

An example of using YouTube for a group project to create a tourism promotion video

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The use of projects is believed to be a powerful tool in second language development and motivation (Hardy, 2018 ; Simpson, 2011 ; Sharma & Barrett, 2007). Among the benefits of using a student-centered approach are enhanced learner motivation, a chance for students to explore their creative sides, and an opportunity to use authentic language input and output. Therefore, in classes in Toyo's Faculty of International Tourism Management (ITM), the curriculum includes projects for more effective student learning. Indeed, currently the ITM curriculum offers a Projects and Presentations class that focuses on tourism-based group projects such as creating custom-designed tours of overseas regions. Such activities can enhance student enjoyment and motivation (Hardy, 2018).

Within the ITM curriculum, as with many universities in Japan that don't have a large foreign teaching staff, tourism classes are left up to native Japanese teachers to teach. Added to that, there are not many textbooks available in English offering tourism subjects in Japan. However, being that ITM is committed to using English as a tool for both study and work, teachers can utilize Content and Language Integrated Learning (CLIL) and Project-Based Learning (PBL) techniques to both address content and language issues.

As well as addressing concerns about second language development, the utilization of projects is a chance to use multimedia and social media for tourism. Now social media is ubiquitous in Japan for promotion of travel for inbound visitors and many other activities. The use of social media is high, especially among students, particularly in Japan (Statistica, 2019). Therefore, employing the tools students use in their daily lives, and possible future workplaces, will likely be beneficial.

The purpose of this paper is to outline how videos were made by one seminar class to create some tourism promotion material for a town in the Kanto region of Japan. The paper starts with an overview of the class, and moves on to a rationale of the activity. Lastly, this paper finishes with some author / teacher reflections about the whole exercise.

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Project Justification

In this section, the author will outline the rationale for doing this project, which has been divided into reasons related to second language study and those related to the use of social media. Firstly, is the issue of projects themselves, and the benefits that have been attributed to them in second language. The use of projects to teach subjects other than English language can fall under the umbrella of Content and Language Integrated Learning (CLIL) and Project Based Learning (PBL). Firstly, CLIL has been described as a dual-focused educational approach for which, in this case, English as a second language is used for learning and teaching of both content and language. This means that unlike traditional forms of second language education seen in Japan that focus on English language study, CLIL focuses on both language and content, with emphasis being placed on one over the other depending on the learning situation (Coyle, Hood & Marsh, 2010). CLIL has been found to lead to higher language proficiency by Dalton-Puffer (2008) who described studies that have found increases in the use of vocabulary and fluency through CLIL. The vocabulary increases are explained through studying content subjects in a foreign language providing a larger academic vocabulary, which "... gives them a clear advantage over their EFL-peers," p. 6. Further, Davies (2017) claims that CLIL offers a chance for students to come into contact with and use authentic material (p. 199) because teachers of CLIL focus as much as possible on the subject content, and in doing so students are exposed to more useful language. In the current project, both "how" to make a script and "what" to include are intertwined in the student learning experience.

Turning to projects in second language development, being that projects and Projects-Based Learning could also be a useful framework for content teaching (Beckett & Slater, 2005), it stands to reason that benefits accrued in CLIL and content teaching would apply to projects as well. One important benefit is that projects provide comprehensible input and output (Beckett, 2002). In order to make the message clear in the promotion video, it is necessary to use language that features in this kind of medium. In the project itself, students attempt to identify key language from input, and how to apply that language based on the situation, i.e the output (as explained later). As with CLIL, projects also allow for use of more authentic material (Dieu, Campbell & Ammann, 2006). Creating a video and script for promotion requires students to use more genuine language, which could be reviewed by the teacher.

The above also leads into the idea of learner autonomy. This means that instead of the teacher controlling everything that is available for learning for the students, the students themselves initiate some of their learning experiences under the guidance of the teacher. In Asian contexts, this has been referred to as reactive autonomy (Littlewood, 1999), and runs somewhat counter to the culture in Japan and neighboring countries that espouse the teacher as the sole source of knowledge. Further, in a study at ITM, Hardy (2017) found that by using projects students were able to have greater autonomy over their learning, provided that the teacher sets the basic overall aims of the project itself. The project in this paper gives not only control of language and content to the

students, but also locations for filming, as well have control over most aspects of the project.

For language learning, finally, projects can lead to more personal development, including actual increases in English proficiency (Simpson, 2011). Further, previous studies have found that projects increase motivation (Hutchinson, 2001), and indeed students creating their own videos can be motivating (Sharma & Barrett, 2007). Lastly, much of language learning in Japan is high stakes and based around drills and long explanations in Japanese. Projects bring an element of enjoyment into language learning (Hardy, 2018). This fun also leads to a higher interest in English and may bring about higher motivation for English study.

