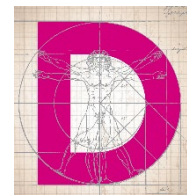


Digilec 9 (2022), pp. 199-216

Fecha de recepción: 08/09/2022

Fecha de aceptación: 25/10/2022

DOI: <https://doi.org/10.17979/digilec.2022.9.0.9282>



e-ISSN: 2386-6691

AUDIO DESCRIPTION AS A DIDACTIC TOOL IN THE FOREIGN LANGUAGE CLASSROOM: A PILOT STUDY WITHIN THE TRADILEX PROJECT

LA AUDIODESCRIPCIÓN COMO HERRAMIENTA DIDÁCTICA EN EL AULA DE LENGUA EXTRANJERA: UN ESTUDIO PILOTO EN EL MARCO DEL PROYECTO TRADILEX

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Abstract

Research on didactic audiovisual translation (AVT) has delivered fruitful results in the last decade and is gaining increasing attention in academia. The term “didactic AVT” was coined by Talaván (2020) to refer to the active application of different AVT modes in the foreign language classroom. Although subtitling and dubbing are the two AVT modes that have traditionally received more attention, research on other less popular modes, such as audio description (AD), subtitles for the deaf and hard of hearing (SDH) or voice-over are gaining momentum. In this paper, the results of a pilot study for an AD didactic sequence for the B1 level will be presented. This pilot study has been carried out within the TRADILEX project, a R&D+i project funded by the Spanish Ministry of Science and Innovation (2020-2023), which aims to perform quasi-experimental research to determine

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Funding: TRADILEX Project. PID2019-107362GA-I00 AEI/10.13039/501100011033. Spanish Government, Science, and Innovation Ministry / Gobierno de España, Ministerio de Ciencia e Innovación.

the degree of improvement in English as a foreign language (EFL) after the implementation of a methodological proposal that integrates different AVT modes. Using a mixed-method methodology that combines quantitative and qualitative data obtained from different data sources, the preliminary conclusions drawn bring to light that there are signs of improvement in the students' production skills. This could confirm a possible relationship between the use of AD in the foreign language classroom.

Keywords: audio description; didactic audiovisual translation; foreign language learning; didactic tool; pilot study

Resumen

En la última década, la investigación en traducción audiovisual (TAV) didáctica ha arrojado resultados muy interesantes y este campo de estudio recibe cada vez más atención desde el mundo académico. El término "TAV didáctica" fue acuñado por Talaván (2020) para referirse a la aplicación de diferentes modos de TAV en el aula de lengua extranjera. Aunque el subtítulo y el doblaje son los dos modos de TAV que tradicionalmente han recibido más atención, la investigación sobre otros modos menos conocidos, como la audiodescripción (AD), el subtítulo para sordos o las voces superpuestas están cobrando cada vez más fuerza. En este artículo se presentan los resultados de un estudio piloto de una secuencia didáctica de AD para el nivel B1. Este estudio piloto se ha llevado a cabo en el marco del proyecto TRADILEX, un proyecto de I+D+i financiado por el Ministerio de Ciencia e Innovación (2020-2023), que tiene como objetivo realizar una investigación cuasi-experimental para determinar el grado de mejora en inglés como lengua extranjera tras la implementación de una propuesta metodológica que integra diferentes modalidades de TAV. Partiendo de un diseño de investigación de método mixto que combina datos cuantitativos y cualitativos obtenidos de diferentes fuentes de información, las conclusiones preliminares extraídas ponen de manifiesto que existen indicios de mejora en las habilidades de producción de los alumnos. Esto podría confirmar una posible relación entre el uso de la AD en el aula de lenguas extranjeras.

