Finding spaces for improvement in the didactic use of audiovisual translation in the EFL classroom: The case of the TRADILEX project

Cristina Plaza-Lara

Universidad de Málaga

María Bobadilla-Pérez

Universidade da Coruña

Abstract

TRADILEX was a project funded by the Spanish Ministry of Science and Innovation (2020-2023), which aimed to perform quasi-experimental research that determines the degree of improvement in English as a foreign language (EFL) after the implementation of a methodological proposal that integrates different AVT modes. The current paper reports on empirical evidence obtained from the implementation of the TRADILEX project in five different centres (Universitat Jaume I, Universidad de Almería, Universidade da Coruña, Universidad de Castilla la Mancha, and Speaking Languages Online). A common denominator among all these centres was the low level of student engagement and, as a consequence, a higher dropout rate. Our aim is to analyse the factors, both positive and negative, that could have had an impact on the completion of the tasks proposed. To this end, a SWOT (Strengths, Weaknesses, Opportunities and Threats) qualitative analysis has been carried out using the data obtained thanks to different collection instruments created for the project. As a result, the causes that may have had a negative impact in all five language centres and may have caused a higher dropout rate have been identified. These conclusions will support the implementation of TRADILEX methodology in the future.

Keywords

Didactic audiovisual translation, language teaching, dropout rate, TRADILEX, SWOT analysis

Cristina Plaza-Lara & María Bobadilla-Pérez

Finding spaces for improvement in the didactic use of audiovisual translation in the EFL classroom: The case of the TRADILEX project

1. Introduction

The use of audiovisual material in foreign language learning (FLL) settings is not a recent practice. Vanderplank's seminal article, published in 1988 and entitled "The value of teletext sub-titles in language learning", paved the way to a novel approach of understanding FLL, which considered the use of captioned videos as a useful tool for exposing students to the richness and variety of language available in television (Vanderplank, 2019). Since then, the didactic potential of audiovisual material in the foreign language classroom has received scholarly attention, to such an extent that an active engagement of learners in audiovisual translation tasks is encouraged. As a result, a burgeoning research avenue, known as didactic audiovisual translation (DAT) (Lertola, 2019; Talaván, 2020), has been established, drawing the attention of an increasing number of researchers in the fields of FLL and translation studies.

The development of research in DAT has gone hand in hand with the technological advances over the last decades. While Vanderplank's proposal (1988) relied on the passive use of subtitles for enhancing students' learning process, the most recent research in the field of DAT promotes an active role of the learner through audiovisual translation (AVT) tasks. This action-oriented approach (Bolaños García-Escribano & Navarrete, 2022; Navarrete & Bolaños García-Escribano, 2022) would not have been possible without information and communication technologies or Internet access. Likewise, the consolidation of AVT as a research area in translation studies, as well as the new educational paradigms that place the learners at the centre of their learning process, have laid the foundations on which the principles of DAT have been developed.

Experimental research on the applications of AVT to FLL has been supported by several research-led international projects: LeViS (2006–2008); SubLanLearn (2009–2012); ClipFlair (2011–2014); Babelium (2013–2015); and PluriTAV (2016–2019), among others. The present paper has been written within the framework of another international project on DAT, the TRADILEX project (2020–2023), which will be briefly introduced in section 2.

By conducting a SWOT analysis, the main objective of this study is to explore the positive and negative or improvable aspects of the TRADILEX project, with regards to both internal and external factors, in order to determine which of them had a major impact on the language centres with a higher dropout rate among students. With that in mind, the following research questions (R.Q.) were established:

- R.Q. 1: What are the positive qualities (strengths and opportunities) of the TRADILEX project?
- R.Q. 2: What are the improvable qualities (weaknesses and threats) of the TRADILEX project?
- R.Q. 3: What do all five language centres, which exhibited a higher dropout rate, have in common as compared with other institutions where the implementation of the project was successful?

The paper is organised as follows: firstly, a brief description of the public-funded project TRADILEX and the literature published within the project framework contextualises and justifies this study. Then, the research is defined with the description of the method, the instruments, the analysis and the discussion. The study ends with the concluding remarks while also acknowledging the study's limitations.

2. The TRADILEX project

TRADILEX is a R&D&i project undertaken by the TRADIT research group. It stands for Audiovisual Translation as a Didactic Resource in Foreign Language Education and has received funding from the Spanish Ministry of Science and Innovation for the period 2020-2023.

The main goal of this project was to carry out quasi-experimental research to determine the degree of improvement in English[1] as a foreign language after including AVT as a pedagogic tool. With the aim of enhancing communicative competence in an integrated manner, the researchers taking part in this project – who belong to eleven Spanish and four international higher education institutions and work in the fields of translation studies and FLL – developed a methodological proposal comprising a didactic sequence that combines five AVT modes: subtitling, voiceover, dubbing, audio description (AD), and subtitling for the deaf and hard of hearing (SDH).

The sequence, aimed at B1 and B2-level learners, comprised a total of 30 lesson plans (LPs) for each level (six LPs per AVT mode). All of them had been piloted with adult students belonging to different language centres or higher education institutions. During the implementation of the project, however, the didactic sequence was reduced to 15 LPs (three per AVT mode). As Talaván and Lertola (2022) explained, each LP contains reception, mediation and production activities and is structured in a scaffolded manner in four sections: warm-up, video viewing, AVT task and post-AVT task. The LPs, of one hour each of them, were to be completed online using Google Forms in an autonomous way. At the end of each LP, the learner could download the key for self-assessment and the teachers could access the captioning or revoicing file to provide feedback.

