pedagogy, this groundbreaking initiative aimed to holistically enhance learners' communication, reception, production, and mediation skills. Leveraging technological advancements, the study assessed learners' progress in English language proficiency through diverse AVT tasks, culminating in an extensive exploration of DAT's transformative potential.

However, within the realm of English for Specific Purposes (ESP), the literature on DAT remains notably scarce, even though it is gradually garnering the interest of researchers (see, for instance, Gonzalez-Vera, 2021). This study, therefore, employs a mixed-method approach to analyse the responses of 95 ESP students who completed a lesson plan on job interviews. These students are divided into two groups: a control group (CG) following a traditional methodology through a role-playing task and an experimental group (EG) working with DAT through a creative intralingual dubbing task. The central aim of this study is to determine whether the use of DAT, specifically the use of creative didactic dubbing, impacts the enhancement of students' oral communication skills

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[1] The Tradilex project (2020–2023), funded by the Spanish Ministry of Science and Innovation, aims to improve foreign language learning through the integration of AVT by piloting a methodological proposal in non-formal adult education (https://www.tradilex.es/).

and their motivation to learn a language, particularly when it involves a topic of great importance for their future, i.e. job interviews.

First, this paper presents a theoretical framework that reviews prior work on the subject and identifies the research gap this study seeks to address. The subsequent section outlines the methodology and the tools used for designing and implementing the study. It then delves into a preliminary comprehensive analysis in which both quantitative and qualitative data are examined, using two instruments: a dubbing or role-playing task, depending on the group, and a final questionnaire students completed. After comparing and contrasting the outcomes in each group (CG and EG), the analysis highlights the advantages and limitations of DAT for ESP learners.

1. Theoretical Framework

The history of DAT can be divided into four main decades, with the most recent two decades considered the golden age of this methodology. The initial decade, dating back to the 1980s, saw scholars like Price (1983) or Vanderplank (1988) exploring the passive use of subtitles for second language acquisition. In the 2000s, regardless of still having subtitling as a passive tool (Williams & Thorne, 2000), there was a shift towards students actively participating in their learning process, exemplified by studies like Sokoli's (2006) development of active-learning tasks using active subtitling and Talaván's (2006) computer-assisted activity based on subtitles to enhance the language skills of business students. The golden era of DAT emerged in the 2010s, with a strong focus on active student participation in the classroom and the incorporation of various AVT modalities. Researchers like Ibáñez and Vermeulen (2013) delved into dubbing as a pedagogical tool and incorporated audio description (AD) in their research to facilitate lexicon and phraseological competence in foreign language (FL) acquisition.

Nowadays, DAT is studied as an interactive tool where students actively contribute to producing AVT content, positioning them at the centre of their learning experience. The edited volume by Incalcaterra McLoughlin et al. (2020) can be considered one of the starting points of the fourth decade, as it offers a collection of international case studies examining DAT. Furthermore, the studies by Lertola (2021), Plaza Lara and Fernández Costales (2022), Bolaños-García-Escribano and Navarrete (2022), and Plaza Lara and Gonzalo Llera (2022) all concentrate on the didactic application of particular AVT modes, highlighting the individual advantages of each mode discussed for language learning. The promotion of multilingualism by the Council of Europe through new educational policies is also noteworthy, as it has led to the growth of numerous worthwhile projects that target DAT.

Therefore, even though it is possible to find a wide range of studies focusing on all the modalities at present, there is still limited research on didactic dubbing, compared to other practices, such as subtitling. One of the first researchers to delve into the benefits of dubbing was Kumai (1996), who explored how dubbing tasks can foster pronunciation, intonation, and fluency. Subsequent research has consistently supported these findings, with scholars unearthing its additional advantages. For instance, Danan (2010) has identified benefits such as vocabulary growth, underlining its limitless

potential. He and Wasuntarasophit (2015) explored the effects of dubbing tasks in enhancing the pronunciation of vocational students, yielding noteworthy results, particularly concerning students' attitudes towards these tasks. Sánchez-Requena (2018) also conducted a pilot study employing dubbing tasks to target pronunciation and fluency, thus enhancing students' conversational abilities while reducing anxiety levels. Hence, scholars have examined how dubbing can enhance pronunciation, intonation, and fluency, and language instructors frequently use it as a speaking exercise (Talaván & Costal, 2017). Moreover, dubbing has many benefits in relation to traditional acting (Wakefield, 2014), and it can prove particularly beneficial for students who are shy or who are afraid of public speaking (Burston, 2005).

Thus, as it is possible to see, DAT is at its apogee and dubbing, although increasingly gaining potential within the methodology, still requires further exploration, especially, as previously mentioned, within the context of implementing these techniques in ESP educational settings. An early pioneer in using DAT for ESP teaching was Talaván (2006), who introduced an active subtitling-based language learning exercise to enhance the oral communication skills of business English students. Building on the foundation laid by a study examining the application of reverse subtitling in a business English class, Ávila-Cabrera (2021) launched the SubESPSkills project (Ávila-Cabrera & Rodríguez-Arancón, 2021; Ávila-Cabrera & Corral Esteban, 2021). Recent studies have shifted their focus towards the engineering and architecture fields (Gonzalez-Vera, 2021, 2022). One of the most recent studies by Hornero Corisco et al. (2023) centred on the pedagogical application of a sequence of AVT material created by TRADILEX and implemented within the School of Engineering and Architecture at the University of Zaragoza.

However, despite the growing scholarly interest in this aspect of English language education, there remains a need for further research, given the potential for substantial benefits from this novel pedagogical tool, in particular when applied to dubbing. As Talaván (2006) highlights, DAT offers a contextual framework for students, incorporating real-world scenarios and simulations to elucidate the complexities inherent in each situation. This plays a role in ESP students' oral communication skills development, which is one of the most crucial elements of these courses. Thus, amidst this evolving landscape, this study seeks to assess the impact of creative intralingual dubbing on oral production skills and students' motivation within ESP settings, particularly in contrast to conventional communicative approaches. Even though academics are increasingly focusing on this area of English language learning, research is still needed because this area stands to gain a great deal from this novel and cutting-edge pedagogical tool.

2. Methodology

This study endeavours to conduct a quasi-experimental study upon the completion of a lesson plan focusing on job interviews. The principal objective of this study is to determine whether oral proficiency exhibits greater enhancement when employing a novel approach, such as DAT, compared to traditional methodologies through two oral tasks. Additionally, it seeks to explore whether the use

of DAT engenders variations in students' perceptions and motivation in contrast to more traditional communicative methods.

