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On the Use of Video Description in an Online Collaborative Writing Project with ESP Learners of Tourism Studies

Ana Ibáñez Moreno*, M. Ángeles Escobar

UNED (Universidad Nacional de Educación a Distancia), Spain

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Abstract

This paper shows the results of a teaching innovation project, which consisted in providing students with a video description task, by which they could practise their written skills in a collaborative fashion in their *English for Tourism* university studies — which enables them to obtain a B2 level. A total of 35 adult volunteers participated in this two-month project. Following a task-based approach, and by taking techniques from of audio description, students had to write, in pairs, the script of a touristic promotion clip of Iceland, providing an attractive and accurate description of the images that appeared on the screen, that is, situations proper of the tourism industry. In the second phase of peer review, students had to assess the other pairs' descriptions, and, finally, once revised by themselves and by the teachers, they had to vote for the best ones, with the aid of a rubric that helped them identify the main landmarks to take into account (lexicon, accuracy, etc.). The results show that the students not only enjoyed the task, which increased their motivation for writing in English, but they also obtained better results in the final exam tests than those who did not participate in this collaborative task.

Keywords: *English for Tourism studies, audio description, collaborative writing project, self-evaluation, task-based approach, online teaching*

Introduction

At the beginning of this century, the Action plan of the European Commission included most multilingual policies that required citizens to be functionally proficient in their mother tongue and two other European languages. It also put forward a strategy towards multilingualism characterised by features such as *interdisciplinarity* alongside with *intensity of exposure* (Common European Framework of References for Languages, 2001, 2018). An action-oriented approach has emerged, especially in the 2018 guidelines and crucial projects on language acquisition and language pedagogical

research. The lessons expected to be communicative and had to meet a number of features. First, they had to be highly focused on meaning; second, they had to raise genuine questions; third, there was an opportunity to use language in creative and non-restrictive ways; and, fourth, there was an opportunity for negotiation (Pérez, 2009, 2013; Perez, Juan, 2010). In our case, given the type of project we present below — a mode of accessible audiovisual translation, audio description, applied as a tool to practice language skills — we could add another requirement, following Basturkmen (2010: 108) when dealing with the field of visual arts, creativity: “Furthermore, discourse in this field is in some ways distinct from discourse in other fields. Visual Arts is a subject much associated with abstraction and creativity”.

Within the communicative approach, task-based learning has been one of the most used methods because it is based on designing tasks that emulate natural language settings, and students can feel more motivated to write about a certain topic, as shown by Mufabar et al. (2020). Tasks stimulate natural acquisition and interactional processes by supporting learners to focus on meaning simultaneously as they are using authentic language (Nunan, 2004; Ellis, 2009; Rohani, 2011). In this sense, task-based projects can provide situations in which learners can use language as if they were outside the language classroom (Ellis, 2009). Besides, both the action-oriented and collaborative approaches are present in online activities today. For example, Grami (2012) reports on online blogging as an integral part of collaborative writing. The experience also helped develop critical thinking and ability to identify target audience. In general, students’ attitudes were positive, and participants exhibited a desire to incorporate similar tasks in upcoming ESL writing classes. Recently, Talib and Cheung’s (2017) research on collaborative writing show how such a pedagogical practice has developed over the last decade. Most of the results discussed show that the quality of work is better when completed in groups or pairs and a careful design of the collaborative writing task beforehand since this provides the maximum learning opportunity for the participants (Wang, 2009). The role of cooperative and collaborative methodologies is promoted in other contexts, as in the study by Pavón & Ramos (2019). There has been much research on this issue since Long’s (1981, 1996) *Interaction Hypothesis*, and it seems that this facilitates second/foreign language acquisition and helps to improve learners’ morphosyntactic, lexical and pragma-rhetorical skills, maybe because they assume a shared responsibility as experts and novices (Donato, 1994; Swain & Lapkin, 2000; just to mention a few). As for collaborative learning in online courses, Talaván et al. (2017) also show the potential of this methodology, especially when using audiovisual material in the classroom. This resource has received increasing attention in the past years (Incalcaterra et al. 2020). In this sense, the successful combination of collaborative learning, audiovisual translation and an action-oriented approach is shown in Talaván and Ávila-Cabrera (2021).

This paper describes the case study of a project carried out in an online ESP classroom: video description as a collaborative and creative writing task to contribute to online practice on ESP for Tourism studies. It deals with a new experience that allows us to extend the research on technology use with collaborative and creative writing

tasks. Using the audio narration technique, students were invited to write about actions, characters, scene changes, on-screen text, and other visual content in a natural and fun context, in a way that is not usually found in tertiary education. By doing so, we aimed at identifying the dynamics in the use of technology and collaborative writing tasks with older students targeting ESP.

Before launching the project, a deep needs analysis was performed, as suggested by Basturkmen (2010), by distributing an online survey among the students. This author sees needs analysis as a process where we identify the skills that the learners will use in their future, the perception of their own needs, and a realistic view of the infrastructure we dispose of. The survey consisted of a brief prequestionnaire, in which students had to give information about their general use of English in their daily life. It also aimed at obtaining information on their (pluri)linguistic background. This survey showed that students, mostly monolingual, needed to practise their productive skills (speaking, writing). Also, most of them stated that they felt that they could handle the grammar and the vocabulary proposed but that they could not use it in a natural context where interaction and language use could be promoted. Hence, this project was aimed at promoting their interaction and writing skills altogether.

