The Impact of Didactic Audiovisual Translation on Plurilingual Competence: a Quantitative Exploratory Study

El impacto de la traducción audiovisual didáctica en la competencia plurilingüe: un estudio exploratorio cuantitativo

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Abstract: Embracing multilingual education is one of the challenges of today's globalised society. In this sense, in the last decades foreign language learning has shifted from monolingual to multilingual approaches. The CEFR (Council of Europe, 2001) introduces the concept of plurilingualism and stresses the fact that individuals do not keep languages and cultures in watertight compartments. Learners develop a competence (the plurilingual and pluricultural competence -PPC-) to which all linguistic knowledge and experiences contribute, as they exploit these connections to learn languages more efficiently (Stille & Cummins, 2013). Within Translation Studies, didactic audiovisual translation (DAT) is an area that has been surging in the last two decades (Lertola & Talaván, 2022). However, the impact of DAT to develop PPC is still underexplored. The project PluriTAV (Audiovisual Translation as a Tool for the Development of the Multilingual Competence in the Classroom, 2017-2019) was born to fill this gap, as its main aim was to study the impact of using active audiovisual translation (AVT) in students' PPC.
This paper introduces previous research focusing on Translation, DAT and PPT, and highlights the suitability of PluriTAV as the first and only attempt to date to quantitatively analyse the effects of DAT didactic sequences (DSs) on university students' PPC. Then, it presents the methodological design of this exploratory project and the project results in terms of the students' development of certain PPC descriptors included in the subtitling, audio description, free commentary and dubbing DSs designed. Results reveal that, overall, using DAT has a similar effect on the development of PPC-related knowledge descriptors as not using it, and that interlingual revoicing AVT

modes especially benefit contrastive prosodic awareness. Additionally, one of the main hypotheses formulated that would have to be tested in further research is that longer DSs including various AVT modes would benefit text type recognition and PPC-related skills.

Keywords: Language learning, Multilingual education, Plurilingual and pluricultural competence, Didactic audiovisual translation, PluriTAV

Resumen: Adoptar el multilingüismo en la educación es uno de los retos de la sociedad globalizada actual. En este sentido, en las últimas décadas el aprendizaje de lenguas extranjeras ha asistido a un cambio desde enfoques monolingües a enfoques multilingües. El MCER (Consejo de Europa, 2001) introduce el concepto de plurilingüismo y enfatiza el hecho de que las personas no alojan las lenguas y las culturas en compartimentos estancos. Los estudiantes desarrollan una competencia (la competencia plurilingüe y pluricultural –CPP–) a la que contribuyen todos sus conocimientos lingüísticos y experiencias, ya que explotan estas conexiones para aprender lenguas de manera más eficiente (Stille y Cummins, 2013). Dentro de los estudios de Traducción, la traducción audiovisual didáctica (TAD) es un área de investigación que ha crecido rápidamente en las últimas dos décadas (Lertola y Talaván, 2022). Sin embargo, el impacto de la TAD en el desarrollo de la CPP casi no se ha estudiado. El proyecto PluriTAV (La traducción audiovisual como herramienta para el desarrollo de la competencia plurilingüe en el aula, 2017-2019) nació al objeto de cubrir esta laguna, ya que uno de sus objetivos fue estudiar el impacto de emplear la traducción audiovisual (TAV) de forma activa en la CPP de los estudiantes.

Este artículo presenta investigaciones previas centradas en la Traducción, la TAD y la CPP y destaca la idoneidad de PluriTAV como el primer y único intento hasta la fecha de analizar cuantitativamente los efectos de secuencias didácticas (SD) que usan la TAD en la CPP de estudiantes universitarios. A continuación, expone el diseño metodológico de este proyecto exploratorio, así como sus resultados en cuanto al desarrollo, por parte de los estudiantes, de determinados descriptores de la CPP incluidos en las SD diseñadas de subtitulación, audiodescripción, comentario libre y doblaje. Los resultados revelan que, en general, usar la TAD tiene un efecto similar en el desarrollo de descriptores de conocimiento relacionados con la CPP que no usarla, y que las modalidades de TAV en las que se añade una nueva pista de diálogos en la lengua meta son especialmente beneficiosas para trabajar la conciencia sobre elementos prosódicos contrastivos. Adicionalmente, una de las principales hipótesis formuladas que tendría que comprobarse en investigaciones futuras es que emplear SD más largas y que incluyan varias

modalidades de TAV mejoraría el reconocimiento de tipologías textuales y el desarrollo de habilidades relacionadas con la CPP.

Palabras clave: Aprendizaje de lenguas, Educación multilingüe, Competencia plurilingüe y pluricultural, Traducción audiovisual didáctica, PluriTAV

1. INTRODUCTION

Over the last decades, the foreign language (FL) teaching and learning paradigm has gradually shifted from purely monolingual approaches, in which the only language that could be used in the classroom was the FL, to multilingual approaches in which the learners' linguistic repertoire is taken into account and included. In these multilingual approaches, FL learning seems to be best understood in terms of the exchange and mediation that takes place between languages and cultures (Coste et al., 2009). The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) introduces the concept of plurilingualism and stresses that individuals do not keep languages and cultures in watertight mental compartments, but they develop a communicative competence to which all linguistic knowledge and experiences contribute and in which languages relate to each other and interact. This competence has been called plurilingual and pluricultural competence (PPC), which Coste et al. (2009) define as:

> […] the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor, has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw. (p. 11)

This means that languages are connected and that learners cannot only use these connections but exploit them to learn languages more efficiently and to be more competent users (Stille & Cummins, 2013). This shift in the conceptualisation of what plurilingual individuals do with languages, how all the linguistic resources are activated, caused a small, but powerful inclusion in the CEFR: mediation. The referential document organised the learner and user's communicative language competence in various language activities, including reception, production, interaction and mediation (in particular, interpreting or translating).