Palabras clave: audiodescripción; traducción audiovisual didáctica; aprendizaje de lenguas extranjeras; herramienta didáctica; estudio piloto

1. INTRODUCTION

The use of audiovisual material in Foreign Language Learning (FLL) is not a recent practise (see, for example, Holobow et al., 1984; Vanderplank, 1998). Traditionally videos (with or without subtitles) have been used as teaching tools to support the development of comprehension skills in a realistic context that combines visual and audio content (Herrero & Vanderschelden, 2019). However, in recent decades, the advances in new technologies, as well as an increased awareness around the concepts of media accessibility and mediation, have given audiovisual translation (AVT) modes an active role in research on FLL. In that sense, Talaván (2020) coined the term “didactic AVT” to refer to the active application of different AVT modes in the foreign language classroom. In the same way, several international projects, such as Levis (Romero et al., 2011; Sokoli, 2006), ClipFlair (Baños & Sokoli, 2015; Sokoli, 2015) or PluriTAV (Martínez-Sierra, 2018), have also been conducted in this field.

The pilot study presented in this paper has been carried out within the TRADILEX project. TRADILEX stands for Audiovisual Translation as a Didactic Resource in Foreign Language Education and is a R&D+i project funded by the Spanish Ministry of Science and Innovation (2020-2023). It aims 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 (subtitling, dubbing, voice-over, audio description and subtitling for the deaf and hard of hearing). The didactic sequence that has been articulated for the project includes a total of 15 lessons with the aim of improving communicative competence, as well as reception, production and mediation skills, three basic pillars in the recently revised Common European Framework of Reference for Languages (CEFR).

Before putting into practice the complete methodology, the didactic sequence developed for each AVT mode has been piloted separately with B1 and B2-level adult learners in university language centres in Spain. In this paper, the aim is to present the results of the pilot study for the audio description (AD) didactic sequence for the B1 level. This piloting experience was carried out at the Centro Universitario de Idiomas a Distancia (CUID, University Centre for Distance Language Learning) from the Universidad Nacional de Educación a Distancia (UNED, National University of Distance Education).

The current paper is structured as follows: firstly, the theoretical framework will be summarised in order to obtain a global overview of the research in didactic AD; secondly, the methodology will be explained, paying special attention to the sample description and the research tools used in this study; thirdly, the results obtained from the questionnaires, the initial and final tests and the lessons will be presented. These results provide interesting information that has supported the subsequent implementation of the project and allow us to draw preliminary conclusions with regard to the use of AD as a didactic resource in FLL.

2. THEORETICAL FRAMEWORK

Research on didactic AVT has delivered fruitful results in the last decade and is gaining increasing attention in academia. Although subtitling and dubbing are the two AVT modes that have traditionally received most attention, research on other less popular modes, such as AD, subtitles for the deaf and hard of hearing (SDH) or voice-over are gaining momentum. For the sake of brevity, in this section we will review only those studies published on didactic AD, the focal point of our pilot study, but the reader can refer to Lertola (2019) or Talaván (2020) for a systematic review of the studies conducted in the last decades about AVT and FLL.

AD is a media accessibility mode that aims to convert visuals into words for blind and visually impaired audiences. In the context of AVT, AD involves intersemiotic translation, since images must be translated into linguistic code. In this regard, some authors have defined AD as “the visual made verbal” (Snyder, 2008, p. 191), “pictures painted in words” (Remael et al., 2015) or a “prosthesis that in a way replaces vision” (Mazur, 2020, p. 227). As far as didactic AD is concerned, it can be defined as “the creation of an AD script for a particular video and the recording of the corresponding audio track on the part of the students” (Talaván, 2020, p. 575). In this case, students only work in one direction, namely, from the image to the second language (L2), and they should pay special attention to descriptions, lexical accuracy and visual information (Talaván et al., 2022). In this context, the linguistic mode of mediation included in the CEFRL (Council of Europe, 2018) plays a key role, since the learner mediates between the video and the audience, paying special attention to characters’ gestures, aural, written, and semiotic content, as well as language or time, discourse and structural parameters (Navarrete, 2021).

