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## **The TRADILEX Project: students' L2 improvements based on didactic audio description and SDH**

### **El Proyecto TRADILEX: mejoras de estudiantes de L2 basadas en AD y SpS didácticos**

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**Abstract:** Didactic audiovisual translation (DAT) is an emerging discipline that has gained a solid position within academia given the growing number of publications, research studies and academic interest shown by scholars and lecturers in recent years (Lertola, 2019a; Sokoli & Zabalbeascoa, 2019; Talaván, 2020). However, it is in the field of accessibility, that is, didactic audio description (AD) (Calduch & Talaván, 2018; Navarrete, 2018) and didactic subtitling for the d/Deaf and the-hard-of hearing (SDH) (Talaván, 2019b), where fewer studies have been carried out. This paper presents the TRADILEX Project (Talaván et al., 2023), which focuses on the assessment of didactic AD and didactic SDH as educational tools in the scope of foreign language learning (FLL). The goal of this study is to highlight the benefits of using accessibility modes for the enhancement of integrated linguistic skills, exploring intercultural contexts and accessibility awareness through the use of authentic materials, audiovisual language, ICT tools, and multimodal learning. This experiment was implemented online at UNED Idiomas, the Language Centre of the UNED (Spain), during the 2021-2022 academic year. Although the participants were also exposed to a variety of DAT modes, this paper specifically looks into the potential of didactic AD and didactic SDH as accessibility modes that can provide researchers and students with tools to enhance integrated linguistic skills, raise interest in cultural awareness, and promote media accessibility.

**Keywords:** Didactic audiovisual translation (DAT), Didactic audio description, Didactic SDH, Foreign language learning (FLL), Integrated linguistic skills

**Resumen:** La traducción audiovisual didáctica (TAD) es una disciplina emergente que ha logrado una posición sólida dentro de la academia dado el número creciente de publicaciones, los estudios llevados a cabo y el interés académico mostrado por académicos y docentes universitarios en los últimos años (Lertola, 2019a; Sokoli & Zabalbeascoa, 2019; Talaván, 2020). Sin embargo, en el ámbito de la accesibilidad, es decir, la audiodescripción (AD) didáctica (Calduch & Talaván, 2018; Navarrete, 2018) y los subtítulos para sordos (SpS) didácticos (Talaván, 2019b), todavía hay escasez de estudios. Este artículo presenta el Proyecto TRADILEX (Talaván et al., 2023), centrado en la audiodescripción (AD) didáctica y los subtítulos para sordos (SpS) didácticos como herramientas educativas en el ámbito del aprendizaje de lenguas extranjeras (ALE). El objetivo de este estudio es poner de relieve los beneficios del uso de modalidades de accesibilidad para la mejora de destrezas lingüísticas integradas, para explorar contextos interculturales y para la concienciación en torno a la accesibilidad a través del uso de materiales auténticos, lenguaje audiovisual, herramientas TIC y aprendizaje multimodal. Este experimento se implementó, en línea, en UNED Idiomas, el centro de lenguas de la UNED (España), durante el curso 2021-2022. Aunque los participantes estuvieron expuestos a otras modalidades de TAD, este artículo se centra principalmente en el potencial de la AD didáctica y los SpS didácticos, como modalidades de accesibilidad que pueden ofrecer a investigadores y aprendientes herramientas que permitan la mejora de las destrezas lingüísticas integradas, fomenten la concienciación cultural y promuevan la accesibilidad de los medios.

**Palabras clave:** Traducción audiovisual didáctica (TAD), Audiodescripción didáctica, SpS didácticos, Aprendizaje de lenguas extranjeras (ALE), Destrezas lingüísticas integradas

#### INTRODUCTION

The integration of active audiovisual translation (AVT) in the foreign language learning (FLL) setting has been put into practice, used in experiments in the classroom, and grown more popular in the last few decades thanks to the research conducted in this field (Incalcaterra McLoughin et al., 2018; Talaván & Lertola, 2022; Bolaños García-Escribano & Ogea Pozo, 2023; Talaván et al., 2023). In this context, students can engage in a multidisciplinary approach, far from traditional FLL methodologies. This pedagogical practice is currently known now as didactic audiovisual translation (DAT) (Talaván, 2020), with which learners are exposed to active AVT modes, such as didactic subtitling, voice-over, dubbing, audio description (AD), and subtitling for the d/Deaf and the-hard-of hearing (SDH).

The research conducted in the field of DAT has revealed its positive impact on different skills, such as written production (Talaván et al., 2016), written reception (Incalcaterra McLoughlin & Lertola, 2014), oral production (Sánchez-Requena, 2018; Ávila-Cabrera, 2022), oral reception (Talaván & Rodríguez-Arancón, 2014), vocabulary (Lertola, 2019b), intercultural competence and awareness (Rodríguez-Arancón, 2023a, 2023b), creativity (Talaván, 2019a; Romero-Fresco & Chaume, 2022), mediation skills (Bolaños García-Escribano & Navarrete, 2022; Talaván & Rodríguez-Arancón, 2024), multilingual competence (Martínez-Sierra, 2021; Baños et al., 2021; Marzá et al., 2022), ICT skills (Hornero Corisco et al., 2023), and in providing accessibility (Navarrete, 2018, 2020; García-Muñoz Vizcaíno & Díaz Alarcón, 2025) in FLL with a more prominent presence, among others.

This paper reviews the literature of DAT of the last few decades and brings to the fore the results derived from the TRADILEX Project implemented at UNED Idiomas (Spain), the UNED language centre, during the 2021-2022 academic year.

#### 1. DIDACTIC AUDIOVISUAL TRANSLATION

Several research projects on AVT have become milestones in the FLL scope. Firstly, Levis (Learning via Subtitling- LvS, 2006-2008) (Sokoli, 2006). Secondly, ClipFlair (Foreign Language Learning through Interactive Revoicing and Captioning of Clips, 2011-2014) (Sokoli, 2018). Thirdly, Babelium Project (2013-2015) (Pereira Varela, 2014). Fourthly, SubLanlearn (Subtitles and Language Learning) (European Commission, 2014). Fifthly, PluriTAV (Audiovisual Translation as a Tool for the Development of the Multilingual Competence in the Classroom, 2017-2019) (Martínez Sierra, 2021). Sixthly, TRADILEX (Audiovisual Translation as a Didactic Resource in Foreign Language Education, 2020-2023) (Talaván et al., 2023). All these (inter)national projects have significantly contributed to the growth of AVT and DAT expanding the field studies, publications and reach.

DAT has explored multidisciplinary studies implemented with a variety of students, from university undergraduates (Talaván & Ávila-Cabrera, 2015; Rodríguez-Arancón, 2023c; Rodríguez-Arancón & Ávila-Cabrera, 2025) to students from secondary (Ávila-Cabrera, 2018; Bobadilla-Pérez & Carballo de Santiago, 2022), primary (Fernández-Costales, 2017, 2021) and infant education students (Lertola, 2021). DAT tasks have even been implemented with teachers from different levels and languages, that is, primary, secondary and tertiary (Alonso-Perez & Sanchez Requena, 2018; Veroz-González, 2020). The English for Specific Purposes (ESP) scope has also benefitted by the implementation of DAT methodologies as proven by different studies in business English communicative (written and oral) skills (Talaván, 2006;

Ávila-Cabrera, 2021, 2022; Ávila-Cabrera & Corral Esteban, 2021), written skills in English for tourism (Ávila-Cabrera & Rodríguez Arancón, 2021), and listening comprehension in technical English (González-Vera, 2021). Even following a medical oriented approach, Fernández-Costales and Talaván (2022) conducted a pioneering study of DAT in healthcare, as shown by Ogea Pozo and Botella Tejera (2022). As pinpointed by Tinedo-Rodríguez and Talaván (2023), albeit some studies support the potential of DAT methodologies with experimental and authorised studies (Talaván et al., 2023), one of the related fields that lacks more attention is that of teacher training (Tinedo-Rodríguez, 2022) in this didactic field.

