

LANGUAGE FOR SPECIFIC PURPOSES AND AUDIO DESCRIPTION TASKS: A CASE STUDY

LENGUAJE DE ESPECIALIDAD Y TAREAS DE AUDIO DESCRIPCIÓN: UN ESTUDIO DE CASO

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Abstract

In the Foreign Language (FL) classroom, video description and dubbing have recently been introduced for the development of communicative skills in various types of didactic methods (Vermeulen and Ibáñez 2014, 2017; Talaván 2020; Ávila-Cabrera and Rodríguez-Arancón 2021). This paper offers an innovative didactic proposal of Audio Description (AD) in the English for Tourism (ET) classroom. It supports the hypothesis that authentic tasks enhance communicative skills in LSP (Language for Specific Purposes) education (Melnichuk et al. 2017). It presents a quasi-experimental study of student performance in two different productive tasks (writing and speaking). The study follows a Task-Based Learning (TBL) approach and addresses a group of 119 students within an undergraduate program of ET (B2 level) at a Spanish distance-education university (UNED). As a post-task, a twofold rubric, designed in a previous teaching project, scored and analyzed student writing and speaking responses to an AD script of a mute video about a touristic place of their choice. Results show that implementing an AD task in the LSP classroom had a positive effect on students' marks in their final test. In addition, the number of students who completed the writing task was around 50% greater than those who completed the speaking task. Introducing ICT tools in the LSP classroom seems to be positive, and it will be argued that developing digital

technologies, such as mobile apps, may be a necessary step to foster future professionals' language performance and competences.

Keywords: Language for Specific Purposes (LSP), English for Tourism (ET), Audio Description (AD), Task-Based Learning (TBL), rubrics, digital technology.

Resumen

Recientemente, en el aula de Lengua Extranjera (LE) se ha implantado la descripción de vídeos y el doblaje para el desarrollo de habilidades comunicativas a través de diversos métodos didácticos (Vermeulen e Ibáñez 2014, 2017; Talaván 2020; Ávila-Cabrera y Rodríguez-Arancón 2021). El presente artículo muestra la práctica de la Audio Descripción (AD) en el ámbito del lenguaje de especialidad (LSP, en inglés), con el fin de comprobar la efectividad de incluir actividades comunicativas auténticas en el aula de enseñanza de LSP (Melnichuk et al. 2017), y que a la vez englobe tareas (TBL). De este modo se propone la AD con fines didácticos. El estudio de caso va dirigido a un grupo de 119 estudiantes universitarios de inglés (nivel B2) en el Grado de Turismo de una universidad española de educación a distancia (UNED). A través de un estudio cuasiexperimental se examina el desempeño de los participantes en dos tareas de producción escrita y oral. Como tarea posterior, se utilizó una rúbrica doble, diseñada en un proyecto de enseñanza anterior, para calificar y analizar las tareas principales de producción escrita y oral de un guion AD sobre un vídeo mudo de un lugar turístico a su elección. Los resultados muestran que la práctica de AD en el aula de LSP tuvo un efecto positivo en las calificaciones finales de los estudiantes. Por otra parte, la tarea de producción escrita la completaron más estudiantes que la tarea de producción oral. La introducción de herramientas TIC en el aula de LSP parece ser positiva, y se argumenta que el desarrollo de tecnologías digitales, como las aplicaciones móviles, puede ser un paso necesario para fomentar el desarrollo de competencias lingüísticas de los futuros profesionales.

Palabras clave: Lengua para Fines Específicos (LFE), Inglés para Turismo (ET), Audio Descripción (AD), Aprendizaje Basado en Tareas (ABT), rúbricas, tecnologías digitales.

1. Introduction

The value of video description materials in the Language for Specific Purposes (LSP) classroom is now supported by a substantial body of literature (Rodgers and Ni Dhonnchadha 2018; Yeh et al. 2021). Nevertheless, the modalities of video

creation integrated into Foreign Language (FL) education have mainly been limited to writing skills, and only more recently has Audio Description (AD) been incorporated and exploited as a resource to develop both grammar and oral competence in the target language (Vermeulen and Ibáñez 2014, 2017; Talaván 2020; Vermeulen and Escobar-Álvarez 2021; Escobar-Álvarez and Vermeulen 2022; Talaván et al. 2022). The present contribution focuses on the potential for AD in English for Tourism (ET) education. It explores new strategies to enhance communicative language competences and underlines their importance in developing students' digital competence as part of their professional skills.

By doing this, the study contributes an AD lesson designed to accomplish a real-life task, i.e., describing a video to tourists. Thus, ET video description was adopted as a pedagogical tool in a quasi-experimental study addressing a large group of participant students enrolled in a university undergraduate program at the Spanish Distance University (UNED). Data were collected through tailor-made rubrics to assess communicative skills of students both in the written and oral production following descriptors for levels of achievement. In this way, the rubrics helped students to evaluate their own performance with respect to (1) language competence and (2) productive skills, and their scores showed the pedagogical potential of AD in ET education.