To this end, three research questions (RQ) have been set in order to achieve the goals of the study:

RQ1 – Does dubbing tasks enhance speaking skills more than traditional methodologies tasks?

RQ2 – Does students' perception of their oral skills improvement vary depending on the methodology used?

RQ3 – Does DAT introduction in the classroom increase or decrease students' engagement?

2.1. Instruments and Participants

The present study gathers the results from 95 participants (N=95) enrolled in an elective course in technical English within the School of Engineering and Architecture at the University of Zaragoza during the 2021–2022 academic year. Participants who had a B1 level of English, according to the Common European Framework of Reference for Languages (CEFR), were divided into two groups according to their class groups: the Control Group (CG), comprising 46 students (N=46), and the Experimental Group (EG), consisting of 49 students (N=49).

The subject was structured into theoretical and practical sessions, with the latter serving as the focal point of this study due to its emphasis on oral production. The practical part of the subject was divided into six one-hour and forty-minute sessions. Each lesson is tailored to address a particular aspect pertinent to students' professional careers. This study focuses on job interviews, with a video as the central teaching tool. The EG was presented with a creative dubbing activity while the CG conducted a traditional role-playing task. Both tasks were originally designed and administered simultaneously. Thus, the instruments used to answer the research questions are:

– Practical tasks associated with job interviews, intending to compare the extent of improvement in students' speaking skills after participating in the classroom activities (RQ1).
– Responses collected from a post-questionnaire, facilitating a comparison of students' final perceptions at the end of the course, particularly their assessments of the lesson plan and the enhancement of their speaking skills (RQ2 and RQ3).

This study adopts a mixed-method research approach, encompassing quantitative and qualitative data extracted from the instruments and subsequently analysed. Quantitative data are processed using SPSS, while qualitative data are examined through QDA Miner Lite.

2.2. Procedure: Lesson Plans

The lesson plan topic examined in this paper centred on job interviews. The choice of this topic was deliberate, as it aligns with students' prospective professional requirements. Therefore, the primary goal of this lesson plan was to equip students with the necessary skills for conducting interviews and effectively conveying themselves professionally. The lesson itself was segmented into four distinct parts for each of the two student groups, as detailed in Table 1.

Table 1

Lesson Plan Aims and Activities

Lesson plan	Aims	CG Activities/Tasks	EG Activities/Tasks
Job Interviews	Develop vocabulary related to job interviews and professional contexts Answer questions during an interview	**Warm-up** – Build sentences: rearrange the words of typical job interview formulas. – Complete the conversation: fill in the gaps activity. **Main activities** – True or false: watch a video and answer true or false questions. – Fill in the blanks: Listen to the video audio and complete sentences. – Role play: role-play with no script with a given scenario. **Practical task (role play)** **Post task** – Job search: look for a job offer at a job search webpage. – Writing: answers to typical interview questions.	**Pre-viewing** – Build sentences: rearrange the words of typical job interview formulas. – Complete the conversation: fill in the gaps activity. **While-viewing** – Complete the script: watch a video and write down the interviewer and interviewee questions. **Dubbing practice** **Post-viewing** – Job search: look for a job offer at a job search webpage. – Writing: answers to typical interview questions.

Source: Author's own elaboration.

As seen in Table 1, the initial exercise during the pre-viewing phase for the EG and the warm-up for the CG involved arranging words in the correct order to construct sentences typical of job interviews. Subsequently, this led to the completion of a job interview conversation. These two activities served as initial engagement with the topic, introducing new vocabulary that would prove valuable for the forthcoming activities in the lesson plan.

During the while-viewing part, EG's task was to watch a video[2] in which a potential job applicant was conducting an interview. They were required to transcribe, by completing a script, the questions posed by the interviewer and the interviewee directly from the video. In contrast, the primary activities for the CG centred on a video[3] that provided examples and tips on how to prepare for a job interview. Corresponding activities related to this video included a true-or-false task and a fill-in-the-blanks exercise.

In the practical task, CG students collaborated in pairs to simulate a fictitious job interview through a role play, which they recorded using Google Meets (see Appendix 1). Conversely, EG students engaged in a dubbing practice by offering personalized responses to the questions posed in their respective videos, taking into account synchrony and timing (see Appendix 2). These tasks were assessed and given a maximum of 5 points out of the total 100 for the subject final grade. Thus, students' progress is compared using these practical exercises.

Two rubrics were used to mark students' tasks adapted from previous prototypical ones: a dubbing rubric[4] and a speaking rubric[5]. The dubbing rubric evaluated accuracy, synchrony, pronunciation, intonation and performance; each aspect ranged from 0 (when not achieved) to 1 point (when excellently achieved). On the other hand, the speaking rubric, built from the ground up, but based on a sample rubric provided by the Universitat de les Illes Balears, included four categories, and it was subdivided into five slots of marks from 1.25 if the expectations were achieved, to 0 if the student did not accomplish the aims described in the category.

2.3. Procedure: Post-Questionnaire

Once the course concluded, students had to complete a post-questionnaire, eliciting their feedback and impressions concerning the lesson plan. It is worth noting that the post-questionnaire administered to the EG differed from that of the CG, with each questionnaire tailored to the methodology used by the respective groups. The design of the questionnaires followed Auzmendi Escribano's (1992), which underscores the importance of distinguishing between dimensions and items. As such, the questionnaires in both groups commenced with general questions about students' backgrounds before delving into specific dimensions. As such, three dimensions were explored: usefulness, lesson plan, and preferences.