This paper is organised as follows: it begins with the methodology section, where the main research goal, the hypotheses underlying such goal and the procedures followed are presented. Then, section 3 outlines the results obtained from the different instruments used to collect the data (students' production, the postquestionnaire, and the final exam). Finally, in section 4, the particular findings on the impact and effectiveness of such collaborative writing task on the participants are discussed. The last section suggests future directions of collaborative writing in terms of research and pedagogical practice.

Methodology

Aims

This study aimed to see if introducing a new task-based activity loosely based on the audio description (consisting of describing a video collaboratively and creatively) contributed to improving students' motivation and attainment. The task was expected to lead students to write tourism texts in the English language in a playful way, focusing on the revision of grammar and the promotion of lexical competence in a motivating way, thanks to the feedback provided by their peers. The strategy was based on an audiovisual translation technique that has already proved to be highly effective in the second language classroom: audio description (Ibáñez & Vermeulen, 2013, 2014, 2015, 2017; Sánchez, 2016; Caldúch & Talaván 2018; and references therein).

In this case, we primarily aimed to look at the interface between collaborative work and the written expression in the virtual classroom of English for Tourism. The technique employed received the term of *audio narration* in our study since it consisted of an audio description by which students had to describe the images they saw on the screen. However, unlike audio description, which tries to be as faithful as possible to what is seen on the screen, students could select those images that they found most

attractive or use language creatively to attract potential customers. This allowed them to have a certain degree of freedom to create an attractive text, thinking like a tourist promoter.

The specific objective was to see if this task was effective to train students in the practice of writing tourism texts in the English language through a series of learning activities with the following associated objectives: (i) to learn about the linguistic features and textual forms of touristic discourse in the English language, (ii) to learn about the structure and rules of writing and editing tourism articles, (iii) to know and to implement the techniques of revising tourism articles in English.

In this action-oriented approach, through practice and action, students are then expected to become responsible for their own learning; the task developed was also intended for students to acquire the knowledge required to pass the subject of English II in the third year of the Degree in Tourism (level B2 in English according to the CEFRL (Council of Europe, 2001, 2018).

Hypotheses

This study was meant to confirm the following hypotheses: audiovisual material and collaborative work, in combination with gamification, can be used in online learning environments to:

- a) increase students' involvement and motivation.
- b) promote vocabulary learning
- c) improve writing skills

And, additionally, introducing peer review and self-assessment can be used to:

- d) foster metacognitive skills
- e) eventually, and in turn, promote collaborative skills.

In sum, if students play a participative and collaborative role through the programmed collaborative writing activities, they will feel more committed to improving their learning process. At the same time, they would also help their peers by reflecting on what they are doing. This insight could enable them to develop their autonomy and self-perception as speakers and users of a foreign language.

Procedure

Students were asked to write, in about 150 words, a text about Iceland, accessed as a Vimeo video: "Inspired by Iceland", available in the coursework section. Next, they had to describe what they had seen in the video, first individually and then in pairs in an informal context. To comply with the peer-to-peer review, participants shared comments on each other's pieces of texts. Once the peers and teacher provided feedback on students' mistakes, the final product was published in the forum.

The next step was to vote for the best text, using an evaluation rubric that included criteria such as grammatical correctness, use of relevant vocabulary, communicative fluency, etc. This final part was aimed at promoting metalinguistic skills in a ludic way. In addition, they had to complete a satisfaction questionnaire, in which they were asked about whether they think the task and the collaborative work had helped them to

improve their level of written English. Finally, the results of the participants in the final exam were also used to evaluate their progress compared to the rest of the classmates, not participant students (control group).

Design and Planning

The collaborative task began on April 15, 2019, and ended on May 20, 2019. The recruiting process was carried out in the following ways: It was done through an announcement on the notice board of the virtual course. This announcement gave clear details on what the whole project would consist of. Students were invited to register for the project, citing internal and external motivations: it would serve them to practice their writing skills playfully and learn how to work as a team in a virtual environment and develop cooperation and meta-analysis skills. As for the external ones, they were told that those who ended up in the project could improve their final grade in case of doubt (for example, if they obtained a 4.9 for the final grade, they could pass the course). Figure 1 below includes the announcement in the online course.

Estás en: Mi portal > Inglés II para Turismo > News > Collaborative writing exercise...

Collaborative writing exercise (highly recommendable!)

Dear students: In "Tareas" you can find, from today, a new optional task, which will enable you to practice your writing skills: Please check it. This task will take place in several steps:

You are going to work in pairs, and the exercise will have a number of steps to follow (please see the TAREA for more details):

- 1) Week 15th-21st April: Watch a video and describe it; write a composition about it. The composition will be around 150 words long.
- 2) Week 22nd-29th April: Send your text to your partner and correct each other.
- 3) Week 30th April-5th May: Together, write a collage that fits and makes sense. Upload the text in TAREAS. Post the text in the forum "Written compositions".
- 4) Week 6th-13th May: All participating students will try to identify as many mistakes as possible in their classmates' compositions and comment on them.
- 5) Week 13th-20th May: Students can vote for the best composition, based on the following criteria:
Originality; Correct English; Good use of structures; Good communicative use of the English language (fluency, good lexicon, natural use of structures).