Media accessibility is also gaining more and more interest thanks to the research conducted by scholars (Bolaños García-Escribano et al., 2022), who highlight its didactic presence in the language classroom. Regarding AD, Gómez Perez and Roales Ruiz (2019) propose a didactic methodology based on a technical solution supported by a specific software program (LRN-2AD), which has been purposely designed by Roales Ruiz for the didactics of AD. In the field of DAT, diverse authors have conducted experimental studies in didactic AD. Among some of those are Calduch and Talaván (2018), who evaluate AD tasks for students of Spanish as a foreign language in order to foster vocabulary and syntactic acquisition and accuracy. Ibáñez Moreno and Vermeulen (2014) also describe the didactic use of AD for the Spanish as a foreign language students' competence development. Talaván and Lertola (2016) use didactic AD for the promotion of oral production skills in an online context with students of tourism. Navarrete (2018, 2020) has devoted extensive attention to the use of active AD for the improvement of oral skills in FLL. Within the TRADILEX Project, Plaza-Lara and Gonzalo Llera (2022) conducted a pilot study on AD which proved that there are positive outcomes shown by B1 English participants in their oral production skills after having been exposed to these tasks through lesson plans. Navarrete and Bolaños García-Escribano (2022) look into the benefits of using didactic AD within the TRADILEX Project as well. Their study discusses the lesson plans created for the project by focusing on one AD practice for B2 English students, highlighting how to integrate this DAT mode and the benefits for both linguistic and mediation skills. Another recent study, by Torralba and Pintado (2024), aims for the integration of didactic AD and mediation for the teaching of Spanish as an L2.

With regard to SDH, this field has been delved into by numerous scholars. Herrero et al. (2017) offer a methodological proposal including SDH, apart from film literacy and AD, to be used in the FLL setting. In an online study, Talaván (2019b) describes students' positive outcomes derived from the use of SDH in integrated skills tasks that deal with written production,

listening comprehension and lexical creativity in the teaching innovation project SubLITE (Subtitles for the deaf and hard of hearing to improve Listening and writing skills in foreign language Education). Bolaños García-Escribano and Ogea Pozo (2023) assess the validity of didactic SDH as a media accessibility tool for FLL, as part of the TRADILEX Project, emphasising the enhancement of mediation skills in media accessibility and FLL.

## 2. THE TRADILEX PROJECT

The TRADILEX Project was funded by the Spanish Government, Science, and Innovation Ministry and conducted during the years 2020 and 2023 at the UNED (from 1 June 2020 to 31 May 2023), with Talaván as the PI. There were 12 national universities involved in the project, along with the international ones: University College London, Sheffield Hallam University and Hellenic Open University. Apart from scholars from all of them, the participants were enrolled in some national language centres from public universities in B1 and B2 English courses. During the 2021 summer, all the five DAT modes were piloted in different schools of languages from the UNED, Universidad de Zaragoza, Universidad de Córdoba, and Universidad de Jaén, so that improvements could be implemented after observation of the participants' outcomes. The potential of the TRADILEX Project lies in the fact that it aims to promote a methodological proposal for FLL with the combination of DAT tasks, the main goal being to elevate and note the improvement of integrated linguistic and mediation skills, advocating for cultural awareness and media accessibility.

This paper, in particular, examines the implementation of the DAT tasks paying special attention to two of the media accessibility modes of didactic AD and SDH. To this end, the students from UNED Idiomas (the UNED language centre) participated in the project from 2021 to 2022. These students were divided into two main groups: B1 and B2 English students. In each of the groups, another division was implemented as we counted on an experimental group (EG), who worked on the Initial Test of Integrated Skills (ITIS), DAT tasks -as the experimental tool-, and Final Test of Integrated Skills (FITIS), and the control group (CG) -working on the ITIS, videos, and FITIS-. Thanks to this project and the numerous publications produced out of it (Bolaños García-Escribano & Ogea-Pozo, 2023; Fernández-Costales et al., 2023; Rodríguez-Arancón & Tinedo-Rodríguez, 2023; Sánchez-Requena et al., 2022; Bolaños García-Escribano et al., 2024), we can state the phrase DAT (didactic audiovisual translation) has been integral in the fields of AVT and FLL.

The way the project was designed and implemented is explained in the following sections.

### 2.1. *The B1 experimental group*

The B1 EG could access the platform so that they could firstly read the general instructions on what was expected from them, the ITIS and FITIS and the lesson plans to be completed in the middle of both tests. A tutorial, presented through *genially*, was used for both the B1 and B2 EG.

In the first place, the B1 EG members had to submit a questionnaire to acknowledge their willingness to participate in the project. All the tasks created for the group follow the B1 level as established by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). Secondly, there was an Initial Test of Integrated Skills (ITIS B1) (Couto-Cantero et al., 2021), which had 4 sections of 30 minutes each. These sections dealt with oral reception, written reception, oral production, and written production. This way, the researchers could have some diagnostic information of each of the participants before being exposed to DAT tasks. Then there were 3 lesson plans per DAT mode that were aimed at boosting different integrated linguistic and mediation skills. These tasks were carried out through didactic subtitling (weeks 2-4), voice-over (weeks 5-7), dubbing (weeks 8-10), AD (weeks 11-13), and SDH (weeks 14-16). All the tasks were designed and implemented in a scaffolded manner so that the level of difficulty increased as long as the participants made progress in their tasks. Every single lesson plan had each corresponding phrase, description and objective (Talaván & Lertola, 2022, p. 28). In addition, the lesson plans were aimed at: developing “audiovisual reception and production skills”, “audiovisual mediation skills,” enhancing “grammar, lexical, and intercultural competence”, “transferable ICT skills”, and promoting “creativity within the L2 context” and enhancing “motivation towards the foreign language” (Talaván & Lertola, 2022, p. 29). Last, the participants completed the FITIS, which was designed in the same format as the ITIS.

In terms of research design, while the ITIS and FITIS were administered in order to observe whether the participants experienced some improvements in their integrated (oral reception, written reception, oral production, and written production) skills, the lesson plans were aimed at exposing students to DAT tasks with the aim of making a positive impact on the aforementioned skills.

#### 2.1.1. B1 Lesson plan on didactic AD

The students firstly need to read the tutorial on AD, the software program recommended was *Screencastify* and *Lightworks*. Then, they had to

complete the three lesson plans, structured based on warm-up, DAT and post-task tasks. The duration of each lesson plan was 60 minutes. The first one (LPAD1, titled 'The Right Way') concerns audio describing half of the clip and the linguistic combination is English-English. The second one (LPAD2, titled 'Pip') centres its attention on the production of AD of a 1-minute video. The transfer is no dialogue-English. In the third one (LPAD3, titled 'Too Quick to Judge') the students audio describes a video with short dialogue exchanges in a way that the AD is present when there is no dialogue. The combination is (English-English) intralingual.