The post-questionnaire in the study aimed to address RQ2 and RQ3. Consequently, the subsequent analysis of the results is confined to the following:

- o Usefulness dimension:

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[2] https://www.youtube.com/watch?v=ExJZAegsOis&t=3s&ab_channel=ProjectIDEA
[3] https://www.youtube.com/watch?v=naIkpQ_cIt0
[4] Adapted from iDub – The Potential of intralingual dubbing in foreign language learning: How to assess the task (Talaván & Costal, 2017, p. 76).
[5] Rubric adapted from the B1+ descriptors according to the CEFR for the written entrance exam to the Universitat de les Illes Balears: https://estudis.uib.es/digitalAssets/423/423936_angles_rubrica.pdf

- ▪ Item "Have you noticed any change in your speaking skills in English after completing the lesson plan?"
  - o Lesson plans dimension:
    - ▪ Item: "Rate the improvement of the skills trained during the lesson plan."
    - ▪ Item: "Describe your experience with the lesson plan."
  - o Preference dimension (only for the EG):
    - ▪ Item: "What do you think about the integration of the lesson plan within the English course you have taken?"
    - ▪ Item: "Comment on the different aspects you think that can be improved (software, pre-viewing activities, tasks…)."
    - ▪ Item: "Rate the practical sessions as a whole."
    - ▪ Item: "If you had the chance, which teaching method would you choose for doing the practical sessions?"
    - ▪ Item: "Why would you choose that method?"
    - ▪ Item: "Do you think the time invested in the task is more than the one you would have invested doing traditional activities?" (only for EG)

3. Results and Data Analysis

3.1. Speaking Tasks Results

A statistical analysis was conducted to assess whether a significant difference existed in the speaking results of the EG and the CG based on the two tasks (dubbing and role-playing) submitted by students at the end of the lesson (see Appendices 1 and 2). Firstly, a normality test and a P-P plot test were carried out on the results of the tests, deciding whether there is a symmetric distribution. Then, the non-parametric Mann-Whitney U test (for Independent Samples) was conducted to see whether a DAT approach in the EG leads to better results than traditional methods in the CG.

Table 2

Dubbing and Role Play Tasks, Descriptive Statistics

| Descriptive Statistics		Dubbing task	Role Play task
N	Statistic	49	46
Minimum	Statistic	2.00	2.50
Maximum	Statistic	5.00	5.00
Mean	Statistic	3.64	3.6304
Std. Deviation	Statistic	.66352	.57189
Skewness	Statistic	-.180	.204
	Std. Error	.259	.350
Kurtosis	Statistic	.447	.351

Source: Author's own elaboration.

In the dubbing task for the EG (Table 2), involving 49 students, descriptive statistics indicate a mean score of 3.64 out of 5. A negative skewness value of -0.180 suggests a concentration of scores on the right side of the distribution, signifying that most data points are to the left side of the histogram, with the median surpassing the mean. Likewise, a positive kurtosis value of 0.259 in the task results indicates a distribution with heavy tails, which implies that the data deviate considerably. Thus, this reveals that the data were not symmetrically distributed, and a non-parametric test should be performed.

On the other hand, the symmetric distribution test in the CG showed that the population number was 46 students (Table 2). The descriptive statistical results illustrate that the mean in the task is 3.63 out of 5. The positive skewness value (0.204) indicates a pile-up of the scores on the left-hand side of the distribution, which means that most of the data will be on the right-hand side of the histogram, the mean being higher than the median. Similarly, the positive kurtosis value (0.351) in the role-play results indicates a heavy-tailed distribution, which implies that the data deviate noticeably. These results should be corroborated through a normality test histogram and a P-P plot test (Field, 2009), verifying a non-normal distribution of the data and indicating that non-parametric tests should be applied.

Figure 1

Mann-Whitney U Test Speaking Results
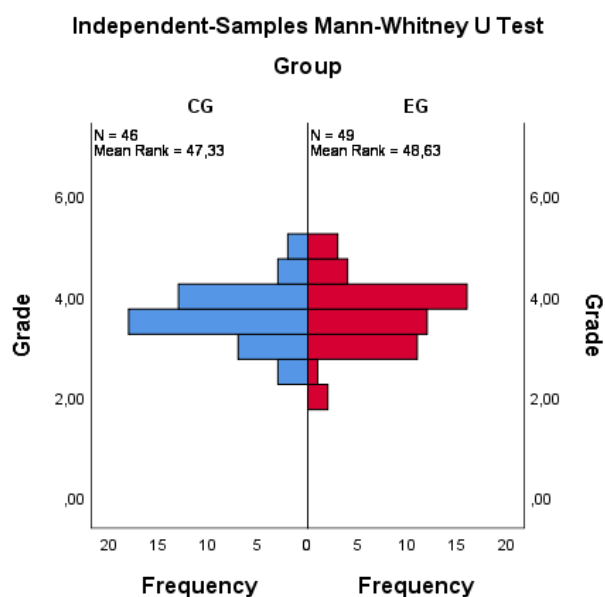
Source: Author's own elaboration.

Then, a comparison between the EG and the CG's results (Figure 1) is performed to see if the hypothesis, which claims that didactic AVT improved oral production skills slightly more, is sustained. Thus, the Mann-Whitney U test, a non-parametric test for Independent Samples, is used to analyse the data. The marks of the EG in the dubbing task (*M*=3.64) did not significantly differ from those of the CG in the role-playing task (*M*=3.63), *U*=1158.000, *z*=0.239, p<.811. According to this, the null hypothesis, which states that the distribution in students' grades across categories of groups is the same, should be maintained as it is higher than 0.05, meaning there was no significant difference between the mean of the EG and the CG.

Although the difference is not statistically significant, Figure 1 reveals a subtle variation in the highest scores, with the EG represented by the red bars exhibiting higher scores above 3.5. However, it is worth noting that only the EG students received scores lower than 2. This observation may be attributed to the fact that it was their first experience with a dubbing program, and some students exhibited a strong inclination toward perfectionism, which rendered them uncomfortable during the voice recording process.

3.2. Post-Questionnaire Results

As mentioned above, the post-questionnaire encompassed multiple dimensions, which exhibited differences between the EG and the CG: usefulness dimension (EG and CG) to ascertain whether both groups observed enhancements in their speaking skills, lesson plans dimension (EG and CG), with a

specific focus on the assessment of the lesson plan by students, and preferences dimension (EG), which answers the third research questions related to DAT methodology.

The initial step to analyse the data from the post-questionnaires involved examining students' responses within each group. Descriptive statistics were applied to the Likert scale and rating questions, while open-answer questions were classified with descriptive codes. Subsequently, in the pertinent cases, it was crucial to determine whether the distribution of responses in the relevant items followed a normal distribution. Thus, this was achieved by converting the Likert scale questions for each student into their mean. Then, a descriptive statistical test was employed, i.e., the Shapiro-Wilk test, as the sample was inferior to 100 participants. This verification process was particularly crucial in the usefulness dimension, as the item under consideration needed to be compared across the groups, necessitating the use of this test for that specific purpose.