In the field of translation, the engagement of learners through Didactic Audiovisual Translation (DAT) in Foreign Language Learning (FLL) has received increasing attention from both scholars and teachers in the last two

decades (Lertola & Talaván, 2022). This article focuses on some of the results of the research project PluriTAV (Audiovisual Translation as a Tool for the Development of the Multilingual Competence in the Classroom, 2017-2019), funded by the Spanish Government and the European Regional Development Fund (ERDF), whose main objective was to study the didactic possibilities that the application of the multilingual approach and the use of audiovisual translation (AVT) could bring to the development of communicative competences and the PPC by FL learners. In this way, PluriTAV fills an important research gap, as studies on the PPC promotion are still scarce and only a few have hitherto been carried out on AVT in FLL. Specifically, the project entailed the development of a series of didactic sequences (DSs), which can be defined as sets of learning activities organised around a written or an oral textual genre (Dolz-Mestre & Schneuwly, 1998). These DSs involved the active use of different modes of AVT (dubbing, free commentary, subtitling and audio description) in order to improve communicative competences and the PPC in the English language classroom.

The project also entailed quantitatively testing the effectiveness of the approach used, for which control and experimental groups were created in a university learning context in which students had Spanish or Catalan as L1 and were learning English as FL at a B2 level. These groups of students had to take pre- and post-tests measuring the development of communicative competences and the PPC. For more information on the multilingual approach followed in PluriTAV, the DSs and the analysis tools developed, please see: Martínez Sierra (2021), Cerezo Merchán & Reverter Oliver (2022), Baños et al. (2021) and Marzà et al. (2021).

In this article, a brief review of previous research focusing on the relationship between Translation, DAT and PPC will be presented. The second section will detail the methodology followed, paying particular attention to the design of the experiment, the design of the tests, the descriptors analysed, and the characteristics of the statistical analysis performed. Finally, the article will focus on the overall results of the PluriTAV project in terms of the students' development of certain PPC descriptors included in the subtitling, audio description, free commentary and dubbing DSs. These descriptors were selected from the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) (Candelier et al., 2012), the only reference tool at the time that offered a list of items describing knowledge, skills and attitudes related to the PPC (see Marzà et al., 2021 for the rationale behind the selection process). Specifically, the focus is placed on the seven descriptors (K6, K6.2, K6.6, K6.8, K6.5.3, S3.9.1 S3.4) that were included in all DSs and for which there are comparable data from all groups (experimental and control groups in all AVT modes). Given the exploratory nature of

PluriTAV, the results of this work will allow us to establish a first approach to the emerging field of DAT and PPC, as well as to draw conclusions and formulate hypotheses for future studies and didactic applications.

1. TRANSLATION AND DAT FROM A MULTILINGUAL PERSPECTIVE

As already mentioned, research on Audiovisual Translation for language learning has experienced a surge in the last two decades (Incalcaterra McLoughlin et al., 2020; Pintado Gutiérrez, 2022; Soler Pardo, 2022). Talaván coined the term Didactic Audiovisual Translation for the active use of the various modes of translation as pedagogical resources in language didactics (2020). Many studies tackling DAT so far have two commonalities: the focus on foreign (or additional) languages, mainly English; and the focus on specific linguistic skills, such as vocabulary acquisition, comprehension, or written skills. Exceptions to these rules apply of course, and more recent research has started to explore the margins of DAT, for example by analysing its effects on the teaching of minority languages in bilingual regions (Avello-Rodríguez & Fernández-Costales, 2020) or in student motivation (Alonso-Pérez, 2019), by observing its effects on plurilingual competencies (Wilson, 2020) or even by exploring the potential of DAT in logopaedic interventions (Fernández-Costales et al., 2022). PluriTAV's approach does focus on the application of DAT within the context of English as a Foreign Language, but tackles the under-researched area of the promotion of PPC. Therefore, this section will delve into research that incorporates a multilingual approach in the use of AVT.