### 2.1.2. B1 Lesson plan on didactic SDH

The three lesson plans on didactic SDH, following the structure of the previous didactic AD (see section 2.1.1) require students to subtitle video tracks considering the paralinguistic information needed for accessibility for people with a hearing-impairment or deaf people. In this mode, the software program suggested was *Aegisub* and *SubtitleEdit*. To this end, each of the lesson plans was designed to last 60 minutes, although it is taken for granted that students might have needed longer the first time in order to watch the tutorial first and then get familiar with the recommended software program. The first lesson plan (LPSDH1, titled 'Tangled') is devoted to fill-in-the gap subtitles to become familiar with this DAT mode, the linguistic combination being English-English. In the second lesson plan (LPSDH2, titled 'Come prepared'), the participants needed to complete 1-minute SDH subtitles with the spotting already prepared. The linguistic combination was again (English-English) intralingual. In the third lesson plan (LPSDH3, titled 'New boy'), participants created their subtitles by translating from English to Spanish and carried out the spotting.

### 2.2. The B1 control group

The B1 control group (CG) was offered the participation in a 25-hour course designed within the TRADILEX Project that started in November 2021 and finished in March 2022. It had 15 lesson plans, each with a 1-hour duration so that participants could work on a short video. The platform used was common for all groups involved in the project. At the beginning, the participants filled out the ITIS composed of 4 parts: oral reception, written reception, oral production and oral reception. Each section lasted 30 minutes, that is, completing the ITIS entailed 2 hours of work. Then the participants worked on 15 videos that had been previously used for the lesson plans of the EG. From videos 1 through 8, they had Spanish subtitles, but from video 9 onwards, this extra help was not included. After having completed all multiple-question tasks related with the videos, the participants finally completed the

FITIS, also composed of the same sections as the ITIS. Thus, the total amount devoted to both tests was 2 hours.

### 2.3. *The B2 experimental group*

The design of the activities for the B2 EG was similar to the B1 EG tasks in structural and temporal terms (see section 2.1), with the exception of their level of difficulty which was adapted to the B2 level of the CEFR (Council of Europe, 2001). The students accessed the same platform as the B1 EG. Then they were encouraged to read a guide with instructions. After the submission of a questionnaire to confirm their participation in the project, they had to devote 2 hours of work to complete the ITIS, also composed of the 30-minute sections in oral reception, written reception, oral production, and written production. The timeline to complete the lesson plans was similar to the B1 EG, that is, didactic subtitling, during weeks 2-4; voice-over, during weeks 5-7; dubbing, during weeks 8-10; AD, during weeks 11-13; and SDH, during weeks 14-16. The layout of the lesson plans was also based on the B1 EG, which focused on the phase, description and objective, as well as the learning outcomes (Talaván & Lertola, 2022). Finally, the FITIS (B2) had to be completed by the participants to complete all the proposed tasks of the project.

Again the observation of the participants' progress from the ITIS to the FITIS could allow us to corroborate or refute some integrated linguistic skills through their exposure to DAT tasks.

#### 2.3.1. B2 Lesson plan on didactic AD

Before the participants had to deal with the three 60-minute-lesson plans of every didactic sequence, they were advised to watch the AD tutorial made with *genially*. All lesson plans included several sections, such as warm-up tasks, the DAT tasks and the post AVT-tasks. As for the first lesson plan (LPAD2, titled 'Eggs change'), the DAT task entailed audio describing the second half of the clip, the first half having been previously audio described to help the participants. The linguistic combination was English-English. In the second one (LPAD2, titled 'Pip'), the participants had to create the AD of the whole 1-minute video clip, although the linguistic combination was no dialogue-English. Finally, the third lesson plan (LPAD3, titled 'Too Quick to Judge') increased its level of difficulty as the participants would produce the AD for a video with short dialogue exchanges, so the audio descriptions needed to cover the voice gaps. The language combination was (English-English) intralingual.



### 2.3.2. B2 Lesson plan on didactic SDH

The participants were again exposed to the completion of three 60-minute lesson plans, whose content was similar to DAD B2. With regard to the first didactic SDH lesson plan (LPSDH, titled 'In a heartbeat'), it concerned fill-in-the-gap subtitling, so that the students could get used to SDH. The linguistic combination was English-English. The second lesson plan (LPSDH2, titled 'Who are you?') dealt with the completion of the SDH of a 1-minute video whose cuing had been already prepared. The language combination was also English-English. The third lesson plan (LPSDH3, titled 'The Mirror') required the students to create SDH for the whole video clip, having to cue the subtitles and create them. The linguistic combination was also English-English.

### 2.4. *The B2 control group*

The B2 CG was offered the participation in the project in the same terms as the B1 CG (see section 2.2.). First, students completed the ITIS. Next, they dealt with the 15 videos that had been previously used for some lesson plans of the EG. The only AVT mode present here was subtitles in Spanish to help the participants understand the ST better from video 1 to video 8, the rest did not offer this audiovisual help. The participants filled out the FITIS after the completion of all video-related tasks.

## 3. METHODOLOGY

The methodology employed resorts to the validation of the improvement of oral (see its rubric in Appendix 1) and written (see its rubric in Appendix 2) production, and (oral and written) reception skills, ability to explore intercultural contexts, and audiovisual accessibility awareness through didactic sequences including DAT tasks, presented in a scaffolded manner and in the form of lesson plans organised in different AVT modes. This section clarifies the population under study, the instruments of data collection and the research questions.

### 3.1. *The population and the instruments of data collection*

There is an aforementioned distinction of two main groups: B1 and B2 English students. In addition, in each of the groups, there is an EG (dealing with DAT tasks as the experimental tool) and a CG (dealing with tasks based on video watching and multiple-choice questions). Participants from both groups had to complete the ITIS, elaborated by researchers of the project (Couto-Cantero et al., 2021). Then there were 5 didactic sequences composed of 3 lesson plans each on didactic subtitling, voice-over, dubbing, AD, and SDH. Finally, the students had to complete the FITIS, also created by researchers of the project, whose goal was evaluating the aforementioned

linguistic improvements, audiovisual mediation and cultural awareness. We therefore made use of a mixed methods approach (Robson & McCartan, 2016); we made use of quantitative data (in terms of linguistic integrated tests, and DAT tasks) and qualitative data (in terms of pre- and post-questionnaires that were administered to the participants).

We paid special attention to the AD and SDH tasks as objects of study as well. More information on the presentation of the didactic sequences can be seen from the TRADILEX Platform Guidebook (INTECCA). As for the presentation of didactic SDH, it can also be seen on the same website.

### 3.2. *Research questions*

In order to define the goals of this paper, the ensuing research questions were established.

RQ1. Did the EG improve their integrated linguistic skills, increase their awareness of accessibility importance, and their ability to navigate intercultural contexts after their participation in the project?

This question will be firstly addressed by exploring the EG's results from their ITIS to FITIS. In this manner it will be proved whether or not their exposure to DAT tasks improved their integrated linguistic skills. Also, qualitative data provided by the EG post-questionnaire will allow us to triangulate all the information gathered in this sense. Secondly, this qualitative information will again allow us to observe the participants' perceptions with regard to their awareness of audiovisual accessibility and intercultural contexts.

RQ2. Which group obtained better results in their integrated linguistic skills, the EG or the CG?

The comparison of both groups, paying attention to their improvement from the ITIS to the FITIS, will address this question.