During the academic year 2021–2022, the didactic sequence was implemented in a total of 15 higher education institutions and language centres. As explained in section 2.1., the project brought to the fore the benefits of this methodology in the development of integrated language skills and communicative competence (Fernández-Costales *et al.,* 2023). However, it also encountered some difficulties that require further reflection. In this paper, special attention will be paid to the high dropout rate at five centres taking part in the study in order to minimise this problem in the future.

Our SWOT analysis (explained in section 3) focuses on the positive and negative or improvable aspects of the TRADILEX project to determine what factors may have had the greatest influence on the low engagement of students at certain centres. The centres included in the analysis and the participants taking part in the study are the following:

- Universitat Jaume I: 52 students registered, but only 12 finished the didactic sequence. The sample consisted of ten women and two men, all aged between 18 and 30, except for one who was between 41 and 50 years old. All participants had a B2 proficiency level, except for two participants with a C1 proficiency level.

- Universidade da Coruña: 14 students registered, but only one man finished the didactic sequence. He was aged between 18–30 and had a B1 level.

- Universidad de Almería: 37 students registered, but only 9 finished the didactic sequence. The sample included six men and three women aged between 18 and 30 with a B1 proficiency level.

- Universidad de Castilla la Mancha: 50 students registered, but only 12 finished the didactic sequence. They were six women and six men aged between 18 and 30. Six of them had a B1 level and the other six a B2 proficiency level.

- Speaking Languages Online[2]: 30 students registered, but only 10 finished the didactic sequence. The sample consisted of seven women and three men. Regarding their ages, three participants were between 18 and 30 years old, two between 31 and 40 years

---

[1]   In the last stages of the project, other European languages have also been included and tested.

[2]   A private language centre that showed great interest in taking part in the project.

old, three between 31 and 50 years old, and two over 51 years old. In terms of English proficiency, six participants had a B2 level, while four had a C1 level.

As can be seen, only 44 (approx. 24%) of the 183 students enrolled in these courses completed the didactic sequence.

2.1. Research published within the TRADILEX project

The TRADILEX project has been extensively studied by its members, and as a result, numerous research designs based on empirical evidence from TRADILEX have been published during the last 3 years. Talaván and Lertola (2022) introduced a methodological proposal designed for the project that emphasises the novelty of the approach compared to previous research. Such novelty lies in the combination of five different AVT modes. According to the authors, the pedagogical translanguaging instructional strategy based on DAT involves a number of AVT modes, including both captioning and revoicing, and may combine two or more languages. The development of mediation skills is also emphasised, as any AVT mode can help students "make the original audiovisual text more accessible and understandable, facilitating and clarifying the linguistic and communicative transfer, thus mediating texts, concepts, and communication" (Talaván & Lertola, 2022, p. 27).

Bolaños García-Escribano and Navarrete (2022) and Navarrete and Bolaños García-Escribano (2022) focused their studies on the action-oriented approach (AoA) in the TRADILEX sequence, which involves learners carrying out communication tasks in specific contexts. The authors argued that mediation plays a central role in AoA, since learners become social agents who facilitate knowledge while mediating with others. Meanwhile, Sánchez-Requena *et al.* (2022) analysed the results of a questionnaire completed by 30 teachers who supervised the implementation of the TRADILEX learning sequence in different proficiency level courses. Their results showed the benefits of using different audiovisual translation modes to enhance communicative competence in FLL, as well as some areas for improvement in their application. Teachers viewed DAT as a motivational tool for language learning due to its innovative, authentic, and independent learning and creativity-promoting qualities. However, the study also revealed concerns about the reliance on technology, such as the need for familiarisation with the software used and access to adequate technological equipment and a stable internet connection.

Aware of the concern teachers coordinating and implementing the TRADILEX sequence showed, the study of Lertola and Talaván (2022) focused on the specific training for the teachers, as they play a key role in TRADILEX as specifically trained facilitators of the learning process. The authors discussed the results of a pilot study of TRADILEX that involved 12 foreign language teachers who had taken an online teacher training course in DAT. The article analysed the data gathered through a feedback questionnaire completed by the participants, the assessment of their AVT tasks, and structured as well as non-structured observations. Among all the conclusions, it is worth mentioning that teachers found some AVT modes more challenging than others. The authors focused mainly on revoicing, i.e., AD and dubbing, and found that for participants, the former was slightly more challenging but still found it to be effective in the language classroom. The authors argued that the reason for that perception is the more demanding nature of AD, as it conveys intersemiotic transfer (Lertola & Talaván, 2022, p. 148).

The studies published by Couto-Cantero *et al.* (2021), Talaván and Tinedo-Rodríguez (2022) and Couto-Cantero *et al.* (2022) analysed the online assessment designed for the project. The assessment for the project was carried out through the educational platform Moodle using rubrics as evaluation tools. In the design of these rubrics and in the context of an asynchronous environment, two key elements were taken into account: feedback and the importance of scaffolding.