The article opens with a theoretical review of good practices applied to LSP materials, Task-Based Learning (TBL) methodology, AD teaching applications, and the use of Information and Communication Technology (ICT). After discussing the methodology adopted in our case study and presenting the scores obtained by the ET students in the tasks and in the course final exam, new digital strategies are proposed for the development of oral production skills, such as the use of mobile apps, in the area of ET education.

2. Literature Review

LSP involves “the study of the ways in which language can be used in specific contexts and to achieve specific ends” (Gollin-Kies et al. 2015: 11). It was originally aimed at identifying specific needs of adult learners of languages (Basturkmen 2010; Bocanegra-Valle 2016; Brown 2016; Anthony 2018). Currently, however, ESP provides instruction that aims to serve learners' communication needs in English in a certain domain. By and large, the focus of research and curriculum development has been in this international FL as it is widely used in LSP when it focuses on the analysis and teaching of language in order to meet specific communication needs of non-native speakers (Upton and Connor 2012). Tonić (2010) places ESP within the concept of English Language Teaching (ELT) and

shows that it pertains to specific domains such as English for Tourism (ET). Within the context of language use research, Swales (2000) claims that instruction should be descriptive and within context to meet LSP needs and, therefore, the language employed by ordinary users should be the primary focus of analysis.

Thus, we have used pedagogical and methodological techniques aimed to help learners become professionals capable of writing engaging messages for target audiences. Firstly, a Task-Based-Learning (TBL) model permits a lesson structure where students solve a task that involves authentic use of language rather than simple questions about grammar or vocabulary in the study lesson. Secondly, Audio Description (AD) is taken as the main task to enhance communication in the ET classroom where ICT is required, and provides authentic communicative contexts that can be extended into the LSP field. Finally, mobile app development may provide students with communication support and inspiration for better planned AD tasks as well as to prepare them to cope with future tasks which may be assessed using the corresponding rubrics.

2.1. Task-Based Learning

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In general, communication tasks are expected in an LSP context because the focus is not just on language form. Unlike a traditional methodology based on the Present Practice Produce (PPP) method, communication skills to be developed through tasks produce language performance not expected a priori. This alternative method is based on the completion of a central task and the language studied is determined by what happens as students complete it. The effectiveness of the language skills lies in whether the main communication objectives of the tasks are met. According to Richards (2006), there is no specific practice that characterizes current Communicative Language Teaching (CLT), but the latter is nourished by various principles that are used in different ways depending on how it is implemented, as in the case of the TBL classroom.

The communicative approach was developed in the 1980s to foster interaction as both the means and the ultimate aim of study. Within this framework, educators highlighted *the exchange of meanings as the main goal between FL learners*. TBL offered a learner-centered approach to language teaching and an alternative to more traditional approaches such as the PPP model based on the teacher presenting a language item, the learners practicing it in controlled exercises, and then producing it in some form of communication. Some of the problems with PPP are that this methodology does not consider the specific needs of each learner, nor does it guarantee that they will remember to use the target language in natural situations, and it may lead to the overgeneralization or avoidance of certain structures. In contrast, TBL seeks to use authentic language during the whole task

cycle (Willis 2009), through communicative activities meeting specific learning objectives (Ellis 2003), within a specific cultural context (Mallén-Estebaranz 2007), and where real-life language is essential in tasks that ultimately seek the achievement of an outcome (Skehan 1989).

To ensure success, pre-task planning is crucial to prepare students to meet the complexity of establishing meaning and communication to successfully complete specific tasks (Skehan and Foster 1997, 2001). Learners are encouraged to use all linguistic tools at their disposal during the completion of the central task (Willis and Willis 2007). Regarding task assessment, Teaching Based Language Teaching (TBLT) started to contribute to successful language assessment tools which promote student self-learning processes, as argued in Nunan (2004). Following Carless (2015), the notion of co-assessment (i.e. evaluation in which teachers and students alternate the roles of evaluators and evaluated) is required to implement the combination of teacher assessment, peer assessment, and self-assessment in TBLT, on the assumption that task performance in the classroom conveys support, responsiveness to others' ideas, and a genuine desire to work together to achieve mutual goals.

2.2. Audio Description (AD)

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Today, audio describers address all types of users, including FL students. Despite initially aiming to meet the needs of the blind and visually impaired, AD soon proved to be very beneficial for sighted people, especially in FL classrooms (Ibáñez Moreno and Vermeulen 2016; Talaván 2020). Different studies have shown that AD translation tasks can promote certain skills in the FL classroom because—as a mode of audiovisual translation—it verbalizes the visual information that is needed to fully understand and enjoy the message that is being communicated (Benecke 2004; Snyder 2006).

