



# Lights, Camera, Action!

## Using Collaborative Filmmaking to Combat AI & Enhance Language Learning

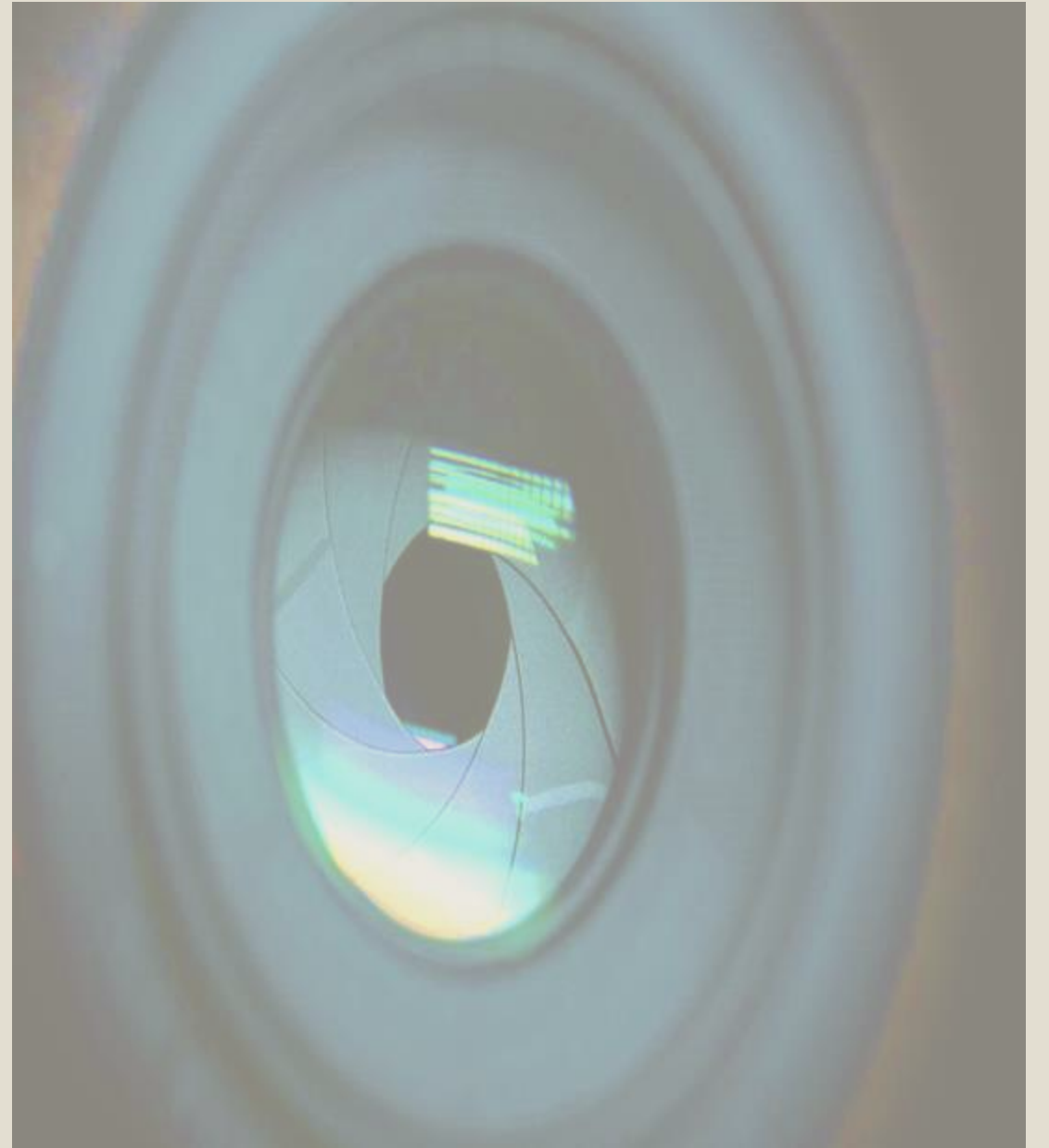
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27th of June 2024



# Overview

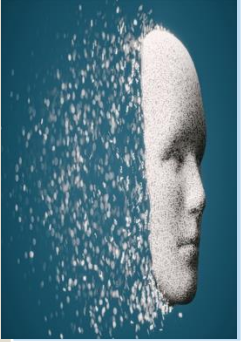
- Rationale
- Task instructions
- EDI content
- Assessment
- Preliminary conclusions  
& lessons learned



# Rationale



# Task rationale



## DEFEATING AI TOOLS

- promoting originality and authenticity of submitted work



## COLLABORATIVE WORK

- understanding professional skills



## CLASS RAPPORT

- lack of engagement
- poor attendance
- wellbeing issues



## TRANSFERABLE SKILLS

- negotiating, time management, mediation, interpretation, etc.