Talaván and Tinedo-Rodríguez (2022) addressed the issue of dropout rates in their study, which is the main focus of the current study. According to the authors, e-assessment facilitates communication between teachers and students, allowing students to receive immediate feedback on their marks. However, in the institutions discussed in the present study, this strategy was not effective enough, as students ended up dropping out of the course. Couto-Cantero *et al.* (2022) explored the results of initial and final tests with an initial sample of 40 applicants, eight of whom finally completed the course. Results showed that oral and written production skills had clearly improved. Nevertheless, the authors also addressed some of the obstacles they faced, such as resistance to breaking with traditional tests that some find effective, and the challenging nature of the marking and evaluation process. The studies by Lertola (2021), Plaza-Lara and Fernández-Costales (2022) and Plaza-Lara and Gonzalo Llera (2022) focused on the didactic application of specific AVT modes and showed the particular benefits of each mode for language learning. Finally, members of the TRADILEX project also explored the advantages of using DAT in other educational contexts, such as in primary education (Fernández-Costales, 2021a, 2021b) and secondary education (Alonso-Pérez & Sánchez-Requena, 2018; Bobadilla-Pérez & Carballo de Santiago, 2022; Navarrete, 2018). Therefore, the following question arises: If DAT has proven to be effective for language learning, why did some students, enrolled in all five language centres, drop out of the course implementing the TRADILEX sequence? What factors may have influenced their decision to drop out?

3. Methodology

The SWOT analysis, developed by Learned *et al.* (1965) in the 1960s, is a descriptive tool originally used in the context of strategic business planning (Chermack & Kasshanna, 2007) for qualitative analysis purposes. However, its simple framework, which allows for easy identification of internal and external factors conditioning a project or organization, has made it suitable for the application of this approach in evaluation research (Romero Gutiérrez *et al.,* 2015) in the academic arena.

The acronym SWOT stands for Strengths, Weaknesses, Opportunities and Threats and it has also been called TOWS analysis. The primary aim of this analytical method is to provide an overview of the internal strengths and weaknesses, and external opportunities and threats (Veiga Díaz, 2020) that affect a project in a positive (strengths and opportunities) or negative (weaknesses and threats) way. This confrontational analysis of internal and external factors makes it possible to explore the positive and negative aspects of a project through a systematic approach (Chermack & Kasshanna, 2007) with the aim of planning future strategies and maximizing results. As shown in Figure 1, strengths and weaknesses can be defined as internal, controllable factors, whereas opportunities and threats are external, uncontrollable factors, which form the external environment in which the project takes place.

Figure 1. 2x2 Matrix for SWOT Analysis (adapted from Chermack & Kasshanna, 2007, p. 387)

3.1. Data collection instruments

For the implementation of the TRADILEX project, different research tools were developed, tested and validated (Couto-Cantero *et al.,* 2021, 2022; Lertola & Talaván, 2022; Sánchez-Requena *et al.,* 2022) in order to gather information not only on the possible benefits of the methodology in students' integrated skills, but also to compile feedback on the project itself, be it positive or negative. These positive and negative or improvable aspects are examined in the present study drawing on the SWOT analysis methodology previously explained. Since this type of analysis requires qualitative data, the data collection instruments that support our research were the following:

- The final questionnaire answered by the students that finished the didactic sequence in the five centres examined in this paper (a total of 44 questionnaires). This tool provided qualitative feedback through several open-ended items in which the students could express their point of view regarding the methodological proposal: instructions, time invested and duration, improvement of integrated skills and cultural knowledge, AVT modes used, satisfaction, and motivation.

- The final questionnaire answered by the teachers and staff that monitored the implementation of the didactic sequence in the different centres (a total of 30 questionnaires). In this questionnaire, a group of items focused on the teachers' perception of the development of the methodology. Furthermore, in the final open questions, the participants could express their point of view on the use of DAT.

- Semi-structured interviews with students carried out once the course had finished (a total of 6 interviews). Due to the high number of participants, only a small sample was interviewed. The objective of the final oral interviews was to obtain a more complete picture of the project, discuss its advantages and disadvantages, and compare the data with those retrieved from the questionnaires.

The feedback provided in all these sources of information was analysed and categorised using the four pillars on which SWOT analyses are based. The software for qualitative research ATLAS.ti was employed. Codes were created to tag strengths, weaknesses, opportunities and threats.

Cristina Plaza-Lara & María Bobadilla-Pérez

Finding spaces for improvement in the didactic use of audiovisual translation in the EFL classroom: The case of the TRADILEX project

4. SWOT analysis

Taking into account the 2x2 matrix for SWOT analysis presented in Figure 1, in this section, the main conclusions drawn from the data collection instruments mentioned above were organised depending on whether they are considered internal (strengths and weaknesses) or external factors (opportunities and threats) conditioning the project and its methodology. Specific excerpts obtained from the data collection instruments mentioned in 3.1 were included and translated into English. It must also be pointed out that, as mentioned by Lertola and Talaván (2022), ideas retrieved from the instruments mentioned above were repeated once and again, which shows a certain agreement among the participants.

4.1. Strengths (internal analysis)

4.1.1. Enhancement of integrated language skills using a motivating, creative and innovative methodology

Although the enhancement of students' integrated language skills was measured using an instrument not assessed in the present study, namely, the Final Test of Integrated Skills (see Couto-Cantero *et al.,* 2021), most of the students' and teachers' perceptions retrieved mainly from the questionnaires showed an overall impression that students had improved their language skills. But even if, in certain cases, these perceptions may differ from one participant to another (depending on the previous level of students, the implication of the group and dropout rates), almost all the participants agreed on the use of several adjectives to describe the methodology proposed by TRADILEX, when compared with other traditional methods in FLL: motivating, creative and innovative. These positive qualifiers were repeated by almost 100% of the students and teachers taking part in the project, and the quality of the materials created for the project received a special mention by all parties involved in the data collection instruments. Furthermore, 36,36% of the students (16 participants) remark that thanks to the methodology proposed by TRADILEX, competences are contextualised and acquired in real-life situations, which cannot always be simulated using a textbook: "continuous contact with English based on real use. It has nothing to do with the methodology of the typical book that has been used for many years now" (student no. 5 from Universidad de Castilla la Mancha).