Once the data was transformed and analysed, it was possible to see that the distribution in the dimension of the usefulness of the EG was normally distributed, as 0.292>0.05 (p>0.05). The answers were not statistically significant. At the same time, the Shapiro-Wilk test of the CG showed how the data were normally distributed as it was not statistically significant and the significance was higher than 0.05 (0.074>0.05). However, in order to confirm these results, Field (2009) always recommends corroborating the results by plotting the data using a P-P plot test.
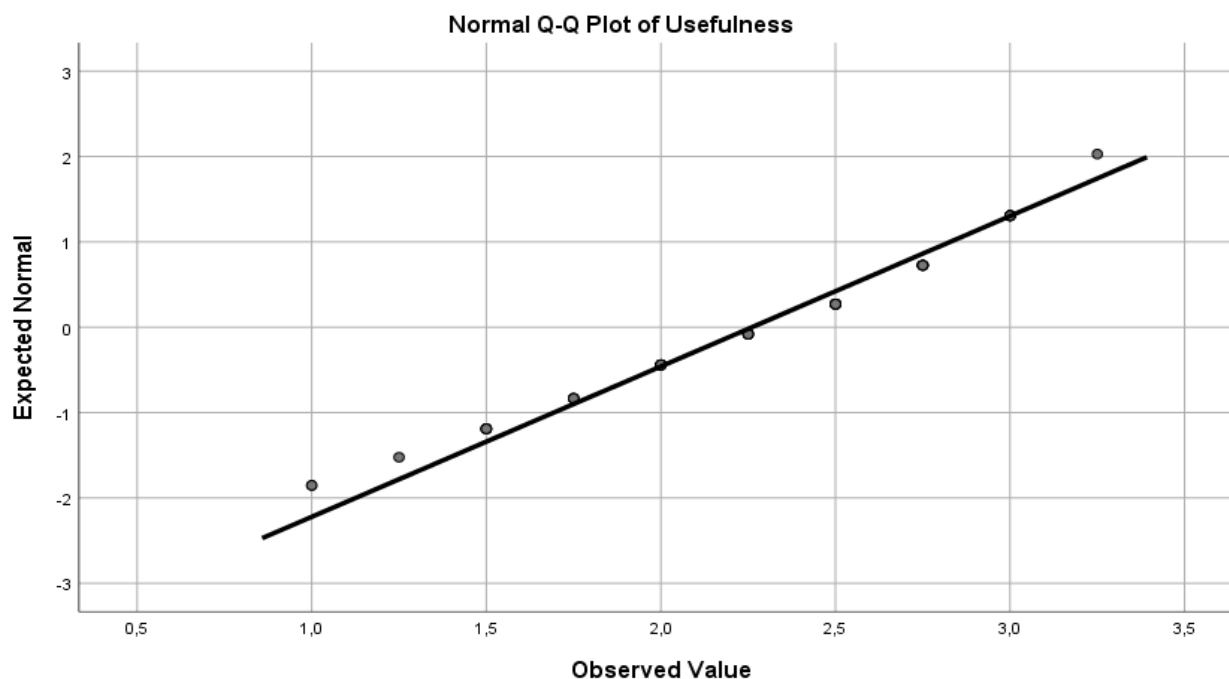
Figure 2

P-P Plot Test. EG Usefulness
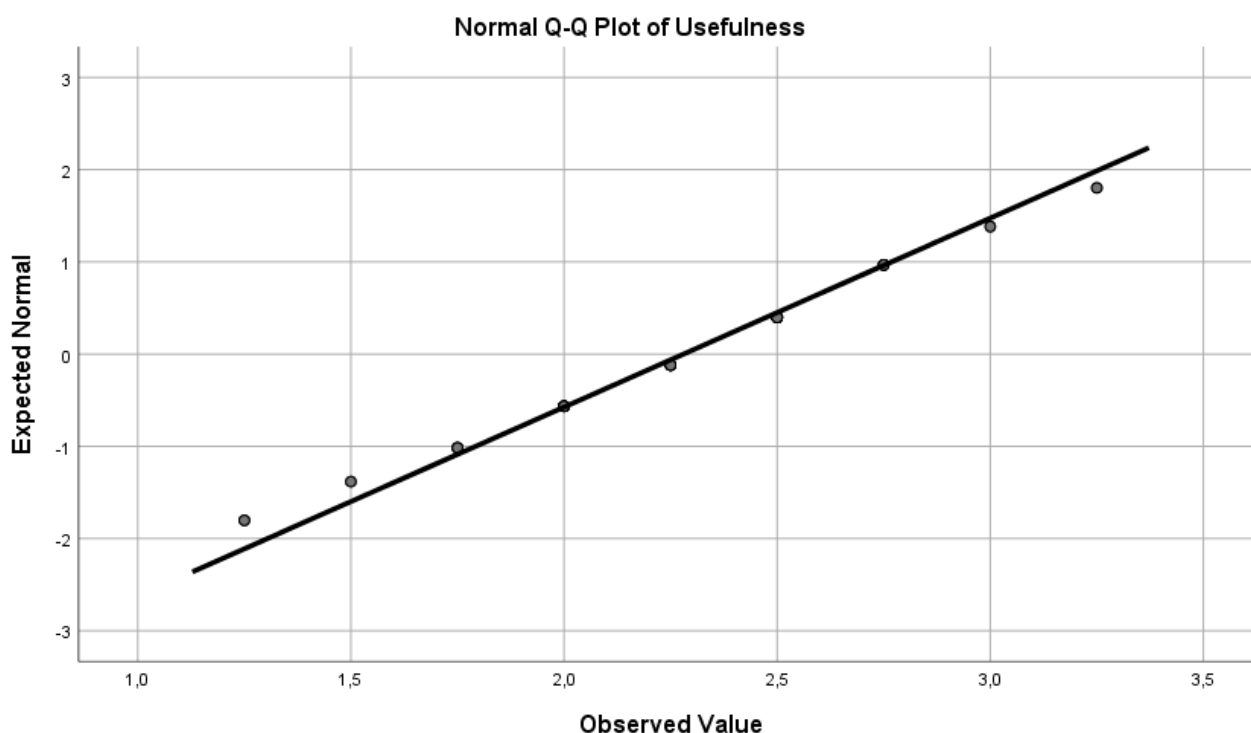
Source: Author's own elaboration.