The next group of benefits come from using social media for learning ; in this instance is the ability to integrate technology in learning (Fang & Warschauer, 2004). Creating a video, editing it, and posting to YouTube all fall under this advantage. Since Tokyo was awarded the job of hosting the 2020 Olympics, not only the central government, but a myriad of local governments, tourism boards and tour companies have been keen on using videos and social media to bring in tourists (Hawkinson, 2013). From this point of view, using social media may well be an activity that students move into in their future workplaces after graduation.

Social media itself has its own set of advantages related mainly to the reduction of operating costs. Other forms of media will require larger costs for advertising, but social media offers lower costs and targeted marketing (Nadaraja & Yazdanifard, 2013). Lastly, social media is important for stimulating experiential markets (Kim, 2000). In other words, there is a move in tourism behavior away from just watching activities to taking part in them and becoming more of a participant at a given tourism locale. For this project, publicity materials increasingly show tourists activities they could take part in during their time at each tourist venue.

Project Specifics

In this section, the class, project goal and schedule and an example of CLIL learning are provided.

The class

The class involved in this activity consisted of five third-year seminar students, two males and three females. Four were Japanese, and one Chinese. All students were interested in improving their English and upon graduation hoped to utilize those skills in the tourism sector.

The Project and Goal

The seminar focuses mainly on tourism and cultural issues in Japan to improve student English proficiency, increase knowledge of tourism in Japan, and improve ability to work in groups to successfully negotiate project work. The area chosen for the project in this paper was Kawagoe, which is located about one hour from central Tokyo by train. The area is also known as “Little Edo,” in recognition of its many traditional buildings within the town’s central area. The area is also easy to walk around on foot. Recently, this area has received some at-

tention from Japanese and inbound tourists because of its quaint atmosphere and location next to Tokyo. However, in the case of most foreign tourists, there is a tendency to stay only for a day.

The main goal of this project was to produce a promotion YouTube video that attempts to increase tourism to the Kawagoe area based on addressing issues related to that area. This included making a video to promote foreign tourist visitation, providing enough suggested activities that could not be finished in one day, encouraging an overnight stay. It was decided that the video would be one to two minutes in length. Any shorter in length would not adequately highlight its interesting places and features. Any longer length might lead to disinterest. Minimatters (2019) report that a one to two-minute video on YouTube is likely to retain 70% of viewers, compared to a four-to five-minute video for which the viewer rating drops to 60%. In this project, incidental goals related to language study and recognition of and usage of language related to promotion were also established.

Lastly, it was important to find somewhere to post the video. YouTube was chosen as suitable channel for social media. Reuters (2016) stated that it was the main form of social media used in Japan at 26% coverage. The author and students attempted to negotiate with city officials for the placing of a link to the video on the tourism homepage for Kawagoe City in order to receive higher exposure. The video was uploaded for three months, but has been subsequently removed for unknown reasons.

Putting the project together

The schedule for the project started in the spring semester of 2018 and finished towards the end of the summer vacation. Before the video shooting, students also collected information in the form of a survey that they had created, which targeted tourists in the Kawagoe area. They wrote the survey in English and focused on which sites tourists had visited, their purpose, and intention to stay overnight. The final version was checked by the author before students undertook it.

Paramount in this project was giving responsibility over to students as much as possible. That included allowing them to choose the place for promotion, dividing into teams, and confirming their particular roles within those teams (leader, camera / video work / editing / music in the video / arranging to meet with teacher to check status and editing). Students also arranged to get information from the Kawagoe City office through a meeting in which they requested allowing the video to be uploaded to the official city website.

In producing the video and script, students visited the site a number of times and analyzed the survey ($n=15$), establishing the main reasons for foreign tourists visiting was sightseeing, and the fact that tourists were visiting for mainly one day and for the first time. The survey also uncovered a number of interesting ideas for sites in the video, and students also looked at similar YouTube videos on promotion of Kawagoe for ideas. Indeed, at the time of starting to search for videos, a search criteria of videos created inside a year with the keywords “Kawagoe tourism” revealed 125 videos. Lastly, the students carried out note-taking and video shooting at the same time around the town, and discussed together regularly to work out what extra information would be

necessary.

Once the editing sessions started, two students mainly carried out the editing, with regular reports and viewing of work-in-progress given to the groups. These two students were the only ones that did the editing. In this way, students not editing were able to comment on the next step and students doing the editing could keep continuity.