4.1.2. Students' awareness of cultural, social and accessibility issues

The active use of AVT in the foreign language classroom brings students closer to the translator profession (Díaz-Cintas, 2008; Talaván, 2020). In this sense, some participants pointed out that the inclusion of accessibility modes, such as AD and SDH, in the didactic sequence, helped them to empathise with the problems that people with visual or aural impairments face to enjoy audiovisual materials in their daily lives: "SDH helps us to empathise with people with this problem and understand them, as we come into direct contact with the work that facilitates their translation" (student no. 4 from Universidad de Almería).

At the same time, the selection of the topics for each LP was carefully planned to include not only cultural contents that allowed students to plunge into the English culture and its diverse manifestations all around the world, but also to address issues with social impact, such as gender discrimination, violence against women, environment and racism (Tinedo-Rodríguez, 2022). This approach was positively valued by 45,45% of the participants (20 students), who recognised the potential of DAT to discover new cultures and raise awareness of social issues: "the methodology helps to teach positive values" (student no. 3 from Universitat Jaume I); "cultural contents draw attention on different elements and motivate to learn more about each one of them" (student no. 5 from Universidad de Almería).

4.1.3. Integration of information and communication technologies (ICT)

This particular strength may be controversial, since the use of information and communication technologies was also mentioned as a negative aspect of the project, as will be explained below. Although only 11,36% of the participants (5 students) agreed on the fact that the integration of ICT brings benefits for students and appreciate the possibility of learning how to use new software, this rate was not so high as for other analysed aspects, such as the motivating and innovative nature of the methodology. It must be remarked that the software used was specifically developed for translation or video editing tasks, and students were only provided with brief video tutorials, created by the TRADILEX members, in which the basic features needed to complete the AVT tasks were explained. This required students to be autonomous enough, to take an active role during their learning process, and to have the basic technological skills that allow them to solve problems when these are not explained in the video tutorial. From the researchers' perspective, these attributes may be what makes the difference between those that mentioned the use of ICT as a positive or negative aspect. In this sense, further research is required.

4.2. Weaknesses (internal analysis)

4.2.1. High dependence on ICT

This weakness is closely related to the strength mentioned in 4.1.3. Although 11,36% of the participants (5 students) considered that the use of ICT was positive for the methodology, most of them reported that this high dependence on ICT could have a negative impact on the learning process and students' motivation. Even if video tutorials were provided, 27,27% of the students (12 participants) stated that they faced problems when working on Moodle, the educational platform used to articulate the didactic sequence, and 36,36% of the students (16 participants) experienced some difficulties when installing the software required for each AVT task. More than 50% of the participants (22 students) included in this study showed greater concern about the technical elements of AVT: volume in the video, spotting in subtitling tasks or synchronisation in dubbing. In this sense, student no. 7 from Universidad de Almería mentioned that "although video tutorials are quite complete, they did not explain all the specific features or technical problems that one can face." Therefore, the challenges confronted by the students differed from one person to another depending on their previous technological competence.

4.2.2. Excessive workload

LPs were planned to be completed in one hour. As explained by Talaván and Lertola (2022), they consisted of four phases that included a warm-up, a video viewing, a didactic AVT and a post-AVT task. Virtually all participants informed that the time spent to complete the LPs always exceeded the time allocated. Furthermore, due to the setup in Google Forms, once the students started a new LP, it had to be completed in one go, because there was no possibility to stop and continue in a different moment.

In this sense, both students and teachers recommended to shorten certain activities because of the excessive workload. For example, the post-AVT task used to include a writing task, which was perceived as a quite repetitive task by some students. In the same way, even if the different sections in the LPs were found interesting and necessary, some of the participants suggested to focus especially on the AVT task: "it would be advisable to focus more on AVT and delete some of the pre- and post-AVT tasks" (student no. 1 from Speaking Languages Online).

4.2.3. Lack of immediate feedback for open questions or AVT tasks

Once the students submitted the LP through Google Forms, the tool showed them a correction

key with answers for the different activities they had just completed. This key was created by the TRADILEX members and, in the case of open questions (such as writing a text or speaking) or the AVT task itself, an example was provided so that participants could get an idea of what was expected for each task and compare with their own productions. However, although some of them found the key very useful, they preferred to receive feedback on their own deliverables. This individual feedback was only provided when a group of teachers was monitoring the completion of the didactic sequence and it was not always immediate. In this sense, one teacher from Universidade da Coruña mentioned the following: "I think students didn't feel accompanied and couldn't notice they were progressing in their language skills."

4.3. Opportunities (external analysis)

4.3.1. Teacher training in didactic AVT

The innovative nature of the methodology proposed by TRADILEX enables teachers to adapt their training materials to create AVT tasks (Talaván & Lertola, 2022). Although teacher training could also be understood as a threat instead of as an opportunity, the teachers monitoring the implementation of the didactic sequence in the different centres were offered the possibility of taking a course on DAT. The feedback provided in the teachers' questionnaire highlight the interest that this methodology arouses. Although, after the completion of the didactic sequence, they also mentioned some drawbacks that could have a negative effect on the learning process, they remain optimistic and enthusiastic about the use of this methodology.