Research on the benefits of AD for pedagogical purposes goes beyond the limits of FLL. Even though, due to space constraints, it would be impossible to provide an exhaustive record of the research in this field, some trends will be mentioned. Ibáñez Moreno & Vermeulen (2017a) review publications on the use of AD as a tool to enhance intercultural competences. With regard to translation skills, Cambeiro Andrade & Quereda Herrera (2007) and Basic Peralta et al. (2009) analyse how this AVT mode encourages the acquisition of translation competences. In the fields of accessibility and social inclusion in the classroom, the studies of Guedes (2010), Walczak & Szarkowska (2012) and Fiorucci (2017) should be highlighted.

Concerning the use of AD in FLL, research could be divided into two groups:

- Descriptive studies that present a didactic AD experience and the methodology applied in the classroom. In this case, conclusions are based on the researcher’s observation and account for the benefits of AD in L2 acquisition (Burger, 2016; Clouet, 2005; Gajek & Szarkowska, 2013; Herrero & Escobar, 2018; Herrero et al., 2017; Rodrigues Barbosa, 2013).
- Studies with a focus on the acquisition of certain skills, such as, speaking (Ibáñez Moreno & Vermeulen, 2015a, 2015b, 2015c, 2016; Ibáñez Moreno et al., 2015; Navarrete, 2018, 2020, 2021; Talaván & Lertola, 2016), writing

(Calduch & Talaván, 2018), lexical competence and idiomaticity (Calduch & Talaván, 2018; Cenni & Izzo, 2016; Ibáñez Moreno & Vermeulen, 2013; Martínez Martínez, 2012; Sadowska, 2015), metalinguistic competences (Ibáñez Moreno & Vermeulen, 2017b) and integrated linguistic skills (Cenni & Izzo, 2016; Ibáñez Moreno & Vermeulen, 2014; Schaeffer-Lacroix, 2020; Talaván et al., 2022). As can be seen, oral skills have received special attention, since along with writing, it is the skill that can benefit the most from AD (Talaván, 2020, p. 575). Furthermore, as pointed out by Navarrete (2021), almost all the studies mentioned above adopt a quasi-experimental or an experimental approach that combines quantitative and qualitative methods.

Overall, research has consistently provided promising results and has given rise to several indicators that encourage lecturers to implement this methodology in the FLL classroom. Although the results presented in this paper belong to a pilot study, some of the conclusions that we have drawn support the benefits of didactic AD.

3. METHODOLOGY

The research methodology applied in this pilot study combines quantitative and qualitative data obtained from different data sources in order to guarantee triangulation. The data sources comprise two questionnaires, two language assessment tests and the AVT didactic sequence. This mixed-method approach (Robson & McCartan, 2016) adopted by the TRADILEX project aims to provide evidence on the effectiveness of using AVT modes to develop integrated language skills in L2. Before the implementation of the complete methodological proposal that involves five AVT modes, different piloting experiences were put into practice for each mode and level. As mentioned above, the aim of this paper is to present the results of the pilot study carried out with the AD didactic sequence for the B1 level.

The piloting was completed during the summer 2021 in an online setting established on Moodle and Google Forms. At the beginning of the experience, students received some general AD guidelines, created ad hoc for the project, on lexical accuracy and richness, grammatical precision and reduction, and creativity. Tutorials on the use of Lightworks and Screencastify were also provided, so that students could choose the tool they felt more comfortable with.

3.1. Sample

Students taking part in this pilot study had been enrolled in the language courses offered at the CUID during the academic year 2020-2021. With the aim of broadening their knowledge in the L2, they were offered the chance to participate in this pilot study. It can therefore be stated that convenience sampling was used in this case.

Although 32 students were initially enrolled in the course, only 11 of them completed it. One student has been removed from the sample, because we could not access his AD tasks. The sample thus comprises 10 students (n=10), 70% female and 30%

male, whose mother tongues were Spanish (n=9) and Catalan (n=1). As these language courses are offered to the general public, the age groups varied:

- between 18 and 30: 20% of the students.
- between 31-40: 40% of the students.
- between 41-50: 10% of the students.
- older than 51: 30% of the students.

Regarding their English level, 30% of the students had an A2 English certificate, 40% a B1 (or were preparing to obtain it), while the rest did not hold any certificate.