The seminal works by Cummins (1979a, 1979b, 2007) paved the ground for a complete reconceptualization of language learning in multilingual contexts and for plurilingual individuals. His interdependence hypothesis states that common underlying linguistic abilities can be transferred from one language to another, and individuals can connect the languages of their repertoire to compare and contrast and, in doing so, become more efficient learners and users. This notion triggered a profusion of conceptual reflections and practical proposals, from the long-evolving notion of multicompetence by Cook (1992, 2007; Franceschini, 2011); to the broader framework of a Dynamic Model of Multilingualism (Herdina & Jessner, 2002), that systematized the description of the complex multilingual system and shed a light on the specificities of third language acquisition; to the innovative and even disruptive incorporation of translanguaging practices in the classroom (García & Wei, 2014). All the research supporting the importance of translingual practices and strategies surely influenced the incorporation of PPC and mediation in the CEFR, and the later definition of descriptors for mediation. This linguistic activity is described in the CEFR Companion Volume with New Descriptors as follows:

> […] the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party, a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies. (Council of Europe, 2018, p. 175)

In González-Davies's words (2020, p. 438), this perspective is directly connected to "language brokering practices carried out continuously by travellers, businesspeople, academics, migrants and their children, and many others in diverse contexts such as education, healthcare or community interpreting". However, the educational context requires for all these language brokering activities to be analysed, de-constructed, specified and exploited to help learners improve and be more efficient in their use of mediation. Cummins was one of the first scholars to challenge the monolingual assumptions in education and advocate for the use of translation as a tool for language learning (2007); more recently González-Davies (2020) proposes a pedagogic approach that aims at fostering the necessary skills for an efficient linguistic mediation: the Integrated Plurilingual Approach (IPA). The application of the framework incorporates planned plurilingual activities and accepts spontaneous plurilingual utterances, in a similar vein to pedagogical translanguaging (Cenoz & Gorter, 2020). The IPA principles for research and best practices draw on the aforementioned seminal research that has triggered a multilingual turn in language education (Conteh & Meier, 2014):

> Our research process explores how cross-curricular plurilingual connections can be best implemented in foreign language learning through an integrated treatment of all languages, including first and heritage languages, and also in content subjects, for example, in the CLIL mode (Content and Language Integrated Learning). (González-Davies, 2020, p. 439)

Additionally, the IPA approach adopts a socio-constructivist stance by using didactic sequences, fostering reflection and helping students progress within their Zone of Proximal Development (Esteve & González-Davies, 2016). Within IPA, the use of translation is conceived under the framework of Translation for Other Learning Contexts (TOLC), defined as "an informed change of linguistic or cultural code applied consciously to an explicit primary source text, whether verbal or non-verbal" (González-Davies, 2014, p. 11). The notion is based on educational psychology, pedagogy and linguistics, and transfers the translation competence to fields other than translator training (González-Davies, 2004). TOLC places a strong importance in reflection,

which allows for an informed use of translingual practices, an awareness of the complexity of translation as a dynamic process of communication and the integrated work of all language activities defined in the CEFR (González-Davies, 2020).

IPA, TOLC and DAT constitute therefore a broad framework for PluriTAV project's principles: the active use of various modes of AVT in language learning from a multilingual and socio-constructivist perspective. IPA could be regarded as the general plurilingual pedagogic framework, under which TOLC constitutes the approach for the use of translation in educational settings, and DAT establishes the specific nuances provided by AVT in this setting.

As already mentioned, only a handful of studies have combined the use of AVT and the observation or assessment of mediation or PPC. Muñoz-Basols (2019) presents two self-reflective activities conducted with university students whose objective is to foster multilingual awareness by using Multilingual Audiovisual Translation (MAT). His research does not provide any statistical or qualitative analysis of results, since the focus is on theoretical connections and didactic planning, but it is nonetheless relevant because it addresses the urgent need to connect multilingual education and translation in language teaching and learning.

The most complete research integrating AVT and PPC has been made under the TOLC umbrella. Wilson & González Davies (2017) present data from a quasi-experimental study where translation-based practices (including some AVT modes) were implemented in an experimental group classroom in secondary education over two terms. Several quantitative and qualitative instruments were used to collect data on the acquisition of grammar, vocabulary, the four language skills, and plurilingual competence. For the analysis of PPC the study relied on qualitative instruments such as classroom observations, semi structured interviews and the students' performance, and analysed the Companion's indicators for PPC, detailed in section 5.5.7 of the reference document[1]. This same project was the source of Wilson's PhD Thesis (2020), where more in-depth results are presented. The authors state that the participation of students in TOLC IPA-based classroom practices can have a positive effect on students' development of PPC. Indeed, Wilson (2020) provides some instances of PPC through observation notes and productions of the students, but again PPC is not quantitatively assessed. In

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[1] Students draw connections and identify differences between the languages in their linguistic repertoire; Students identify potential translation problems; Students are able to apply translation strategies to overcome problems (e.g. false friends, idioms); Students make effective use of resources (dictionaries and/or online tools).

the discussion section, some connections between this research and PluriTAV's results have been made.

All in all, PluriTAV constitutes the first and only attempt so far at quantitatively analysing the effects of DAT sequences on the PPC of university students. More specifically, we will present the overall results of the PluriTAV project in terms of the students' development of certain PPC descriptors included in the DSs of subtitling, audio description, free commentary and dubbing. The next section delves further into the methodological design of the study.