4.3.2. Possibility of introducing cross-curricular skills

This opportunity is closely related to the strength mentioned in section 4.1.2., i.e., students' awareness of cultural, social and accessibility issues. It could be stated that, apart from the benefits the methodology has proved to yield in language learning, its approach is aligned with the aims of the *Education 2030 Agenda* defined by the United Nations, whose targets include "education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development" (UNESCO, 2017, n. pag.).

In addition to this education in values, the data collected from the instruments used in this study also showed that cross-curricular competences such as autonomous learning and creativity were promoted. In this sense, some teachers added that it would be interesting to implement the methodology in face-to-face contexts in order to promote teamwork: "the course would work better if the students were enrolled in a specific course with face-to-face conversation activities and not as complementary activities" (teacher no. 2 from Universidade da Coruña).

4.3.3. Implementation of DAT in primary and secondary education

All the data collection instruments used for this study included a question regarding the convenience of introducing DAT at other educational levels. Albeit with some nuances, a great part of the participants was open to this idea, mainly because of the innovative, motivating and contextualised learning it offers, which differs from the classical methods used in FLL. Many of them, however, referred to the need to adapt the methodology to the different levels, not only on the linguistic aspect, but also with respect to the use of ICT or the autonomous work required from students. One aspect that was particularly positively perceived was the aforementioned education in values that the methodology could promote at non-university levels.

4.4. Threats (external analysis)

4.4.1. Low level of student engagement when the didactic sequence is not compulsory

Due to the relatively high dropout rate at certain centres, participants were asked about the reasons that could explain this low level of student engagement. In this regard, the data provided in the final questionnaire answered by the teachers and staff that monitored the implementation of the project allowed us to conclude that when the completion of the didactic sequence was not a compulsory task in the final assessment of the course where the project was embedded, the completion rate of the course dropped. Furthermore, when the duration of the didactic sequence exceeded that of the course, students' engagement was usually lower. These conclusions were confirmed by the data provided by the students in their questionnaires. Many of them stated that, due to the excessive workload, they finally decided to put their efforts into the tasks that were compulsory to complete the course in which they were enrolled. The above notwithstanding, a few students mentioned that a positive aspect of the methodology was the possibility it offered to learn without the pressure of having to take an exam and some of them even asked the teachers for some extra time to complete the didactic sequence once the course had finished.

4.4.2. Focus on intermediate levels and reliance on students' previous knowledge

The TRADILEX project was targeted for B1 and B2 English learners, so students were supposed to have basic knowledge in grammar and vocabulary. Although each LP included, apart from the AVT task, other activities that aimed to provide the participants with the vocabulary and grammar rules to be applied in the AVT, no explanation of grammatical issues was provided as traditionally done in FLL settings. Maybe this was one of the reasons why some participants stated that previous knowledge was required to complete the LP satisfactorily. They remarked that the LPs allowed them to review their grammar knowledge, but without that previous basis it would have been difficult to complete the didactic sequence.

4.4.3. Incompatibility with personal or professional duties

Although this threat would apply to other methodologies different from the one proposed by TRADILEX, it is worth mentioning it since a great part of the participants in the questionnaire and the interviews referred to the problems they faced when trying to complete the didactic sequence along with their personal and professional duties. This is closely related to the excessive workload of the methodology and dependence on ICT mentioned as weaknesses above. It must be pointed out that the didactic sequence was only offered to adult learners, whose daily duties may differ from those of younger students, and in most of the cases it was a complementary module within the course students were enrolled in. Although these conditions were specific to the TRADILEX project that aimed to determine the potential of DAT in FLL, in the future, the implementation of the didactic sequence proposed should be adapted considering student's profile and needs.

5. Discussion

Any SWOT analysis should aim at identifying the positive and negative aspects of a project in order to plan future strategies and maximise results. To answer the research questions presented in the introduction, the results of our analysis have been summarised in Table 1.

Strengths	Weaknesses
- Enhancement of integrated language skills using a motivating, creative and innovative methodology - Students' awareness of cultural, social and accessibility issues - Integration of information and communication technologies (ICT)	- High dependence on ICT - Excessive workload - Lack of immediate feedback for open questions or AVT tasks
Opportunities	Threats
- Teacher training in DAT - Possibility of introducing cross-curricular skills - Implementation of DAT in primary and secondary education	- Low level of student engagement when the didactic sequence is not compulsory - Focus on intermediate levels and reliance on students' previous knowledge - Incompatibility with personal or professional duties

Table 1. Results of the SWOT Analysis

The first research question of this study aimed to determine the positive qualities of the TRADILEX project. With regard to internal factors, it is noteworthy that the strengths observed in the project at these five language centres did not significantly differ from the results of the project as a whole. Therefore, all participants demonstrated awareness of the value of DAT for improving language skills, promoting intercultural learning, and developing digital skills. These findings are consistent with prior research discussed in the literature review of this study (Couto-Cantero *et al.,* 2022; Fernández-Costales *et al.,* 2023; Lertola & Talaván, 2022; Tinedo-Rodríguez, 2022; Talaván, 2020; Lertola, 2019). Therefore, the reason for the drop-out of these students was not the unawareness of the above-mentioned benefits of DAT.