3.2. Research tools

The research tools used in this pilot study were the following: initial and final questionnaires, initial and final language assessment tests of integrated skills (known as ITIS and FITIS respectively), and a didactic sequence comprising six AD lesson plans. The implementation sequence of all the instruments was as follows: (1) Initial questionnaire, (2) ITIS, (3) AD lesson plans from 1 to 6, (4) FITIS, (6) Final questionnaire.

The initial and final questionnaires combine quantitative and qualitative questions in their six sections, and their 10 and 14 items respectively. The initial questionnaire collects sociodemographic, EFL perception and certification data, as well as their previous knowledge and experience with AVT learning activities in the context of L2 classes or out of them. The final questionnaire focuses on the perceptions of the course process (clarity of instructions, time invested, overall duration), perceptions of results (improvement of language skills, language competences, and intercultural knowledge), and perceptions of the course overall value, satisfaction, and motivation.

The Initial Test of Integrated Skills (ITIS) and the Final Test of Integrated Skills (FITIS) were developed by members of the TRADILEX project (Couto-Cantero et al., 2021) with the purpose of measuring the EFL competences acquired by working on AVT tasks as part of either a B1 or B2 AVT English language course. The purpose of the ITIS is to certify the student's level of language competence in EFL before taking the AVT course. The ITIS offers a diagnosis of the overall participant's language level based on authentic situations and language-use tasks of integrated skills in the context of mediation elements. Also, the ITIS introduces ICT (Integrated Communication Technologies) and AVT elements as parameters of assessment to examine the effectiveness of the didactic AVT proposals. The ITIS is divided into two sections: the first covers reception skills (listening and reading), while the second one covers production skills (writing and speaking). The overall duration of the test is 2 hours, which means one hour per section (Couto-Cantero et al., 2021).

Regarding the FITIS, it keeps the same structure and sections as the ITIS, but the topics are changed. The same type of authentic situations, language-use tasks, ICT and AVT elements are included. The FITIS is administered to the students after completing

the AVT courses with the purpose of assessing the EFL learning outcomes and the impact of the didactic AVT on students' learning process.

The AD didactic sequence included 6 lessons that were to be completed in approximately 6 weeks. As Table 1 shows, AD tasks were designed in a scaffolded manner to pose different challenges to the students.

Table 1

Didactic AVT sequence for AD (based on Talaván & Lertola, 2022, pp. 30-31).

Lesson Plan (LP)	Description of the AD task	Timing
LP on AD 1 (LPAD1)	AD in English with no dialogues in the original to introduce students to audio description basics.	Week 1
LP on AD 2 (LPAD2)	AD in English with no dialogues in the original to practise narrations and descriptions.	Week 2
LP on AD 3 (LPAD3)	AD in English with a few dialogues in the original to describe emotions and physical descriptions.	Week 3
LP on AD 4 (LPAD4)	AD in English with a few dialogues in the original to write a creative AD (reinterpretation of the original) and to distinguish between providing objective/subjective information.	Week 4
LP on AD 5 (LPAD5)	AD in English with dialogues in the original to practise descriptions and narrations.	Week 5
LP on AD 6 (LPAD6)	AD in English with no dialogues in the original to write a creative AD (reinterpretation of the original).	Week 6

Each lesson plan was planned to take 60 minutes and they were structured in a sequence that comprises the following four sections (see Talaván & Lertola, 2022):

- (1) Pre-viewing task: the plot and visual elements of the video are introduced. Also, vocabulary, structures and intercultural information are presented.
- (2) Video viewing: the video to be audio-described is viewed at least twice to attend to the messages transmitted through the visual elements. The aim is to become aware of the need for oral linguistic mediation and to anticipate and solve any linguistic problems and time limitations that may arise.
- (3) AD task: AD is carried out; students develop and carry out the linguistic audio description in L2 using the recommended software (AD tasks' characteristics and sequence were explained in Table 1).
- (4) Post-AD task: the objective is to strengthen the content worked on in the AD. The type of tasks can be oral discussions, role-plays, or written production practices related to the linguistic content of the video.

