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Research Paper

Online Language Teacher Training Using Audiovisual Translation

Pilar Rodríguez Arancon

Department of Foreign Philologies and Linguistics, Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain;
prodriguez@flog.uned.es

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Abstract

In the last few decades, the focus of research in the field of language education has concentrated on learners, with studies carried out on how to lower their affective filter in order to develop their language skills (Reinders & Wattana, 2014), motivation (Meşe & Sevilen, 2021), flipped classrooms (Chen Hsieh, Wu, & Marek, 2017) and even their impressions on the layout of courses. However, whereas all these issues are of the utmost importance, the major contribution that teachers have in that learning process, and the necessary development of their skills in order to implement those new ideas in the classroom, have been left to one side. This study aims to present the findings of an online teacher training course based on didactic audiovisual translation (DAT) that has been carried out by the Universidad Nacional de Educación a Distancia (UNED) in Spain. The initial and final questionnaires administered to the preservice teachers who participated in the course revealed their positive attitudes towards DAT as a rich resource for developing integrated linguistic and ICT skills.

Keywords: Teacher Training; English Teaching; Online Learning; Didactic Audiovisual Translation (DAT).

1. Introduction

The role of teachers is of paramount importance in L2 education, as effective language instruction relies heavily on their knowledge of contents such as morphology, pronunciation and semantics, for example, as well as on good training. Educators need to possess the necessary pedagogical skills (Johnson, 2018) as well as a deep understanding of factors such as linguistic, cognitive and socioaffective conditions that affect the very complex nature of L2 teaching and learning (Ellis, 2015) in order to provide instructional support. Thus, a knowledge of L2 acquisition theories, pedagogical approaches, assessment techniques, and classroom management strategies (Richards & Rodgers, 2014) can help them establish an optimal learning environment for their students.

Research has consistently demonstrated that well-trained L2 teachers have a positive impact on student outcomes, with resulting higher levels of language proficiency, increased motivation, and improved overall academic performance (Johnson, 2018). Therefore, the imperative of improving student outcomes is also reliant on the improvement of the quality of the teaching workforce (Guerriero, 2017). Effective teacher training programs provide teachers with those tools and techniques to address individual learner differences, tailor instruction to specific needs, and employ innovative teaching methods that promote engagement and active participation (Reimers, Schleicher, & Saavedra, 2020).

The aim of this study is to contribute to this field of knowledge by presenting the results of ReachDAT (REsearching and teACHing making use of didactic audiovisual translation [DAT]), a teaching and methodological innovation project sponsored by the Faculty of Philology of the UNED in 2023. The 25-hr course offers a combination of readings, tasks, reflection, and scaffolding for the design of activities and complete DAT lesson plans that could be used in different environments. Although DAT explores the potential of active tasks for the development of foreign languages, as well as mediation, translation and integrated skills, research on its use for training preservice and in-service teachers is still limited (Talaván & Lertola, 2022). In this paper, the opinions regarding the usefulness of these types of courses from those preservice teachers that have volunteered to take part in ReachDAT will be presented.



2. Literature Review

Teacher training is widely acknowledged as a crucial factor in enhancing the quality of L2 education. In this context, effective teacher training programs must equip educators with the knowledge, skills, and strategies needed to facilitate meaningful language learning experiences. This literature review aims to explore the existing research on teacher training for L2 teachers, focusing on its impact on teacher development, instructional practices, and student outcomes. The second part of the review will focus on DAT, its related research, and the studies that have been carried out connecting both fields.

Numerous studies have highlighted the positive impact of teacher training on L2 teachers' professional development. An example, conducted by Johnson (2018), found that comprehensive teacher training programs contribute to teachers' pedagogical knowledge, language proficiency, and confidence in their instructional abilities by exposing them to current theories of L2 acquisition, teaching methodologies, and assessment practices. All of these enable teachers to make informed decisions and adapt their teaching approaches to meet students' diverse needs. Furthermore, by promoting reflection, as noted by Farrell and Bennis (2019), L2 teachers gain the ability to critically evaluate their own teaching practices, identify areas for improvement, and implement effective instructional strategies, all of which foster ongoing professional growth and enable better support for the students.

