Enhancing EFL Learning Motivation and Tourism Vocabulary through an AI-assisted Video-Making Project

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Lack of motivation significantly affects Taiwanese technical university students' English learning. Many feel classroom learning lacks practical application in an EFL context. This study adopts an AI-supported multimodal Project-based Learning (PjBL) approach to produce English tour videos to promote learning motivation and multimodal learning. PjBL enables students to use English in real-life situations, collaborate with peers, and develop communication, critical thinking, and problem-solving skills. Creating and sharing videos online to promote local tourism also helps them become intercultural communicators.

Participants were 25 students enrolled in an elective course, "Hot Tainan - Learning by Traveling." They first received English tour guide training in class, followed by introducing five Beimen attractions in English. This project encompasses six phases: training, AI-assisted script writing, preparation, on-site video making, editing, and evaluation. This study explores three research questions: (1) To what extent did students' tourism vocabulary improve? (2) How did the project-based approach affect students' motivation? (3) What were students' perceptions of this project-based course? Assessment methods include pre- and post-motivation questionnaires adapted from Keller's ARCS model, pre- and post-language tests, focus group interviews, and students' reflective journals. A paired-sample t-test showed substantial improvement in students' tourism vocabulary and Beimen knowledge ($p<0.001$). A Wilcoxon signed-rank test measuring students' motivation revealed significant differences in 55% of the questions, especially relevance (60%) and satisfaction (100%). Qualitative data showed highly positive perceptions, particularly regarding AI-supported script writing. These findings evidence that AI-supported, multimodal, project-based learning can enhance EFL motivation, tourism English, and collaborative learning. This study contributes to the expanding body of PjBL and CALL research by demonstrating how generative AI can be incorporated into authentic, student-centered instructional design, facilitating L2 learning motivation and linguistic development.