MULTIMODALITIES IN DIDACTIC AUDIOVISUAL TRANSLATION: A TEACHERS´ PERSPECTIVE

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ABSTRACT

In the last two decades, the use of audiovisual translation (AVT) in the foreign language classroom has been consolidated as an extremely useful tool for improving communication, mediation, intercultural and ICT skills. Research has shown that it is highly motivating for students (Lertola & Talaván, 2020; Talaván, 2019). However, previous studies on teachers' perceptions of the validity of didactic AVT (Alonso-Pérez & Sánchez-Requena, 2018; Sokoli *et al*., 2011) highlighted areas in need of improvement in the field. With this in mind, the article explores the integration of five AVT modalities (subtitling, voiceover, dubbing, audio description and subtitling for the deaf and hard of hearing) in one autonomous learning sequence of 15 lesson plans, as

designed by members of the research project TRADILEX, funded by the Spanish Ministry of Science, Innovation and Universities. This paper analyses the results of a questionnaire completed by teachers (N=30) who supervised the implementation of this learning sequence in B1 and B2 proficiency level courses from higher education language centres.

The main aim of this article is to determine to what extent this new approach addresses the weaknesses observed by teachers in previous studies. The analysis of the gathered data led to conclude that teacher training in didactic AVT significantly improves the implementation of the methodology. Besides that, the comprehensive approach of the TRADILEX sequence, including the five AVT modalities, allowed teachers to identity which modality is better suited for their teaching practice. On the other hand, high dependence on technology and motivation were two of the main concerns shown by teachers which require further research.

Keywords: didactic audiovisual translation, foreign language education, teachers' perspectives, TRADILEX project

1. INTRODUCTION

The twenty-first century has been a time of great change for audiovisual content. This century has seen a rapid evolution in audiovisual material, technological advances and changes in end users. For example, new consumption

habits have emerged for audiovisual products and therefore the functioning of audiovisual translation (henceforth AVT) industry has also changed. One of the most representative examples of this changing, growing evolution of technology and viewing habits is the rise of streaming platforms, video and television on demand. Likewise, this digital revolution has promoted the development of new forms of language teaching and has established translation, audiovisual materials and student participation as effective tools for foreign language (henceforth FL) learning. According to Talaván and Lertola (2022), "When students get involved in didactic AVT tasks, they produce a transfer of verbal language in audiovisual media by means of captioning and revoicing" (p. 24). In this way, they carry out tasks in various forms of AVT: standard subtitling, voiceover, dubbing, audio description (henceforth AD) and subtitling for the deaf and hard of hearing (henceforth SDH). In the last two decades, didactic AVT has been acknowledged as an effective tool to enhance language competence through ICTs, while simultaneously helping the learner to develop other skills such as interculturality and mediation, as promoted by the *Common European Framework of Languages* (2001) and its *Companion Volume* (2018).

This study proposes a review of the most recent literature on the matter. Particular attention is paid to previous studies on teachers' perspectives on the validity of AVT in their FL classrooms, as this is the focus of this research.

The research project TRADILEX (Audiovisual translation as a didactic resource in foreign language education), funded by the Spanish Ministry of Science, Innovation and Universities, has developed an innovative methodology for a holistic approach, which incorporates five AVT modalities in one structured sequence. This methodological approach was implemented in higher education language centres for five months in B1 and B2 proficiency level courses, beginning in October of 2021. On completion of the course, the teachers in charge of the groups were asked to respond to a questionnaire as experimental subjects. Their responses are discussed here. Thus, the main aim of this article is to analyse to what extent the TRADILEX approach on didactic AVT addresses the weaknesses observed by teachers in previous studies. Consequently, the following research questions were proposed:

RQ.1. How has this methodology improved teachers´ perception on the effective implementation of didactic AVT in the foreign language classroom?

RQ.2. Are there any teachers´ concerns in the implementation of didactic AVT that require further research?