All participating students will be rewarded by: improving their writing skills; we will take their participation into account for the final mark.

We encourage you to participate!

NOTE: A FORUM WILL BE CREATED TO WORK ON THIS TASK.

THIS WEEK (8TH TO 14TH APRIL): PLEASE STATE IN THAT FORUM THAT YOU WANT TO PARTICIPATE AND FILL IN THE SURVEY THAT IS IN THE "PLAN DE TRABAJO". WE WILL ORGANIZE YOU IN PAIRS.

Enviado por [Ana Ibañez Moreno](#)

Figure 1: Announcement of the project in the virtual course.

Besides, it was also announced on the main page of the virtual course. Interested students clicked on a link and completed a form in which they gave their contact details (after acknowledgement of their anonymity and after agreeing with the use of the data results, following EU data protection regulation)¹. Once the registration period finished, by April 14, there were 35 volunteers to sign in. Students were organized in pairs. The criterion used for this was simple: alphabetic order. Once the student pairs were formed,

¹Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (Text with EEA relevance)

the list with all the students was published in the forum that was specifically created for this collaborative task.

UNED University is the first online educational institution in Spain since it was founded in 1972. Its exclusive learning platform, called *aLF*, is uniquely developed by a team of computer technicians, who also develop other online tools, such as the AVIP videoconference platform. The *aLF* e-Learning platform provides the appropriate interface for the interaction between the students and their peers, and their teaching team. It is a platform for e-learning and collaboration that allows imparting and receiving training, managing and sharing documents, creating and participating in thematic communities, and doing online projects, like the one discussed in this paper. Through this platform, the necessary tools were offered to participants to find a way to combine individual work as much as collaborative learning. Within the virtual course, different tools can be used: calendar, forums, chats, emails, documents, projects, etc. Figure 2 below shows the high participation of students from the beginning of the development of the task, when it had been active for a week.

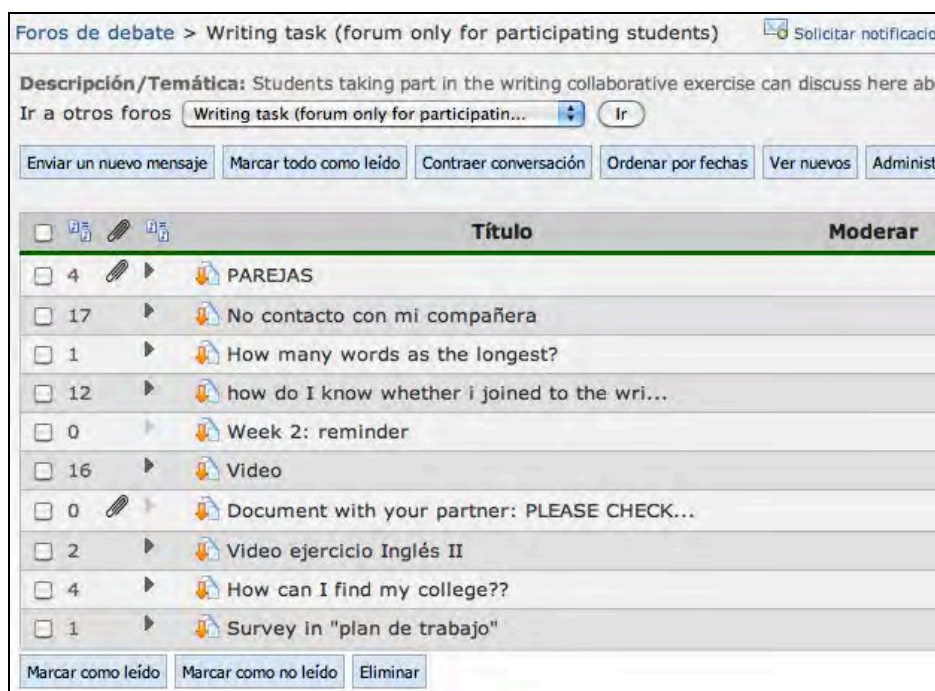


Figure 2: The forum by 23rd April, 2019.

In addition, Figure 3 shows the forum at the end of the task, showing the last messages, written on May 25:

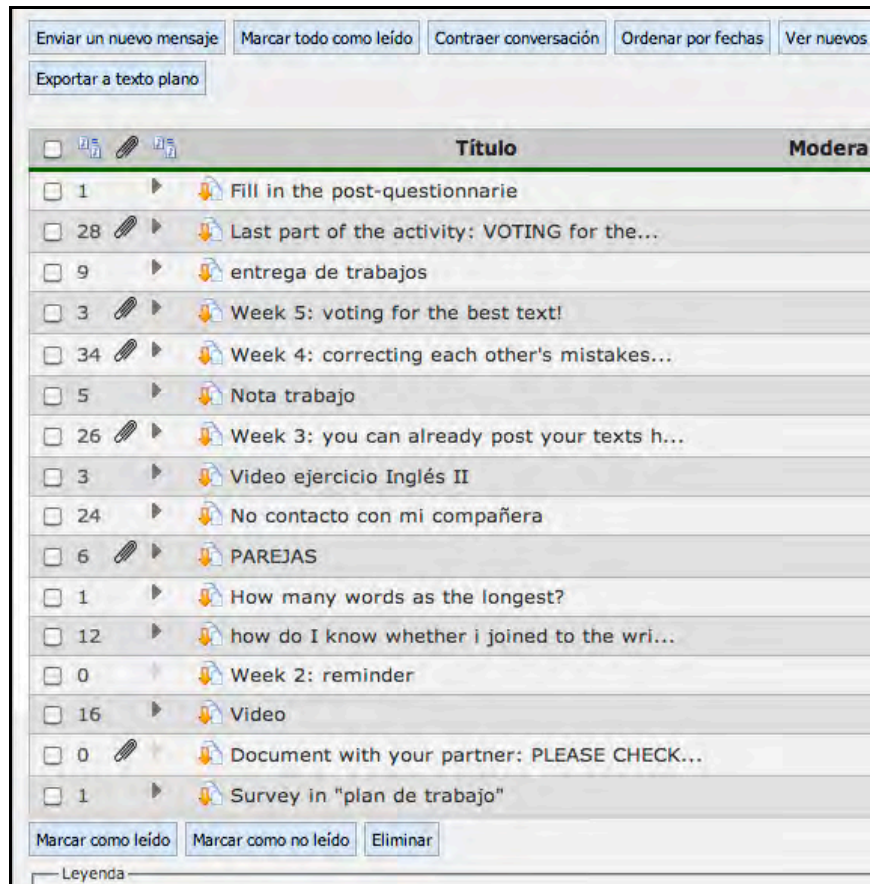


Figure 3: The forum by the 25th May, 2019

As for the specific task design and planning, they could access the announcement and task description in the tasks section of the virtual course. They could also access the video to work on, *Inspired by Iceland*, available on the *Vimeo* platform: (<https://vimeo.com/131222635>).

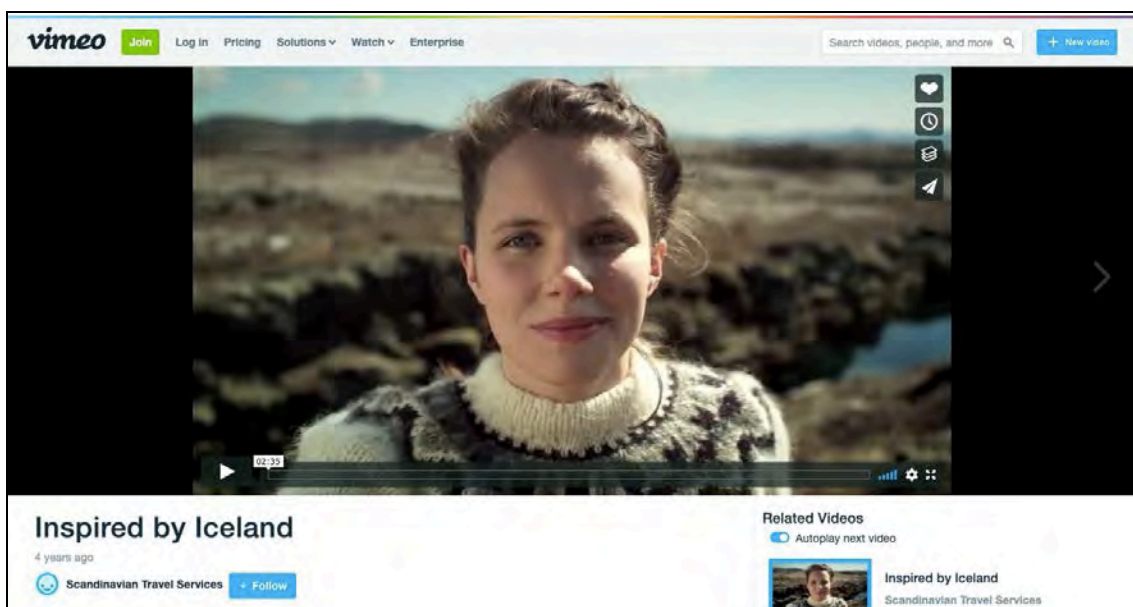


Figure 4: Inspired by Iceland video. Duration: 2:35

Once the students clicked on *Details*, they would see the task instructions and task planning.

It is important to note that the students worked very satisfactorily from the moment they were organized. When correcting the text of another pair, the order of correction was numerical. So, for example, couple 1 was to correct couple 2, and couple 2 was to correct couple 3, etc., so that they did not correct each other but corrected one couple, and that couple was not the one they were to correct. This procedure was carried out to promote cooperation, open the participating students to group dialogue, and promote open group awareness.

Instruments

The instruments applied were those available in the virtual course and Google Forms, Vimeo, and Microsoft Office (to handle the documents they created, which were both in word and in ppt formats). The final exams were also an instrument of analysis. The list below outlines all of them:

- (2)
 - a. Virtual course (*aLF*): registration form.
 - b. Virtual course (*aLF*): forum for the task and a new forum line for each week.
 - c. Virtual course (*aLF*): tasks, to include the task and instructions for it.
 - d. Virtual course (*aLF*): bulletin board to attract students.
 - e. Virtual course (*aLF*): planner to recruit volunteers.
 - f. Vimeo Platform, to use the video they were to describe:
<https://vimeo.com/131222635>
 - g. Word, to note all the texts that students posted on the forums and announce the final pairs.
 - h. Google docs, where a final questionnaire was included.
 - i. Final exam.