## COURSEWORK ASSESSMENT

- missing work
- EC's forms
- late summer assessment



# Instructions



# Task briefs

- I. Short film: To produce and deliver a short film
  - Content: Equality, diversity and inclusion
  - Duration: (6-7 minutes) & (7-8 minutes)
  - Genre: Free (documentary/fiction)
  
- II. Written task
  - Second year (B2-C1): A collaborative reflective piece of work (challenges and solutions)
  - Final year (C1-C2): An individual text, 2 options
    1. An argumentative text on the creative procedure
    2. A tale related to the content of the short film



# Instruction features

- Detailed instructions
- Scaffolded tasks
- Brief reports
- Recommendations on self-evaluation
- Assessment criteria



# ED1 CCONTENT







# EDI content

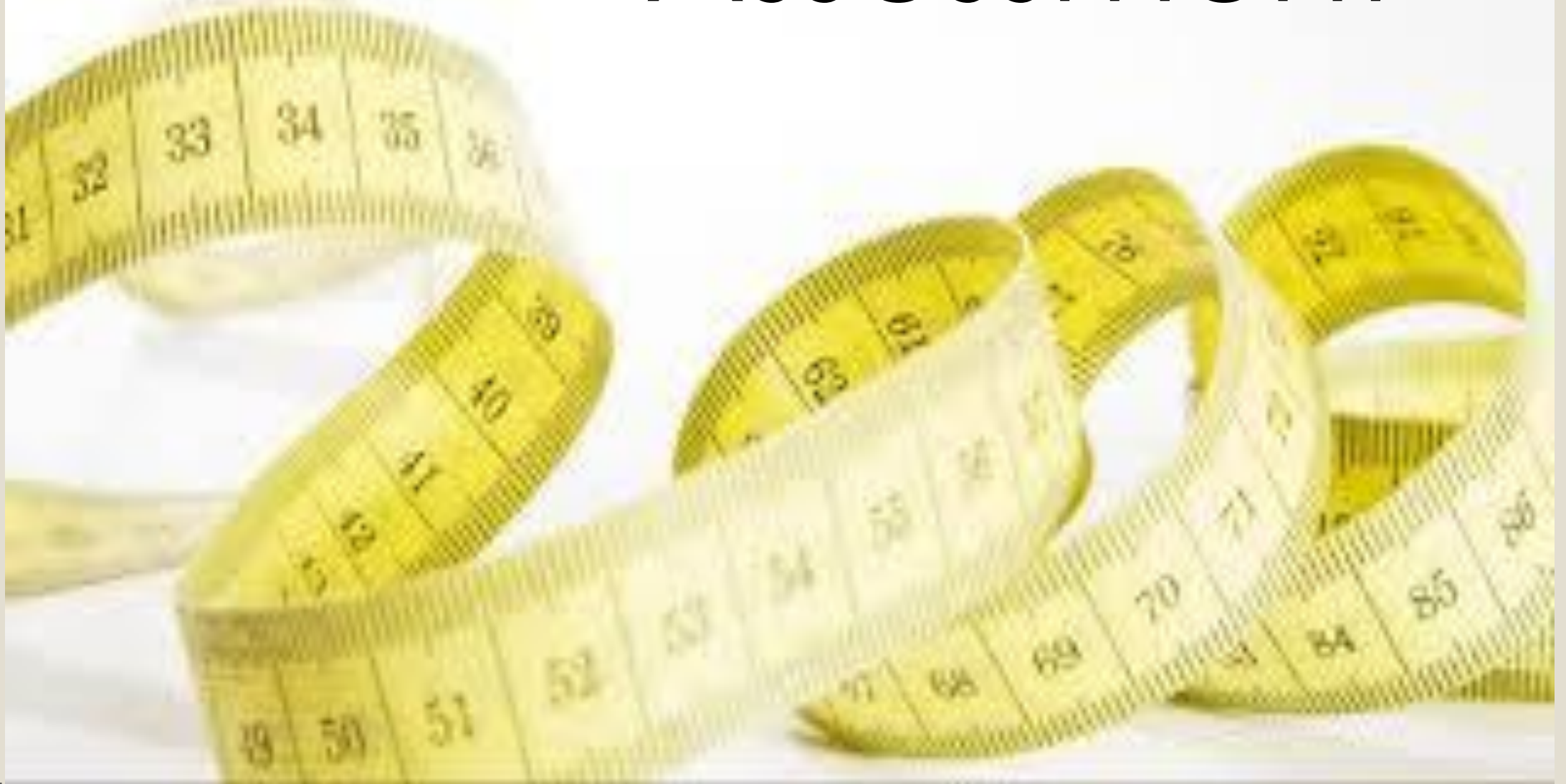
## **Second year cohort (B2-C1)**

- A fiction/documentary film that takes into consideration one of the three EDI concepts

## **Final year cohort (C1-C2)**

- A fiction/documentary film about a historical character representing EDI/BAME values

# Assessment



# Assessment criteria

Value	Film deliverables	Description
40%	Assessment brief	To what extent does the student's production follow the assignment brief in terms of task specifications, including content, text type, register, communicative context and purpose, and number of words (please refer to specific instructions for each task).
Originality and creativity		
Script, rhythm, impact and message		
Cinematography, visuals, sound and music		
20%	Coherence and cohesion	Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
	Grammatical accuracy	Shows a relatively high degree of grammatical control. Good grammatical control; occasional 'slips' or non---systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

20%	Vocabulary range and control	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
	Spelling and punctuation	Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
20%	Fluency, pronunciation and intonation	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Has acquired a clear, natural, pronunciation and intonation.
	Interpretation	Can embody the character, conveying motivations and emotions reasonably well, although some transitions may be less smooth or convincing. There is some depth, but it could be more developed.