2. LITERARY REVIEW

2.1 Recent studies of AVT as a didactic tool

The first steps in using AVT as a didactic resource were taken as early as the 1980s. However, the application of didactic AVT to improve communication skills in FL teaching and learning has only been consolidated in the last two decades. The first approaches focus mainly on the use of subtitling and dubbing as the main modalities of AVT. Lertola (2019a, 2021) provides an excellent literature review on how this innovative discipline has impacted the field of research within Translation Studies and Foreign Language Didactics. Below is a review of some of the main authors who have worked on didactic AVT in the last four years.

The most current works on the use of **subtitling** include studies on good practices that go a step further than what has been researched since the beginning of the discipline: Ávila-Cabrera (2021), Ávila-Cabrera & Rodríguez-Arancón (2021), Ávila-Cabrera & Corral Esteban (2021), Lertola (2019b), and Ragni (2020). There is also new research on the application of SDH (Talaván, 2019) as a didactic tool.

The second block that has aroused most research interest in the academic world is comprised of the AVT modalities of **dubbing**, with brilliant contributions such as those by Bolaños García-Escribano & Navarrete (2022) and Sánchez-Requena (2017, 2018); **AD** (Calduch & Talaván, 2018; Navarrete, 2020); and **voiceover** (Talaván & Rodríguez-Arancón, 2018; Talaván, 2021). Special attention should receive proposals that centre on the

combination of several AVT modalities, such as the use of AD and SDH (Herrero *et al*., 2020; Talaván *et al*., 2022), dubbing and subtitling (Fernández-Costales 2021a, 2021b) or new formats, such as creative dubbing (Ávila-Cabrera, 2022).

Researchers and classroom teachers have shown that most of the AVT modalities can be used as a didactic resource in the context of FL teaching and learning. In fact, many of these modalities are already implemented in classrooms (both face-to-face and in virtual environments) and have been researched in recent years (Bobadilla Pérez & Carballo de Santiago, 2022; González Vera, 2021; Incalcaterra McLoughlin *et al*., 2018; Incalcaterra McLoughlin et al., 2020; Lertola, 2018, 2019a, 2021; Sokoli, 2020; Sokoli & Zabalbeascoa, 2019; Talaván, 2021; Talaván & Lertola, 2022).

European institutions have already funded projects based on the use of AVT in this type of learning/teaching environments, such as the successful cases of LeViS (Learning via Subtitling), ClipFlair (Foreign Language Learning through Interactive Revoicing & Captioning of Clips), or PluriTAV (Audiovisual Translation as a Tool for the Development of the Multilingual Competence in the Classroom). The Spanish Ministry of Science, Innovation and Universities has also supported projects whose main objective is to work with AVT, as is the case of the present project, TRADILEX.

2.2. Teachers' perceptions of didactic AVT

In the burgeoning development of didactic AVT where students are the creators of captions and voice, few studies have focused primarily on teachers' experiences and perspectives. The present study believes in the importance of "teaching the teachers" (Millard, 2000) to efficiently progress in expanding AVT techniques in the language classroom.

The literature review showed that the AVT modality that has been most explored from a teachers' perspective seems to be subtitling. Sokoli *et al*. (2011) analysed the learners and teachers' experiences of AVT activities in the context of the LeViS project. A total of 12 teachers and 104 learners from European countries took part. Teachers considered the main advantages of the LeViS software to be that it was lifelike, creative, motivating, interdisciplinary and entertaining, and that it promoted collaborative and individual learning. The main disadvantages were related to the time required to create and design the activities, the reliability of technology and technical issues (i.e., incompatibility of resources).

López Cirugeda and Sánchez Ruiz (2013) undertook a task-based project in which their students, teachers-to-be, created the subtitles for 5-minute English-speaking films. They were assessed on their linguistic performance and their work in a team. The main strengths of these teachers-to-be experiences were the production of creative, original

material for their own classes that fitted in the educational curriculum, and the development of their translation and ICT competences (considering they were not expert in any of these areas). The weaknesses included discouragement related to computer illiteracy, frustration with copyright license and technical inadequacies (synchronization, font, language level, etc.). The conclusion was that "The project could be seen as reasonably successful" (López Cirugeda and Sánchez Ruiz, 2013, p. 54). Reasonably successful implies that there were several areas to improve. However, it was encouraging to see how didactic AVT has been used in teacher training courses. The next step will be to find out the new teachers' experiences by implementing it in the classroom.