Moreover, Richards and Rodgers (2014) affirm that teachers who undergo training are more likely to adopt student-centred approaches such as communicative language teaching and task-based learning, which emphasise active student participation, and real-life communication, leading to enhanced language learning outcomes. Li, Wang, and Liang (2019), add that those who receive technology-focused training are more confident and proficient in integrating technology into their lessons and incorporating digital tools and resources. Technology-enhanced instruction not only engages students but also provides opportunities for personalized learning, immediate feedback, and authentic language use.

The ultimate goal of teacher training is to improve student outcomes in L2 education, and research has consistently shown a positive correlation between well-trained L2 teachers and student achievement. Wang, Haertel, and Walberg (2018) also found in a meta-analysis that teachers who receive extensive professional development exhibit a significant impact on student learning outcomes with higher levels of language proficiency, improved academic performance, and increased motivation to learn the target language. Additionally, teacher training positively influences student engagement and inclusive classroom dynamics (Evertson & Weinstein, 2013) which create a conducive setting for language learning, allowing students to focus on meaningful interactions and language use.

However, although effective teaching, which Darling-Hammond (2012) define as instruction that enables a wide range of students to learn, determines student achievement (Hanushek, 2011; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Nye, Konstantopoulos & Hedges, 2004), not all researchers have such a favourable view of the outcomes of those professional development programs, and highlight that most of them only involve traditional workshops (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009), which rarely change teachers' practice and have no positive effect on student achievement (Yoon Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Germuth (2018, p. 77) explains that "while teachers may learn new practices, they rarely apply them to their work [...] often due to lack of support during the implementation stage, including lack of encouragement and guidance."

Pink (2009) explains that there are three main drivers that encourage people to strive to do their best work: autonomy (the desire to direct one's own life), mastery (the urge to continually improve at something that matters), and purpose (the desire to do what we do in the service of something larger than ourselves). Nevertheless, as Germuth (2018) points out, teachers require a varied period of time to become comfortable enough with new skills in order to use them with their students and, as an average, it takes them from 30 to 80 hours of instruction, practice, and coaching before they master new skills (Joyce & Showers, 2002; Yoon et al., 2007). The proposal that this article aims to present is that an online preservice- or in-service-teacher training course based on AVT can provide those necessary hours of instruction through an active intervention that offers pedagogical content, information about current teaching methodologies, practice of English language to improve confidence and ICT skills.

The use of ICTs and audiovisual materials in the L2 classroom is not new and its advantages have been investigated since the 1980s, although at that time it was mainly based on the presence of subtitles to support the

comprehension of the content of videos (Vanderplank, 1988). Since then, the scientific production on the positive results of the use of audiovisual translation has increased exponentially and it is now possible to find many studies on the effects of DAT in different learning contexts (Talaván & Lertola, 2022). The difference between what was done in the classroom in the 80s and a DAT proposal is that the role expected of the participants in the intervention is active, that is, they become creators of their own audiovisual material. This new creation from an original source provided requires an adequate scaffolding framework that is developed around four phases: warm up, critical viewing of the video, DAT task, and consolidation or post-DAT task (Talaván & Lertola, 2022). DAT can offer, by its very nature, considerable potential to meet the needs of teacher training due to the fact that it is a learning technique that integrates audiovisual materials into the teaching-learning process through an educational experience-based approach (also known as how to learn by doing) (Talaván & Tinedo-Rodríguez, 2023).

This potential is supported by the fact that audiovisual products offer a series of characteristics that make them especially suitable for their exploitation in the teaching of L2. Audiovisual language is characterised by its ability to combine images, sounds, text, and visual elements to convey information (Nunan, 1999). These multiple channels of meaning make for richer, more authentic, and easier-to-understand input. It is not frequent to use materials adapted or created for teaching, but instead it is about exploiting (seeing and hearing) real situations of speech, gestures, facial expressions and intonation, which help capture the meaning and communicative intention (Richards & Rodgers, 2014). As Vandergrift (2004) explains, this multisensory combination improves information retention and vocabulary and pronunciation learning. Moreover, audiovisual products offer authentic models of native speakers, which serve to imitate and practice pronunciation and intonation and can be used in different contexts and adapted to different learning styles. With the benefit of ubiquitous current technology, it is possible to access a wide variety of online resources (Thornbury, 2005) and, in addition, with a good choice of products, students can increase their self-esteem and motivation and lower their level of anxiety. In this way, the three variables of the affective filter studied by Krashen (1988) are influenced, and it is learned incidentally through exposure to the L2 and intentionally, by actively creating the new content of a video (Talaván & Rodríguez-Arancón, in press).