Briefly, AD involves translating images into words (Hyks 2005; Kruger and Orero 2010). While a scriptwriter converts a text (a script) into images, the audio descriptor allows an individual to identify parts of images and turn them into text, which are then spoken or read aloud using the pauses in a monologue (narrations) or between dialogues. Following this definition, AD consists of techniques and skills that assist in capturing the visual part contained in any type of message by providing adequate sound information (Fryer 2010, 2016). AD applications are useful, for example, for blind or visually impaired receivers as they narrate what appears on the screen and makes the content accessible. AD requires precise vocabulary because of the limited time frame between dialogues or sounds from a clip and, in fact, special attention must be paid to avoid superfluous or explanatory information because even though a blind person cannot see, they can interpret what is happening through key words.

In real professional contexts, AD requires the collaboration of multiple professionals: a writer, a voice actor, and a sound technician (Hernández Bartolomé and Mendiluce Cabrera 2005; Cintas and Massidda 2019). Once the source material is analyzed, the audio describer has to look for the natural pauses in the narration or dialogues and time the intervals where the descriptions of the visual clues can be inserted for the target audience. These intervals are normally very restricted in time: a ratio of around 180 words per minute. Once the audio description script is finished, it is read aloud while viewing the document. The recording is normally rendered in the language of the audiovisual product. In the case of subtitled films, AD can be combined with audio subtitles, or even an audio introduction if required. The main objective of an AD script is to give the target audience information to which, for one reason or another, they have no access so that they can grasp the context of an audiovisual product. However, it should also provide a pleasant experience that avoids overburdening people's information-processing capacities, which is why audio describers are expected to portray what they see in an appealing way—a highly subjective activity since it is mostly based on their own interpretation. Audio describers need to find a balance between their personal interpretation or formulation and a more text-based interpretation, which is undoubtedly a challenging endeavor (Holsanova 2016). Therefore, interpreters and translators can be considered both linguistic and cultural mediators since language and culture are mutually interdependent (Chaume 2020).

In order to guide learners in the process of effective AD, and to allow them to reflect on their competence development, rubrics can be a useful tool. Indeed, in the LSP classroom, rubrics are recommended for self-evaluation, reflection, and peer review (Ibáñez and Polyakova 2019). Following Ibáñez Moreno (2023), scoring rubrics may help to assess complex tasks or assignments like written work (e.g. video scripts) or oral presentations (recordings), by rating several criteria presented in a table so that quality descriptions are matched for each criterion and task.

2.3. ICT and Effective Communication

TBLT supports communicative instruction and is centered on learners' needs. As a result, LSP instructors in search of authentic communication should provide students with examples of the target language in a natural environment to ensure that the language in the classroom is indeed reflective of that used in the world and required in the classroom. ICT implementation may be a good strategy, since—through ICT—meaningful communicative contexts and situations can be brought into the LSP classroom. By offering authentic materials and tasks, learners may share personal experiences connected to both classroom learning and social interaction with their peers outside the classroom (Nunan 2004).

These claims are supported by a wealth of studies; for instance, Johns (2013) shows that ICT contributes to rich audio and visual materials. Camargo Pongutá (2018) also presents evidence that English communicative competence can be fostered using technology among undergraduate students in the EFL classroom, once it was determined that students preferred activities with ICTs to learn English. According to Aguaded Gómez and Pozo Vicente (2011), communicative competence through ICT supports immersive multilingual programs. Following Levy and Kennedy (2004), pre- and post-tasks are particularly required when technology plays a role in projects that last, and indeed grow and develop over time thanks to Computer-Assisted Language Learning. This may be extended to mobile apps since tasks and technologies should alternately lead to focussing the learners' attention on communication and fluency, and on accuracy and form. Students can satisfy this need with mobile apps having options to deliver different types of engaging tasks and activities to develop their language competence. The availability of a massive amount of relevant content in LSP ensures continuity in learning irrespective of the fact that a student is physically in a classroom or is at home.

2.4. Mobile Apps

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A considerable amount of literature has been published on LSP course development, but there is less bibliography on task assessment, especially through ICT, probably because evaluation targets LSP courses, while assessment targets teaching/learning tasks, which require focus on learners' individual differences. Furthermore, the process of individual assessment is crucial for language development for a number of reasons. Firstly, because task assessment helps to determine if language performance is effective and therefore forces instructors to continuously improve the LSP program. Secondly, self-assessment may be *per se* a motivating factor among students, as has been observed in the use of popular language-assessment apps such as Kahoot, Mentimeter, or Google Forms, which serve as robust tools for both self-assessment and review.