Lertola (2015) encouraged language teachers to use subtitling as a resource in the FL classroom, with suggestions and examples on how to include it at different levels. Some of the factors were motivating students, working on several linguistic and cultural/intercultural elements, translation competences and the potential of being classroom-based or online.

The most relevant research for the purpose of this study is Alonso-Pérez and Sánchez-Requena (2018). The authors gathered information on the perspectives of 56 participants who were teachers and used AVT techniques with their language students. The responses highlighted that using AVT techniques in the language class was motivating and fun not just for students, but also for

teachers. It helped them to create stronger bonds with students, it was rewarding (especially seeing a final product), and teachers felt that they improved their IT knowledge. The main constraints mentioned were the time-consuming process of choosing and adapting material, preparing the sessions, and too much reliance on technology. Therefore, according to the authors, frustration and extra work were the main areas for improvement in the implementation of didactic AVT. The article also argued for the need to train teachers using AVT in the FL classroom and to improve the selection of material and evaluation of the tasks. A total of 55% participants thought that these activities could be included in the curriculum. The greatest difference between the 2018 study and the current one is that 87.5% of teachers had used AVT in classroom-based learning and 12.5% online, while in the context of TRADILEX, 100% had used AVT online. Teachers considered that the main aim of didactic AVT was "to enhance motivation, to teach multiple language skills at the same time, and to raise intercultural awareness" (Alonso-Pérez and Sánchez-Requena, 2018, p. 17).

More recently, Lertola (2021) and Lertola & Talaván (forthcoming) included AVT in teacher training courses. The former was an exploratory study in which 18 early childhood teachers-to-be used free commentary to enhance speaking and writing skills. Teachers' perceptions were positive in this regard, and they found digital storytelling beneficial for their future classes. The

latter study had 12 FL secondary school in-training teachers as participants, and they had one-day sessions to pilot the training offered to TRADILEX members at a later stage.

3. THE CONTEXT: THE TRADILEX PROJECT

TRADILEX is a project founded by the Spanish Ministry of Science and Innovation, with the collaboration of eleven Spanish and four international higher educational institutions. The members of the project – experts in the fields of Translation Studies and Foreign Language Didactics – collaborate in quasi-experimental research to study the viability of integrating AVT as a didactic resource in the FL classroom. Based on the literature review, the present study assumes that didactic AVT enhances the development of learners' communication, reception, production and mediation skills in an efficient, integrated manner through the use of technology and audiovisual media, while simultaneously promoting creativity. The project also aims to evaluate the improvement in the learners' English language performance throughout the completion of AVT tasks. According to Talaván & Lertola (2022), the innovative TRADILEX project has brought to the field of didactic AVT a comprehensive approach with the integration of tasks from five didactic AVT modalities in the FL classroom in non-formal educational contexts.

This methodological approach includes tasks of subtitling, voiceover, dubbing, AD and SDH. To put it into practice, the TRADILEX members created a didactic AVT sequence with the necessary materials for each task and two accompanying language-integrated skills tests (initial and final) to assess the FL benefits of didactic AVT. The TRADILEX sequence was designed to be completed online in an autonomous manner by B1 and B2 level adult learners in non-formal educational contexts. For five months on a weekly basis, the participants had to complete three lesson plans of approximately 60 minutes for each of the AVT modalities in this order: subtitling, voiceover, dubbing, AD and SDH. For each set of tasks, a scaffolded sequence was established with reference to each AVT modality's technical requirements. The first or basic level is an introduction to the AVT modality, the second/intermediate level provides some technical support, and the third level/advanced creative has almost no support.