In DAT interventions, various translation tasks related to the modalities in which research is currently being carried out can be exploited, such as subtitling (Ávila-Cabrera & Rodríguez-Arancón, 2021; Incalcaterra McLoughlin & Lertola, 2011; Lertola, 2019; Talaván & Rodríguez-Arancón, 2014), dubbing (Talaván & Ávila-Cabrera, 2015; Talaván & Costal, 2017), voice over (Talaván, 2021; Talaván & Rodríguez-Arancón, 2018), audio description (Navarrete, 2020, 2021; Ogea-Pozo, 2022b, 2022a; Talaván, Lertola, & Ibáñez, 2022) and subtitling for the deaf and hard of hearing (Talaván, 2019; Talaván et al., 2022; Tinedo-Rodríguez & Frumuselu, 2023). The pedagogical potential of TAD has been validated on a large scale in the TRADILEX project and the data from the prepilots (Plaza Lara & Fernández Costales, 2022), pilots (Couto-Cantero, Sabaté-Carrové, & Tinedo-Rodríguez, 2022; Plaza Lara & Gonzalo Llera, 2022; Talaván & Rodríguez-Arancón, in press) and the project itself (Fernández-Costales, Talaván, & Tinedo-Rodríguez, 2023) empirically demonstrate its validity for the development of integrated oral and written production and reception skills of the L2 through an active methodological approach in which, in addition, linguistic mediation plays a very relevant role (Canales Hernández, 2022; Navarrete, 2022). This is due to the fact that creating an audiovisual product goes beyond the translation of the text itself, since its multimodality must be taken into account in the construction and negotiation of meanings, and all this without losing sight of the cultural aspects of the source language and the target language.

However, the existing literature in relation to teacher training in DAT is scarce and limited to a recent study by Lertola and Talaván (2022) in which the authors show the experience they had in a workshop in which they trained secondary school teachers from a Swiss institution in the didactic use of dubbing and audio description, obtaining positive results regarding their perceptions. The ReachDAT proposal presents a wider mixed study that combines the perception data of the teachers in training with the empirical results obtained from the intervention in the format of a pedagogical proposal.

3. Methodology

This study aims to continue the path started by Lertola and Talaván (2021) on the training of teachers in DAT and attempts to fill in the gap in the literature by adopting a mixed qualitative and quantitative approach to reveal how work in educational research can contribute to the training preservice secondary school L2 teachers. As the training contents covered in this program were quite comprehensive, this study only focuses on teachers' beliefs about the

possibilities that DAT can offer them for their professional development and for the improvement of their (and their future students') linguistic skills at two stages of the intervention. Following Serrano Rodríguez, Amor-Almedina, Guzman Cedeño and Guerrero-Casado (2020), four categories of teaching competencies have been addressed in this piece of research: academic (planning, problem-solving, and abstraction), social (quality education and promotion of interculturality), personal and interpersonal (leadership, decision-making, and creativity), and instrumental (communicating in other languages and integrating educational technologies in the teaching and learning process). Teacher training contributes to the professional growth and development of L2 educators by staying abreast of the latest research, trends, and best practices in the field (Johnson, 2018). Education research is an essential area in the training of preservice and in-service teachers, and a foundation in the field can contribute to a more reflective stand on the evaluation of solutions to classroom challenges and potential development of teaching skills.

As previously mentioned, the methodology of this study is of a mixed nature because perception data have been extracted through the questionnaires with choices to select on a Likert-type scale, and also includes some open answers in which the preservice teachers could elaborate on their opinions. The original sample was made up of 37 participants who are studying for a degree in English Studies at the National University of Distance Education (UNED), enrolled in the subject of Translation of General and Literary Texts English-Spanish and in the subject Tools for the Development of Oral Skills of master's in Information and Communication Technologies in the Treatment and Teaching of Languages. 97.3% ($N = 36$) belonged to the degree in English Studies, while the remaining 3.7% ($N = 1$) belonged to the aforementioned master's degree. The students volunteered to take part in ReachDAT, a teaching innovation project. The intervention consisted of a course that took place from March to May 2023 and was divided in four blocks whose main purpose was to provide training to preservice L2 teachers for the use of DAT as a teaching technique from a holistic perspective. The training was carried out completely virtually on a Moodle platform.

