

From Passive to Productive: A Best Practice of Translanguaging and Multimodal Business Communication in Vocational EFL Classrooms

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Abstract. Although communicative approaches are widely advocated in EFL contexts, their implementation often fails to engage low-proficiency vocational students in a meaningful way. Low English proficiency among vocational college students in Indonesia often results in minimal participation in learning. This article describes best practices for implementing translanguaging and multimodal-based learning to increase student engagement and productivity in English for Specific Purposes (ESP) classes. These practices were applied to students in the Tourism Business Management (D4) programs in a polytechnic environment with relatively low English proficiency levels. The learning was designed in the form of a project to create a business proposal, infographic, and poster, presented using the digital platform Canva as a form of multimodal composition. Next, students discussed the results of their work through Google Classroom, using a translanguaging approach that flexibly incorporated Bahasa Indonesia, English, and Malay to support understanding and interaction. The results of the practice showed an increase in active student participation, courage in expressing ideas, and a better understanding of the learning material. The use of multimodal allows students to express ideas more variedly, while translanguaging acts as a bridge to overcome language barriers. However, challenges such as limited vocabulary and dependence on Bahasa Indonesia were still encountered. Overall, this practice demonstrates that integrating translanguaging and multimodal learning in a vocational context can transform students from passive to more productive English users. This approach is recommended as an inclusive and contextual learning strategy for students with limited English proficiency.

Keywords: translanguaging; digital multimodal composing; vocational college; best practice

1 Introduction

Vocational college students in Indonesia tend to have low English proficiency. Compared with students at academic institutions such as universities, their productive English language

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competency tends to be lower (Datu & Sulindra, 2025; Misbah et al., 2020). This results in a lack of confidence in using English in everyday conversations, such as writing and speaking. Vocational students' low English proficiency also forces instructors to teach basic skills, such as grammar. This leads to a lack of communicative competence in English. It creates a learning environment that does not support active learning. Students become reluctant to actively engage in English due to passive learning. This reluctance to actively participate in English among vocational college students indicates a gap between the needs of English learning in vocational education (Pithers & Lim, 1997; Yildirim & Bal, 2023), which focuses on a practical skills-oriented approach in the workplace. Pedagogical practices implemented in the classroom must be relevant to business and creative industries through contextual and inclusive learning.

To bridge this gap, one potential approach is translanguaging, which allows students to utilize their entire language repertoire. Students can use the national language (Bahasa Indonesia), the English taught on campus, and their local languages. Translanguaging is a relevant approach because this practice is not merely a language shift but also a social and cognitive strategy used to understand learning (García & Wei, 2015; Wei, 2018). Unlike monolingual approaches that restrict the use of the target language rigidly, translanguaging (García & Wei, 2015; MacSwan, 2019; Wei & Lin, 2019) functions as a cognitive and pedagogical strategy that lowers barriers to participation. This is particularly useful for learners with low and developing English proficiency because they can utilize the entire language repertoire (Cenoz & Gorter, 2020). Thus, translanguaging deserves to be positioned as a best practice because it not only increases learning accessibility but also improves the communicative performance of vocational students.

Translanguaging practices inherently lead to the need for multimodal learning, where meaning is constructed through the integration of various modes and other semiotic representations. The integration of multimodal communication in vocational learning is relevant to the demands of business communication skills. Meaning is constructed not only through verbal text, but also through various modes such as visual and audio (Jewitt, 2015; Kress, 2010; Van Leeuwen, 2020). Therefore, multimodal skills must be integrated into vocational learning, for example, in the creation of tourism promotional videos and the preparation of business proposals in English. This is an effective means of developing more comprehensive communicative competence. The crucial role of multimodal learning projects, such as the creation of tourism promotional videos and the preparation of business proposals in English, lies in their ability to integrate language skills with authentic communication practices relevant to the vocational context. These activities encourage collaboration (Riquelme et al., 2019; Spikol et al., 2017; Yan et al., 2024), imagination (Akter et al., 2024; Tsortanidou et al., 2022), and active student involvement (Bouchev et al., 2021; Yan et al., 2025) in exploring ideas by utilizing various semiotic resources, including translanguaging practices, during the project planning, implementation, and evaluation processes. Furthermore, the orientation toward tangible products (videos and proposals) aligns with the needs of the workplace. This makes multimodal-based learning more applicable and meaningful. Therefore, the multimodal project approach transforms education beyond mere linguistic training into a communication experience oriented toward professional competence.