As for the questionnaire mentioned in (2.h), the questions posed to the students are given in Appendix 1. As can be observed, the questionnaire was very brief. It consisted of ten closed answer questions, with a Likert scale of 1 of 5. It was divided into three sections, where students had to assess (a) their own learning regarding their writing skills, (b) evaluate how collaborative work had contributed to their learning process, and, finally, (c) how the methodology employed, regarding the use of authentic audiovisual material, had been positive for their work.

Participants

The total number of students who showed interest in taking part in the project was 41. However, seven did not start the assignments on time and were dropped from the project, and another two finished the entire audition assignment but did not participate in the final voting because they sent it in after the deadline. Therefore, out of the 41 initial, we have 30 students (i.e., 15 couples) to analyse the results. However, this figure can be considered successful given the low tendency of students in online education to

finish their tasks. Low learner participation is one of the most significant issues in online education. This could be caused by the lack of interaction opportunities for learners in online courses. Croxton (2014) found that purposefully designed and engaging interaction tasks could play a significant role in learner persistence in such settings.²

The participants were adult university students of the Degree of Tourism in UNED who were in their second year of studies and enrolled in the course *Inglés para-Turismo II*. According to the study guide, this is a one-semester course that enables students to acquire a B2. Following the CEFRL (2001, 2018), speakers at a global scale at the B2 level are independent users and can: i) understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization; ii) interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party, as well as be active participants in discussions within familiar contexts, showing clearly their own views.; iii) produce clear and detailed texts on many topics, and also share their ideas by giving the advantages and disadvantages of various options.

Thus, this research project was aimed at helping those volunteers to develop such skills in a motivating and effective way—also, the project aimed at promoting soft skills such as evaluation, teamwork and collaborative skills.

Results

Qualitative Results

In this section, we present and analyse the texts that were written by the participants, which were later peer-reviewed and, eventually, revised by the teachers. Below are some final document samples that resulted from all the corrections on the writing: the compilation of all the texts, with corrections made by the teacher (on the texts themselves) and by the corresponding pair (included just below). It must be noted that corrections were made on students' corrections, too, if necessary. Figure 5 below shows a sample of the final text with corrections — performed by the students themselves and by the teacher:

² Out of the 30 students, all adults, there were 27 women and three men. Given the limitations of this piece of research, we will not delve into the reasons why women are more motivated to participate in this type of projects, but it remains an interesting element to analyze in the future. Following Yoo and Huang (2013: 156), “female students have a stronger intrinsic motivation to take *online courses* than their male counterparts”. According to Morante et al (2017: 268), also citing studies by McSparran and Young (2001), women and older students prefer online courses, because they have a strong motivation to participate in online learning and are good at communicating online. Findings reported there also show that women do better in assignments and exams.

WRITINGS. CORRECTIONS MADE BY TEACHER (ON THE TEXTS THEMSELVES) AND BY THE CORRESPONDING PAIR (JUST BELOW)

NOTE: Corrections are made on students' corrections too. If the students' corrections do not have revisions it is because these corrections are OK.

0-0-0-0-0-0-0-0

Pair 1

This video is a very original way of presenting Iceland and of changing the general preconceptions that people may have of it. It shows us happy people enjoying themselves in their everyday life, surrounded by beautiful landscapes.

In Iceland you have a wide variety of exciting possibilities. The landscapes are amazing, the dusks are lovely, and you'll find there are so many things you can do, such as: fishing, walking through the mountains or on frozen paths, rafting, watching geysers, visiting museums and special places, or even getting married!!

Iceland may seem to be a cold and far away place to visit. But if you give this country a chance, you'll be surprised with all the variety that you'll find there. It's a welcoming country, where everything is possible for everyone, no matter the age or the tastes.

So don't hesitate anymore! Come to Iceland and enjoy it! You will find more than you expected. Get ready for the experience. Everyone is invited!

Iceland may turn into "Warm-land" from now on...

Correction made by Pair 9D

This video introduces Iceland in a very original way, changing the general perception that people may have of this country. It shows us the happiness of the people. You can appreciate how they enjoy themselves in their everyday life, while seeing beautiful landscapes.

In Iceland you have a wide variety of exciting possibilities of sightseeing. The landscapes are amazing, the dusks are lovely, and you will find that there are many things you can do, such as: fishing, walking through the mountains or frozen paths, rafting, watching geysers, visiting museums and special places, or even getting married.

Iceland may be seen as a cold and remote place to visit. But if you give this country a chance, you will be surprised with all the wonders that you can find there. It is a welcoming country, where everything is possible for everyone, no matter the age or the tastes.

So do not hesitate to visit it! Come to Iceland and enjoy! You will find more than you could ever expect. Get ready for the experience. Everyone is invited!

Iceland may turn into "Warm-land" from now on!

0-0-0-0-0-0-0-0-0-0

Pair 3

The first thing that has captured my mind after watching the video is the love for the country and its nature. It causes a feeling of freedom and communication with nature, even in the air you can feel a fusion with it!

The video is a promotion of Iceland whose content is: several people, of different ages and styles, are dancing with the same music choreography. It is so funny to see it! Icelanders are friendly and open-minded! To make this original way they invite us to visit this amazing country.