In this context, mobile app development can be added as providing effective learning tools (Bárcena et al. 2015). On the one hand, mobile apps may help to improve EFL with fun and engaging materials such as games, podcasts, videos and quizzes played at home or on the move. On the other hand, mobile apps can also serve to support productive oral language skills in the FL classroom. For instance, the app VISP (VIdeos for SPeaking) in Figure 1 seeks to develop users' communication and intercultural competence as well as vocabulary practice as a didactic tool in the FL classroom (Ibáñez Moreno et al. 2016).

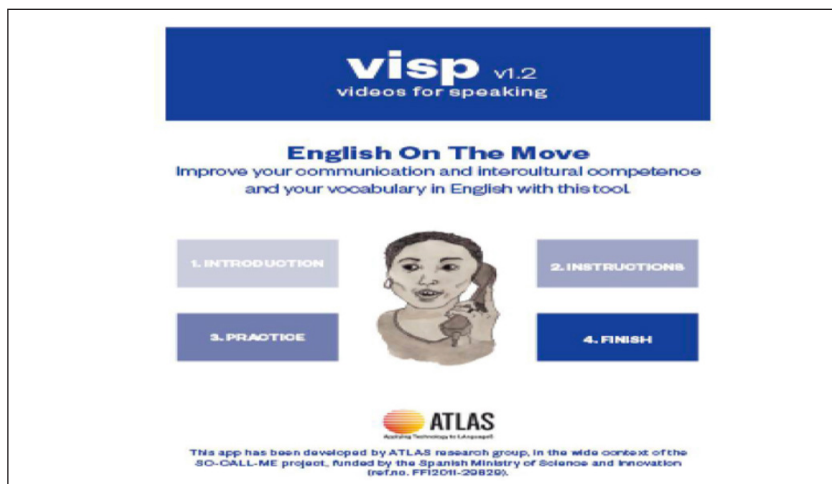


Figure 1. VISP initial page (Ibáñez Moreno et al. 2016)

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3. Method

The lesson plan developed for this study followed the stages required by TBL approaches, where a task cycle with instructions on the AD methodology allowed the learners to follow them smoothly. The first stage was a pre-task, where learners were trained to design an AD script using the specific vocabulary and style required by the context. The second stage involved task discussion in forums for students to raise questions and doubts. Thirdly, a main task was proposed which required students to search for a mute video on the Internet and then describe it using AD conventions. This process provided students with an immersive experience where a natural context developed as they explored the net and, in doing so, were exposed to a whole range of authentic tourist scenarios. During the searching for a mute video for the main task, students were motivated to look for the target language as much as possible; the said language mostly reflected the students' needs. Finally, for the post-task stage, a rubric was delivered for self-assessment to all participants. This rubric was designed in a previous project and will eventually be implemented in a mobile app to make use of the AD mode in the ET classroom. This will be discussed in the Discussion and Conclusions section.

3.1. Setting and Participants

The setting for this study is an ET course offered during the second year of the undergraduate program in Tourism at the *Universidad Nacional de Educación a Distancia* (UNED Spain). The purpose of the course is to enable learners to reach B2 proficiency (CEFR) in two main language skills (reception and production) within the context of Tourism studies. The semester (February-June) included an online course where students could get feedback from the Teaching Team through several forums as well as voluntarily attend one 1.5-hour class per week with a different tutor who was also in charge of assessing their tasks. The participants who attended the face-to-face sessions were divided into different groups located in different cities in the Spanish territory and were asked to upload their tasks onto the online course so that the Teaching Team could access the tasks previously marked by each group tutor. Overall, student participants shared similar profiles; their L1 was Spanish and their English proficiency levels were homogenous within each group. The course tutors were English language practitioners with professional experience. Table 1 shows a total number of 139 students enrolled in the course. At the beginning of the semester, they were informed about the project and 119 students chose to participate. This meant completing a double production task: an AD writing task and an oral task. They were informed that their performance in their written and oral tasks as well as in their tests would be used for research purposes only and that it would be treated anonymously. Although the totality of the 119 participants completed the writing, only 63 students did the speaking task. There were 14 online tutors who oversaw the development of both productive tasks and their final assessment. In this study, the Teaching Team was exclusively responsible for the assessment of the final course test.

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Participants	N	AD writing task 1	Oral task 2
Students	139	119	63
Tutors	14	14	14

Table 1. Study participants

For the study, the tutors used a twofold rubric to score each task. The mean grade provided by tutors was very similar for both assignments. The learners also used the same rubrics as self-assessment but differences were revealed between both tasks, as discussed in the following sections.