In this sequence, the learning outcomes were carefully outlined. Learners were expected to put into practice all four skills: listening, speaking, reading and writing, as the completion of each lesson plan required the learner to develop oral and written activities. Grammar and vocabulary were learnt in the context of specific tasks, which encouraged significant learning as opposed to more traditional methodologies in which the learner memorizes grammar rules or lists of words. ICT skills are inherent to this methodology, as AVT requires the learner to know

and work with digital apps and programmes specific to
each modality. Creativity is promoted throughout the
entire sequence, with more emphasis on the third lesson
plan of each section, where the learner should feel more
at ease with the technical demands of each AVT modality.
Finally, extrinsic and intrinsic motivation (Dörnyei, 2003)
are achieved, as they are both equally important for a
successful language learning experience. Regarding
extrinsic motivation, the learner obtains skills that are
useful for their professional development, such as
communication or ICT skills. However, challenging,
meaningful and enjoyable tasks address the learners'
intrinsic motivation.

The autonomous learning approach that this methodology
requires calls for a very structured approach, so the
students know what to expect in every lesson plan.
Talaván and Lertola (2022) described each lesson plan as
structured with a warm-up activity, followed by a two-
minute video specifically selected in accordance with the
B1 or B2 proficiency level. The main phase of the lesson
plan is the task with AVT production in which learners
work on the AVT modality, using the recommended
software in each case. The final activity in all lessons is a
written task, designed to make the most of the linguistic
and cultural content of the video and to complement the
previous mediation practice.

Within the autonomous learning framework of this
methodology, the teachers' role is more of a facilitator and

mediator in the learning process than an instructor. Thus, the teachers' functions here are to present the didactic sequence to students through the instructions provided (there were recorded tutorials for students), to monitor students' work week by week, and to encourage them. Most of the teachers had to assess the students' final performance with the rubrics designed "ad-hoc" for each of the tasks, as the assessment was undertaken by designated teacher-coordinators from the research team. These rubrics were designed to assess language performance and AVT strategies for the various modalities and the technical quality of the final product/task. To this end, the teachers who collaborated in the project needed some basic knowledge of the subject matter. Consequently, they were asked to complete a training course on didactic AVT.

The process of finding and selecting participants in language centres was rigorously planned and monitored. The first step was to ask the Ethics Committee of the Spanish National University of Distance Education (UNED), to which the project is attached, to review the nature of the research. Current legislation in Spain on research with experimental subjects requires the approval of an ethics committee. This approval must then be provided for any willing participant, so they can sign the mandatory consent form. Once this process was completed, the selection process began by naming language centre coordinators from among the research members of the TRADILEX project. Besides assessing

the tasks completed by the learners during the implementation of the courses, these coordinators would have to periodically inform the research team about the development of the project in their respective institutions.

In the teacher selection phase, a letter of invitation was drafted to be sent to the various language centres in higher education institutions. To ensure full engagement, the letter sent to the language centres offered relevant information such as explaining the main aim of TRADILEX and providing sample lesson plans to illustrate the proposed methodology. It also stated what would be expected of the participant language centre teachers. Thus, teachers who were willing to participate would have to sign the abovementioned consent form and inform their students about the course with the instructions for registration and schedule. On a weekly basis, the participant teachers would also be in charge of supervising the students' submission of tasks and, on conclusion of the course, as experimental subjects, they would have to complete the final questionnaire, which is the focus of this study. Optionally, teachers were asked to collaborate in individual semi-structured interviews.

Finally, the letter invited the teachers to attend a training course on key aspects of didactic AVT and described the official certification they would receive as teacher collaborators of this nationally funded project. The letter was sent to a number or national and international language centres. Ultimately, eleven accepted the

collaboration and publicized it on their webpage. At this stage, each language centre named the teachers of English B1 and B2 courses who would collaborate in the project. To prepare teachers for this task, two main actions were taken. First, teachers had to attend an online orientation session coordinated by the main TRADILEX researcher. This orientation meeting provided general information for the teachers about the project and the development of the TRADILEX learning sequence. They were introduced to the project's TRADIT online platform, where they had a specific space with tutorials for every component of the course, from instructions for the AVT software to the methods of assessment, if they chose to collaborate in this task as well. In addition, this meeting allowed them to get to know each other and created a space to address any questions they had about the project and the AVT methodology, as many of them were not familiar with it. As mentioned before, teachers were invited to participate free of charge in a MOOC entitled "Audiovisual Translation and Language Learning" offered by the UNED and focused on providing students with a theoretical background on didactic AVT and with strategies to create active tasks with the five AVT modalities.