2.   METHODOLOGY

Our research model is quasi-experimental with a non-equivalent experimental group (EG) and a control group (CG), *i.e.* not randomly configured by the researchers. All the students who participated in the experiment had Spanish or Catalan as their mother tongue and were studying English for specific purposes at B2 level. Specifically, the EG and CG of the dubbing DS belonged to the subject Communication in English for Tourism III of the Degree in Tourism at the Universitat de València; the students who did the subtitling DS were studying English Language 2 for translators in the Degree in Translation and Interlinguistic Mediation at the Universitat de València. Finally, the EGs and CG of the audio description and free commentary DSs were also studying English Language 2 for translators in the Degree in Translation and Interlinguistic Mediation at the same university. In total, 122 students participated in EGs and 36 students participated in CGs. On the one hand, the EGs for the different modes of AVT had the following number of students: 20 in dubbing, 33 in subtitling, 26 in audio description and 43 in free commentary. On the other hand, there was a CG for dubbing with 20 students and a CG for audio description and free commentary with 16 students.

After designing each DS, specific assessment instruments were created to measure the development of certain plurilingual and pluricultural descriptors included in the FREPA. These instruments were a pre-test and a post-test, accompanied by their corresponding assessment rubrics. The pre-test and post-test of each DS were identical so that comparable quantitative data could be analysed statistically. Each task or question in the test was designed to assess the students' performance regarding one or a few specific FREPA descriptors. The test follows the translanguaging approach in plurilingual assessment as defined by Gorter & Cenoz (2017), since it includes the following three strategies: integrating multilingual resources (some questions incorporate texts in other languages), allowing the students to translanguage (in some tasks, students are asked to provide a translation in

whatever language they prefer), and having as a main aim the assessment of cross-lingual skills or knowledge rather than the use of particular resources in a given language. Therefore, and given the scarcity of quantitative research on the assessment of the PPC, the tests designed within PluriTAV constitute an exploratory attempt to contribute to the development of this subfield (see Marzà et al., 2021 for further details on the design of the test).

The first step in designing the tests was to decide which descriptors would be assessed. As already mentioned, FREPA was the only background document available at the time the project started, and it contains more than 500 descriptors for the PPC, without performance levels. The selection process was based on how translation competence can be perceived within TOLC, that is, as "a set of specific linguistic, encyclopaedic and transferential skills, along with specific intra- and interpersonal skills that may enhance language learning" (González-Davies, 2014, p. 15). Thus, connections were identified between these transfer skills and the mediation strategies included in the CEFR, implemented in oral and written mediation. Finally, the six groups of descriptors that were more related to transfer/mediation skills within a TOLC context were chosen (K3, K6, K13, S3, S5 and S6). The focus was on skills and knowledge (*i.e.* whether students "could do" specific tasks or "knew" specific concepts directly related to the chosen descriptors) (see Baños et al., 2021 and Reverter Oliver et al., 2020 for the rationale behind the selection of descriptors and the planning of DSs). This paper will concentrate on results regarding the seven descriptors that were included in all DSs and for which there are comparable data from all groups (EGs and CGs in all AVT modes). These descriptors are:

- K6 *Knows that there are similarities and differences between languages and linguistic variations*.
- K6.2 *Knows that each language has its own, partly specific, way of perceiving or organising reality*.
- K6.6 *Knows that there is no word for word equivalence from one language to another*.
- K6.8 *Knows that the organisation of an utterance may vary from one language to another*.
- K6.5.3 *Knows that different languages may resemble each other or may vary in their prosody (e.g. rhythm, accentuation, intonation, etc.)*.
- S3.9.1 *Can compare discourse types in different languages.*
- S3.4 *Can perceive lexical proximity.*

Each of these descriptors was associated with one or several tasks/questions of different types and nature included in the tests (see Marzà

et al., 2021) that followed a translaguaging approach (Gorter & Cenoz, 2017), with the aim of performing a summative assessment of their development. For example, on the one hand, questions related to the knowledge descriptor K6 tested general awareness about similarities and differences between English and other languages and students had to choose the most accurate statement. Other questions related to knowledge descriptors (K6.2, K6.6, K6.8 and K6.5.3) presented ideas related to the learners' approach to translating/mediating between languages or to communicative strategies in different languages and asked learners to indicate their level of agreement on a Likert scale. On the other hand, the tasks linked to the skills descriptors (S3.9 and S3.4) required learners to activate their PPC and did not offer response options or statements in which to show their degree of agreement or disagreement, but were free-response questions in which learners had to identify the topic and genre of some texts written in unfamiliar languages and explain the strategies they used for guessing.

Both the tests and their corresponding rubrics for interpretation and coding of results are explained in detail in Muñoz-Miquel & Soler Pardo (2021) and Marzà et al. (2021). The rubrics were designed to establish a detailed statistical comparison between pre-test and post-test results of each DS by gauging how well FREPA plurilingual descriptors had been tackled by students. Therefore, all answers were codified and allocated scores. The scoring was implemented by one researcher to guarantee homogeneity in the interpretation of the students' answers. Based on the rubric, the evaluator stored the results in an Excel sheet, which was subsequently edited and exported to R software (version 4.1.1).