3.2. Study Design, Materials and Procedure

As stated above, the main purpose of this quasi-experimental study was to explore the pedagogical potential of AD in ET education. Given the novelty of the AD methodology, a summary of what it entails was provided to students so that they could perform the tasks as the study required. In fact, the pre-task consisted of a sample of an audio description script for students to follow as a model. Prior to this, a practical lesson focusing on the new methodology in the FL classroom was designed and evaluated; and it was deemed that self-assessment should be encouraged by allowing participants to complete a rubric designed for this purpose once their tasks were finished, and which also served as a post-task activity (Ibáñez Moreno 2023). Drawing on the pedagogical/teaching principles of both AD and TBL, the central task was created around a real-life scenario. The instruction students received was to select a mute video with interesting visual content and describe it to the best of their ability. Tables 2 and 3 below include the objectives and stages in the development of each task.

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Task 1: Writing instructions	Objectives	Activity description
Warm-up: Link to sample mute video: https://www.youtube.com/watch?v=7S7smPw9EiE&t=37s	Provide a model of AD script. Generate interest in mute video narration. Introduce topic and find key words: <i>New York, aerial view, New York skyline, sky, drone, view, New York city, skyscrapers, etc.</i>	Mute video Description (30 seconds) Drone snap, explore the world presents: New York City, USA. Magnificent view of Manhattan from the sunny sky. Impressive skyscrapers, roads full of traffic, together with green areas and tall apartment buildings conform the perfectly arranged urban plan of this sleepless city.
Central Task: Insert the URL of the selected mute video (30-60 seconds) Provide topic background and corresponding key words (10, max.) Write the AD script (100-160 words).	Provide a draft of the video. Develop productive skills when describing the scene and the picture actions. Enhance students' digital specific skills. Use language that raises interest among listeners (visually impaired or not).	AD video writing activity: write a description for the selected mute video.
Post-task: Reflection and discussion Fill-out the rubric of AD script	Promote self-assessment and learning to learn competences. Reflect on students' own performance.	Students complete the rubric as self-assessment. Students raise questions about their experience with their tutors on the corresponding forum.

Table 2. Task 1 stages

While Task 1 in Table 2 focused on writing the AD script for the chosen video, Task 2 in Table 3 focused on oral production and consisted of recording students' script narrations using their own voice following the AD style, as explained in section 2.2. above.

Task 2: Speaking instructions	Objectives	Activity description
Pre-task: Listen to the script of the sample mute video. Identify topic and find key words (as in the writing task).	Generate interest in oral production and audio description.	Tutors provide guidelines for video AD recordings.
Main task: Record your voice separately from your video. Use a voice recorder (remember your computer might have one already).	Develop students' oral productive skills. Promote accuracy and fluency in oral production. Learn linguistic and discursive constraints in context.	Students record an AD script of their selected video.
Post-task reflection: Fill out the rubric of video-recording performance	Assess self-performance of their oral task. Reflect on the strengths and weaknesses of video recordings.	Students complete the rubric as self-assessment and receive feedback from their tutors.

Table 3. Task 2 stages

According to the objectives of both tasks, students were required to analyze and describe visual content while considering the audience's needs, use creative thinking, and enhance productive oral skills. After the completion of each task, participants filled in a rubric as a post-task, which also served to compare their self-performance results with the feedback given by their tutors. Both learners and tutors had to send their rubrics to the Teaching Team for contrastive analyses, which will be discussed below. The mute videos selected by students to perform their tasks ranged from national and international cities to trendy neighborhoods and exotic beaches, both in Spain and abroad. Some examples of videos described by students included: (i) Spanish cities (Madrid, Málaga, Marbella, or Oviedo); ii) countries and cities abroad (Bulgaria, Italy, The Philippines, San Francisco, Bahamas, Seoul, Stockholm); iii) Spanish beaches (Ibiza, Mallorca).¹

The rationale for selecting these videos was that students felt the places inspired them to write and talk about them in their own words and style and also that keywords and vocabulary were accessible even when following the AD guidelines. Once the tasks were finished, the students sent them to their tutors through the online course —the AD script as a Word file and the oral recording as an MP3 file. They were also asked to complete the two-fold rubric for either task so that they could compare them with the tutors' feedback following the same performance criteria. For future research, the chosen clips together with the participants' recordings will be inserted into a mobile app designed to practice AD inside and outside the classroom to promote accuracy and fluency in oral production. This app is still under development, but the intention is to create a supportive mobile-assisted language learning application tool inspired by the VISP app shown in Figure 1 above.

3.3. Data Analysis

As mentioned above, two rubrics measured the participants' productive competences. The first rubric assessed the writing task (AD script), and the second one the spoken task (recording). Table 4 details the assessment criteria for both tasks.