Students took the final step of eliciting feedback from foreign students studying at their university. They showed the video to four students from America and asked for comments. Students claimed that the comments were positive and had helped stimulate an interest to visit Kawagoe. The author's role was that of language advisor and help with resources, and advice on final editing. Beyond that students were left alone to carry out the project.

Example of student learning in the project

A number of different techniques were used in the facilitation of this project, but for this paper how the students created the script itself will be explored. After a search, the author believed that no suitable textbooks instructing a teacher how to go about this exercise were available. Therefore, the author decided on a consciousness-raising activity, which has been described by Ellis (1997) as

“a pedagogic activity where the learners are provided with L2 data.....and are required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of linguistic property or some properties of the target language,” (p. 160).

As students will need to ultimately write a promotion script, the author settled on finding information on tourist sites around Tokyo as the base for the target language.

From there, each student searched for three examples of information on the web, not blogs, but from more official sites used to promote tourist areas of around 200-300 words. Once chosen, students were then instructed to look at the language and try to identify certain types of language, and its purpose within the material. For example, language that is used to specifically advise a reader on what they can do at the site. The following information was found by a student on a site used to promote hostels in Japan, infohostels (2018) :

Ginza is Tokyo's busiest shopping area and is as iconic as Times Square in New York, and much older : it's been the commercial center of the country for centuries, and is where five ancient roads connecting Japan's major cities all met. Lined by exclusive shops and imposing palatial stores, we recommend Ginza even for just wandering around or, better still, sitting in one of its many tea and coffee shops or restaurants while watching the world rush past. At weekends, when everything is open, it's a shopper's paradise as traffic is banned. You'll be able to shop in safety without the worry of cars or trucks. Come nightfall, gigantic advertising panels on its many buildings bathe Ginza in bright neon light. We believe you'll understand why Tokyo is called the city that never sleeps. It's also where you'll find the famous Kabuki-za

Theatre, home to traditional Kabuki performances, as well as the Shimbashi Enbujo Theatre in which Azuma-odori dances and Bunraku performances are staged.

From there, the students together, working with information from their own sites, identified the following language uses listed in Table 1.

Table 1. *Student analysis of information through infohostels (2018)*

purpose	Language for analysis
Comparison to more famous site	<ul style="list-style-type: none"> • is as iconic as Times Square in New York
Basic / general information of the site	<ul style="list-style-type: none"> • it's been the commercial center of the country for centuries • is where five ancient roads connecting Japan's major cities all met
Emotive adjectives	<ul style="list-style-type: none"> • exclusive shops, imposing palatial stores • gigantic advertising panels
Suggestions / anecdotes pushing visiting	<ul style="list-style-type: none"> • we recommend Ginza even for just wandering around • You'll be able to shop in safety without the worry of cars or trucks
Unique phrases related to the site	<ul style="list-style-type: none"> • shopper's paradise, city that never sleeps • home to traditional Kabuki performances

With the different uses of languages identified, the students created their own language during their visits to Kawagoe and subsequent reviews of the video during editing. They mainly worked in small groups on creating the script in English, and met to put parts together into a coherent whole about once or twice a week. The author's role was to offer advice about possible alternatives to grammar and word usage, but the students retained the final decision on the script. Table 2 shows some specific examples of selected uses as they were applied in the actual script for the final video.

Table 2. *Example of student application of language use for final video script from infohostels (2018)*

purpose	Language for analysis
Basic / general information of the site	<ul style="list-style-type: none"> • ...registered as a World Heritage Site • ...40-minute train ride from Tokyo • ...about 400 years old
Emotive adjectives	<ul style="list-style-type: none"> • ...peaceful place • ...trendy bars • ...creating a distinct atmosphere
Suggestions / anecdotes pushing visiting	<ul style="list-style-type: none"> • You can also take a look at... • ...get answers to your questions • Why not spend a few days there?
Unique phrases related to the site	<ul style="list-style-type: none"> • ...heart of Kawagoe • ...takes you back to the Edo period • ...offering relief and relaxation

Student Reflection of the Project

Each of the five students in this seminar was required to submit a 200-300-word summary in English of their impressions of doing the project. The summary included prompts from the author related to things they thought went well, not so well and things they would do better next time, if the project was repeated. The author followed up on the summaries with short individual interviews in English of around 20-25 minutes approximately two weeks after the videos had been finished with the summaries acting as the base for discussion. The author attempted to flesh out more details by using different questioning techniques such as experiential questions and grand tour questions (Spradley, 1979, pp. 78-91).