To perform the statistical analysis of results, a study of proportions of change was carried out for each item in the pre- and post-test of each CG and in the pre- and post-test of each EG. Our aim was to analyse the proportion of change or variance in the post-test responses with respect to the pre-test responses in each group (*i.e.*, whether they improved or remained at high values or worsened or remained at low values from pre- to post-test) and whether the differences were significant. To do so, the following hypothesis test for each item was developed:

- H0: There is no difference between PRE and POST, *i.e.* the pedagogical intervention has no effect, $p > 0.5$.
- HA: There is a difference between PRE and POST, *i.e.* there is an effect, $p < 0.5$

In order to achieve greater synthesis and clarity in the presentation of results, this article will present the proportion of grouped change, that is, the items that respond to the development of the same descriptor in all the tests

will be grouped and analysed to check whether the change from pre- to post-test is significant in both CGs and EGs. More specifically, the data from the two CGs will be presented as a single group (referred to as GC in the analysis section), as they are considered comparable, but the data from the four EGs (which will be referred to as EG-AD, EG-FC, EG-DUB and EG-SUBT) will be analysed separately, so that the results of each AVT mode can be more clearly seen.

Additionally, due to the exploratory nature of this study, a second analysis of results was conducted, this time from a non-statistical perspective, to gauge possible tendencies that could guide future research and pedagogic applications. For this analysis, pre- and post-tests were graded by assigning a value to each possible answer, emulating an exam grading.

Finally, a Cohen's D-test was performed to obtain an objective assessment of the pedagogical intervention impact size on the EG.

3. RESULTS

This section presents the results regarding the seven descriptors that were assessed in all experimental DSs (dubbing, audio description, free commentary and subtitling), contrasting them with the CG's. These descriptors belong to two main categories, K6 and S3, dealing respectively with the knowledge about similarities and differences between languages and linguistic variations; and the ability to compare or perceive linguistic or cultural proximity and distance. The first part of this section presents the results from the statistical analysis, whereas the second part of this section is dedicated to a comparative analysis of numerical results for the tests (see Methodology).

3.1.   Statistical analysis

The first result that statistical comparison yields is an overall similar effect between control and experimental groups. In most descriptors, both groups performed similarly in terms of variance. Table 1 shows the p-values for a positive variance between the pre- and post-tests of each group, where a number lower than 0.05 (in bold) indicates a statistically significant improvement.

Descriptor	EG-AD	EG-FC	EG-DUB	EG-SUBT	CG
K6	**0.001632**	**7.521e-1**	0.1318	**3.005e-06**	**6.713e-07**
K6.2	**0.0004281**	**5.306e-07**	**0.02209**	**6.415e-05**	**1.545e-05**
K6.6	**0.001632**	**5.305e-10**	**0.0003981**	**3.005e-06**	**0.0002326**

Table 1. P-values for significant variance in EGs and CG
Source. Elaborated by the authors

Results show that knowledge related to similarities and differences between languages (K6, K6.2, K6.6) tends to improve significantly from the pre-test to the post-test both in CG and EG, meaning that DAT is not necessary for the improvement of these specific descriptors, which can equally improve in a DS without AVT. The dubbing CG did not improve significantly in descriptor K6 *Knows that there are similarities and differences between languages and linguistic variations*, which should be taken into consideration in future research. It should be noted, though, that the post-test yielded better results than the pre-test, but these were not statistically significant.

However, there is one K6 related knowledge descriptor (K6.8 *Knows that the organization of an utterance may vary from one language to another*) that is not significantly improved by the application of sequences neither in the EGs nor the CGs, as indicated in table 2. Similarly, the skill S3.4 *Can perceive lexical proximity,* does not show a significant improvement in any group. Again, these data prove that both didactic approaches have a similar effect (in these cases, not strong enough) on the students' integration of the analysed plurilingual competences.

Descriptor	EG-AD	EG-FC	EG-DUB	EG-SUBT	CG
K6.8	0.9845	0.9836	0.5885	0.6361	0.9666
S3.4	0.5	0.6198	0.4115	0.2431	0.7977

Table 2. P-values for non-significant variance in EGs and CG
Source. Elaborated by the authors

In spite of these general similarities, differences emerged from data that carry a statistical significance. Firstly, descriptor *K6.5.3 Knows that different languages may resemble each other or may vary in their prosody* was further specified in the test to gauge the knowledge of three particular prosodic features: pace, emphasis, and intonation (Table 3).

K6.5.3	EG-AD	EG-FC	EG-DUB	EG-SUBT	CG
pace	0.2781	**0.007344**	**0.02209**	0.2431	0.1217
emphasis	0.4223	**0.001144**	**0.006953**	0.3639	0.2023
intonation	0.7219	0.1801	0.1318	0.3639	0.06681

Table 3. P-values for variance on knowledge of prosodic features
Source. Elaborated by the authors

DAT modes that imply interlingual revoicing seem to favour contrastive prosodic awareness, compared to not using DAT or using DAT modes in which there is not a combination of interlingual oral tasks (AD or subtitling).

This combined focus that takes place while working in free commentary and dubbing DSs seems to help integrate how pace and emphasis work in each language (significant p-values in bold in Table 3). On the contrary, in cases where either the interlinguistic comparison (such as AD or CG) or the oral component are missing (subtitling), this effect seems to be weaker. The awareness of different intonation patterns, however, does not seem to follow this trend, since none of the sequences managed to improve its knowledge.