# Preliminary conclusions & lessons learned



# Preliminary conclusions

**Final year students:** oral feedback in class + argumentative texts

300-word argumentative text on:

- a) A topic or character related to the plot of the short film
- b) The process of producing the short film as part of a group

**Second year students:** oral feedback in class

# Advantages

- Learning about inspiring characters, historical periods, social movements
- Working on a diversified assessment
- Making friends and fulfilling different roles in the project
- Gaining confidence and fluency before oral exams
- Learning to negotiate and mediate
- Developing their creativity and having fun!





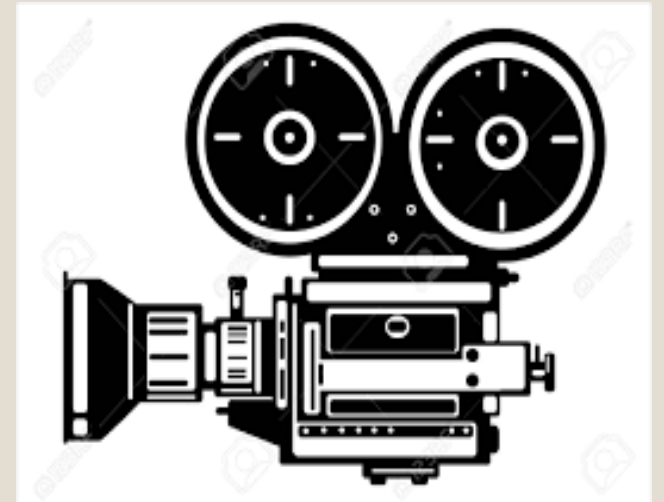
# Disadvantages

- Possible unequal workloads
- Possible lack of technological knowledge



# Lessons learned & actions to be implemented

- Benefits of collaborative work
- Further diversification of assessment: podcast in Second Year
- Shifting the weight of assessed tasks in Final Year (20%/20%, 15%/25%)
- Wider range of topics (mental health)
- Greater emphasis on language accuracy in the script



# Short film samples

¿Cómo afectan las barreras lingüísticas a la comunidad latinoamericana de Londres?



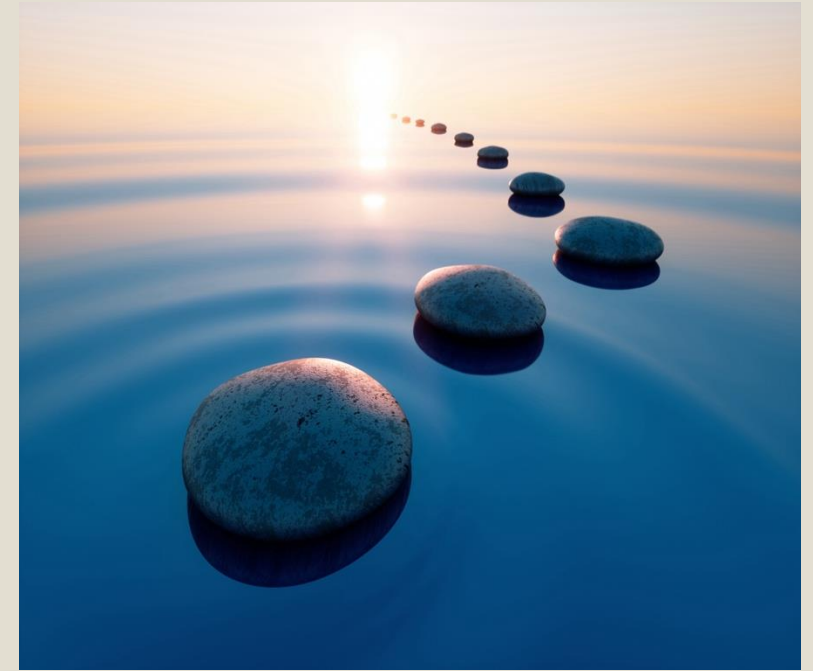
La lucha de Frida (contada a través de sus pinturas)





# Some testimonies

- "Las **habilidades de comunicación** que perfeccionamos durante el proceso creativo aseguraron que pudiéramos distribuir las tareas adecuadamente."
- "La creatividad es una parte clave del aprendizaje para alimentar las **habilidades sociales y profesionales** de los estudiantes."
- "Nuestros **debates** también nos ayudaron también a **entender** cómo las luchas feministas y LGBTQI+ se entrecruzan"
- "Agradecí el enfoque audiovisual del proyecto [...]  
No creo que se nos hubiera ocurrido presentar a La Veneno a través de sus seres queridos sin el **formato creativo**."



# Thank you



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