During the first phase of the course (March 27th-April 9th), the students had to watch a series of training videos with general information on DAT which served as an introduction to the field and provided a robust theoretical framework (Talaván & Lertola, 2022). They also worked on a pedagogical proposal for didactic subtitling prepared by the teaching team in which they participated as students. An ad hoc questionnaire was designed with the main objective of evaluating the perceptions of the participant preservice teachers after this first phase to gather information about their perceptions of DAT as a resource, and in relation to motivation. The results obtained are shown in the next section. In order to guarantee the quality of the data-gathering tool, the questionnaire was evaluated by two experts outside the research group before the intervention.

The second phase of the course took place from April 10th to the 19th and consisted of many examples of DAT research on how to exploit its potential. The purpose was to make the preservice teachers familiar with educational research by providing them with brief training pills and guided readings of key research articles in the development of DAT as a discipline. A forum was set up for them to share the analyses carried out on the bibliography that had been randomly distributed among the participants. Each student was in charge of a single article to encourage collaboration and avoid work overload. Of the 37 enrolled participants, 31 completed the activities corresponding to this second section of the course.

The third and fourth blocks focused on the hands-on design of DAT activities and a full lesson plan. The third (April 17th-April 23rd) had a theoretical nature and indicated the bases for designing DAT subtitling tasks incorporating intercultural aspects. Of the 37 enrolled participants, 27 completed the activities corresponding to this third section of the course. The last block had an eminently practical nature and the participants had to design a didactic subtitling session following the structure of Talaván and Lertola (2022) and implicitly and/or explicitly including the cultural dimension. Their homework was subjected to peer review through a Moodle application called a "workshop" whose main purpose is to allow peer assessment in virtual environments. Once this coevaluation was finished, the participants had to review and improve their initial proposal based on the comments that their reviewer had made before it was finally evaluated by the teaching team. Likewise, they had to design an instrument that would allow them to measure the impact of their proposals on their future students, since this was one of the main purposes of the educational research block: to encourage critical reflection on the didactic proposals that arise in the L2 classroom. Of the 37 originally enrolled participants, 25 completed the activities corresponding to this second section of the course.

At the end of the intervention, another ad hoc questionnaire was designed based on questions to be answered with a Likert-type scale that were evaluated from 0 to 10 and that addressed the perceptions of the self, the design of the pedagogical proposals and the potential that they had for the development of the linguistic skills of the students. Finally, with regard to ethics, all the participants accepted that their data would be processed for educational and research purposes. Likewise, these data were anonymized. The option of establishing a control group was not raised, because, based on equality and equity of opportunity, the same training was offered to anyone who wanted to develop their teaching skills with this DAT project.

4. Results

The initial questionnaire answered by the preservice teachers after working on the first phase of the intervention was answered by 37 participants and gave some interesting results. They were asked for their opinions about DAT and the skills that they believed could be enhanced with its use. Figure 1 illustrates the average answers gathered about whether they believed that DAT is a rich resource for developing integrated skills (M of 9.4 and SD of 1.1); if they would like to learn languages using DAT ($M = 9.5$ and $SD = 0.7$); if they believed that DAT has the potential to teach transversal contents ($M = 8.9$ and $SD = 1.9$); whether it fosters ICT skills ($M = 9.4$ and $SD = 0.9$); and whether they would include it in the future syllabus as working teachers ($M = 9.4$ and $SD = 1.1$):