RQ3. Did the EG obtain better results in their AD or SDH tasks?

This quantitative information will reveal differences between both DAT tasks and we will be able to verify which mode benefitted the participants more, AD (see the AD rubric on Appendix 3) or SDH (see the SDH rubric on Appendix 4) tasks.

#### 4. DATA ANALYSIS

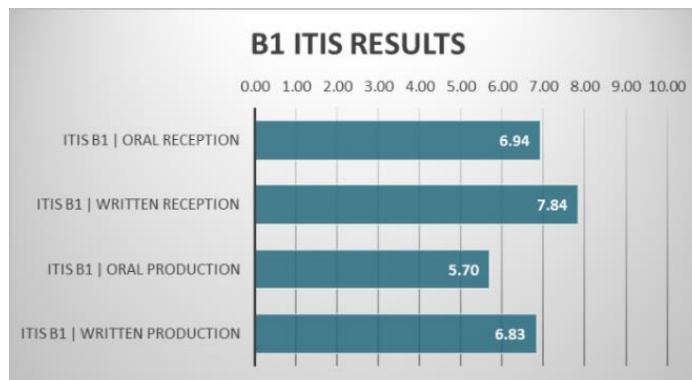
This section deals with all quantitative and qualitative data gathered from the B1 and B2 students belonging to the EG and CG.

##### 4.1. B1 group

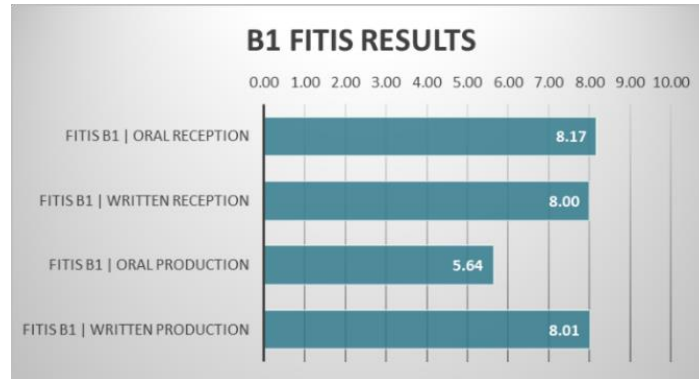
The B1 group was divided into the EG (30 participants enrolled, but only 6 completed all tasks) and the CG (15 participants enrolled but 9 finished all tasks). The focus of our study will give more attention to the EG in terms of data results.

##### 4.1.1. Experimental group (EG). Quantitative data: ITIS-FITIS

With the aim of observing the participants' improvement in terms of oral and written reception, and oral and written production, both the ITIS and FITIS were evaluated. As Figure 1 shows, the marks (assessed from 0 to 10) can be seen in accordance with the four skills under evaluation. Figure 2 shows the marks obtained at the end of the experiment.



**Figure 1. B1 ITIS Results**  
Source. Elaborated by the authors



**Figure 2. B1 FITIS Results**

Source. Elaborated by the authors

As can be observed, oral reception improved in +1.23 points, written reception in +0.16, and written production in +1.18, being the former the most benefitted skill. However, in oral production there was a slight decrease of the average in -0.06.

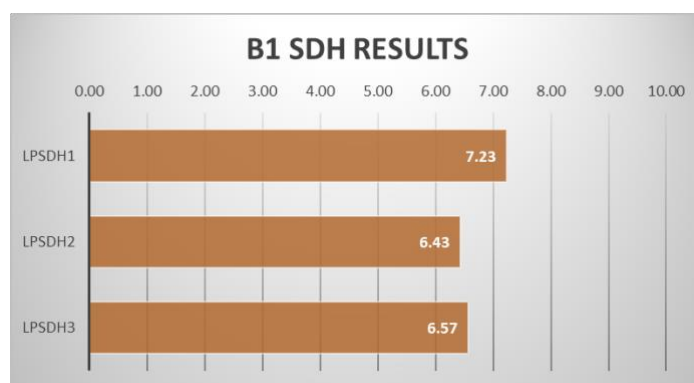
#### 4.1.2. Experimental group (EG). Quantitative data: AD vs SDH

With AD and SDH being the accessibility modes chosen for the focus of this paper, we examined the progress of the three lesson plans (on AD and SDH) that the EG students made throughout their participation in the project. Figure 3 and 4 compare those results.



**Figure 3. B1 AD Results**

Source. Elaborated by the authors



**Figure 4. B1 SDH Results**

Source. Elaborated by the authors

What both Figures 3 and 4 show is that participants experienced a negative progress in their results from Lesson Plan 1 to Lesson Plan 3. Thus, in the AD tasks, students obtained a progress of -0.77 points and, as for SDH, they reached -0.66. If we compare the average of AD (5.78 points) and in SDH (6.74), we can observe participants attained better marks in SDH lesson plans and a slight negative result in their progress.

#### 4.1.3. Qualitative data (EG)

In order to gather the qualitative data from the B1 EG, we adopted a Likert scale, based on six levels of measurement in an attempt to inspire the students to make a choice and give more precise results, as follows: 1 (*Totally disagree*), 2 (*Strongly disagree*), 3 (*Disagree*), 4 (*Agree*), 5 (*Strongly agree*), and 6 (*Totally agree*). The data are presented below.

- Age Distribution

The results indicate that the most represented age group is “51 or older,” comprising 50.00% of the participants. This group constitutes half of the total sample. The second largest group is “41-50” years, representing 33.33% of the participants. Lastly, the “18-30” years group is the least represented, with only 16.67% of the participants.

- Gender Distribution, Mother Tongue and English Level Certificates

The data show a higher female participation. 66.67% of the participants identify as female, while 33.33% identify as male. The participants’ mother tongue is predominantly Spanish (83.33%); by contrast, 16.67% reported having both Spanish and Catalan as their native languages. Regarding English level certificates obtained, the results show that most participants do

not have any certificates. 66.67% of the participants indicated that they do not have any English level certificates, while the remaining 33.33% possess an A2 level certificate. This may suggest limited education of English proficiency within the sample.

- Participation in AVT Activities

None of the participants (0.00%) reported having engaged in AVT tasks (e.g., subtitling, dubbing) in class to enhance their English learning.

- Impact of AVT Tasks on Listening Skills

Regarding the improvement in listening skills, 33.33% of the participants totally agreed, and another 33.33% strongly agreed that AVT tasks improved their listening skills. 16.67% agreed, and another 16.67% disagreed.

- Impact of AVT Tasks on Speaking Skills

The tasks' impact on speaking skills was also positively noted, with 66.67% of the participants agreeing that AVT tasks improved their speaking skills, and 33.33% totally agreeing. No participants disagreed.

- Impact of AVT Tasks on Reading Skills

The improvement in reading skills due to AVT tasks was reported by 50.00% of the participants who totally agreed, 33.33% who agreed, and 16.67% who strongly agreed.

- Impact on Writing Skills

In terms of writing skills, 50.00% of the participants totally agreed that AVT tasks improved their ability to write in English, 33.33% agreed, while 16.67% disagreed, indicating a strong positive perception overall.

- Awareness of Audiovisual Accessibility Importance

Before participating in the project, 33.33% of the participants totally agreed and 16.67% strongly agreed that they were unaware of the importance of audiovisual accessibility for people with a hearing or visual impairments. Another 33.33% agreed, while 16.67% disagreed, indicating increased awareness due to the project.