Although the authors acknowledged that the final questionnaires completed by students were only obtained from those who did not drop out of the language centres under study, the fact that they reported similar strengths in DAT implementation implies that the project was successfully carried out. Thus, improper implementation of the project cannot be considered as a dropout factor in this case.

Regarding the opportunities, considered as external factors, all participant teachers in the project positively valued the specific course on DAT. It is noteworthy that several initiatives within the TRADILEX project focused on teacher training, yielding highly favourable outcomes (Fernández-Costales, 2021a; Lertola & Talaván, 2022). A Massive Open Online Course (MOOC) was created to provide teacher training in DAT, and the first edition attracted 420 registered teachers. Among the eight teachers who responded to the questionnaire monitoring the implementation of the didactic sequence, only half had completed this initial training, as it was not mandatory for participation. Although monitoring and assessment without specific knowledge of DAT can be conducted, participants with a deeper understanding of the specific methodology are likely to be more engaged in the project. Consequently, inadequate teachers training may represent one of the dropout factors in these language centres. Mandatory training for all teachers could enhance their motivation and involvement, as they would comprehend the benefits of DAT outlined in the literature and appreciated by participants who completed the MOOC.

The data collected from the instruments employed in this study indicate two additional opportunities stemming from the innovative methodology proposed by the TRADILEX project. Firstly, it provides the possibility of introducing cross-curricular skills, as previously observed

by Rodríguez-Arancón (2023), Talaván and Lertola (2022) and Tinedo-Rodríguez (2022). Secondly, the data revealed that participants recognised the transferability of the integrated DAT approach proposed by TRADILEX to different educational stages. These findings align with the conclusions of prior studies mentioned in this chapter.

In general, all teachers and students who participated in the five language centres with higher dropout rates acknowledged the two opportunities described above, but they did not seem to have a notable impact on student motivation to complete the TRADILEX sequence. Regarding transferability, it may be understandable that students were not concerned about whether the methodology can be implemented in other educational stages. However, developing cross-curricular skills should be a significant factor influencing motivation. Unfortunately, in these language centres, obtaining the final language certificate for professional or academic development was one of the primary motivators for students, rather than developing interdisciplinary skills.

Upon analysis of the data collected, three common tendencies were identified regarding the areas for improvement of the TRADILEX project and DAT methodology. Firstly, the enhancement of ICT skills was viewed as an advantage of DAT, but the high dependency on technology of the approach was also considered an obstacle. Previous studies have also acknowledged this ambiguous relationship between ICTs and DAT in the context of language learning (see Lertola, 2019). Secondly, students in language centres with higher dropout rates consistently regarded dependency on specific technologies not as an obstacle for language learning, but as a skill that requires time to develop. Lastly, the excessive workload as perceived by teachers and students, especially in those language centres where the TRADILEX sequence was introduced as an extra activity, was identified as a conditional factor. As the completion of the tasks was not considered an assessment tool for the final mark or the course where it was being implemented, the focus of the students and some teachers was not primarily on the general improvement of their language skills, but on the amount of work it entailed.

The focus of the present analysis was on the weaknesses and threats of the TRADILEX project as identified through the second research question. Three common tendencies were identified regarding internal factors of the TRADILEX sequence and DAT methodology. The high dependency on technology was considered an obstacle, while the lack of immediate feedback was identified as a limitation of the project. Furthermore, the excessive workload imposed by the project and its incompatibility with students' personal, professional, or academic duties were recognised as external threats to its success.

The lack of immediate feedback was identified as a major weakness of the TRADILEX project, which had not been discussed in previous literature. Feedback is essential for effective learning, as it provides students with a model or sample answer for open questions, as well as specific instructions on the errors they make. However, providing useful feedback requires significant engagement from teachers, which may exceed their monitoring responsibilities (in the particular case of TRADILEX) and increase their workload. This internal weakness of the project also becomes an external factor that influences the dropout rate in the five institutions where the project was introduced as a complementary activity.

The incompatibility with personal, professional, or academic duties was identified as an external threat to the project's success. In these five language centres, the TRADILEX sequence was introduced as a complementary activity, and most students' main motivation was to obtain the certificate as they had other professional or academic responsibilities. In some cases, the completion of the tasks would outlast the duration of the course itself, leading to a lack of motivation among students.

Cristina Plaza-Lara & María Bobadilla-Pérez

Finding spaces for improvement in the didactic use of audiovisual translation in the EFL classroom: The case of the TRADILEX project

Another external threat to the project's success was linked to the way it was introduced in the course. As a complementary activity, the TRADILEX sequence was not well-connected to the course contents of the language centre. Students perceived that they were not provided with the vocabulary and grammar rules to be applied in AVT, nor were grammatical issues explained as traditionally done in FLL settings. This lack of connection between the course contents and the TRADILEX sequence could also be one of the factors that affected the completion of the different tasks.

In summary, the second research question aimed to evaluate the weaknesses and threats of the TRADILEX project. The identified tendencies and factors highlight the importance of providing effective feedback to students, reducing the excessive workload imposed by the project, and ensuring its compatibility with the personal, professional, and academic duties of the students. Additionally, DAT sequences would need to be integrated with the course contents of language centres to enhance its effectiveness.