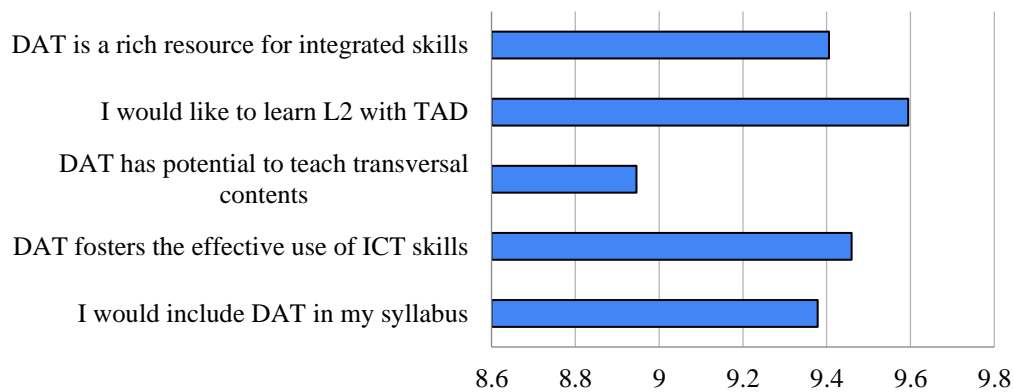


Figure 1. Preservice Teachers’ Opinions About the Usefulness of DAT

This was followed by a question about the frequency with which they would consider using DAT in their future syllabi as teachers, and the answers are displayed in Figure 2. Out of the 37 preservice teachers, 7 answered that they would like to use DAT “weekly,” 14 said “fortnightly,” 13 chose “monthly,” one selected the choice of “once every two months” and two preferred “every three months.” There were none that answered “never” so it seems clear that they had found this approach to teaching an L2 a useful resource:

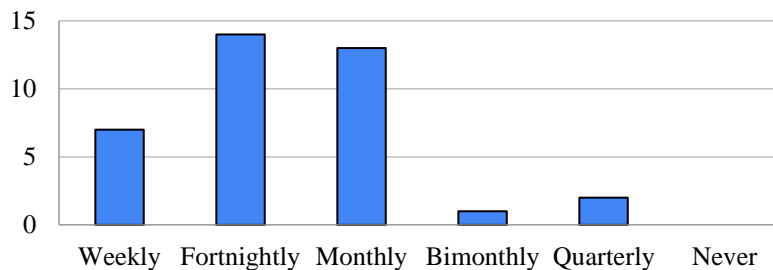


Figure 2. Frequency With Which Participants Would Use DAT in Their Future Classes

There was also an open question about what would affect that previous answer in respect of the frequency with which they would implement DAT practices in their future classes and the following are some of those replies:

- [Respondent 1] The possibility of combining it with the rest of the tasks that must be carried out.
- [Respondent 2] Time constraints.
- [Respondent 3] The reception of the activity by the students and the availability that the teaching center could have in terms of technology necessary to carry out the activity, as well as the need to follow the regulated content of the course that was being taught.
- [Respondent 4] Time and resource constraints.
- [Respondent 5] The resources of the centre.
- [Respondent 6] For reasons of teaching coordination with other colleagues in the department and for planning reasons when inserting it into the curriculum. In this sense, it seems to me a very interesting way to present learning situations or to close didactic units as a final project.

The questionnaire also addressed issues related to motivation after the lesson plan in which the preservice teachers worked as students. They were asked whether they felt that learning new teaching techniques was motivating and the M obtained was 9.6 with an SD of 0.7, a clearly positive result. Finally, there was a question about their impressions after working in the DAT lesson plan as students, and whether they considered it rewarding as they could see that they would be able to design their own examples in the future ($M = 9.2$, $SD = 1$).

Moving on to the final questionnaire used after phase 4 of the intervention, it was answered by 25 respondents which is a very high number considering the average dropout rate that we have at UNED. The students choose this distance university because they need the flexibility that it affords them as they have other family or work commitments that affect their availability for following any other type of university studies (Ávila & Rodríguez-Arancón, 2021). Among other aspects, the preservice teachers were asked whether they considered DAT as a rich resource for motivating their future students and that could contribute towards the improvement of their linguistic skills. The answers, shown in Figure 3, display the mean for each of the categories, being “motivation” the highest ($M = 9.4$, $SD = 1$) and “oral production” the lowest ($M = 8.3$, $SD = 2.1$), although still with a high number:

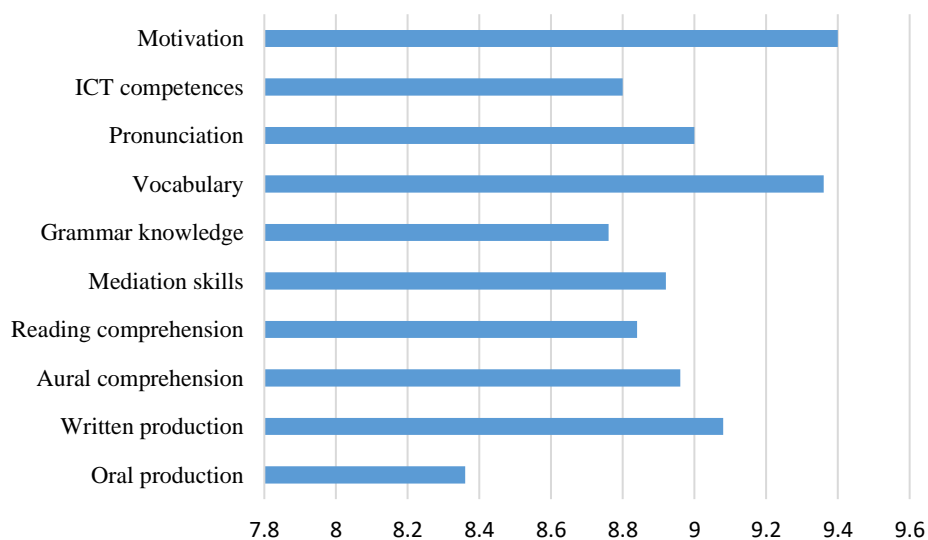


Figure 3. Perceived Effects of DAT in the Students

The participants were also asked about the improvement in their own skills that they had felt through their participation in ReachDAT and the answers, illustrated in Figure 4, were also very positive. They seem to have felt the highest degree of improvement in their confidence to “use of ICTs in the L2 classroom” ($M = 9.3$, $SD = 1.2$), followed by their capacity to “motivate students” ($M = 9.2$, $SD = 1.3$), “adapt to different learning styles” ($M = 8.8$, $SD = 1.4$), and “design and use effective teaching materials” ($M = 8.7$, $SD = 1.6$). The lowest result was for the development of “L1 and

L2 skills" ($M = 7.8$, $SD = 2.4$), still a high score and with one of the highest SD of all the questions in this piece of research:

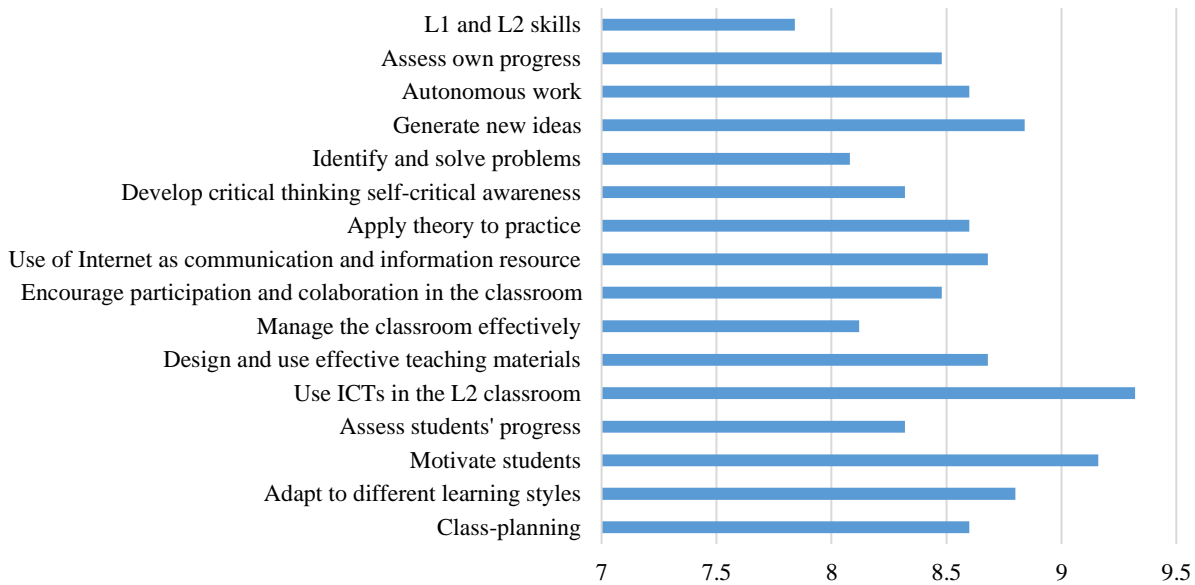


Figure 4. Perception of skills Improved With Participation in ReachDAT

The preservice teachers considered that the development of both teaching research ($M = 8.5$, $SD = 2$) and teaching innovation ($M = 9.1$, $SD = 1.4$) competences were useful for their professional development, although innovation seem to hold more weight in their perceptions with a difference of +0.6. They were also asked whether they would recommend the use of this type of course for professional development and the answer was positive ($M = 8.7$, $SD = 2.2$).