A second difference regards the skill of being able to compare discourse types (S3.9.1), analysed through an activity in which students had to guess the topic and genre of three texts written in unfamiliar languages and explain the strategies they used for guessing. Their ability to justify their choices by naming formal characteristics of each of the genres portrayed was deemed to be demonstrative of their ability to compare discourse types. As Images 1 and 2 show, the percentage of variance of the two CGs (p-value = 0.0007655) statistically outperformed all the DAT groups, analysed either individually or all together as a single experimental group, as shown here (p-value = 0.06189).
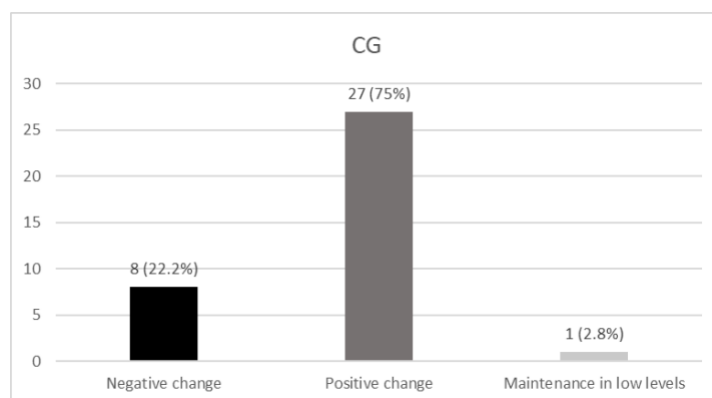

Image 1. Ability to compare discourse types in CG
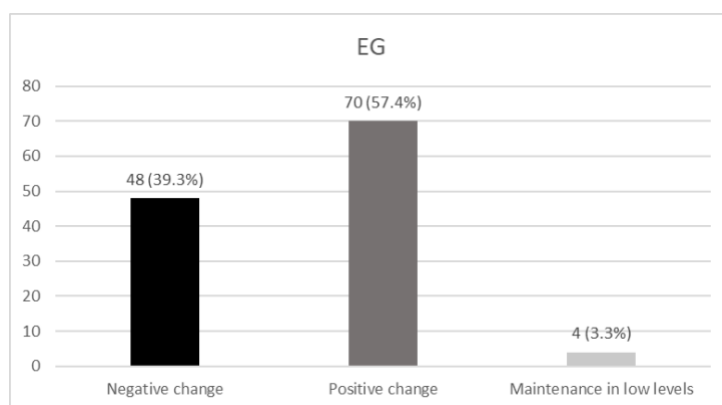Source. Elaborated by the authors

Image 2. Ability to compare discourse types in joint EG
Source. Elaborated by the authors

These results indicate that the approach designed by PluriTAV for the use of DAT, that is, applying short DSs focused on one single AVT type, does not foster the students' ability to activate their previous knowledge on textual conventions and transfer this knowledge to a new, challenging situation.

3.2.   Non-statistical analysis

The highly specific results of a statistical comparison are essential to narrow down future research on plurilingual competence. However, from a pedagogic point of view, a wider look at results is also relevant, especially within a TBL or DS approach, where language is used and studied within a communicative situation and where various competences, skills and knowledge are activated at the same time. This section will provide a more integrated view of the impact that the various DAT DSs had on the PPC of students, with a joint analysis of the five knowledge descriptors on one hand and the two skill descriptors on the other.

Image 3 portrays the overall grade the students received in terms of the knowledge descriptors included in this piece of research.
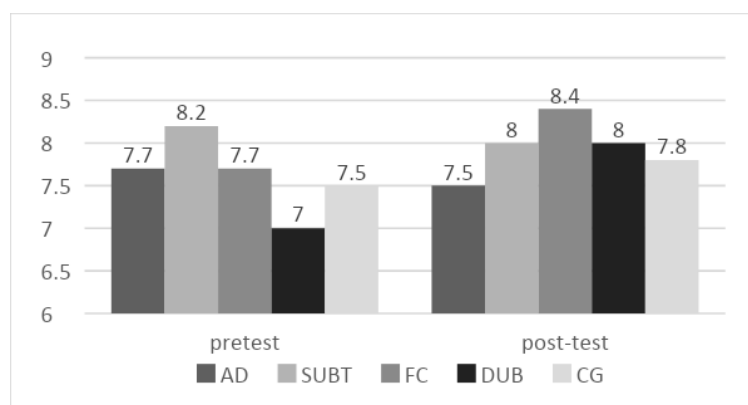
Image 3. Knowledge grades in pre- and post-test in all groups
Source. Elaborated by the authors

The DAT sequences were successful in enhancing the studied PPC-related knowledge of students when using dubbing and free commentary, since their grades improved 1 and 0.7 points respectively. However, the impact of using AD, subtitling or no DAT was very low, with a better result in the CG, since none of these modalities managed to change more than 0.3 points the pre-test grade either positively or negatively.