Iceland offers us a fascinating natural landscape, besides its exciting natural phenomena, and the possibility to practise some sports activities such as caving, rafting, diving, fishing and cycling. Iceland has a rich culture, traditions, folk music and customs. It's full of extraordinary natural phenomena: active volcanoes, lava fields, thermal pools, glaciers and the geysers. You won't find them anywhere else on the earth!

Figure 5: First page of the final document, with the students' and teacher's corrections

Also, following the students' votes for the best description, this document was posted on the final week's forum, announcing the winners (after their votes were counted, which the students posted on the forum:

Inglés II para Turismo
Collaborative writing task: Voting for the BEST COMPOSITION:

- ✓ The WINNER is pair 11!!! -6 votes-,
 - For their clarity, good use of English and fluency.
- ✓ Second place goes for pair 20!!! -4 votes-,
 - For their originality.
- ✓ Third place goes for pairs 4, 6, 8 and 10

Pair nº	Number of votes (and people who voted for them)
4	2
6	2
8	2
9	1
10	2
11	4/6 (if we count the votes after the deadline)
15	1
19	1
20	3/4 (if we count the vote after the deadline)

Figure 6: Results of students' votes for the best written text

Some of the reasons given by the students to justify their vote are presented below, where on the right side of the picture we see the justifications, and on the left side, the couple voted:

Pair 20	<ol style="list-style-type: none"> 1. "My vote is for pair 20: for the originality and in my opinion it is fancy as the video." 2. "My vote is for pair 20 because their presentation is very original." 3. "I think the best is the pair 20 one: I think it is a well done brief description of the video. They use a correct English, in fact they have no many failures!" 4. "I would like to vote for the text 20, because of its originality."
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Figure 7: Example of how students voted

In general, the students corrected their peers, and we can observe the following features: in the first place, they tended to correct mistakes that were not so, such as the examples given below, where the students' corrections are marked in italics:

- (3)
- a. With *its* wild mountains, thermal springs, volcanoes, etc., this island invites you to discover the power of unspoilt nature.
 - b. There are many places to go and *to enjoy the* clear air and the beauty of *its* green spaces, snow-capped mountains, and so many others untouched distant corners.
 - c. ~~A~~ *video like this one* is a good way to promote your country and its slogan is very good: "Come and be inspired by Iceland" and in addition, in this period where people ~~have not~~ *do not have* a job and few economic resources, we are grateful because we can ~~see a~~ *watch such* funny video.
 - d. ~~What~~ *That* most impressed me have been the natural hot springs that are in the glaciers due to volcanic activity

In some cases, the suggestions could improve the text, as in the first correction (3.c), or just not make any difference, as in (3.a) and (3.b), but in others, the correction was wrong, as can be seen in (3.d); And, in the second place, they tended to give an evaluative opinion. This was positive and encouraging for their peers: it shows their positive attitude toward each other and their willingness to collaborate in the creation of a good learning atmosphere, as can be seen in the example below (pair 20 evaluating pair 1):

- (4) This video introduces Iceland in a very original way, changing the general perception that people may have of this country. It shows us the happiness of the people. You can appreciate how they enjoy themselves in their everyday life while seeing beautiful landscapes.

The document compiled has 43 pages of texts, and over 7500 words, which provided us with a corpus for future research on error analysis. As for now, due to the limitations of this piece of research, we can state that corrections were made exhaustively by the pairs, although they did not establish a distinction between types of errors, as we had originally suggested (lexical, grammatical, pragmatic). The other conclusion is, as

already mentioned, that they tended to hypercorrection, suggesting changes which in most cases were not necessary.

Quantitative Results

In this paper, the quantitative results concern the students' answers to the post questionnaire outlined in the appendix (3.2.1) and the participating students' results in the final exam (3.2.2.).

Results of the Post-Questionnaire

As mentioned above, the questionnaire was composed of closed questions with a five-point Likert scale, where 5 meant "I totally agree, I am highly satisfied" and 1 meant "I totally disagree, I am totally dissatisfied". A total of 29 students completed this questionnaire. This means that there was high participation and that the drop-out rate of the whole project was minimum. The results show a great acceptance and satisfaction by the participating students: for example, 87% believe that their writing skills had improved after participating in the task, 76% believe that their vocabulary had increased, and 86% believe that the collaborative work was a very useful way to make headway in the target language. Finally, the results of the final exams of the course also showed that the students who had participated obtained better academic results.

Overall, we can say that the results were positive since most participating students declared that they had improved their skills after working on the project. Table 1 shows a summary of the results.

Regarding their writing skills, 86% of the students thought they had worked and improved them. However, it is interesting to note that out of this 86%, when asked about their working these skills, 52% of the students voted with a 5 and 31% with a 4, while when asked about their improvement, 31% voted with a 5 and 55% with a 4. We assume, then, that around 20% of the students were more critical about their own improvement than about their work. We also have, in this case, some negative results: one student thought s/he had not worked their writing skills enough, and this number increased to two students when asked about their improvement. On the other hand, when asked about their reading comprehension skills, the results were also highly positive, as shown in Figure 9 below. In this case, the answers were more similar: 48% and 45% respectively graded with a four their working and developing reading comprehension skills. In both pairs of questions, this distinction is important because it allows us to see how students differentiate between process and attainment. Working on skills, on the one hand, and achieving certain goals, on the other hand.