Thus, the application of translanguaging combined with a multimodal approach in business communication creates active learning that values students' entire language repertoire and the modes they use to make meaning. Translanguaging serves as a cognitive and social strategy to increase access and participation, while multimodal learning provides a medium for authentic and contextualized meaning production. This article aims to describe good practices in implementing multimodal and translanguaging-based learning. This approach not only increases student engagement but also supports the development of

English language skills that are more relevant to the needs of the vocational workforce. The combination of these two approaches provides a strong pedagogical justification for learning innovations based on students' real needs.

1.1 Literature Review

1.1.1 *Multimodal Learning*

Multimodality is the integration of different semiotic resources for meaning-making (Kress, 2010). Multimodal learning refers to a learning approach that uses various semiotic modes, such as visual, aural, gestural, audio, and spatial, in the process of constructing meaning. Meaning is not only produced by text or speech, but by integrating various complementary representations. Multimodal learning enables students to understand ideas, express thoughts, and combine various symbolic media to support their learning styles. The most popular model of multimodal learning is the VARK model by Neil Flaming (Litonjua, 2025). It consists of visual (color, picture, graph), auditory (audiobook, podcast), reading/writing, and kinesthetic (practical and hands-on approach). Multimodal learning creates exciting environments that support collaboration, motivation, and engagement. Multimodal learning is also closely related to digital learning since students create digital products more easily using digital tools. Through the Theory of Multimedia Learning, Mayer (2014) describes that multimodal learning is the process where students build knowledge using more than written forms.

1.1.2 *Pedagogical Translanguaging*

Translanguaging is the practice of flexibly using students' entire language repertoire for communication and learning purposes. Although this practice occurs naturally (Cenoz & Gorter, 2017), pedagogical translanguaging is a planned instruction in a structured way to support content and language learning (Cenoz & Gorter, 2021). Pedagogical translanguaging helps students use multiple languages flexibly (Duarte, 2020). Translanguaging is not simply code-switching, but a dynamic process that integrates various linguistic resources to construct meaning. Students can use their entire linguistic repertoire to support their understanding (Safont, 2022). Translanguaging allows learners to use their first and additional languages strategically to enhance comprehension, participation, and language production. Translanguaging also supports cognitive engagement (Wawire & Barnes-Story, 2023). Translanguaging overcomes linguistic barriers in learning.

1.1.3 *Project-Based Learning*

Project-Based Learning (PJBL) is a student-centered learning approach through the completion of authentic and meaningful projects. Project-based learning originated from John Dewey's 'Learning by Doing' paradigm in 1902 (Talebi, 2015). PJBL supports students' learning autonomy, which gives them ownership of their work, allowing them to take greater responsibility for the projects they are given. Project-based learning is closely related to problem-solving ability or the ability to create a product to solve a problem (Katz, 1994). This student-centered approach has several stages, as outlined by many experts. The commonality among these experts is that projects begin with a question that drives the entire project. A summary of the project-based learning stages is shown in Table 1.

In PJBL, students' voices and choice are key considerations in project implementation. They create projects that correspond to the curriculum, thus incorporating numerous discussion and reflection activities. Because they must combine curriculum needs with

creativity, reflection, critique, and revision, they become integral parts of PJBL. This encourages students to engage in peer feedback and iterative revision. The result of project-based learning is a presentation of the product to an authentic audience.