The results of the third research question revealed that external factors were the main contributors to the higher dropout rate observed in the language centres examined, rather than internal factors of the TRADILEX sequence. As anticipated, three external factors were identified, which were discussed in the response to the second research question. First, the completion of the TRADILEX sequence was not mandatory, and therefore, some students may not have felt motivated to complete it. Second, there was a lack of rigid temporal planning of the sequence. Finally, the profile of the students who participated in the course was such that their primary motivation for completing the course was to achieve a specific language proficiency level for professional or academic development, and therefore, the TRADILEX sequence was viewed as a supplementary activity rather than as an integral part of the course. These external factors may have contributed to the high dropout rates observed in the language centres under examination.

6. Concluding remarks

The present study aimed to investigate the positive and negative or improvable qualities of the TRADILEX project, focusing on both internal and external factors, and to determine which factors had a major impact on the language centres with a higher dropout rate. The findings revealed that the strengths and opportunities of the TRADILEX sequence, which integrated DAT tasks, were generally observed in all the language centres, consistent with the conclusions of previous research. DAT not only promoted language skills but also facilitated the development of digital skills, intercultural awareness, mediation skills, and autonomous learning. However, the weaknesses of the project were also identified, and the research team is taking steps to address them. For example, in response to the issue of dependence on technology, two strategies are being considered: providing more training for both teachers and students on the specific apps and finding alternative methods of implementing DAT that do not require the use of specific software.

As previously mentioned, despite the challenges faced by some language centres in successfully implementing the TRADILEX sequence, students generally recognised the potential of DAT as an integrative approach to language learning. However, it is evident that threats (external factors) play a significant role in hindering the successful implementation of the sequence, as discussed in the preceding section. These external factors were mainly related to the way in which the sequence was introduced in the course, whether it was compulsory or not, and the motivation of the students themselves.

Moreover, other contributing factors to the high dropout rate in these centres included the level of involvement of monitoring teachers, as only half of them completed the training course,

and some did not provide feedback on open questions. To address these issues, one potential solution would be to provide a clearer description of the responsibilities of the monitoring teachers and give them a more participative role while using DAT to enhance autonomous learning. Additionally, enhancing extrinsic motivation for both teachers and students, better acknowledging the role of students, and considering the completion of the sequence as part of the assessment for teachers, are possible ways to improve the implementation of the sequence in the future.

7. References

Alonso-Pérez, R., & Sánchez-Requena, A. (2018). Teaching foreign languages through audiovisual translation resources: teachers' perspectives. *Applied Language Learning*, *28*(2), 1–24. https://shura.shu.ac.uk/id/eprint/18464

Bobadilla-Pérez, M., & Carballo de Santiago, R. J. (2022). Exploring audiovisual translation as a didactic tool in the secondary school foreign language classroom. *Porta Linguarum*, *4*, 81–96. https://doi.org/10.30827/portalin.vi.22307

Bolaños García-Escribano, A., & Navarrete, M. (2022). An action-oriented approach to didactic dubbing in foreign language education: Students as producers. *XLinguae*, *15*(2), 103–120. https://doi.org/10.18355/XL.2022.15.02.08

Chermack, T. J., & Kasshanna, B. K. (2007). The use and misuse of SWOT analysis and implications for HRD professionals. *Human Resource Development International*, *10*(4), 383–399. https://doi.org/10.1080/13678860701718760

Couto-Cantero, P., Sabaté-Carrové, M., & Gómez Pérez, M. C. (2021). Preliminary design of an Initial Test of Integrated Skills within TRADILEX: An ongoing project on the validity of audiovisual translation tools in teaching English. *Research in Education and Learning Innovation Archives*, *27*, 73–88. https://doi.org/10.7203/realia.27.20634

Couto-Cantero, P., Sabaté-Carrové, M., & Tinedo-Rodríguez, A. (2022). Effectiveness and assessment of English production skills through audiovisual translation. *Current Trends in Translation Teaching and Learning E*, *9*, 149–182. https://doi.org/10.51287/cttl20225

Díaz-Cintas, J. (2008). Introduction. The didactics of audiovisual translation. In J. Díaz-Cintas (Ed.), *The didactics of audiovisual translation* (pp. 1–18). John Benjamins.

Fernández-Costales, A. (2021a). Audiovisual translation in primary education. Students' perceptions of the didactic possibilities of subtitling and dubbing in foreign language learning. *Meta*, *66*(2), 280–300. https://doi.org/10.7202/1083179AR

Fernández-Costales, A. (2021b). Subtitling and dubbing as teaching resources in CLIL in primary education: The teachers' perspective. *Porta Linguarum*, *36*, 175–192. https://doi.org/10.30827/portalin.v0i36.16228

Fernández-Costales, A., Talaván, N., & Tinedo-Rodríguez, A. J. (2023). Traducción audiovisual didáctica en enseñanza de lenguas: Resultados del proyecto TRADILEX. *Comunicar*, *31*(77), 21–32. https://doi.org/10.3916/C77-2023-02

Learned, A., Christensen, C., Andrews, R. S., & Guth, D. (1965). *Business policy: Text and cases*. Irwin.

Lertola, J. (2019). *Audiovisual translation in the foreign language classroom: Applications in the teaching of English and other foreign languages*. Research-publishing.net. https://doi.org/10.14705/rpnet.2019.27.9782490057252

Lertola, J. (2021). Towards the integration of audiovisual translation in the teaching of English as a Foreign Language (EFL) in higher education. *Bulletin Suisse de Linguistique Appliquée*, *114*, 151–168.