4. CASE STUDY

4.1. Methodology and research tool

A questionnaire was designed for teachers and staff collaborating in the project to find out their perception of the effectiveness of the didactic use of AVT to improve the learning of English as a FL (design mentioned in the previous section). The data were always treated anonymously and a questionnaire in digital format (GoogleForms) was used to speed up data collection and subsequent analysis. The questionnaire was launched on 2nd May 2022 and was open until 5th May 2022.

When the questions were drafted, it was considered the use of understandable language, the development of questions that were as short as possible and pleasant (that did not take the subjects a long time to answer), neutral (without value judgements or bias, without partially presenting an aspect of what we wanted to study), unambiguous, with personal, direct wording.

The questionnaire contained the following types of questions:
- Questions that would help to profile the participants (introductory and contact questions, with filters that yield data on the participant's age, education and previous experience).
- Closed questions: single or multiple choice, on specific aspects of the project process that will later be described and analysed.
- Open questions: varied, rich and objective; allowing new opinions to be discovered that the researchers had not considered; ensuring that the answers given (in the closed

questions) are not biased by erroneous hypotheses; and with a simpler formulation.

Once the questionnaire had been structured and constructed, a pilot test was conducted to avoid possible anomalies in its general application. Problems were rectified and it was launched to the target audience.

The questionnaire was divided into four main blocks.

1. Identifying data: a series of closed questions that filter the type of participant. They include the participant's university, their language centre, the gender they identify with, their age range, their age in years and the type of teaching experience, and the certification that qualifies them to teach English (if any).

2. Training in teaching AVT: a combination of open and closed questions was designed to gather information on participants' prior knowledge of AVT before they participated in the project, whether they had already used AVT as a teaching tool in their classes, whether they had taken the MOOC training course provided by the TRADILEX project for those interested, and their assessment of the course.

3. Development of the tasks: a battery of questions focused on the participant's perception of the development of AVT tasks during the five months of the process.

4. Assessment and satisfaction: a final block of questions
that could be subdivided into two sections: the perception
of the learners' improvement in English skills due to AVT
and their perception of the use of AVT in general.

The questionnaire closed with an open question for all
those who wanted to include any observations, comments
or final assessment.

4.2 Participants

The target group for the study consisted of teachers and
project collaborators, who participated on a voluntary
basis as proof-readers and teachers of English language in
their institutions or externally, whether they had previous
experience in the field or not. There was a total of 30
responses during the time the questionnaire was open.

Of the 30 participants, almost 50% were linked to UNED,
23.3% to the University of Zaragoza, 10% to the
University of Malaga and the rest to a few university
centres or associated language centres. A total of 83.3%
were women, with most aged between 41 and 50 years
(36.7%). An overwhelming 70% of the participants had
over 10 years of teaching experience. Over three quarters
of the sample taught at the university (76.7%), closely
followed by language schools (63.3%) and university
language centres (56.7%).

Finally, 76.7% of the participants had a degree in English philology, English studies or similar, or an official advanced level certificate in English, such as C1 or C2 (50%).

4.3. Analysis

This section contains an analysis of the teachers' perspectives in three areas: (1) teacher training before the TRADILEX project, (2) the tasks during the TRADILEX project and (3) assessment of AVT in general.

(1) Regarding teacher training, 70% of the teachers involved in the TRADILEX project had previous experience in AVT, while 30% of teachers were new to this field. Of those with previous knowledge, 57% had studied some modalities of AVT as an AVT summer course, during their degree, seminars, etc. A total of 33.3% stated that they were researchers in the area.