The evaluation of the AD lessons was carried out using the following criteria:

- Accuracy and lexical richness: evaluates the selection, variation and appropriateness of words, phrases and terms.
- Grammatical precision and reduction: evaluates the accuracy and articulation of sentence structure, length, and duration.
- Creativity: evaluates the description of scenes using different resources, ideas, and a unique organization.
- Fluency and speed of speech: evaluates the accuracy and clearness of speech delivery and its flow.

4. RESULTS

In this section, the information retrieved from the different tools explained above will be presented with the aim of triangulating data sources and drawing conclusions on the benefits of AD in FLL.

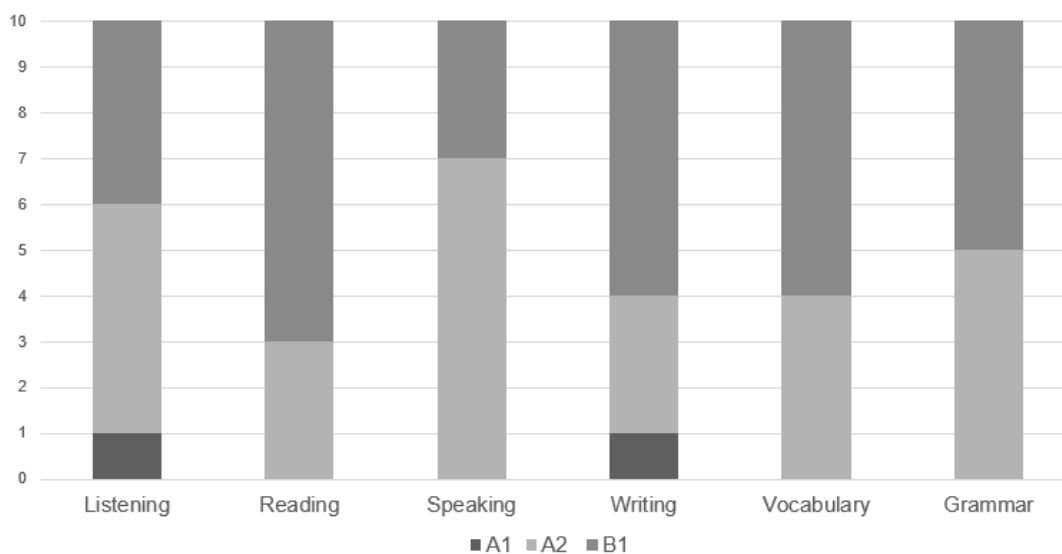
4.1. Initial questionnaire

Apart from the demographic information of the sample summarised in section 3.1., the initial questionnaire gathered information on their experience with AVT, their level of knowledge based on the CEFRL and their previous knowledge on AVT and related concepts, such as mediation, AVT modes, etc.

Regarding their level of knowledge within the CEFRL, since not all of them held a certificate, they were asked to assess their competences in order to obtain an overview of their own perception. As can be seen in Figure 1, vocabulary and grammar were also included as separate items. According to the information provided, students show a higher degree of confidence in reading and writing, as well as in aspects related to vocabulary and grammar. In contrast, they feel more insecure in skills related to orality, such as listening and speaking.

Figure 1

Students' perceptions of their own level of knowledge based on the CEFRL.



In a complementary question, they were asked about their knowledge of English culture. 40% considered it to be intermediate, while the rest answered it was merely basic.

As far as their previous experience with AVT was concerned, none of the students had previously used AVT as an active tool to improve their English skills. For this reason, all of them showed a great interest in the project and believed that it could contribute to improve their integrated language skills. Nonetheless, it seems they are acquainted with the use of audiovisual material in the language classroom (only 30% of the subjects reported that the use of this kind of material in FLL is not usual). This may explain the fact that 70% of the sample stated that they knew the concept of AVT. However, only half of the sample were familiar with the different AVT modes. The same occurred with the concept of mediation, with 40% of the students stating that this concept was unknown to them, while the rest of the group had heard about it but could not offer a definition.