Table 1. Students' answers to the post questionnaire

	1. Not at all	2. A bit, not enough	3. Enough	4. Quite satisfied	5. A lot (very happy)
1. I think I have worked by writing skills	0 (0%)	1 (3%)	4 (14%)	9 (31%)	15 (52%)
2. I think I have improved my writing skills	0 (0%)	2 (7%)	2 (7%)	16 (55%)	9 (31%)
3. I think I have worked my reading comprehension skills	0 (0%)	0 (0%)	5 (17%)	14 (48%)	10 (34%)
4. I think I have developed my reading comprehension skills	0 (0%)	0 (0%)	7 (24%)	13 (45%)	9 (31%)
5. I think I have learned practical and useful extra vocabulary and expressions	0 (0%)	0 (0%)	7 (24%)	9 (31%)	13 (45%)
6. To correct my classmates has helped me reflect about my own learning and English	0 (0%)	1 (3%)	2 (7%)	14 (48%)	12 (41%)
7. Collaborative work has helped me work on my own learning process	0 (0%)	2 (7%)	2 (7%)	13 (45%)	12 (41%)
8. The use of authentic materials has motivated me to learn English	1 (3%)	1 (3%)	4 (14%)	12 (41%)	11 (38%)
9. I have had to be creative and this has helped me in my own learning process	0 (0%)	1 (3%)	2 (7%)	12 (41%)	14 (48%)
10. The description of audiovisual material was a good way to foster my writing skills	1 (3%)	1 (3%)	1 (3%)	11 (38%)	15 (52%)

Regarding the next section, Collaborative work, question 5 was meant to see the correlation between collaboration and vocabulary learning. Given the results shown in Table 1 we can confirm our hypothesis that collaborative written activities can be a good way to promote vocabulary learning.

Regarding the students' reflection upon their own learning process, students were also very positive about it, which explains why questions 6 and 7 of the post questionnaire were scored high. Although one and two students rated them with a 2, overall, we can observe high student satisfaction, which confirms our hypothesis that collaborative work promotes metacognitive skills.

As for the last section of the post questionnaire, *Methodology*, results are also highly positive. 76% of students (23 out of 29) rated question 8 with a 4 or a 5. That is, most of them think that the use of authentic materials is motivating. This is in accordance with the communicative language teaching approach and the task-based method applied here. Moreover, this also confirms the importance of such materials in the classroom, and more importantly, in the online classroom.

In the case of this question 8, however, the success rate was not so high. One student rated this question with a 1, and another student with a 2. Additionally, four students rated it with a 3, which is neither positive nor negative. Finally, the last two questions concerned creativity and the use of audiovisual material and its connection to learning and attainment. This project aimed at promoting students' creativity by using a

“contest” where they had to describe what they had seen in a funny touristic video. We aimed, by these questions, at giving some light to the answer of whether a less guided and more “comic” and motivating activity had a positive impact on their learning process. Again, the results are very positive.

Despite the three negative responses, overall, we can confirm our hypothesis that the use of audiovisual material is correlated by students with positive learning results, in this case, writing skills. Students tend to be motivated by the use of audiovisual and natural language materials, and they perceive their own learning as more positive.

Results of the Final Exam

In this section, the global results (that is, of all students of the course) of the June exams are compared to the results obtained by the project participants to see if the participation in the project may have had a positive impact on the results of the final exams. In the first place, it should be noticed that all project 37 participants, except two, took the exam in June. This is significantly different to the general tendency: 168 students out of the 466 students who were enrolled, decided not to go for June. That is, the drop-out rate in both cases are: 5.4% and 36%, respectively. This already shows that participating students were more motivated to learn and to pass the course. As for the ones who actually took the exam, the table below shows the final results and establishes a comparison between the participants and all the course followers:

Table 2. Results in the final exams of June and mark media

Grades	Participants (37 students)	Global results (466 students)
Cum Laude (10/10)	1	2
Distinction (9-9.9/10)	5	11
Merit (7-8.9/10)	14	87
Pass (5-6.9/10)	14	148
Fail (0-4.9/10)	1	70
Average	6.5/10	5.9/10

As can be observed, the participating students obtained better marks than those who did not participate in the project (which we can call the control group). Although the media mark is just slightly higher (6.5 for the participants, that is, the experimental group, versus 5.9 for the control group), we can see that the failure rate was very low. Just one student from the experimental group (EG) failed to pass the exam in June instead of the 70 students in the control group (CG) that did not pass the exam. This is a percentage of 2.7% in the EG versus 15% in the CG. Also, one of the two students that obtained Cum Laude was in the EG, and the percentage of students with an A (*Sobresaliente* in Spanish) in the EG was 13.5%, as opposed to the 2.4% of students with an A in the CG.

Discussion

The use of audiovisual translation in the foreign language classroom has greatly increased in the past two decades, starting already in the past century (Vanderplank,

1988; Garza, 1991). Indeed, the term *didactic audiovisual translation* (see Talaván 2020) covers nowadays all the modes of audiovisual translation used in the classroom as resources to teach languages (subtitling, dubbing, audio description). Numerous studies (see Navarrete 2021 for an extensive account of the state of the art in this field) have shown the great benefits of this new approach to language teaching and learning, and it is even broadly included in the 2018 version of the CEFRL, where the new descriptors include mediation as an essential part of the development of plurilingual skills. As Navarrete (2021) points out, in audiovisual translation practice, the learner becomes a social agent that *mediates* with the clip and others, using aural or written discourse to interpret what can be seen or heard, including semiotic signs and images. The three groups of scales reflecting the way in which mediation usually occurs included in the CEFRL (2018) are particularly relevant to audio description practice, since this procedure compresses a combination of the three of them. We must point out, however, that in this paper we have made use of audio description with some variations since audio description proper requires strict guidelines, such as space and time text limitations, as well as certain vocabulary. That is the reason why we have called it *audio narration*.