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TASK 1 Language skills	Reflection questions	Poor (0.25)	Adequate (0.5)	Good (0.75)	Very good (1)
Grammar	Did you use adequate and structured expressions?				
	Is there grammatical and punctuation accuracy?				
Vocabulary	Did you use a wide range of vocabulary?				
	Did you use specific vocabulary appropriate for the given context? Did you use words in their correct form?				
Content/Audio description	Did you accurately describe the images on the video?				
	Did you include important information necessary for the listener to understand the content? Did you avoid language that may be insensitive to the listener (e.g., <i>see</i>)?				

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Communicative skills	<p>Did you present relevant information in a concise manner, avoiding repetitions?</p> <p>Did you use expressions that could help understand what was being shown?</p>				
TASK 2 Language skills	Reflection questions	Poor (0.25)	Adequate (0.5)	Good (0.75)	Very good (1)
Pronunciation and fluency	<p>Pronunciation of sounds and words is accurate.</p> <p>I used appropriate intonation and stress.</p> <p>I did not repeat, self-correct or hesitate.</p> <p>I spoke fluently and confidently.</p> <p>I was clear and intelligible.</p>				

Table 4. AD rubrics

Since not all participant students completed both tasks, the number of rubrics varied depending on the task. While 119 students completed the rubric concerning the AD script, only 63 students also completed the recording rubric. This difference may be due to students judging assessing oral performance to be more difficult and/or their lower confidence in their oral skills. Although this might be the case, we consider it a limitation of the study since we did not ask the reasons why participants avoided the second rubric.

The number of students who completed the writing AD task was almost 50% greater than those who completed the speaking AD task. In addition, tutors had to complete an assessment rubric on students' writing performance on their AD script in the post-stage of the study. Table 5 displays the evaluation criteria for this task. On the one hand, some topics focused on formal language (grammar and vocabulary) were considered, along with language accuracy. Both formal language and fluency were relevant for the ET course since all students (including those who participated in the study) had to take a final exam paper on formal contents similar to those in the course textbook *English Grammar and Learning Tasks for Tourism Studies* (Escobar Álvarez 2011). Therefore, the final exam served as an independent test to check whether the activities in the study helped students improve their language performance.

Language skills	Success descriptors
Grammar (up to 2 points)	Grammatical and punctuation accuracy Text cohesion (connectors)
Vocabulary (up to 3 points)	Wide range of vocabulary Specific vocabulary Collocations
Accuracy (up to 3 points)	Selection of appropriate images Relevant information Avoidance of insensitive language
Communication skills (up to 2 points)	Presentation of relevant information Use of plain language to facilitate understanding

Table 5. Writing task assessment criteria

4. Results

In this study, whether AD methodology aligns with the goals of the syllabus and curriculum of the course is relevant because the ultimate objective is to make students learn and develop language skills which will be tested in the final course exam. Thus, the purpose of this paper was to provide a comprehensive evaluation of various crucial research aspects covering areas of planning, implementation, and assessment. We explore learner confidence when searching for their own material on the Internet, as well as delve into the effectiveness of AD methodology through the written and oral productive tasks, which may also provide insights into overall language proficiency. We determine if the participants achieved the learning objectives required for the course by offering a contrastive analysis of results from their tasks and the final exam.

As discussed above, the value of embracing ICT in the LSP classroom is that it provides an inexhaustible source of authentic material. In the study, the learners' capacity to write video scripts for their chosen mute videos was tested following the AD methodology and eased by the fact that they had control over which videos they used. Table 6 displays the number of scripts produced by the participants. 119 students narrated their selected mute videos following AD specifics and completed the writing productive task. In addition to this, around half of them recorded their

narrations and completed the second task. Participating tutors marked both tasks independently as indicated below.

Task type	Total tasks	From 9 to 10	From 7 to 8.99	From 5 to 6.99	From 1 to 4.9
AD writing (Script)	119	46	41	18	14
Oral task (Recording)	63	18	27	17	1

Table 6. Students' tasks scores

Considering that 10 points is the maximum score for each task, the first observation is that students perform better in the writing task than in the oral task, although assessment grades provided by tutors were also positive for the second task despite the lower participation. In the first task, 53% of students scored 9.5 points; 49% scored 7.9; 21% scored 5.9; 17% scored 3.4. In the second task, 11% of students scored 9.5 points; 17% scored 7.6; 17% scored 5.9; less than 1% scored 2.

Next, to compare tutor and student scores, we looked at each task separately to provide the study with a contrastive analysis after completion of both tasks. Similar rubrics were designed for both tutors and students to assess the AD task performance. Table 7 shows rubric results per task as there are similarities and differences between participants. First, 94% of students and 96% of tutors scored around 8 points in the AD script (written task). Second, the students who completed the second rubric scored around 7.4 points in the second task (oral task) and tutors scored around 7.6 points, with the caveat that fewer students completed the rubric of the spoken task (36 compared to 63).