4.2. AD lesson plans

The quantitative results obtained show an improvement in the production of the AD tasks, specifically, in LP3 and 5 compared to LP1 (see Table 2). The distribution of the variables is normal for all the LPs analysed. The Shapiro-Wilk test administered to contrast the normal distribution of the variables gave a *p*-value higher than 0.05 in all cases (*p*-value for LP1=0.15, LP2=0.40, LP3=0.30, LP4=0.74, LP5=0.89, and LP6=0.27). Consequently, paired t-tests were carried out to compare LP1 with the other five LPs to check the students' improvement. The results show that the differences obtained in LP3 and LP5 are statistically significant (see Table 2). Moreover, the mean differences between LP1 compared to LP3 and LP5 show an improvement of +1.25 and

+1.52, respectively. However, no significant differences were obtained in the global acquisition of skills between the first LP and the LP6, LP4 and LP2, and the mean differences between these LP are either negative or below 0 points (see Table 2).

Table 2

T-test results for LP6, LP5, LP4, LP3, LP2 compared to LP1.

	LP1 to LP6	LP1 to LP5	LP1 to LP4	LP1 to LP3	LP1 to LP2
Mean difference	-0.194	+1.25	+0.44	+1.52	-0.81
<i>p</i> -value	0.611	0.013	0.492	0.004	0.102

4.3. ITIS and FITIS

Regarding the ITIS and FITIS tests, significant results were obtained in oral production (speaking) and in the global data of production skills (speaking and writing) (see Table 3). The distribution of the variables is normal, according to the Shapiro-Wilk test administered (the *p*-values of the ITIS and FITIS speaking are the same as in the ITIS and FITIS production skills, and are higher than 0.05 in all cases, specifically, 0.48 and 0.81, respectively).

The paired t-tests carried out show statistically significant differences for production skills. Additionally, the mean differences between the ITIS and FITIS show an improvement of +0.82 and +0.58, for speaking and global production skills respectively (see Table 3). This may be related to the type of task requested to the students, i.e. audio description. As mentioned before, the overall score of each AD task was assessed considering the integration of accuracy and lexical richness, grammatical precision and reduction, creativity, and fluency and speed of speech. Each of these aspects shown in the speech flow of students relies on other integrated linguistic competences. However, in the AD tasks the skill that is put into practice in a predominant way is speaking through the support of descriptive writing. Therefore, this can explain the fact of the improvement obtained in production skills (see Table 3).

Table 3

T-test results for ITIS and FITIS speaking and global production skills.

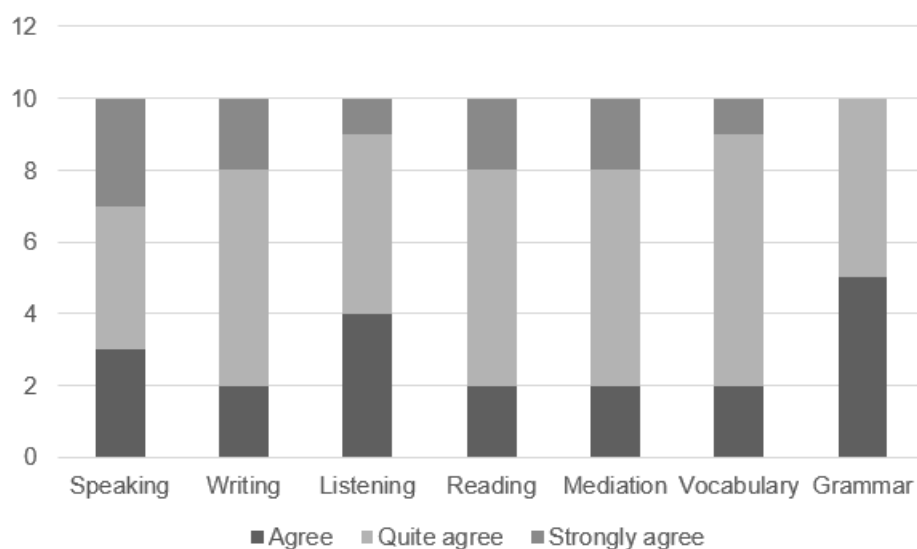
	ITIS and FITIS – Speaking	ITIS and FITIS – Global production skills
Mean difference (from ITIS to FITIS)	+0.82	+0.58
<i>p</i> -value	0.0008	0.009