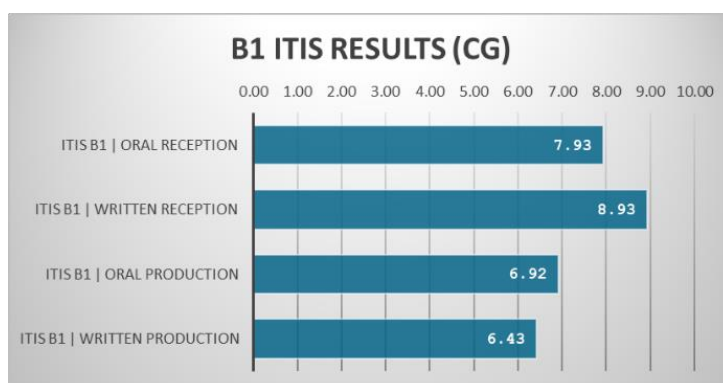
- Improved Ability to Navigate Intercultural Contexts

Regarding their ability to navigate intercultural contexts after the didactic sequence, 33.33% agreed, and 33.33% strongly agreed or totally agreed that they could do so better. However, 16.67% strongly disagreed, and 16.67% disagreed, showing mixed responses in this sense.

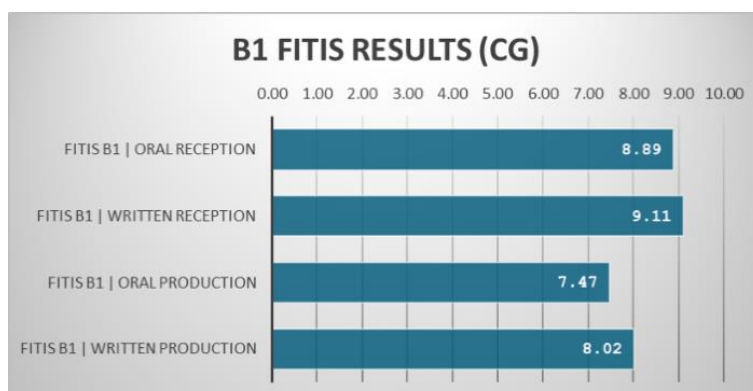
In summary, the participants' satisfaction with DAT tasks was generally high, with positive impacts on the four integrated linguistic skills. The answers highlighted raised awareness about the importance of audiovisual accessibility. The tasks also contributed to the improvement to navigate in intercultural contexts. Additionally, these findings provide valuable insight into the importance of media accessibility for all.

#### 4.1.4. B1 Control group (CG)

The results derived from the CG based on their performance in the ITIS and FITIS are shown in Figures 5 and 6.



**Figure 5. B1 ITIS Results (CG)**  
Source. Elaborated by the authors



**Figure 6: B1 FITIS Results (CG)**  
Source. Elaborated by the authors

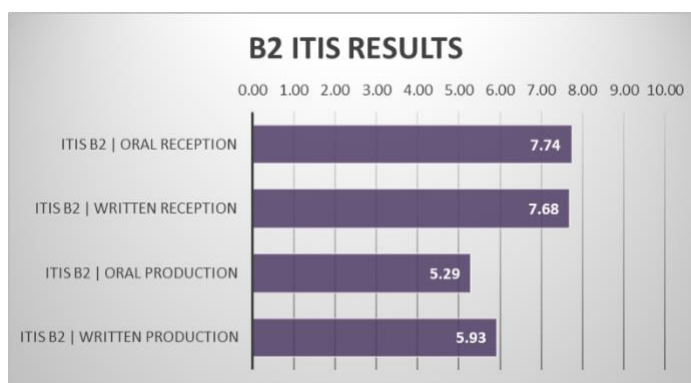
As observed, regarding oral reception, they improved in +0.96 points, in written reception in +0.18, in oral production in +0.55, and in written production in +1.59, the latter skill being the most improved of all. The CG worked different skills on 15 videos to balance the EG's lesson plans done during the development of the project. However, with regard to the CG's results, only the averages between the ITIS and FITIS are taken into account.

#### 4.2. B2 groups

This section will deal with the performances of both the B2 EG (19 participants enrolled, but only 4 completed all tasks) and the CG (10 students enrolled and only 5 submitted all tasks) during the experiment in similar terms to the B1 group (section 4.1).

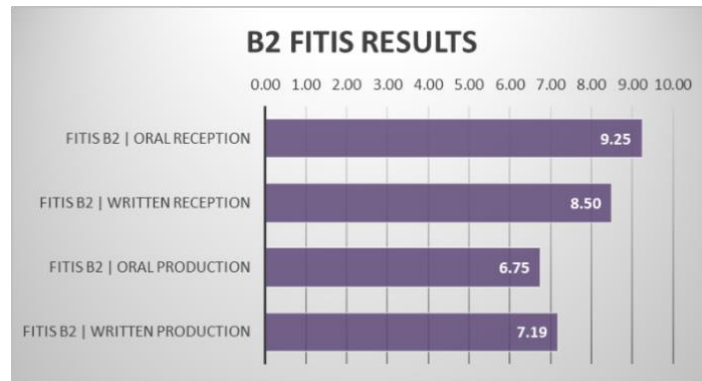
##### 4.2.1. Experimental group (EG). Quantitative data: ITIS-FITIS

In order to see the EG's improvement of the four skills under analysis, Figures 7 and 8 provide us with relevant data.



**Figure 7. B2 ITIS Results**  
Source. Elaborated by the authors



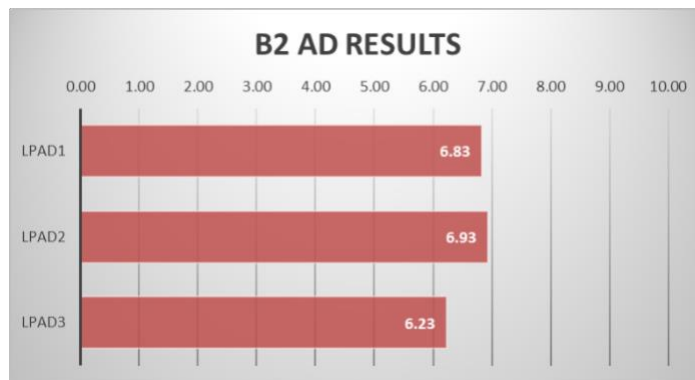


**Figure 8. B2 FITIS Results**  
Source. Elaborated by the authors

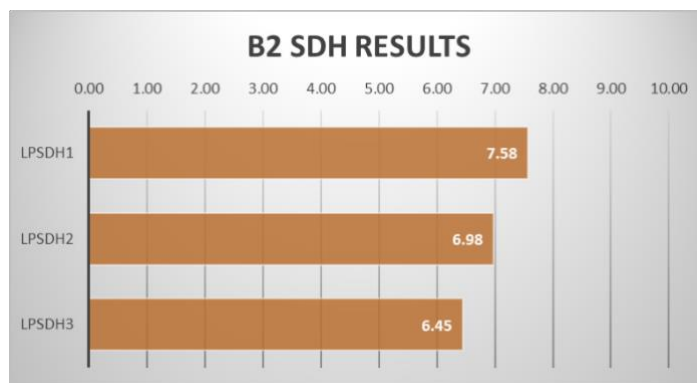
From the ITIS to the FITIS, the EG students improved their oral reception in +1.51 points, their written reception in +0.82, their oral production in +1.46, and their written production in +1.26. It can be observed that, contrary to the B1 EG results, this group improved in all their skills.