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Participants	N	Task 1 (writing) rubrics	Assessment score means	Task 2 (recording) rubrics	Assessment score means
Students	119	119	7.9	36	7.4
Tutors	14	119	8.05	63	7.6

Table 7. Assessment rubrics (both groups)

In order to evaluate the effectiveness of the rubric, we measured the performance of students and tutors after completing both rubrics, and analyzed possible differences using a paired sample t-test. We wanted to contrast the means of both

task scores (script writing and voice recording) among Tutors (Ts) and Students (Ss) per task. Table 8 shows all participants' scores (means and *p*-results of the paired test).

	Ts task 1	Ts task 2	Ss task 1	Ss task 2
Means	8.06	7.60	7.91	7.39
Variance	3.14	2.61	1.62	2.57
Statistic t	1.50		1.73	
P(T<=t) two tails	0.14		0.09	

Table 8. Participant scores and *p* values (within groups)

Looking at Table 8, we observed a *p*-value of 0.14 for the tutor score means for both tasks (8.06 vs. 7.60), and a *p*-value of 0.09 for student score means for the same tasks (7.91 vs. 7.39). Although the results showed that the *p* value was even smaller in the case of student score means, the *p*-value was greater than 0.05 in both cases, so we could not reject the null hypothesis of no difference between tasks within either group. As for the standard deviation, participants' results varied from the arithmetic median of the whole group. The statistic t results were as follows: 1.50 points in the case of tutor tasks and 1.73 in the case of student tasks. Hence, score performance did not vary significantly between tasks in either group of participants. In other words, scores retain similar values in the written and oral tasks among students, and among tutors.

The Pearson correlation evaluates the linear relationship between two continuous variables. When calculating the Pearson correlation coefficient, we consider a value between -1 to 1, with a value of -1 meaning a total negative linear correlation, 0 being no correlation, and +1 meaning a total positive correlation. In this study, we would expect the Task 1 Rubric and the Task 2 Rubric to have a Pearson correlation coefficient significantly greater than 0 but less than 1 and this was the case (*p*= 0.25). The graphic in Figure 2 visualizes this positive correlation of the relationship between the two variables since a change in one variable was associated with a proportional change in the other variable.

As for whether the completion of tasks had a positive impact on student performance in the final exam, a comparison of scores was conducted within the group of 63 students who completed both tasks with the caveat that they did not fill in all the corresponding rubrics. Table 9 displays the grades obtained in both tasks and in the final course exam.

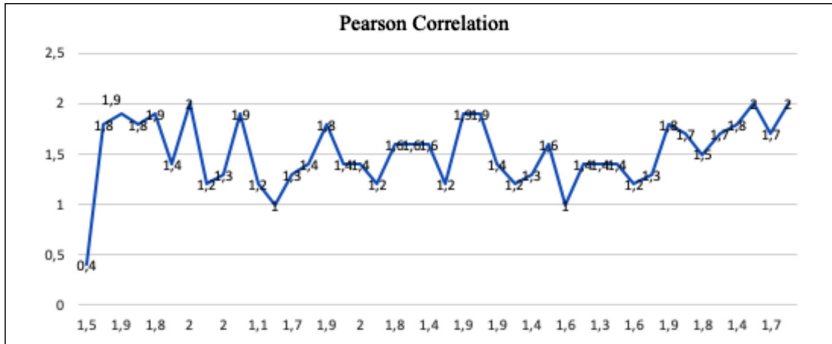


Figure 2. Written and oral AD task rubric correlations

Participants	N	Task 1 (2 points max.)	Task 2 (2 points max.)	Final course exam (10 points max.)
Students	63	1.6	1.5	7.1

Table 9. Total course grades

Both task scores in Table 9 were positive, and the final exam yielded high grades (7.1/10), which may serve as independent evidence to support the hypothesis that the AD task performance had a positive effect on their final assessment. One of the main goals of the study was to test whether AD project methodology could have a positive impact on the final course exam, which consisted of a multiple-choice test that assessed other formal aspects —reading skills, grammar, and vocabulary—explained in the course textbook (Escobar Álvarez 2011). A t-test is an inferential statistic used to determine if there is a statistically significant difference between the means of two variables. Thus, we performed a t-test since we wanted to see whether the means of the final exam scores of participant (after completing tasks, variable 1) and non-participant students (only final exam, variable 2) were significantly different. The p-value obtained after conducting the t-test is indicated in Table 10.

	v1. Final exam (after tasks)	v2. Only final exam
Means	7.02	5.48
Variance	1.96	2.34
Statistic t	4.26	
P(T<=t) two tails	0.00	

Table 10. Final exam results and *p*-value

In Table 10 we find the means of the final exam for both variables (v1:7.02 vs. v2:5.48) and a *p* value of 0.00 (t-test). This statistically significant test result ($P < 0.05$) indicates that the null hypothesis of no difference between final exam scores from both groups should be rejected. This significant difference in scores within groups can be interpreted as further confirmation of the hypothesis that the implemented methodology in the study had a positive impact on the participants' language performance. On the other hand, the difference in exam means (7 vs. 5.5) may also suggest that limiting language learning to a formal course syllabus with only one single final test as general assessment does not trigger similar positive learning effects.