While 43.3% of the participants had used AVT as a didactic tool (with subtitling the most popular task, followed by dubbing), 56.7% had not used it before. A similar percentage of teachers (56.7%) undertook the teacher training course (MOOC) offered by TRADILEX before the start of the course. More than half of the participants (52.9%) gave the higher score (totally agree) to the fact that this training was useful, easy to follow, it helped to better understand their collaboration with the project and the value of AVT in the FL classroom, and it

provided them with ideas for tasks to use in their own lessons. A total of 41.1% of the participants would attend and/or recommend similar teacher training courses.

(2) Concerning tasks during the TRADILEX project, the first question included general information about teachers' perceptions on several matters: clear instructions, easy follow-up of students' progress, students asking more questions than expected, students' motivation, tasks completed within the stipulated time, the duration of the project, the sequence of tasks, the appropriateness of the time for each lesson plan, whether the pre- and post-tests activities assessed students' progress well, whether the assessment rubrics were adequate. The most striking information obtained from the data is that 46.6% of teachers did not consider their students to be motivated, 50% did not complete the lesson plans within the time given and they stated that 1 hour was insufficient. For most of the participants, the instructions were clear, the sequence was appropriate, and it was easy to follow their progress. However, only 50% of the participants considered that pre- and post-test activities gave a good assessment of the students' progress, and the assessment rubrics were adequate. Notably, between 10% to 20% stated that they could not comment on the aforementioned information.

According to the questionnaire participants (teachers), there were two main reasons for students to give up on the TRADILEX project: 30% of the answers included lack of

time and the volume of tasks. This was because most of the students work and study, the project was not compulsory/not part of the final mark, and the project was technically difficult (students had to become familiar with the software). Therefore, for some of the students, the amount of time they spent on these tasks did not compensate for what they learned. For the above reasons, 10% of the teachers saw a lack of motivation in their students. A total of 10% of the answers also mentioned the difficulty of the level. Finally, 13.3% of the respondents were not sure about the reasons for abandoning the project.

The participants were given the opportunity to add any comment they wished about their experience related to the tasks' development. Only 26.6% of the participants decided to add a comment on this section. Several comments mentioned that for students who completed the course, the tasks were motivating and enjoyable. They also stated that students were usually motivated to obtain an academic certificate (B1 or B2) and that making this project part of the final mark was essential to increase interest and commitment. Two of the answers also emphasized the need for teachers to do some training before getting involved in such a project. This training opportunity was given to all participants, but only 56.7% took it up. The complexity of the project and the work needed from all members was also mentioned. Some of the tasks took over an hour (average time estimated for each task). (Fig.1)
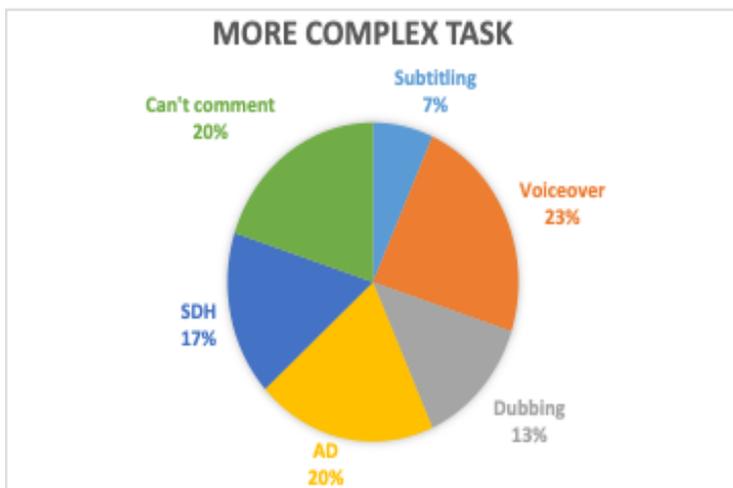
The task that was most difficult for students, according to the teachers, was the voiceover (23.3%), while the least difficult was standard subtitling (6.7%).