What we have adopted here is the potential of the process of putting images into words, with no direct source text involved. This was challenging for the students but also very motivating. Ibáñez Moreno and Vermeulen (2014) already proved its potential to foster language skills in an integrated way, and many other studies have supported this, as shown by Ibáñez Moreno and Vermeulen (2018), who describe the state of the art of audio description as a pedagogical tool in the classroom. These authors (2015), together with Talaván and Lertola (2016), have been the first ones to implement this resource in the online classroom, focusing on oral skills. The difference with the present study has been focused on writing skills, since students had to write a script that they saw, that is, the so-called audio description script. One innovative area of this study is, thus, the use of this resource in the online setting, but focusing on collaborative and writing skills. The novelty of this work also has to do with introducing some varying elements in the procedures, since the students did not have to do an audio description properly, but, by using the same concept, they had to describe what they saw creatively: they did not have length restrictions (as in audio description, where the limit is around 160 words per minute), and they could select the information that they thought was the most interesting and provide it funnily or originally. Students did not have to behave as audio descriptors but as touristic audio guides. In this sense, another novelty of this study is that this technique has been applied for the first time to the field of language for specific purposes, in this case, English for Tourism. In line with the studies mentioned, the main findings prove that this resource helps students obtain better results and that they are more aware of their own improvement, in line with Ibáñez Moreno and Vermeulen (2017).

Conclusion

This paper has discussed video description as a collaborative writing task to contribute to online academic lessons. In particular, a new experience was provided based on online collaborative writing. In particular, students had to provide a short text, in pairs, which narrated what they had seen in a promotional video for tourism in Iceland. They had to select the best ideas and images and render, in maximum 160 words, an accurate text that could describe what was happening on the screen in a concise, precise, and interesting way. Each pair had to upload their text amended by their peers' feedback with corrections. The teacher compiled all the texts posted in the forum in one single word document and kept the corrections suggested by the students. In addition, further changes were suggested, included on both the original texts and the corrections made by the students. The final versions were scored following a rubric that ranged from originality to English correctness, good use of structures, and good communicative use of the English language concerning fluency, lexicon, and text cohesion.

The fact that students had to act as peer reviewers was aimed at promoting their metacognitive and assessment skills. They had to fill out a simple post questionnaire in which they had to reflect upon their own learning process. The main difficulty was to coordinate all the students and organise them in pairs to start working. Some people completed the form, but they gave no follow-up, which complicated the work process for the colleagues to whom those people had been assigned as a working couple. Therefore, we exchanged many emails and had to answer many messages in the forum, to reorganise all those students who had been left without a partner or whose partner did not show the desire to work. In the end, everything turned out well, and once the couples were formed, they showed great coordination between them and a great team spirit.

The results, all in all, were highly positive, as can be seen in the questionnaire and the final exam results. In addition, throughout the process of developing the task, these students worked hard in a cooperative manner, demonstrated a positive attitude towards the use of English as a means of communication and were able to put into practice different roles: tourist text writers, proof-readers, selectors of the best text, colleagues and students. The use of English to communicate, the use of audiovisual material, and being able to carry out a useful function for others proved to be highly motivating. In general, most of the participating students improved their writing skills, although a detailed study of their evolution would be necessary.

However, this study had some limitations: it was applied to a small sample and in a very limited period. Also, the EG was formed by students who voluntarily decided to do this extra task. That, a potential confounding variable, motivation, could be affecting these positive results. Thus, a future pure experiment with two random groups would help corroborate or discard these results. Finally, we deem it necessary to emphasise that with the data obtained we will carry out further studies on error analysis in written production.

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Appendix

Collaborative writing task post-questionnaire: Please, fill in this form, it will take you less that 2 minutes and your opinion is very important for us!

- a. Writing skills: Please select the option that fits your ideas: 1. None; 2. A bit, not enough; 3. Enough; 4. Quite a lot (satisfied); 5. A lot (very happy with the activity)
1. With this task I think I have worked my writing skills *
 2. With this task I think I have improved my writing skills *
 3. With this task I think I have worked my reading comprehension skills *
 4. With this task I think I have developed my reading comprehension skills *
- b. Collaborative work: Please select the option that fits your ideas: 1. None; 2. A bit, not enough; 3. Enough; 4. Quite a lot (satisfied); 5. A lot (very happy with the activity)
5. I have learned practical and useful extra vocabulary and expressions *
 6. To correct my classmates has helped me reflect about my own learning and English *
 7. Collaborative work has helped me work on my own learning process *
- c. Methodology: Please select the option that fits your ideas: 1. None; 2. A bit, not enough; 3. Enough; 4. Quite a lot (satisfied); 5. A lot (very happy with the activity)
8. The use of authentic materials has motivated me to learn English *
 9. I have had to be creative and this has helped me in my own learning process *
 10. The description of audiovisual material was a good way to foster my writing skills *

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Competing Interests

No, there are no conflicting interests.

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