Figure 3

P-P Plot Test. CG Usefulness

Normal Q-Q Plot of Usefulness

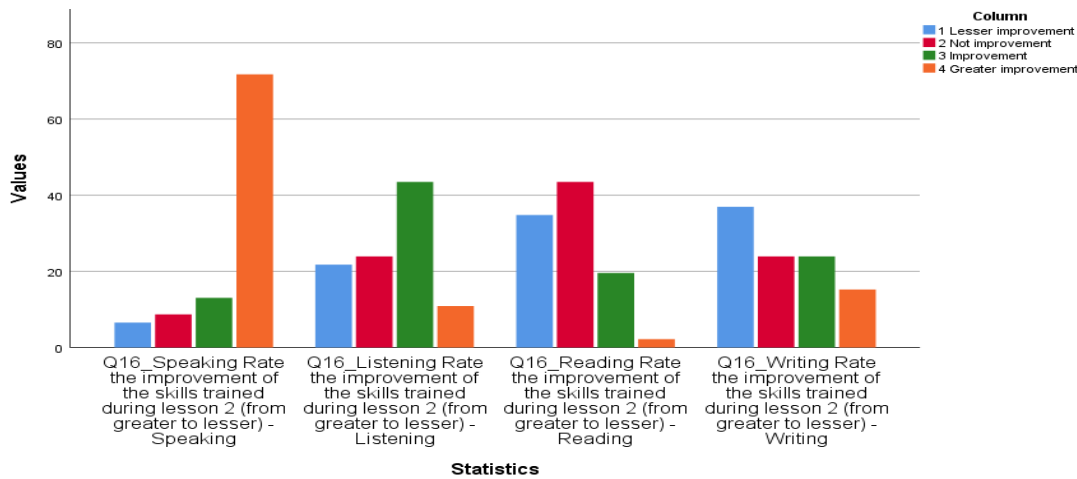*Source:* Author's own elaboration.

Figure 2 and Figure 3 above show how the P-P plot test of the usefulness data in the EG and CG contradicted the normality test depicted by the Shapiro-Wilk test. The data points in both figures deviate from the diagonal, which means that although, statistically, the data seemed normal, they do not have a bell-shaped distribution. Consequently, a non-parametric test was conducted to compare the answers to the items in the dimension of usefulness in these groups.

In the usefulness dimension to the question "Have you noticed any change in your speaking skills in English after completing the lesson plan?", the most frequent answer was "big difference" in both groups, 48.8% (20) in the EG and 43.5% (20) in the CG. It is also worth noting that, in the EG, no students ticked the option "no difference", which means that all of them have noticed at least a slight change, while, in the CG, there is a small percentage of students 8.7% (4) that had ticked it. Students' answers were then compared using the Mann-Whitney U test, a non-parametric test for independent samples, revealing no statistically significant difference between the two groups in the Likert scale item aforementioned.

In the second dimension, students had to answer two items about the lesson plan. First, students were asked to rate their progress in the four language skills (speaking, listening, reading and writing) from highest to lowest in this lesson plan. Descriptive statistical graphs of the EG and CG's responses are presented in Figures 4 and 5, respectively.
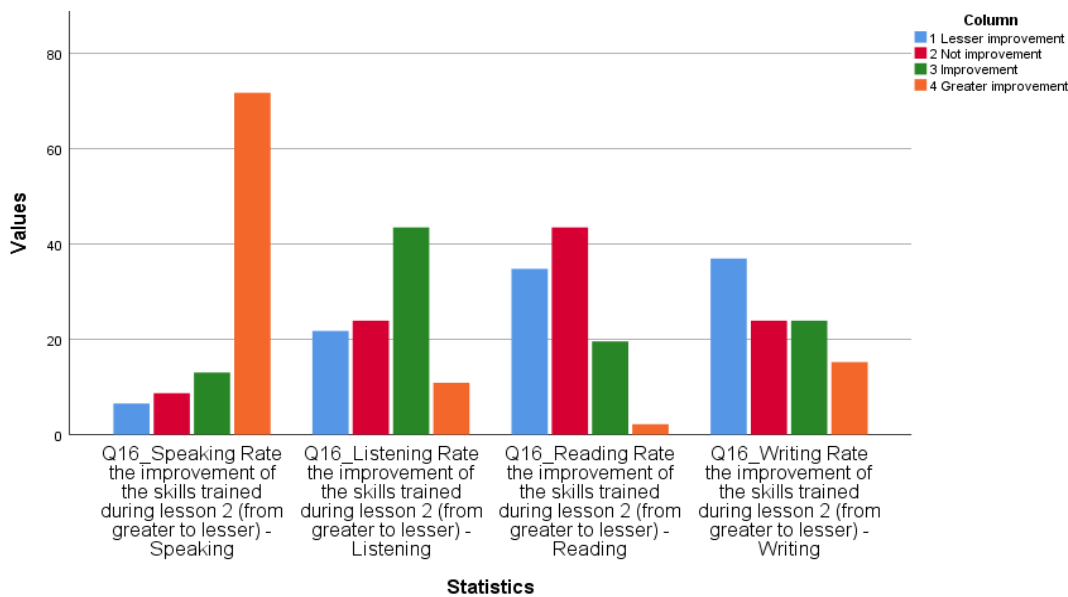
Figure 4

EG Ranking Descriptive Statistics Lesson Plan

Source: Author's own elaboration.

Figure 5

*CG Ranking Descriptive Statistics Lesson Plan*

Source: Author's own elaboration.

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In both cases, it is evident that students perceived a notable improvement in their oral production skills in both groups, with 63.4% in the EG (Figure 4) and 70.1% in the CG (Figure 5), reporting such enhancements. Furthermore, the figures illustrate that various skills were developed through the diverse tasks, affirming that students recognized improvements by the end of the lesson.

Subsequently, students provided their feedback on their experience with the lesson plans. A qualitative analysis assigned descriptive codes to their responses and categorized them as positive, negative, or neutral. In the EG (as shown in Figure 6 below), while there were some minor negative comments (17.1%), the majority of responses were positive (60.1%). Many students reiterated the ease of the lesson plan, particularly concerning the dubbing component, and found the topic engaging and attractive.