4.4. Final questionnaire

According to the students' perception of the knowledge they have acquired after completing the AVT tasks, all students agree at different levels that they have improved all skills: speaking, writing, listening, reading, mediation, vocabulary, and grammar (see Figure 2). However, the speaking skill is the one that students valued with the highest score (30% agree, 40% quite agree, and 30% strongly agree). Similarly, students valued the writing, reading and mediation skills with high scores as well (20% agree, 60% quite agree, and 20% strongly agree).

Figure 2

Students' perceptions on their own acquired knowledge after completing the AVT course based on the CEFRL.



Another question asked students to select the perception and production skills that they thought they had improved the most thanks to the combination of cultural content and AVT in the AD tasks. The results show that 80% of students selected oral and written production skills, 60% selected written reception skills, 50% selected oral reception skills (see Figure 3).

Figure 3

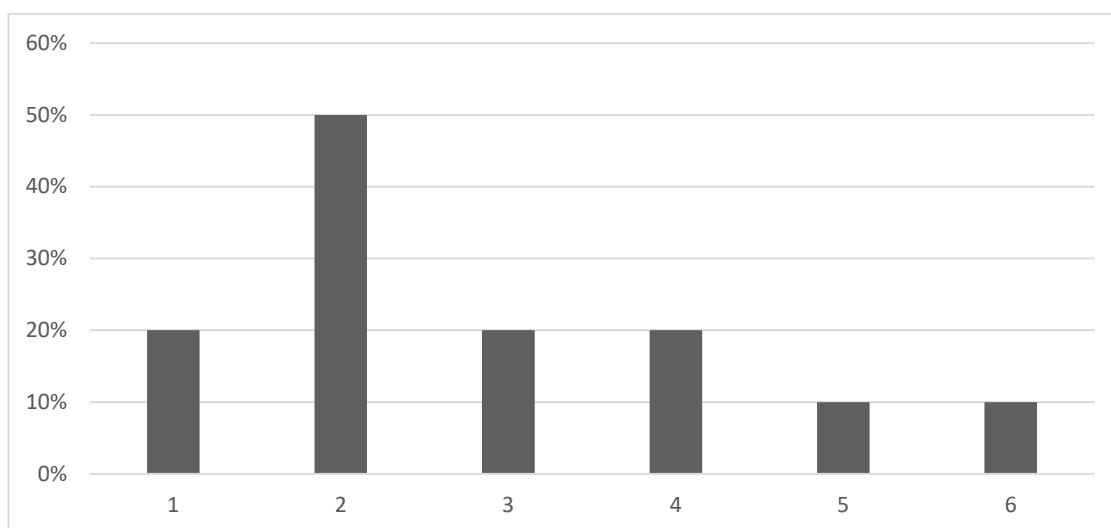
Students' selection of improved perception and production skills.



Lastly, an open question asked students to explain if the combination of AD and cultural contents helped to increase their motivation towards L2 learning. The results show that 50% of students replied that combining culture with L2 is motivating, 20% of students think that AD is motivating, 20% think that AD is nice, easy, and fun, 20% consider that AD allows students to express themselves, and 10% believe that AD can help with motivation (see Figure 4).

Figure 4

Students' perception of the combination of AD and cultural contents and the increase in motivation towards L2 learning.



Note. (1) AD is motivating; (2) Culture+L2 is motivating; (3) AD is nice, easy & fun, (4) AD allows to express, (5) AD gives new tools for learning, (6) AD can be helpful.