Table 1. Stages of project-based learning

Expert	Stages of PjBL
Kriwas (1999)	Speculation, designing the project activities, conducting the project activities, and evaluation.
Patton (2012)	Designing, planning, carrying out an extended project, publicly-exhibited final outcomes or output
Krajcik & Shin (2014)	Driving questions, focus on learning goals, participation in educational activities, collaboration among students, the use of scaffolding technologies, and the creation of tangible artifacts as the hallmark of project-based learning

1.2 Practical Context

In the context of vocational campuses in border regions, the practice of pedagogical translanguaging is highly relevant given the structural and linguistic limitations that impact students' English proficiency. This best practice was implemented at the Sambas State Polytechnic, West Kalimantan, Indonesia. This polytechnic is in the northernmost tip of Indonesia and directly borders Malaysia. The long distance from the capital city results in a lack of educational facilities and infrastructure, a social environment, access to learning resources, and the quality of language input outside the classroom. The dominant regional language background also complicates the English learning process. Therefore, pedagogical translanguaging offers a solution by enabling the integration of multiple languages to achieve understanding in English classes. By using multiple languages, students can more easily access materials and discuss ideas. Translanguaging also accommodates the sociolinguistic realities of vocational students in border regions for adaptive learning. The students involved in this study were 52 students from two classes of the Tourism Business Management study program. They were enrolled in the Professional English course. Although in their fifth semester (out of eight semesters), their English was considered low.

1.2.1 Description of Learning Practices

Project Design: Business Proposal

Students were asked to create a simple project: a business proposal to promote Sambas City. Sambas City is located on the coast and rivers, making it a highly potential tourist destination. This proposal was designed to simulate real-life business communication practices. They not only learned about the structure and content of professional proposals but also improved their written English communication skills. In developing the proposal, students strengthened their critical and analytical thinking skills and encouraged them to apply business ideas contextually. The output was a business proposal document in English that included key components such as a business description, target market, marketing strategy, SWOT analysis, and budget plan.

The use of SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) enabled students to identify and categorize ideas more effectively. They were able to create proposals aligned with their objectives by directly identifying potential opportunities in the field. They directly observed and interviewed sources to conduct the SWOT analysis. This helped provide real-world practice in business planning and decision-making, encouraging strategic thinking by analyzing internal and external factors that influence a business's feasibility.

Screenshots of some of the proposals produced by students can be seen in Fig 1. Sample instructions for students are presented below in the Appendix.

During the proposal development process, students are guided to utilize the Canva platform as the primary tool for multimodal product design. Using Canva allows for the integration of various semiotic elements, such as text, images, and visual design, so that proposals are not only informative but also visually communicative. Visual design, including layout, color, and typography, helps enhance the appeal and clarity of the message. This helps students understand that business communication relies not only on language but also on how the message is presented visually.



Fig 1. Screenshots from several business proposal made by students



Fig 2. Screenshots of students' presentation

Once the proposal was complete, students presented their work to the class. The presentation was made using Canva, referring to the proposal, integrating speaking skills,

and the use of visual media. The instruction sample for students' presentation is provided in Fig 2.

Project Design: Promotional Video

Video serves as a persuasive medium that not only conveys information but also encourages action through a clear call-to-action, such as inviting viewers to visit or use the services offered. Therefore, the video structure needs to include a compelling opening, an introduction to the destination or activity, highlighting its advantages, and a strong closing. Students are given flexibility in choosing their presentation style, whether sacred, cheerful, or comedic, to best suit the character of the destination and strengthen the appeal of the message. Technically, these 2–3-minute videos emphasize optimal integration of multimodal aspects, including visuals, audio, and text. Voice-overs can be provided by one or more members, with the mandatory inclusion of synchronized, easy-to-read bilingual subtitles (Indonesian and English). Before recording, students are required to utilize AI pronunciation tools to practice English pronunciation accuracy, ensuring better control over the quality of the language produced. Furthermore, audio quality, editing (transitions, background music), and video format (MP4, landscape) are crucial components of the assessment. Videos are submitted via Google Classroom by group representatives, with evaluation criteria including theme suitability, message effectiveness, language quality, visual creativity, and overall technical accuracy. The instructions for this project can be seen in Appendix 3.