Finally, the participants had the opportunity to add any comments about the course that they wished to share and some of their answers can be read below:

[Respondent 1] I have really enjoyed it.

[Respondent 2] I would have liked to be able to do the course in one go, without having to keep deadlines or wait for the blocks to open, so I could have organized myself better for the UNED exams, and my personal tasks

[Respondent 3] It is a course that requires many more hours than recommended in the event that there are difficulties with technology and computing. Even so, I have found it enriching, and, as a student, I would have loved the possibility of sharing the experience of a DAT in my school.

[Respondent 4] I would like to have more subtitling courses since I found this one very interesting. Thank you.

[Respondent 5] Simply thank you for being able to participate in this enriching experience. The division of the blocks and the proposed tasks and activities have been of great help to be able to acquire knowledge and put it into practice. The only recommendation I would make would be that one of the lectures could be given live throughout the course, although not necessarily, since the contents are very clear. I look forward to seeing more of this project.

[Respondent 6] I have loved the course, I have discovered aspects that I did not know and it has increased my desire to continue training in Translation and TAD. I recommend it to all future language teachers.

In the following section, these results will be discussed in more detail.

5. Discussion

This discussion section aims to analyse and interpret the results obtained from the initial and final questionnaires administered to preservice teachers who participated in the intervention. The section explores the participants' opinions about the usefulness of DAT as a resource for language teaching, their willingness to incorporate it in their future classes,

and their perceptions of the impact of the intervention on their skills and professional development. Additionally, the section includes participants' comments and suggestions for improvement.

The initial questionnaire provided valuable insights into the preservice teachers' opinions about DAT and its potential for enhancing integrated skills. The results indicated that the participants held highly positive views regarding DAT as a rich resource for developing integrated skills, language learning, teaching transversal contents, and fostering ICT skills. These findings suggest that the participants recognised the benefits of DAT and perceived it as an effective tool for L2 teaching. The positive mean scores obtained in each category, accompanied by relatively low standard deviations, indicate a high level of agreement among the participants. Furthermore, the frequency with which the preservice teachers expressed their intention to use DAT in their future syllabi demonstrated their willingness to incorporate this approach into their teaching practices. The majority of participants indicated their preference for using DAT either weekly, fortnightly, or monthly, reflecting their belief in the usefulness of DAT as a teaching resource. None of the participants selected the option "never," suggesting a general acceptance and positive attitude toward implementing this type of resources in their future classes.

The open-ended question regarding factors that could influence the participants' frequency of implementing DAT practices revealed several important considerations. The preservice teachers mentioned factors such as time constraints, availability of technology, coordination with colleagues, and alignment with the curriculum. These responses highlight the practical challenges that might arise when integrating DAT into teaching, emphasizing the importance of addressing these concerns to ensure successful implementation. Providing adequate training, resources, and support to preservice teachers can help alleviate these concerns and facilitate the smooth integration of DAT practices into their teaching contexts.

The questionnaire also explored the impact of the intervention on the preservice teachers' motivation and perception of their own skills. The high mean score obtained for the question about whether learning new teaching techniques was motivating indicates that the participants found the intervention engaging and inspiring. Similarly, the positive perception of the preservice teachers after working on the DAT lesson plan as students suggests that they felt motivated by the prospect of designing their own examples in the future. These findings indicate that the intervention had a positive impact on the participants' belief in their ability to apply the acquired knowledge and skills.