Figure 6

Experience With Lesson Plan 2 Descriptive Codes EG

Distribution of codes (Frequency)
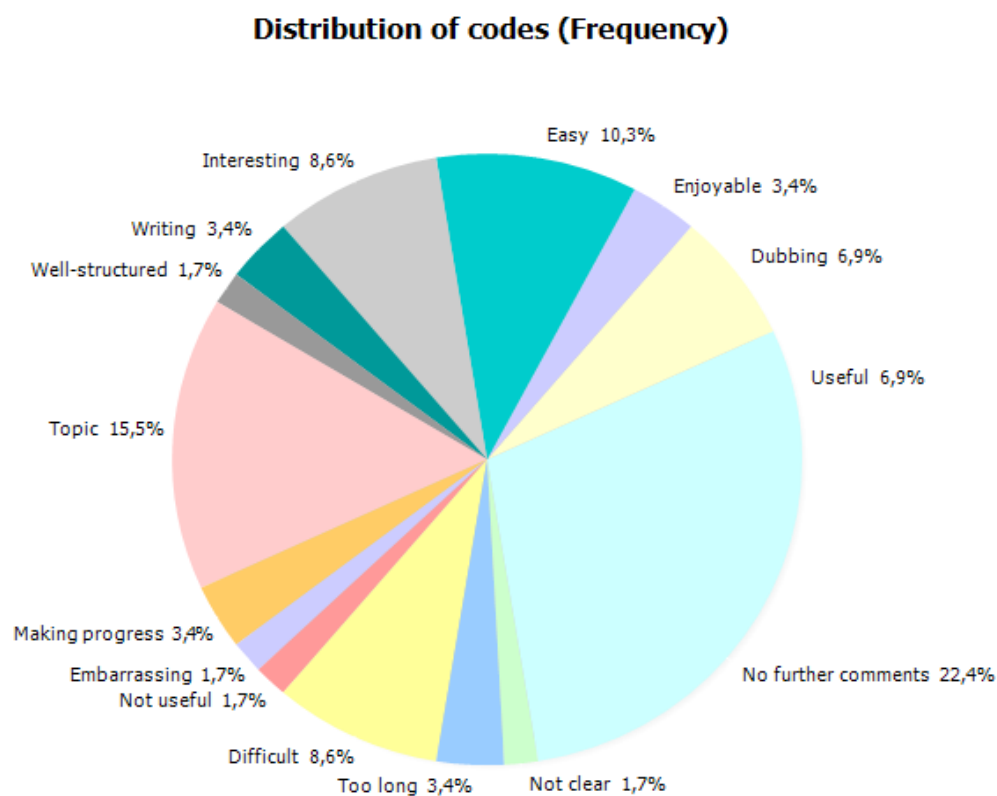
Source: Author's own elaboration.

On the other hand, the most frequent comments in this lesson plan in the CG were also positive comments (Figure 7). Students mentioned its usefulness, taking special consideration to the topic and everything they learned for their future careers. On a negative note, some students complained about the lesson plan length, implying that it was too long and took them more time than it was supposed to take.

Figure 7

Experience With Lesson Plan 2 Descriptive Codes CG

Distribution of codes (Frequency)

Useful 21,0%
Interesting 8,1%
Challenging 1,6%
Enjoyable 8,1%
Topic 21,0%
No further comments 19,4%
Interactive 4,8%
Public speaking 3,2%
English level 1,6%
Long 6,5%
Nervousness 3,2%
Technical problems 1,6%
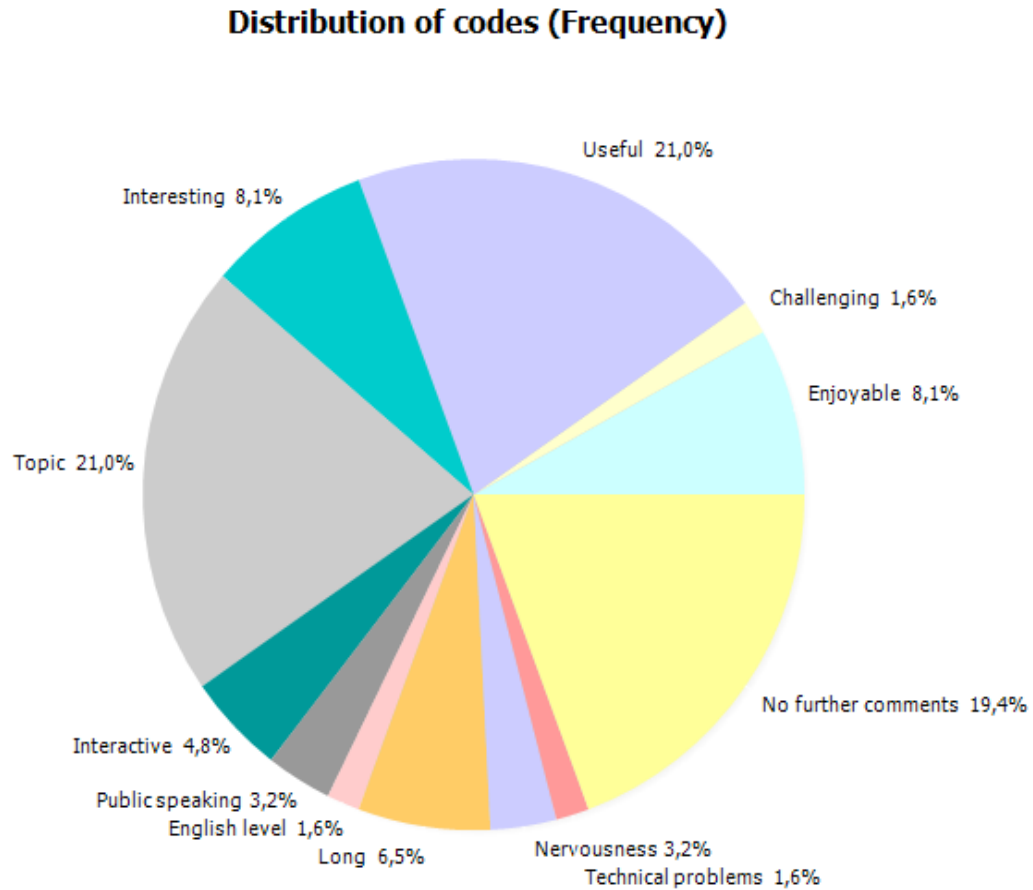
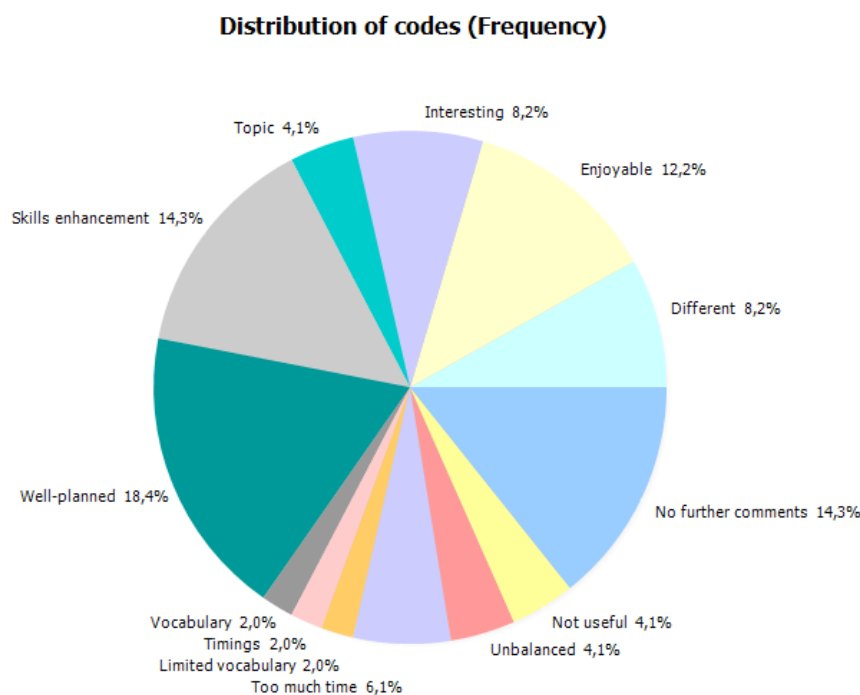*Source:* Author's own elaboration.