When analysing the influence of the sequences on the improvement of skills related to the PPC, results show a concerning picture (Image 4).
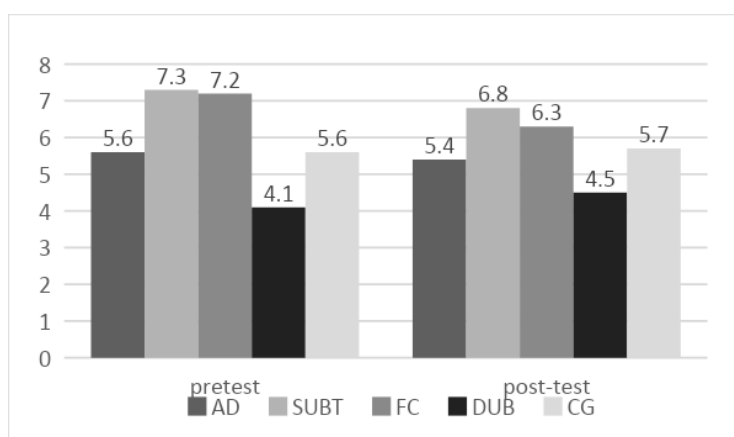

Image 4. Skills grades in pre- and post-test in all groups
Source. Elaborated by the authors

In this case, only the use of dubbing manages to slightly improve the students' PPC-related skills (+0.4 points), but the change is almost irrelevant and the post-test grade does not reach a pass (4.5). The results for other DAT sequences are slightly lower in the post-test, reaching -0.9 lower in free commentary and almost the same in the case of the CG. It is also worth noting that the initial grades in all groups are lower than the grades related to knowledge, as Table 4 shows.

	Knowledge	Skills
AD	7.7	5.6
SUBT	8.2	7.3
FC	7.7	7.2
DUB	7	4.1
CG	7.5	5.6
Mean	7.62	5.96

Table 4. Pre-test grades for knowledge and skills
Source. Elaborated by the authors

This same table reveals one last relevant finding: the PPC-related knowledge of all students, both in experimental and control groups, was already high before starting the experiment.

4. DISCUSSION

This section highlights the contributions of PluriTAV to the emerging field of DAT and PPC, and critically discusses results with the objective of pushing this under-researched area forward. Nonetheless, a reminder of the exploratory nature of PluriTAV is necessary, by which our approach to data has been to detect research-grounded points of departure for future studies and didactic applications, rather than to establish categorical and generalised affirmations.

Firstly, data have revealed that AVT modes with some variety of interlingual revoicing (dubbing and free commentary) enhance the students' awareness of differences and similarities between languages in terms of pace and emphasis significantly better than when not applying DAT. As already stated, the combination of oral and interlingual tasks could be behind this particular result, although further research is needed to confirm the idea. This finding can be linked to Wilson's results (2020) regarding the promotion of PPC. In her study, the theme "connections between languages" was the most salient one in teacher's observations and interviews for the EG, with students explicitly drawing on similarities and differences between the languages while performing the tasks. Interestingly enough, Wilson's semi-structured interviews showed signs of these connections also in the CG, however, these

participants regarded the strategy of looking for similarities and differences as negative, focusing on interference, as opposed to the EG, who drew on interdependence and considered these strategies as positive. These results, together with the fact that knowledge related to similarities and differences between languages tends to improve significantly in all groups (see Table 1), support the use of DAT in the classroom to promote this aspect of PPC, even in those cases where PluriTAV did not find a significant difference between CG and EG.

The implications of these findings are several. On one hand, from a pedagogic point of view and drawing on PluriTAV's and Wilson's findings, DAT can be regarded as generally constructive in terms of enhancing both the knowledge and a positive attitude towards the comparison between languages. On a more detailed scale, a contrastive focus on intonation patterns may be needed in any DAT approach, if intonation is a planned teaching objective, since the mere use of AVT does not appear to have a significant impact. On the other hand, DAT sequences that do not include dubbing or free commentary may need a reinforcement of the oral or interlingual aspect that is missing, depending on each mode, if contrastive prosodic awareness is to be promoted. In this sense, using DAT can often be regarded as an advantage since at least one of these aspects is bound to be inherently present within the DS[2]. In terms of research, the field of contrastive prosody seems to be an avenue worth exploring within DAT for PPC, since PluriTAV's results show that some knowledge mobilisation happens when applying AVT in language learning, and its connection to orality and interlinguistic translation could be further operationalised.

A second important contribution of the project is that applying isolated DAT sequences, focused on one single AVT mode, may diminish the students' ability to compare discourse types. This finding was presented in a previous publication analysing the AD sequence results (Torralba et al., 2022), and now it has been corroborated with the complete set of data. In all DAT sequences analysed here, the students were less able to transfer to a new language their Common Underlying Proficiency (Cummins, 1979b) regarding textual structures and patterns after focusing on one specific genre (or AVT mode in this case) for the whole duration of the DS. The pedagogic implications of this finding could be that any DAT planning should include more than one AVT mode, so that students can also focus on textual similarities between languages and formal differences between different genres or AVT modes. The project TradiLex (Fernández-Costales et al., 2023; Talaván et al., 2024) has incorporated the approach of combining different AVT modes, but this

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[2] There are some exceptions, like SDH.

particular PPC-related skill has not been a focus of their research. Wilson's research (2020) also includes three DSs and different AVT modes and textual genres[3] and her research provides an overall positive effect in student's PPC, but not specifically on the comparison of discourse types. Hence, this constitutes a necessary future research topic, analysing the evolution of the skill to compare discourse types after longer DAT sequences that include different AVT modes in order to validate or refute the hypothesis formulated here.