Lertola, J., & Talaván, N. (2022). Didactic audiovisual translation in teacher training. *Revista de Lenguas Para Fines Específicos*, *28*(2), 133–150. https://doi.org//10.20420/rlfe.2022.555

Navarrete, M. (2018). The use of audio description in foreign language education. *Translation and Translanguaging in Multilingual Contexts*, *4*(1), 129–150. https://doi.org/10.1075/ttmc.00007.nav

Navarrete, M., & Bolaños García-Escribano, A. (2022). An action-oriented approach to didactic audio description in foreign language education. *Revista de Lenguas Para Fines Específicos*, *28*(2), 151–164. https://doi.org//10.20420/rlfe.2022.556

Plaza-Lara, C., & Fernández-Costales, A. (2022). Enhancing communicative competence and translation skills through active subtitling: A model for pilot testing didactic Audiovisual Translation (AVT). *Revista de Lenguas Para Fines Específicos*, *28*(2), 16–31. https://doi.org/10.20420/rlfe.2022.549

Plaza Lara, C., & Gonzalo Llera, C. (2022). Audio description as a didactic tool in the foreign language classroom: A pilot study within the TRADILEX project. *DIGILEC: Revista Internacional de Lenguas y Culturas*, *9*, 199–216. https://doi.org/10.17979/digilec.2022.9.0.9282

Rodríguez-Arancón, P. (2023). Developing L2 intercultural competence in an online context through didactic audiovisual translation. *Languages*, *8*(3), 160. https://doi.org/10.3390/languages8030160

Romero Gutiérrez, M., Martínez Chico, M., & Jiménez Liso, M. R. (2015). Evaluación del máster interuniversitario de educación ambiental a través de las percepciones de estudiantes y profesores en un análisis DAFO / Evaluation of the inter-university master in environmental education in accordance with the students and teacher. *Revista Eureka Sobre Enseñanza y Divulgación de Las Ciencias*, *12*(2), 347–361. http://dx.doi.org/10.25267/Rev_Eureka_ensen_divulg_cienc.2015.v12.i2.09

Sánchez-Requena, A., Igareda, P., & Bobadilla-Pérez, M. (2022). Multimodalities in didactic audiovisual translation: A teachers' perspective. *Current Trends in Translation Teaching and Learning E*, *9*, 337–372. https://doi.org//10.51287/cttl202210

Talaván, N. (2020). The didactic value of AVT in foreign language education. In Ł. Bogucki & M. Deckert (Eds.), *The Palgrave handbook of audiovisual translation and media accessibility* (pp. 567–591). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-42105-2_28

Talaván, N., & Lertola, J. (2022). Audiovisual translation as a didactic resourse in foreign language education. A methodological proposal. *Encuentro: Revista de Investigación e Innovación En La Clase de Idiomas*, *30*, 23–39. http://hdl.handle.net/10017/50584

Talaván, N., & Tinedo-Rodríguez, A. J. (2022). E-assessment in the TRADILEX project. In K.-D. Rossade, J. Janssen, C. Wood, & G. Ubachs (Eds.), *Designing online assessment. Solutions that are rigorous, trusted, flexible and scalable* (pp. 87–90). EADTU.

Tinedo-Rodríguez, A. J. (2022). Producción fílmica, género, literatura y traducción audiovisual didáctica (TAD) para el aprendizaje integrado de contenidos y lenguas (AICLE). *DIGILEC: Revista Internacional de Lenguas y Culturas*, *9*, 140–161. https://doi.org//10.17979/digilec.2022.9.0.9155

UNESCO (2017). *Education transforms lives*. https://unesdoc.unesco.org/ark:/48223/pf0000247234

Vanderplank, R. (1988). The value of teletext sub-titles in language learning. *ELT Journal*, *42*(4), 272–281. https://doi.org/10.1093/elt/42.4.272

Vanderplank, R. (2019). Video and informal language learning. In M. Dressman & R. Sadler (Eds.), *The handbook of informal language learning* (pp. 181–201). Wiley-Blackwell.

Veiga Díaz, M. T. (2020). Moving towards entrepreneurial translator education: A review of entrepreneurship competence in Spanish translator education programmes. *HERMES - Journal of Language and Communication in Business*, *60*, 47–64. https://doi.org/10.7146/hjlcb.v60i0.121310

Acknowledgements

ⓘ Cristina Plaza-Lara
University of Málaga
Dpto. de Traducción e Interpretación
Facultad de Filosofía y Letras
Universidad de Málaga
Campus de Teatinos, s/n
E-29071 Málaga
Spain

cplaza@uma.es

Biography: Cristina Plaza-Lara is an Associate Professor in the Department of Translation and Interpreting at the University of Málaga (Spain). She teaches German, specialized translation (German-Spanish) and new technologies. Her research interests merge fields such as translation training and new technologies, language teaching for translators or professional aspects in translation.

María Bobadilla-Pérez
University of A Coruña
Campus de Elviña s/n
School of Education
15071, A Coruña
Spain

m.bobadilla@udc.es

Biography: María Bobadilla-Pérez is an Associate Professor in the Department of Specific Didactics and Research Methods at the University of A Coruña (Spain). She instructs various courses on Foreign Language Teaching and Bilingual/Plurilingual Education. Holding a Ph.D. in Languages and Literature from the State University of New York (2004) and another from the University Complutense of Madrid (2006), her academic expertise spans the interdisciplinary realms of Second Language Acquisition, Plurilingual Education, and Didactic Audiovisual Translation.