Finally, the last dimension analysed is the preference dimension from the EG. The results of this dimension aimed to answer the third research question, which inquires whether the implementation of DAT in the classroom has an impact on student engagement with the following six items:

- Item 1: "What do you think about the integration of the lesson plan within the English course you have taken?"
- Item 2: "Comment on the different aspects you think that can be improved (software, pre-viewing activities, tasks…)."
- Item 3: "Rate the practical sessions as a whole."
- Item 4: "If you had the chance, which teaching method would you choose for doing the practical sessions?"
- Item 5: "Why would you choose that method?"
- Item 6: "Do you think the time invested in the task is more than the one you would have invested doing traditional activities?"

First, students commented on the integration of the lesson plan in the English course (Item 1). Then, students' answers were gathered, and descriptive codes were assigned and classified (Figure 8).

Figure 8

Integration of the Lesson Plans Descriptive Codes

Distribution of codes (Frequency)

Topic 4,1%
Interesting 8,2%
Enjoyable 12,2%
Skills enhancement 14,3%
Different 8,2%
Well-planned 18,4%
No further comments 14,3%
Vocabulary 2,0%
Timings 2,0%
Limited vocabulary 2,0%
Too much time 6,1%
Not useful 4,1%
Unbalanced 4,1%

Source: Author's own elaboration.

Most answers were positive (67.4%), as students recognized that the lesson plan was well-structured and seamlessly integrated into the course. They particularly emphasized various skills enhancement, focusing on oral production skills (14.3%). Students also appreciated the uniqueness and engaging nature of the lesson plan compared to more conventional teaching methods. In contrast, a significant proportion of the negative comments (6.1%) centred around concerns about the time dedicated to the lesson plan. Only a reduced percentage of students considered it ineffective for learning English. However, it is worth noting that many of these complaints appeared contradictory. For instance, some comments mentioned the duration of the dubbing task but then noted that they had completed it within the given time.

Afterwards, students provided insights into aspects that could be improved (Item 2). A substantial number of students felt that the software should be enhanced, although they did not specify which software. The students were presented with various software options, including Screencastify, but they had complete freedom to choose the option they preferred, and many of them had positive remarks about the recommended dubbing software. Students also highlighted the in-class activities and the practical utility of the sessions. The latter was reinforced by a rating question (Item 3), as

most students rated the practical sessions with a grade higher than 6, and most believed the lesson plans deserved an 8 out of 10 (34.1%).

Then, students expressed which teaching method they would choose for the practical sessions (Item 4). More than half of the EG students (65.9%) stated that they would repeat the experience and preferred it to traditional approaches. Next, students elaborated on their answers (Item 5) and gave their reasons for choosing each methodology. Descriptive codes were assigned to students' comments on this question and classified into the AVT method, the traditional method and a combination of the two.

Many students highlighted they enjoyed using DAT, particularly emphasizing how traditional methods appeared dull compared to the DAT methodology. They felt that transitioning from a conventional approach was beneficial, even if it implied additional effort, which they perceived positively. The novelty and distinctiveness of the DAT were also noted. Notably, individual work was frequently mentioned as a popular aspect, with students expressing how it helped them overcome shyness and boost their confidence when speaking.

In contrast, students who chose a more traditional approach believed that these activities were more natural and required less computer time, as they perceived AVT methods to be time-consuming. Finally, a smaller group of students proposed combining the methods, as they believed that discussions with classmates enhanced their speaking skills.

The preferences dimension in the EG concluded with Item 6, which asks students to reflect on whether the time spent on these tasks exceeds what they might typically invest in traditional activities. Students felt that they worked "slightly more" than CG students (34.1%), implying that they considered themselves to have exerted more effort because of using a different methodology. This observation was corroborated by their attitudes in class and some of the responses to the open-ended questions, indicating that a new methodology typically requires more time to adapt to, as students are not yet used to using it.

4. Discussion

This section discusses the data analysis outcomes concerning the three initially formulated research questions. The main objective is to elucidate the efficacy and reception of a pioneering methodology within ESP education. Thus, the first research question (RQ1) examined students' performance in dubbing and role-playing tasks. Then, the second research question (RQ2) navigated the subtle variations observed in student achievements through their perceptions. Finally, the third research question (RQ3) sought to examine the potential impact of DAT on their engagement.

Regarding the first research question (RQ1), students' performance in both the dubbing and role play tasks at the end of the lesson plan demonstrated consistently high grades, highlighting their exceptional engagement in the activities. It is worth noting that while the EG and CG performed well,

with no statistically significant differences, there was a slight variation in the highest marks achieved by the EG students. This observation indicates that by allotting more time and implementing a more extensive sequence focused on dubbing, the results of this innovative methodology could potentially show a more significant improvement. This is in line with previous studies, such as that of Ávila-Cabrera (2022), which demonstrated the efficacy of creative dubbing, with one of the reasons for its success being the integration of multiple DAT activities. Nevertheless, it is essential to acknowledge that this is one of the primary limitations of ESP courses, typically short elective courses.

The second research question (RQ2) aimed to ascertain students' perceptions of their oral production skills improvement based on the methodology used. It is important to emphasize that both groups perceived a substantial improvement in their speaking skills, and all students felt that the lesson plans were well-designed. Therefore, the instructional design was appropriate in both cases, and CG students did not view themselves as at a disadvantage when compared to the EG students. Regarding dubbing, the analysis of students' responses through the post-questionnaire revealed that they perceived its effectiveness for developing oral skills in English. Moreover, results also underscore the effectiveness of well-planned lessons that enhance multiple skills, even though the primary emphasis remained on oral skills, which was the central objective of this lesson plan, which can be related to other research findings such as Ávila-Cabrera (2021). Thus, even though a small number of students still expressed a preference for class discussions, they also recognized that dubbing enhances their speaking skills.