In the questionnaire, teachers were given the opportunity to explain this difficulty. The most common answer was that students were not familiar with the ICT programs used. The fact the students heard the original voice while doing their voiceover was not easy. In addition, some participants mentioned that students said they did not like to hear their own voice. Lack of practice and synchronization were also amongst the main reasons for difficulty. A total of 20% of participants did not have a clear opinion about this. (Fig.2).

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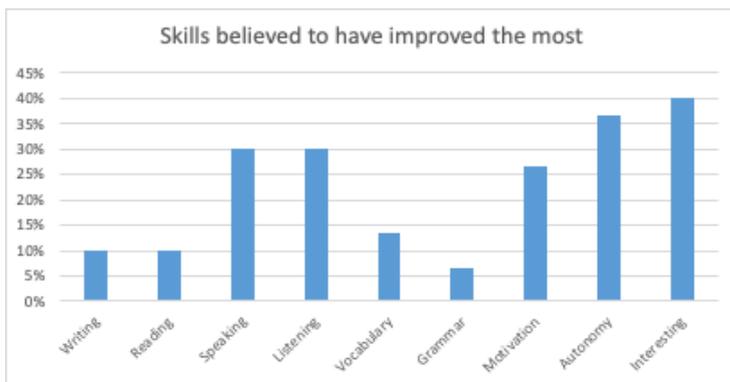
The above chart includes the highest score given to each one of the categories (totally agree). Speaking and listening were the most popular of the skills that teachers believed their students improved the most through the TRADILEX project. They firmly believed that the project suited their interest as teachers and that it promoted autonomous learning.

Most of the teachers involved in the TRADILEX project (86.7%) said that they would use AVT as a didactic resource in their own lessons. Of those who believed they would use it in their classes, standard subtitling was the favourite task (69.2%), followed by dubbing (61.5%), AD (53.8%), voiceover (42.3%) and SDH (38.5%).

When participants were given the option to state why they would or would not use AVT in their classes, 60% of the teachers responded. The main reasons given for not using it were that it takes a lot of time and students need to have

a good knowledge of ICT. Students must have accessible ICT programs and the teacher must explain them in class before AVT tasks are used: "At the start, the activity cannot be autonomous but guided." The main reasons for using AVT in the classroom include the fact that multiple skills can be developed at the same time: speaking production and listening comprehension, written production, integrated skills, vocabulary acquisition and non-verbal communication. AVT tasks can be motivating and useful for students to work independently (once the activity has been set up). Finally, the answers include plans to use AVT not only in language classes, but also translation and teacher training courses.

The final part of the questionnaire assessed the general use of AVT from a teacher's perspective. The first question included the communication skills that each of the AVT modalities helps to develop. The following answers received a score higher than 70%.

- Standard subtitling helps develop writing production (93.3%), technological and intercultural competence (86.6%), grammar (83.3%), mediation, vocabulary and reading (70%).
- Dubbing helps develop listening and speaking (90%), intercultural competence (83.3%), technological competence (80%) and mediation (76.6%).

- Voiceover helps develop speaking, intercultural and technological competence (80%) and listening (73.3%).
- AD helps develop mediation and technological competence (83.3%), creativity and vocabulary (80%), intercultural competence (76.6%), grammar (73.3%) and speaking (70%).
- SDH helps develop technological competence (90%), grammar (86.6%), writing (83.3%), intercultural competence (80%), mediation and vocabulary (76.6%), and reading (73.3%).

Most of the participants agreed that AVT is a useful resource and provides authentic context to learn English. Although they did not provide the highest score on the scale, most of them also recognized the suitability of including didactic AVT in language classes in official schools and the educational curriculum.

Participants were asked about the main advantages of using AVT to learn a language. The most popular words included: motivating, interesting, innovative, independent learning, authentic context and creativity. This, together with the fact that it is an activity that develops digital competence and can be used to complement 'more traditional or monotonous' activities are amongst the key positive aspects to highlight regarding using didactic AVT in the language classroom.