4.2.2. Experimental group (EG). Quantitative data: AD vs SDH

If we pay attention to the results achieved in the accessibility lesson plans, Figures 9 and 10 clearly show improvement.



**Figure 9. B2 AD Results**  
Source. Elaborated by the authors



**Figure 10. B2 SDH Results**  
Source. Elaborated by the authors

Considering the tasks were presented in a scaffolded manner in terms of difficulty, the B2 participants outcomes in the AD lesson plans moved from 6.83 to 6.23 points, that is, they had a setback of -0.6 points. With regard to the lesson plans on SDH, they moved from 7.58 to 6.45. In other words, they performance was also negative in -1.13. Thus, according to these data, SDH seems to have been more challenging for them.

#### 4.2.3. Qualitative data (EG)

In order to gather the qualitative data from the B2 EG, we adopted the same scale based on six levels of measurement in an attempt to inspire the students to make a choice and give more precise results (see section 4.1.3). The results are presented as follows.

- Age Distribution

The age distribution among this group of participants is evenly spread across four age brackets. Each age group, including 18-30, 31-40, 41-50, and 51 or older, comprises 25% of the participants.

- Gender Distribution, Mother Tongue and English Level Certificates

In terms of gender, there is a notable majority of female participants, constituting 75% of the sample. By contrast, male participants make up only 25%. The participants' native languages show a predominance of Spanish speakers, with 75% identifying Spanish as their native language. The remaining 25% reported Catalan as their mother tongue. When it comes to English proficiency certificates, half of the participants (50%) had obtained a B1 level certificate. Additionally, 25% had achieved a B2 level certificate, and

another 25% has no English certification. These results suggest a varied range of formal English proficiency within the group, with a significant portion holding intermediate-level qualifications.

- Participation in Audiovisual Translation Activities

None of the participants (0%) have engaged in any audiovisual translation activities, such as subtitling or dubbing, as part of their English learning.

- Impact of AVT Tasks on Listening Skills

When assessing the impact of AVT tasks on listening skills, 50% of the participants totally agreed that these tasks have improved their listening abilities. Another 25% strongly agreed, and 25% agreed.

- Impact of AVT Tasks on Speaking Skills

For speaking skills, 25% of the participants totally agreed that AVT tasks had improved their abilities, while 50% strongly agreed, and 25% agreed.

- Impact of AVT Tasks on Reading Skills

Regarding reading skills, 25% of the participants totally agreed that AVT tasks have improved their abilities, while 50% strongly agreed, and 25% agreed.

- Impact on Writing Skills

For writing skills, 50% of the participants totally agreed that AVT tasks had improved their writing skills in English, 25% strongly agreed, and 25% agreed.

- Awareness of Audiovisual Accessibility Importance

Before participating in the project, 75% of the participants totally agreed that they were not aware of the importance of audiovisual accessibility for individuals with hearing or visual impairments, and 25% strongly agreed.

- Improved Ability to Navigate Intercultural Contexts

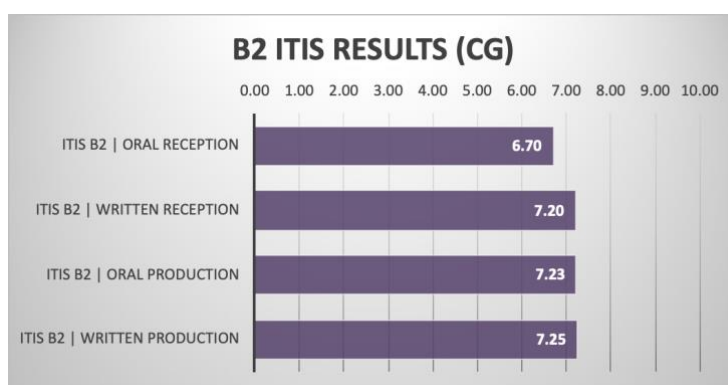
Following the AVT tasks, 50% of the participants strongly agreed that they could better navigate intercultural contexts, 25% totally agreed, and 25% agreed.

All in all, these data reveal high levels of satisfaction with the AVT tasks. Participants considered that these DAT tasks had notably improved their listening, speaking, reading, and writing skills. The project has also

significantly increased awareness about the importance of audiovisual accessibility, underscoring the broader educational benefits of integrating AVT methodologies into language learning curricula. In addition, the ability to explore other intercultural realities has been positively acknowledged.

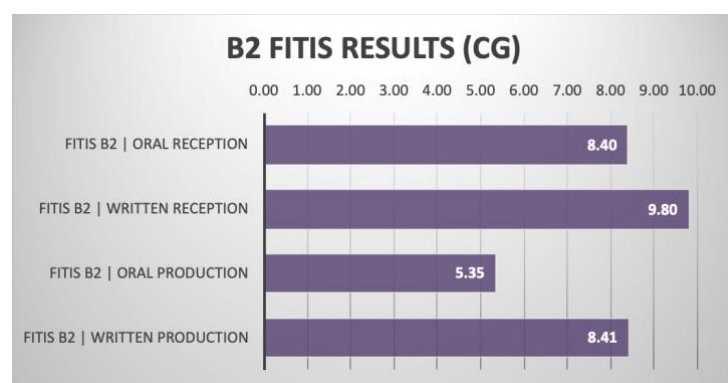
#### 4.2.4 B2 Control group (CG)

The CG's performance in terms of their progress from the ITIS to the FITIS is presented by Figures 11 and 12.



**Figure 11. B2 ITIS Results (CG)**

Source. Elaborated by the authors



**Figure 12. B2 FITIS Results (CG)**

Source. Elaborated by the authors

The CG was also implemented linguistic tasks based on the watching of 15 videos that took place between the ITIS and FITS. Focusing on the beginning and end of the project, the improvement of oral reception was +1.70

points, in written reception +2.8, in oral production -1.88, and in written production +1.16. Thus, there were positive outcomes in three skills with the exception of oral production, which in the case of the EG was, nonetheless, +1.46 points.

## 5. CONCLUDING DISCUSSION

The TRADILEX project implemented at UNED Idiomas is an elaborate methodology bringing to the fore the positive aspects that DAT can offer in the L2 class in an online environment, integrating linguistic, accessibility awareness and intercultural skills, adding the challenge of assessing both B1 and B2 English students. Thus, after having analysed the quantitative and qualitative data, the research questions are addressed as follows distinguishing the results between the B1 and B2 participants.

RQ1. Did the EG improve their integrated linguistic skills, increase their awareness of accessibility importance, and ability to navigate intercultural contexts after their participation in the project?

### ▪ B1 EG

The B1 EG participants experienced some improvement in their integrated linguistic skills in the following terms: oral reception (+1.23 points), written reception (+0.16), and written production (+1.18). However, in oral production (-0.06) quantitative data indicate no improvement. Considering qualitative data, the participants acknowledged their improved skills after the DAT tasks in terms of listening skills (66.66% strongly agreed and totally agreed in balanced terms, and 16.67 agreed), in writing skills (50% totally agreed, and 33.33% agreed), and in reading skills (16.67% strongly agreed, 50% totally agreed, 33.33% agreed). Triangulation of quantitative and qualitative data is therefore materialised with regard to listening, reading and writing skills. As for speaking skills, participants experienced positive outcomes as well (33% totally agreed and 66.67 agreed). This datum contrasts with the quantitative oral production that was negative. It can be said that the participants experienced better impressions than what quantitative data showed in this respect.