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5. Discussion and Conclusions

This paper focuses on a case study of how to implement AD in the ET classroom through a double task. First, students searched for authentic mute videos showing topics of interest to tourists and for which they had to select appropriate information and write a short video script directed to a specific audience. In a second task, students were invited to deliver a voice recording of their script narration. The results show that not only did the participants practice their productive skills, but also that their performance in the final exam was improved. Moreover, the improved final grade in their final exam serves as independent evidence to support AD task-based methodology in the LSP classroom. However, the findings have also shown that only around 50% of students completed both tasks, with the second task (the oral recording) apparently being less motivating. More research on the reasons why ET students did not complete the oral AD task and on further strategies to develop oral language skills is therefore necessary.

Technology is nowadays part of our lives and one of its greatest benefits is the fact that students can take control of their own learning process. The contributions

that an expert in LSP can make to ICT developments are valuable from multiple points of view. Firstly, authentic examples of videos exploited in the English for Tourism classroom is a felicitous innovation since AD learning has positive outcomes on all productive competences (Ávila-Cabrera and Rodríguez-Arancón 2021; Fernández-Costales et al. 2023). Video AD-based pedagogical applications may foster the use of a wider range of videos providing students with exposure to different touristic scenarios for critical comparisons, of classroom practice with vocabulary-focused activities to describe potential experiences in the tourism industry, and of student self-assessment controlled by means of helpful rubrics. These assessment tools may also encourage discussion among peers and target revisions of student tasks with a focus on communication for a professional purpose.

Secondly, ICT tools implemented in different tasks can prepare future graduates and professionals to work with authentic material within the LSP professional environment. The incorporation of mobile technology can increase practice both inside and outside the classroom. For this purpose, the Teaching Team are working on a new mobile app that will provide students with an autonomous recording resource to improve oral production skills in the field of English for Tourism. On the one hand, the app will help understand and measure learning performance. On the other hand, it will make it easier for the final products to make more sense for those who will be their end users: LSP students.

Finally, the research conducted in this study has shown that students need to use specific assessment tools to ponder on their communication skills within the task-cycle project, and it is in this context that the app being developed at UNED will serve its best purpose. The new app will include student recordings to provide ET students with a support tool and a wide range of videos to keep practicing AD methodology outside the classroom. Furthermore, new tasks will be available, so that future students may have more opportunities to implement a communicative project-based methodology in other ESP domains (Melnichuk et al. 2017). By using voice recording, they will also be able to rehearse their performance and measure their productive competences. In addition, and as discussed in the study, tailor-made rubrics can serve for both self-assessment and collaborative assessment to guide students in their completion of AD tasks and their reflection upon their learning and competence development. Testing new possibilities offered by supporting technologies will certainly increase collaboration and communication through authentic materials among learners, which is in the end a most welcome result in LSP education.

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Notes

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1. URL(s) examples of mute videos selected by students:

Madrid (<https://youtu.be/wkGoES-V5Ys>)

Málaga (<https://www.youtube.com/watch?v=Mp24v98bzSc&t=4s>)

Marbella (<https://youtu.be/WXxlZRxBnY>)

Oviedo (<https://www.youtube.com/watch?v=7ch9ofWldz8&t=32s>)

Bulgaria (<https://www.youtube.com/watch?v=m1KxyO6AxVk>)

Italy (<https://www.youtube.com/watch?v=H4tyzzP33Cw>)

The Philippines (https://www.youtube.com/watch?v=K2Cjf8gHH3Y&ab_channel=TourismPhilippines)

San Francisco (<https://www.youtube.com/watch?v=-ywxF4PSdDU>)

Seoul (<https://www.youtube.com/watch?v=oXtvoa7JLw&t=2008s>)

Stockholm (<https://www.youtube.com/clip/Ugkxy6LbBmTMIwUwWYmtd65a33ZkxnQ6woNO>)

Ibiza (<https://www.youtube.com/watch?v=MvZW8Q3JAqY>)

Mallorca (<https://youtu.be/d5tevmNdd3U>)

Bahamas (<https://www.youtube.com/watch?v=3apbS5OBuaA>)

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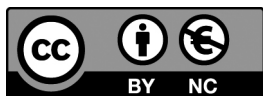
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