Generally, there were three main comments that were made. Firstly, students found the project “fun”. This consisted of working with the team members and being given responsibility for what they did in each step of the project and the outcomes. It appeared that as students work towards a goal that they set for themselves and see their efforts come to fruition it can be very motivating. One student reported :

“I had never done this before, and it helped me think of tourists.”

The student went on to say that being given the responsibility pushed him to make the project successful and it helped him to consider more deeply about needs of tourists, an important function in their possible future careers. Second, students found the English language part useful and further found benefit in looking at authentic language in order to derive meaning and patterns for writing the script. Three of the students expressed in interviews that it had really helped them understand what language is used in tourism promotion and how to go about producing that. They said they could not have imagined how to do that before the project. Third, they were also satisfied having applied that knowledge and written the script for the final version of the video, with all students stating that completing the video gave them a deep sense of satisfaction. Lastly, however, was the video editing, which took around 14 hours in total. Although all students added input along the way, it was left up to two students mainly who undertook the bulk of work. Editing is something that lots of people would not successfully be able to do together. Although the two doing the editing enjoyed the experience, the others stated they felt “guilty” that they could not help with that specific activity, and would like to have tried it themselves for next time.

Teacher Reflection of the Project

After undertaking this semester long project, there are a few positive outcomes worth raising. First, this was extremely motivating and useful for students English learning and possibly for their future careers. The video produced was initially taken down, but has been reinstated, and is online at shorturl.at/eIBGY. Second, there is a somewhat of a learning curve with technology, particularly the software editing. The software used in this project was Filamora, Ver. 8 (Wondershare, 2019). Increasingly, students these days appear to have wide

knowledge of such skills. In the seminar in this project, knowledge on how to edit was passed from older seminar students to up-and-coming younger seminar students. Lastly, the resultant video created a lasting memory for students. However, on the other side, for the teacher, even after giving over control to students, a lot of work was required to bring projects like this to fruition. Planning, was needed right from the start to keep students on track. Moreover, connections were needed to collect information and to request a link to the video, if a wider audience is sought. There is also the issue of property or ownership of the video itself. As students were to air this video on YouTube, it was agreed that students should offer some kind of informed consent, so a small paper was devised by the author with each student's name and the fact that the video would be uploaded onto YouTube with the student's acceptance of this in the form of a signature. It was also decided that all students would retain use and ownership of the video, and any money arising from online hits would be shared among students. Lastly, and following on from the previous point, follow-up work is required to gauge the success of the project. This included a regular check of the number of hits and confirming whether students who had watched the video were more likely to visit Kawagoe after watching it for a period of six months after uploading the video. This actually involved the seminar students approaching foreign students around the campus and eliciting responses to the video. It was found that most students were positive about visiting Kawagoe after having watched the video, but as yet, no follow work was undertaken to see if those originally asked had subsequently gone to Kawagoe. After paying attention to these points, it can be said projects are a useful educational tool at ITM.

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【Abstract】

YouTube を使用したグループプロジェクトの一事例 —旅行プロモーションビデオの作成について

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プロジェクトによる活動は、第2言語習得学習者に習得言語の流暢性や動機付けを高めるなどの多くの良い影響を与えている。観光などの内容においてプロジェクトによる活動は、学習者にその領域に関わらせるためのエキサイティングな機会を提供している。近年、日本政府は外国人観光客を増加させるためにソーシャルメディアを利用してさまざまな取り組みを行っている。そのため、学生に YouTube のようなソーシャルメディアを通じて観光スポットのプロモーションビデオを作成させることは、同じようなポジティブな影響を与えると予測される。本発表は、大学3年生の YouTube を用いたプロモーションビデオを作成についての手順について扱う。著者は、そのプロジェクトの正当性や、概要、ビデオのために学生がいかなるスクリプトを準備したのかについての具体例を明らかにする。また著者は、そのプロジェクトにおける学生と教員の振り返りについても述べることとする。

キーワード：第2言語でのプロジェクトワーク、旅行プロモーションビデオ、ソーシャルメディア、ユーチューブ、日本の大学生

Project work can have many positive effects for the second language learner, including leading to increased proficiency and motivation, particularly in tourism study. Recently the Japanese government has made efforts to increase foreign tourists coming into Japan through social media. Therefore, helping university students to create promotional videos of tourist sites through social media like YouTube offers can have positive benefits. This paper describes the steps that a university third year seminar class underwent that lead to the production of a promotional video on YouTube. The author/teacher describes the rationale for the project, its overview, as well as a specific example of how students created the script for the video. This article finishes with student and author reflections about the project.

Key words : ESL project work, tourism promotional video, social media, YouTube, Japanese university students

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