Regarding their awareness of accessibility audiovisual importance after the project, 33.33% totally agreed, 16.67 strongly agreed, and another 33.33% agreed. In addition, when asked about their ability to navigate intercultural contexts, 66.66% totally agreed and agreed in similar terms. Thus, a positive perception is visible with regard to these two variables examined.

- B2 EG

The B2 EG perceived improvement in all integrated skills: oral reception (+1.51 points), written reception (+0.82 points), oral production (+1.46), and written production (+1.26 points). Contrary to the B1 EG, all these skills were improved as quantitatively proven. Based on the qualitative data provided by them, as regards the improvement after having dealt with the DAT tasks, in listening skills (50% totally agreed, 25% strongly agreed, and 25% agreed), in reading skills (50% totally agreed, 16.67% strongly agreed, and 33.33% agreed), in speaking skills (33.33 totally agreed and 66.67 agreed), and in writing skills (50% totally agreed, 25% strongly agreed and agreed in equal terms).

In terms of acknowledging the importance of audiovisual accessibility, 33.33% totally agreed and 16.67% strongly agreed, and 33.33% agreed. These data support the fact that audiences with hearing or visual impairments really need to be given accessibility to audiovisual content. As for the ability to navigate intercultural contexts after the project, 33.33% totally and strongly agreed in similar terms, and 33.33% agreed.

- B1 vs B2 EG

As a conclusion, we can say that both the B1 and B2 EG improved their integrated linguistic skills with the exception of speaking skills in the case of B1 EG. However, the B2 EG boosted their results more in quantitative terms. From a qualitative perspective, we can conclude both groups acknowledged having gained awareness of the importance of audiovisual accessibility and how this participation has allowed them to explore intercultural contexts different from their own.

RQ2. Which group obtained better results in their integrated linguistic skills, the EG or the CG?

- B1 EG vs CG

Comparing the results both groups obtained, the difference from the transfer from the ITIS to the FITIS are considered. While the EG improved their oral reception +1.23 points, the CG did it in +0.96; the EG scored in written reception +0.16, but the CG +0.18; in oral production, the EG attained -0.06, but the CG +0.55; finally, in written production the EG obtained +1.18, and the CG +1.59. All in all, the EG performed better in oral reception, but the CG did better in written reception, oral production, and written production.

- B2 EG vs CG

The EG and CG, in their progress shown from the ITIS to the FITIS, exhibited the following enhancement: the EG in oral reception +0.96 points, but the CG in +1.70; in written reception +0.18, but the CG in +2.8; in oral production +0.55, but the CG in -1.88; in written production +1.59, but the CG in +1.16. In summary, while the EG improved more in oral and written production, the CG improved more in oral and written reception. However, the latter had a negative result in oral production, while all the EG integrated linguistic skills were positive.

RQ3. Did the EG obtain better results in their AD or SDH tasks?

- B1 EG

Resorting to the results achieved by the B1 EG in the AD lesson plans, their progression was -0.77 points. As for SDH, -0.66. Thus, this group did not show a progressive improvement in these tasks, which could be explained in terms of the scaffolded difficulty of the three of them.

- B2 EG

The B2 EG showed the following outcomes. Their progress in the AD lesson plans was -0.6 points, while in SDH it was -1.13. These data indicate that the SDH seemed more difficult than the AD despite the fact that they did not show any positive progress.

- EG B1 vs B2

None of the groups attained positive results either in AD or SDH lesson plans. In fact, the degree of achievement is inverted because in the case of B1 students, they reached slightly worse progression in AD, while the B2 participants that negative progress was closer to double in SDH than in AD. However, we could state that the participants' exposure to DAT tasks led them to improvements of their integrated linguistic skills thanks to both accessibility and AVT modes, as the quantitative and qualitative data revealed.

To conclude, this paper has presented the B1 and B2 English participants' outcomes after their participation in the TRADILEX Project. Both groups have obtained positive progress in their integrated linguistic skills, with the exception of the oral production performed by the B1 group. However, the limitation of this study lies in the small population as the object of study, considering that there was a significant dropout of participants, which is not uncommon in online contexts.

As far as the accessibility didactic modes, that is, AD and SDH, both groups did not obtain positive results, which could be related to the fact that

the difficulty of the tasks was designed in a scaffolded manner and that they faced these types of tasks as a new experience. On a positive note, qualitative data from both groups derived from the postquestionnaire has highlighted: a) a positive perception of improvements in their linguistic skills, thereby triangulating quantitative and qualitative data in most of the skills; b) ability to explore other cultural contexts, as a very important feature when learning an L2 (Rodríguez-Arancón, 2023b); c) and, finally, having made participants aware of the importance of audiovisual accessibility may transform learners of English into more socially concerned citizens about audiences with visual and hearing impairments. To summarise, the TRADILEX Project has been proven to have solid potential based on DAT methodologies that are available for any user keen on learning an L2. Despite the fact that not all results were positive, particularly with accessibility modes, this paper is intended to contribute to the body of literature using DAT in and out of academia.

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#### APPENDIX 1. RUBRIC ON ORAL PRODUCTION

	Poor (0-5%)	Adequate (6-10%)	Good (11-15%)	Excellent (16-20%)
<b>Pronunciation and intonation</b>				
<b>Range of vocabulary</b>				
<b>Grammar</b>				
<b>Fluency</b>				
<b>General coherence</b>				

**Table 1. Rubric on oral production**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

#### APPENDIX 2. RUBRIC ON WRITTEN PRODUCTION

	Poor (0-5%)	Adequate (6-10%)	Good (11-15%)	Excellent (16-20%)
<b>Spelling</b>				
<b>Grammatical precision</b>				
<b>Punctuation</b>				
<b>Word usage</b>				



<b>Text composition, coherence and cohesion</b>				
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**Table 2. Rubric on written production**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

## APPENDIX 3. RUBRIC ON DIDACTIC AD

<b>Rubric on didactic AD</b>	
<b>Lexical accuracy and richness</b>	20%
<b>Grammatical precision and reduction</b>	20%
<b>Creativity</b>	10%
<b>Fluency and speed of speech</b>	20%
<b>Synchrony</b>	20%
<b>Mediation</b>	10%
<b>Total</b>	<b>100%</b>

**Table 3. Rubric on didactic AD**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Lexical accuracy and richness (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The selection of words, phrases, and terms is either improper or incomplete
<b>Poor (20-49%)</b>	The selection of words, phrases, and terms used is limited, and not varied
<b>Good (50-69%)</b>	The selection of words, phrases, and terms is somewhat reasonable, but not varied enough
<b>Very good (70-89%)</b>	The selection of words, phrases, and terms is often appropriate and sometimes varied
<b>Excellent (90-100%)</b>	The selection of words, phrases, and terms is appropriate and varied
<b>Total</b>	

**Table 4. Rubric on didactic AD (Lexical accuracy and richness)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Grammatical precision and reduction (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The sentence structure, length, and duration are either inadequate or incomplete
<b>Poor (20-49%)</b>	The sentence structure, length, and duration are less than adequate and vague
<b>Good (50-69%)</b>	The sentence structure, length, and duration are sometimes unclear or inaccurate, but understandable
<b>Very good (70-89%)</b>	The sentence structure, length, and duration are somewhat accurate and understandable
<b>Excellent (90-100%)</b>	The sentence structure, length, and duration are accurate and well-articulated
<b>Total</b>	