The third major contribution of PluriTAV has been to show the gap between PPC-related knowledge and skills. As seen in Table 4, the pre-test grades regarding skills were quite lower than the ones regarding knowledge in all groups: -1.66 on average, ranging from -0.5 when using free commentary to -2.9 in the case of the dubbing DS. Moreover, images 3 and 4 show that results were even lower in the post-tests (AD, subtitling and free commentary) or almost the same (dubbing and CG). On one hand, this may point at an educational system that still prioritizes knowledge over skills, since the shift from content-based learning to competence-based learning is fairly recent in Spain (Tiana et al., 2011). On the other hand, this finding shows that 8-hour DSs, whether they include AVT or not, may be too short to influence PPC-related skills, especially bearing in mind that students are less prepared in this aspect before starting the DS. The implications for research are clear: further attention needs to be placed on PPC-related skills to establish how they could be improved and to develop appropriate didactic strategies.

One of PluriTAV's objectives was to compare the effectiveness of various AVT modes used in class under similar conditions. Results show that free commentary and especially dubbing seem to contribute to a stronger improvement in PPC-related knowledge (in the case of dubbing, also in skills). The lack of qualitative interviews does not allow for the formulation of grounded hypotheses, but the familiarity with dubbing among Spanish students[4] could be the key: a possibly lower learning curve regarding the specificities of these AVT modes may have allowed students to focus on the objectives of the tasks, rather than the technicalities. Audio description and subtitling, on the contrary, require new abilities that may have overlapped with the PPC-related learnings. However, PluriTAV is an exploratory study that included one single EG per AVT mode and, therefore, variations could be due to the random composition of the groups. More research is needed comparing

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[3] Not all the genres used in the DS can be linked to the audiovisual modes, but all texts are multimodal and include some form of translation or mediation: dubbing and subtitling of a film trailer, a storytelling video retelling in English a Catalan legend, and an interactive digital poster. These similarities support the study's comparison with PluriTAV.

[4] Spain is culturally a dubbing country (Chaume, 2012).

specific aspects of PPC between groups applying different AVT modes to see if the tendency observed in PluriTAV can be generalised and, if so, to analyse its causes with qualitative interviews and classroom observations.

Finally, Table 4 shows that the PPC-related knowledge was high before starting the DSs in all groups, with grades above 7 out of 10. Torralba et al. (2022) discussed this result when analysing the AD DS, and the tendency shown there has now been confirmed with all groups. This finding has several implications, as stated by Torralba et al. (2022), especially regarding the need to conduct empirical research to specify how FREPA descriptors vary across proficiency levels and to confirm the adequacy of the 2020 Companion Volume levels. Working with FREPA non-graded descriptors has impacted the results of PluriTAV, since the DSs were planned around knowledge descriptors that were probably already acquired by participants before the study, and therefore these descriptors may not have been the most appropriate for assessing the students' improvement.

5.   CONCLUSIONS

PluriTAV offers a first glance at the effect of didactic AVT on PPC. At the onset of the project, there was little to no quantitative research on the assessment of PPC (see Marzà et al., 2021 for a review), and none of it focused on didactic interventions in real contexts. This exploratory nature has helped provide a glimpse into the connections between DAT and PPC, but it has also raised many questions that open several avenues for future research, as discussed in the previous section.

Overall, the use of DAT has a similar effect on PPC-related knowledge descriptors compared to not using DAT, and contrastive prosodic awareness seems to be especially benefited by the active use of interlingual revoicing AVT. These results can be added to the wealth of previous research describing the benefits of DAT, having shown its effectiveness in several linguistic skills (Fernández-Costales et al., 2023), attitudes towards translingual practices (Wilson, 2020) and motivation (Alonso-Pérez, 2019), among others. Moreover, DAT has proven to be highly adaptative, since it has been used in diverse educational levels and contexts (Fernández-Costales et al., 2022). Finally, our study has pointed out that DAT will be more beneficial for text type recognition and PPC-related skills if longer DSs are planned including various AVT modalities.

PluriTAV's shortcomings can be used as future recommendations for a better planning of research regarding PPC and DAT. Firstly, all the efforts were concentrated on designing, testing and applying appropriate tests and rubrics for the quantitative analysis of PPC, given the novelty of these instruments. However, the lack of complementary qualitative assessment

tools has prevented us from extracting valuable information that could have explained or expanded some of the findings. Wilson's 2020) design of a sound mixed methodology with pre- and post-tests, classroom observations, interviews and students' productions could be the way forward. Secondly, the lack of previous similar research did not allow for a focus on a particular skill or knowledge within PPC. On the contrary, PluriTAV's exploratory nature called for a broad analysis of several descriptors. However, this fact, together with the unwieldiness of FREPA, may have led to inconclusive results that have been formulated as hypotheses. Future research can now take each of these hypotheses as a starting point for a focused analysis on a particular descriptor and provide statistically significant data.

As Muñoz-Bassols (2019), we believe that DAT research and practice can now embrace the multilingual turn in language education and start spreading towards those margins that challenge the status of major languages and empower the students' identities and agency by bringing their whole linguistic repertoire into play. PluriTAV has been just a small step in that direction, by assessing the translingual practices embedded in the foreign language classroom when using AVT.

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