The third and final research question (RQ3) investigated whether DAT introduction in the class would impact students' engagement. After analysing the data from the post-questionnaire, it became evident that the introduction of DAT significantly increased student engagement, as they described the lesson as enjoyable, interesting and different. Previous research in this field (Lertola, 2021; Fernández-Costales, 2021) aligned and also highlighted the derived pleasure the participants revealed from working with DAT, in all its different modalities. Furthermore, despite a few minor negative aspects of the methodology highlighted by some students, overall comments remained highly positive. It is noteworthy that the vast majority of students expressed a desire to continue using this methodology and rated the lesson plans favourably. These findings imply that student engagement with DAT is notably high and that once students experience dubbing, they desire to continue learning through this method as they are aware of its benefits.

5. Conclusion

Recent studies in DAT have demonstrated increasingly promising results. While scholars like Ávila-Cabrera and Rodríguez-Arancón (2021) and González-Vera (2022) have suggested the benefits of DAT for ESP learners, research in this area remains limited. This paper aimed to address this research gap by presenting a study conducted with students enrolled in the Architecture and Engineering degree program at the University of Zaragoza, Spain. The study investigates the advantages of dubbing as a means for enhancing oral productive skills within the context of job interviews for ESP students. The

study findings indicate that while traditional activities may not have contributed significantly to low self-esteem and lack of motivation among ESP students, adopting a more creative lesson plan based on DAT has effectively reduced students' anxiety and boosted their confidence while engaged in speaking activities.

Thus, the findings reveal consistently high grades and exceptional engagement in dubbing and role-playing tasks, suggesting potential for further improvement with extended focus on dubbing sequences. Students perceived considerable enhancement in oral production skills, indicating the effectiveness of the lesson plan and the benefits of dubbing. Moreover, DAT introduction in class significantly increased student engagement, highlighting participants' pleasure in working with DAT. Despite minor concerns, students desired to continue using this methodology, underscoring high engagement levels and recognition of its benefits. These findings emphasize the potential of creative dubbing in fostering student engagement and continued learning within ESP education.

The current study was conducted within a limited timeframe, making it challenging to draw conclusive findings regarding students' grade differences. Furthermore, despite the growing importance of ESP courses, they remain optional, and, therefore, this represents a primary limitation of the research, as courses have a short duration, usually one semester, and limited dedication to the practical part. Future research should consider longer-term studies to assess whether the observed learning improvements become more pronounced over time. Nevertheless, both groups achieved excellent grades, suggesting that DAT activities are, at a minimum, as thriving as traditional speaking exercises.

Nevertheless, the results and conclusions drawn from the study presented in this paper are only partial and limited to the exploration of creative dubbing in the specific case of how to deal with a job interview in a foreign language. They constitute only one topic investigated within a wider comprehensive study about DAT to foster communicative skills in ESP. Therefore, the data presented should be understood within a wider context and needs to be completed in the future.

Thus, while the present study provides empirical support for the beneficial effects of DAT on oral skills, further research is needed to explore how didactic dubbing can be effectively integrated into ESP classrooms to enhance oral production and reception skills. Additionally, research into improving written skills is guaranteed, given that students write the scripts for dubbing assignments. The encouraging results of this study, which include both the evaluation of objective task outcomes and subjective student perceptions of speaking skill development, suggest that future courses should prioritize using dubbing as a valuable resource to enhance oral skills in ESP students. Moreover, voicing tasks inclusion, where speaking and other skills are combined, could introduce other AVT modalities, such as audio description, thereby further enriching the learning experience.

Acknowledgement

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Appendix 1

> PRACTICAL TASK

1. In pairs, complete the following situation thinking of a future job interview that you may have and follow the steps described below:

(5 points)

Interviewee	Interviewer
Previous work experience:	**You need a:**
Skills:	**Important skills:**
Other information:	**Other:**
	Hours:
	Salary:

STEPS:

    a. Choose your roles

    b. Write a script

    c. Make a video call in which you reproduce an interview.

    d. Practice it several times

    e. Record the final interview in which both of you must be on screen

Please note: The script is to help you, but you should sound natural during the recording.

Don't read it.

Appendix 2

> **DUBBING PRACTICE**

1.   **Answer the INTERVIEWER'S questions in the video you have just seen, thinking about yourself.**

   Question 1:

   Question 2:

   Question 3:

   Question 4:

   Question 5:

2.   **Answer to the INTERVIEWEE/APPLICANT questions in the video you have just seen using creative and appropriate answers.**

   Question 1:

   Question 2:

3.   **Take a look at the times the interviewer and the interviewee/applicant take to answer each question in the video. Adapt your answers from exercises 1 and 2 to the slots of time provided.**

Interviewer

Q1	Q2	Q3	Q4	Q5
00:00:15 – 00:00:25	00:00:36 – 00:00:44	00:00:49 – 00:00:54	00:01:00 – 00:01:10	00:01:17 – 00:01:25

Interviewee/applicant

Q1	Q2
00:01:34 – 00:01:39	00:01:44 – 00:01:47

4. Once you have your answers, voice the clip (https://tinyurl.com/ybbo6p8y). The voices have already been muted. To do this, you can use Screencastify (https://www.screencastify.com**). If you don't know how to do it, watch this brief tutorial (**https://tinyurl.com/y795rv8t**).**

<div align="right">

(5 points)

</div>

Follow these steps:

a. Download the video with muted voices from *Job Interview* (https://tinyurl.com/ybbo6p8y).

b. Open a video editor, you can use Screencastify or any other video-editing software of your choice, like Filmora (https://filmora.wondershare.es/) or Lightworks (https://www.lwks.com/). If you don't know how to use it, watch this short tutorial (https://tinyurl.com/y795rv8t).

c. Start dubbing the video (use your written script from exercises 1 and 2 – dubbing practice – and don't forget synchrony).

d. Once you finish dubbing, save your video file and name it using LP2D_ and your two surnames and name (ex. LP2D_BuilBeltranPaula) and send it to pbuil@unizar.es and pilargv@unizar.es together with your answers.

Please note: Please send (1) the script and (2) the dubbed video clip.