**Table 5. Rubric on didactic AD (Grammatical precision and reduction)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Creativity (10%)</b>	
<b>Not meeting expectations (0-19%)</b>	The scenes are described using inadequate resources or ideas, or the description is incomplete
<b>Poor (20-49%)</b>	The scenes are described using limited resources or ideas. The organization is poor
<b>Good (50-69%)</b>	The scenes are described using resources, ideas, and an adequate organization to an acceptable level
<b>Very good (70-89%)</b>	The scenes are described using resources, ideas, and an adequate organization to a very good level
<b>Excellent (90-100%)</b>	The scenes are described using different resources, ideas, and a unique organization
<b>Total</b>	

**Table 6. Rubric on didactic AD (Creativity)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Fluency and speed of speech (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The speech delivery and its flow are either unsatisfactory or incomplete
<b>Poor (20-49%)</b>	The speech delivery and its flow are unclear or inaccurate
<b>Good (50-69%)</b>	The speech delivery and its flow are sometimes unclear or inaccurate
<b>Very good (70-89%)</b>	The speech delivery and its flow are often clear and often accurate to a very good level
<b>Excellent (90-100%)</b>	The speech delivery and its flow are clear and accurate to the highest level
<b>Total</b>	

**Table 7. Rubric on didactic AD (Fluency and speed of speech)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Synchrony (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The descriptions are accompanying the sequence/scenes to an unacceptable level
<b>Poor (20-49%)</b>	The descriptions are accompanying the sequence/scenes to a minimal level
<b>Good (50-69%)</b>	The descriptions are accompanying the sequence/scenes to an acceptable level
<b>Very good (70-89%)</b>	The descriptions are accompanying the sequence/scenes to a very good level
<b>Excellent (90-100%)</b>	The descriptions are accompanying the sequence/scenes to the highest level
<b>Total</b>	

**Table 8. Rubric on didactic AD (Synchrony)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Mediation (10%)</b>	
<b>Not meeting expectations (0-19%)</b>	The scenes are not described
<b>Poor (20-49%)</b>	20 to 49% of the scenes are described
<b>Good (50-69%)</b>	50 to 69% of the scenes are described
<b>Very good (70-89%)</b>	70 to 89% of the scenes are described
<b>Excellent (90-100%)</b>	90 to 100% of the scenes are described
<b>Total</b>	

**Table 9. Rubric on didactic AD (Mediation)**

Source: The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

## APPENDIX 4. RUBRIC ON DIDACTIC SDH

<b>Rubric on didactic AD</b>	
<b>Accuracy and appropriateness of the translated text</b>	20%
<b>Subtitle length, duration, and synchrony</b>	20%
<b>Condensation and segmentation strategies</b>	20%
<b>Correct description of sound effects and music</b>	15/ 20%
<b>Paralinguistic information and character identification</b>	15/ 20%
<b>Creativity and humour -for creative SDH only-</b>	10%
<b>Total</b>	<b>100 %</b>

**Table 10. Rubric on didactic SDH**

Source: The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Accuracy and appropriateness of the translated text (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The subtitles are incomplete. There are lexical/grammatical errors to an unacceptable level
<b>Poor (20-49%)</b>	The subtitles are unclear. There are lexical/grammatical errors that do not fit the translated text.
<b>Good (50-69%)</b>	The subtitles are sometimes unclear or inaccurate. There are some lexical/grammatical errors.
<b>Very good (70-89%)</b>	The subtitles are comprehensible but there are a few lexical/grammatical errors.
<b>Excellent (90-100%)</b>	The subtitles are precise, error-free and fit the translated text.
<b>Total</b>	

**Table 11. Rubric on didactic SDH (Accuracy and appropriateness of the translated text)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Subtitle length, duration, and synchrony (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The subtitle length, duration, and synchrony are inappropriate
<b>Poor (20-49%)</b>	The subtitle length, duration, and synchrony are often unsatisfactory
<b>Good (50-69%)</b>	The subtitle length, duration, and synchrony are not always appropriate
<b>Very good (70-89%)</b>	The subtitle length, duration, and synchrony are often appropriate
<b>Excellent (90-100%)</b>	The subtitle length, duration, and synchrony are appropriate
<b>Total</b>	

**Table 12. Rubric on didactic SDH (Subtitle length, duration, and synchrony)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Condensation and segmentation strategies (20%)</b>	
<b>Not meeting expectations (0-19%)</b>	The reduction and segmentation of the text subtitled is either inappropriate or incomplete
<b>Poor (20-49%)</b>	The reduction and segmentation of the text subtitled is minimal or limited
<b>Good (50-69%)</b>	The reduction and segmentation of the text subtitled is not always clear or accurate

<b>Very good (70-89%)</b>	The reduction and segmentation of the text subtitled is often clear and accurate
<b>Excellent (90-100%)</b>	The reduction and segmentation of the text subtitled is clear and accurate
<b>Total</b>	

**Table 13. Rubric on didactic SDH (Condensation and segmentation strategies)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Correct description of sound effects and music (15/20%)</b>	
<b>Not meeting expectations (0-19%)</b>	Sounds, music elements and effects are either not described, or done to an unacceptable level.
<b>Poor (20-49%)</b>	A few sounds, music elements and effects are described in an appropriate way to a minimal level.
<b>Good (50-69%)</b>	Some sounds, music elements and effects are described in an appropriate way to an acceptable level.
<b>Very good (70-89%)</b>	Almost all the sounds, music elements and effects are described in an appropriate way to a very good level.
<b>Excellent (90-100%)</b>	All the sounds, music elements and effects are described in a complete and appropriate way to the highest level.
<b>Total</b>	

**Table 14. Rubric on didactic SDH (Correct description of sound effects and music)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Paralinguistic information and character identification (15/20%)</b>	
<b>Not meeting expectations (0-19%)</b>	Mood, tone of voice, pitch, and character identification are either not described or done to an unacceptable level.
<b>Poor (20-49%)</b>	Mood, tone of voice, pitch, and character identification are at times described to a minimal level.
<b>Good (50-69%)</b>	Mood, tone of voice, pitch, and character identification are sometimes well articulated and accurate to an acceptable level.
<b>Very good (70-89%)</b>	Mood, tone of voice, pitch, and character identification are often well articulated and accurate to a very good level.

<b>Excellent (90-100%)</b>	Mood, tone of voice, pitch, and character identification are well articulated and accurate to the highest level.
<b>Total</b>	

**Table 15. Rubric on didactic SDH (Paralinguistic information and character identification)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>

<b>Creativity and humour (10%) -for creative SDH only-</b>	
<b>Not meeting expectations (0-19%)</b>	The SDH are a mere repetition or almost literal translation of the original.
<b>Poor (20-49%)</b>	The SDH incorporate creativity to a limited extent.
<b>Good (50-69%)</b>	The new SDH creativity is acceptable.
<b>Very good (70-89%)</b>	The new SDH's creativity is good and some humorous elements are included.
<b>Excellent (90-100%)</b>	The new SDH's creativity is excellent and plenty of humorous elements are included.
<b>Total</b>	

**Table 16. Rubric on didactic SDH (Creativity and humour)**

Source. The TRADILEX platform

<https://plataformavirtual.tradilex.es/course/view.php?id=40>