Participants were also asked about the main challenges of using AVT to learn a language in class. A total of 95% of the answers included relying on technology. Aspects that were mentioned were the need for teachers and students to familiarise themselves with the software used, technical issues encountered or the assumption that everyone has access to adequate IT equipment or a good internet connexion. The amount of work required (added to the normal class activities) was also considered in several answers. One of the participants included an interesting point regarding the lack of motivation of students and teachers to mark and provide feedback on time.

5. CONCLUSION

The first research question in relation to the main aim of this study focused on addressing how teachers´ perception of didactic AVT improved through the implementation of the TRADILEX didactic sequence. As discussed in this article, the benefits of using didactic AVT in the FL classroom have been widely explored in the last decade.

The TRADILEX research team departed from previous studies in the process of designing the innovative didactic sequence that integrates five AVT modalities throughout 15 lesson plans that promote autonomous learning. The results of the questionnaire completed by the participants showed that some of the concerns regarding the

implementation of AVT in the FL classroom had been addressed whereas others still require some reassessment.

Teachers participating in this project were offered two training opportunities, a brief compulsory one and, optionally, a more in-depth course on the basics of didactic AVT for every modality. As Alonso-Pérez and Sánchez-Requena (2018) stated, AVT training was one of the main needs they observed in their study. Participants in the TRADILEX projects were positive about the training they received as they gained ideas to use in their own lessons. For didactic AVT to be effective, the first step is teacher training, so that teachers know and understand how to introduce it in their classes.

Previous literature on the benefits of AVT focused separately on individual modalities, subtitling, dubbing, voiceover, AD or SDH. Throughout the TRADILEX learning sequence, teachers are exposed to all modalities of AVT, and can therefore appreciate the potentialities of each of them. As shown in the questionnaire results, they learnt which modality was best suited to their teaching practice, and the general preference of most teachers leaned towards subtitling and dubbing, although the other modalities were also positively perceived as useful resources in their lessons. Interestingly, teachers frequently suggested activities with creative subtitling and dubbing, in which students were asked to produce their own ideas for the dialogues for characters in the selected videos. Teaching thinking and creativity is an important

element in modern education. The use of subtitling and dubbing within this context provided an opportunity for students to develop their communicative skills while they were engaged in the creative process.

While previous studies discussed the applicability of AVT in in-class activities, the TRADILEX methodology proved the versatility of this resource in the context of remote autonomous learning. AVT is perceived by teachers as a very effective approach, as it allows each student to individually develop all the skills defined in the CEFRL (2020): receptive, productive, mediation and intercultural skills.

The second research question addressed those areas which still require further research: the technical nature of the methodology and motivation. With regards to the first one, teachers show concerns with the high dependence on technology entailed by the use of AVT in the classroom. It cannot be denied that these concerns are still relevant for the teachers, due to the fact that there is a required knowledge and use of specific AVT software. While it is clear that the training received by teachers helped them better understand how to use this particular software, students might also benefit more from this approach if they received more training in this area. Thus, on completion of the course, not only would they develop their communication skills, but their ICT skills would be further improved. Access to the specific software was also a topic that frequently came up among the open questions

in the questionnaire, as teachers were concerned that the teaching equipment used by their learners might not be suited for these specific programmes. Nevertheless, in these cases, simpler voice recording apps or word processors might be used to complete the tasks without having too much of an impact on the development of communication skills. Previous literature also showed teachers' concerns about how to properly assess AVT tasks. Assessment in the TRADILEX course through the 15 AVT lesson plans was facilitated by the rubrics designed by the research team. These rubrics assessed technical skills and language and communication skills. Even though the assessment process has significantly improved, as observed in the participant teachers' responses, even more clear directions are needed.

Finally, one key element to discuss is the relationship between didactic AVT and motivation, both from teachers' and students' perspectives. This study, in line with previous research, mentions motivation as one of the advantages of using AVT in the language classroom. It enrichens the FL learning experience due to its interactive and enjoyable nature. However, it also seems to be one of the causes for not engaging in these types of projects as it can be viewed as a time-consuming activity. What really motivates students? How is the motivation of students assessed? Further research on motivation is required, providing answers to how intrinsic and extrinsic motivation can be more effectively achieved using didactic AVT.

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