In the final questionnaire administered after the fourth phase of the intervention, the preservice teachers provided feedback on the perceived effects of DAT on their future students. The results demonstrated that they believed DAT to be a valuable resource for motivating their future students, with high mean scores across all categories, especially for "motivation." The participants also recognised the potential of DAT to contribute to the improvement of linguistic skills, albeit with a slightly lower mean score for "oral production." Nonetheless, the overall positive perception of the effects of DAT on students suggests that the preservice teachers considered it an overall beneficial teaching approach. Moreover, the participants' perception of their own skills showed significant improvement as a result of their participation in the intervention. The highest mean scores were obtained for the confident use of ICTs in the L2 classroom and the ability to motivate students, indicating that the preservice teachers felt their skills in these areas had noticeably improved. Although the mean score for the development of L1 and L2 skills was slightly lower, it still received a high rating. The relatively high standard deviation for this category suggests some variability in the participants' perceptions, indicating that individual experiences and proficiency levels may have influenced their responses.

Regarding their professional development, the preservice teachers recognised the value of both teaching research and teaching innovation competences, with teaching innovation holding slightly more weight in their perceptions. This finding highlights the importance of fostering innovative approaches to teaching, as it resonated more strongly with the participants. Additionally, the participants' positive recommendation of the course for professional development further supports the effectiveness and relevance of the intervention. Finally, the comments provided by the participants offered additional insights into their experiences and suggestions for improvement. Overall, the comments reflected a high level of satisfaction and enthusiasm for the course. The participants expressed appreciation for the enriching experience, the organization of the course, and the opportunity to acquire knowledge and put it into practice. Some suggestions included offering more subtitling courses, providing flexibility in course deadlines, and incorporating live lectures. These comments provide valuable feedback for refining the intervention and catering to the participants' needs and preferences.

6. Conclusion

The conclusions drawn from the results and discussion section indicate that preservice teachers have a positive perception of DAT as a valuable resource for language teaching and teacher training. The participants expressed strong agreement regarding the usefulness of DAT in developing integrated skills, language learning, teaching transversal contents, and fostering technology and information and ICT skills. This positive perception of DAT highlights its potential as an effective tool for language educators. Furthermore, the participants demonstrated a willingness to incorporate DAT into their future classes, as indicated by their preferred frequency of use. This positive attitude toward incorporating DAT aligns with the participants' recognition of its benefits and highlights their openness to innovative teaching approaches.

The open-ended responses provided valuable insights into the practical considerations that may affect the implementation of DAT. Factors such as time constraints, availability of technology, coordination with colleagues, and alignment with the curriculum were identified as potential challenges. Addressing these concerns and providing adequate support and resources will be crucial in facilitating the successful integration of DAT practices into teaching contexts.

Moreover, the intervention had a positive impact on the preservice teachers' motivation and perception of their own skills. They found it motivating and believed that it would enable them to design their own examples of lesson plans in the future. The intervention also contributed to the improvement of various skills, including confident use of ICTs in the L2 classroom, student motivation, adaptation to different learning styles, and the design and use of effective teaching materials. The participants recognized the potential of DAT in motivating their future students and believed it could contribute to the improvement of linguistic skills. The positive perception of DAT's effects on students emphasises its value as a teaching approach. Additionally, the preservice teachers acknowledged the importance of teaching research and teaching innovation competences for their professional development, with teaching innovation holding slightly more weight in their perceptions.

Overall, the results and discussion sections highlight the positive impact of the intervention and the preservice teachers' endorsement of DAT as a valuable resource for language teaching. The findings provide valuable insights into their perceptions, preferences, and needs, as well as practical considerations for implementing DAT practices. The comments and suggestions provided offer further opportunities for improvement and refinement of the intervention. These conclusions affirm the potential of DAT in L2 education and emphasise its significance as it has the potential to improve knowledge, skills and develop the necessary strategies to improve teachers' linguistic and professional confidence. This experience made the preservice teachers feel more autonomous and skilful in creating their own resources for their future students, something that Pink (2009) explains as the main drive to encourage people to do their best at work, the consequences that this has in their students' outcomes have been previously highlighted in this paper. The hours of instruction and the theoretical contents required to master new skills can be easily adapted to any training needs and the academic, social, personal and interpersonal, and instrumental teaching competencies can be further developed through a longer intervention. By addressing the identified challenges and leveraging the positive perceptions and experiences of the preservice teachers, educators and institutions can further enhance L2 learning experiences and promote innovative approaches to teaching.

Information on Informed Consent or any Data Privacy Statements

All the participants accepted that their data would be processed for educational and research purposes. The data were anonymized.

Conflict of Interest

The author declares that there is no conflict of interest.

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