5. DISCUSSION

The qualitative data obtained from the final questionnaire show the perception of students' improvement in speaking and production skills due the work done during the lesson plans and the AD tasks. As shown in previous figures, all students perceive an improvement in all the skills analysed. However, speaking is the skill that stands out from the others. At this point, it is important to remind ourselves that the speaking skill was one of the skills in which they felt most insecure, according to the initial questionnaire. After completing the AVT course, 30% of students perceive a significant improvement in this competence, and 40% of students perceive some improvement. This is consistent with the quantitative results obtained from the ITIS/FITIS in which significant differences were obtained in the speaking skill and production skills in general. Furthermore, this result confirms the data obtained from previous studies in relation to the benefits of AD for the development of oral and production skills. According to Clouet (2005), AD tasks enhanced his students' writing skills. Basic Peralta et al. (2009) explained that AD could help translators to develop mediation competences such as observation, phrasing, and re-phrasing accurately, and the use of specific language. Martínez Martínez (2012) and Ibáñez Moreno & Vermeulen (2013) explained that the use of AD tasks helps the acquisition of the lexical competence. Later, Ibáñez Moreno & Vermeulen (2014) also added that AD tasks benefit the acquisition of idiomaticity.

Regarding the no significant differences results obtained in the global acquisition of skills between the first LP and the LP6, LP4 and LP2 analysed in Table 2, one possible explanation to consider is the previous knowledge students have about the topic to be audio described. If the topic is new to the students, it might add an extra difficulty to the task. Consequently, previous experiences with the contents should be explored because student's conceptualization of the world is put into play while they audio describe. According to Cambeiro & Quereda (2007) audio-describers should have knowledge and control of the vocabulary, grammar and syntax involved, besides the linguistic sensibility and creativity to adapt the description to the visual scenes. The description students create reflects the way they interpret what they see, how they understand what others say and how they make the connection between elements and actions present in the video, according to sequence and synchronicity.

According to Vermeulen & Ibáñez (2017c), students perceive AD as useful because it requires precision in the use of language and the integration of communication skills: listening, speaking, writing, reading, and translating. Furthermore, AD tasks promote awareness of students' perception of the world and of cultural differences between what is seen and how it is described. This is related to the qualitative data analysed in Figure 4, in which students explained that the combination of culture and L2 is motivating, also they described AD as motivating, nice, easy, fun, and that it gives them the opportunity to express themselves. Similarly, regarding the benefits of using AD in the classroom, according to Ibáñez Moreno & Vermeulen (2014), students can learn and practice in an integrative and motivating way while developing their communicative competence. Also, Talaván & Lertola (2016) explained that distance-students could develop English oral

skills in a foreign language class, and they find AD motivating. Finally, Walczak (2016) also refers to the benefits and learning value of AD in foreign language teaching.

6. CONCLUDING REMARKS

The current paper provides the results of a pilot study carried out within the TRADILEX project. The aim of this study was to put into practice the didactic sequence for the AD mode with B1 students, in order to determine the degree of improvement in English as a foreign language after the implementation of a methodological proposal based on AD tasks. The AD didactic sequence that has been tested in this pilot study allows us to conclude that there are signs of improvement in the students' production skills, which could confirm a relationship between the use of AD and FLL. These are only preliminary conclusions, since the sample size is perhaps too small to extrapolate results to a wider population. However, results are consistent with the conclusions drawn in previous research mentioned in the theoretical framework and encourages further research.

As far as the TRADILEX project is concerned, it must be pointed out that the mixed-method approach adopted by the project favours the triangulation not only of the methodological tools applied, but also of data sources. Thanks to this pilot experience, the implementation in a single didactic sequence of the different research tools designed and developed for the project has allowed us to validate the research tools. After the piloting, some improvements have been implemented in the project methodology, especially in terms of the technology used, supporting materials and timing (Bolaños-García-Escribano & Navarrete, 2022). After the implementation of these improvements, TRADILEX researchers have replicated the didactic sequence here piloted in subsequent stages of the project, which will lead to more robust and consistent results (Plaza-Lara & Fernández-Costales, 2022). The final objective is that a quasi-experimental research brings to the fore the potential benefits of this type of methodology (Talaván & Lertola, 2022).

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