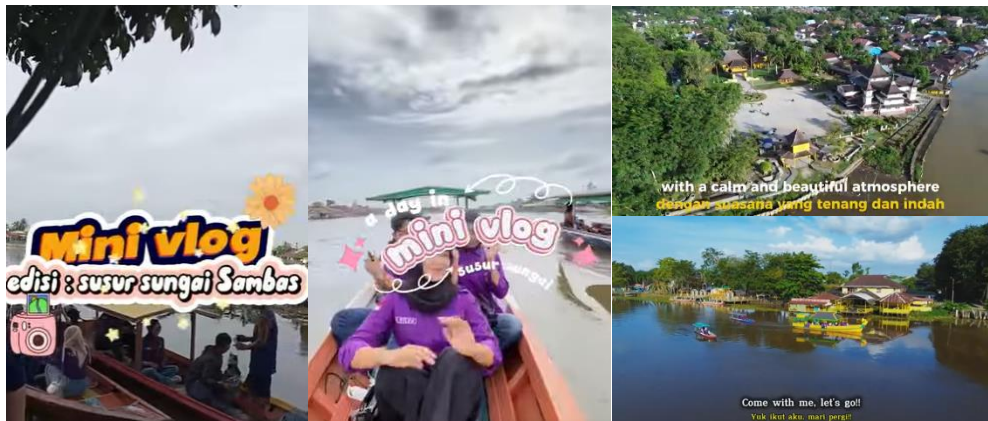


Fig 3. Screenshots from several promotional videos made by students

Translanguaging-Based Discussion

As part of the reflection and deepening process, discussions were conducted through the Google Classroom platform, employing a translanguaging approach. Students were given space to discuss using a mix of Indonesian, English, and Malay to reflect on the projects they had undertaken. The flexible use of two languages enabled students to participate more actively because they were not entirely limited by the limitations of English. Thus, the discussions became more dynamic, inclusive, and supported the process of understanding. A screenshot of the translanguaging discussion is shown in Fig 4.

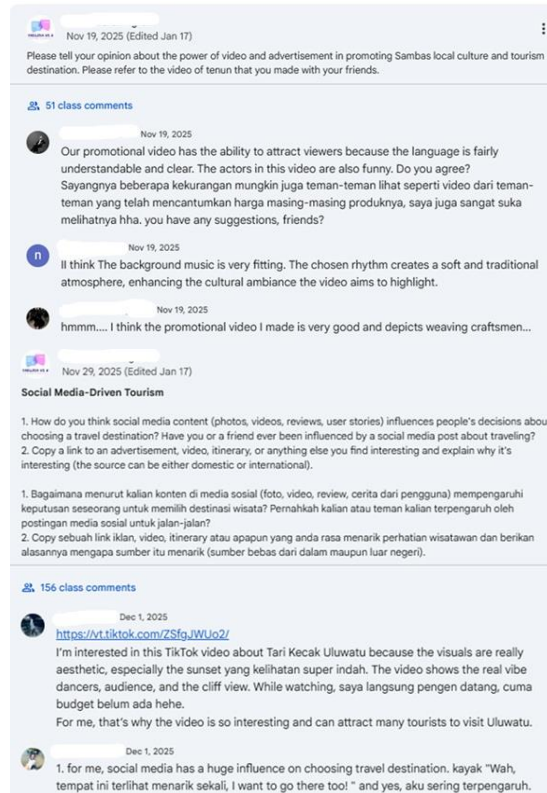


Fig 4. Screenshots of translanguaging from students' discussion

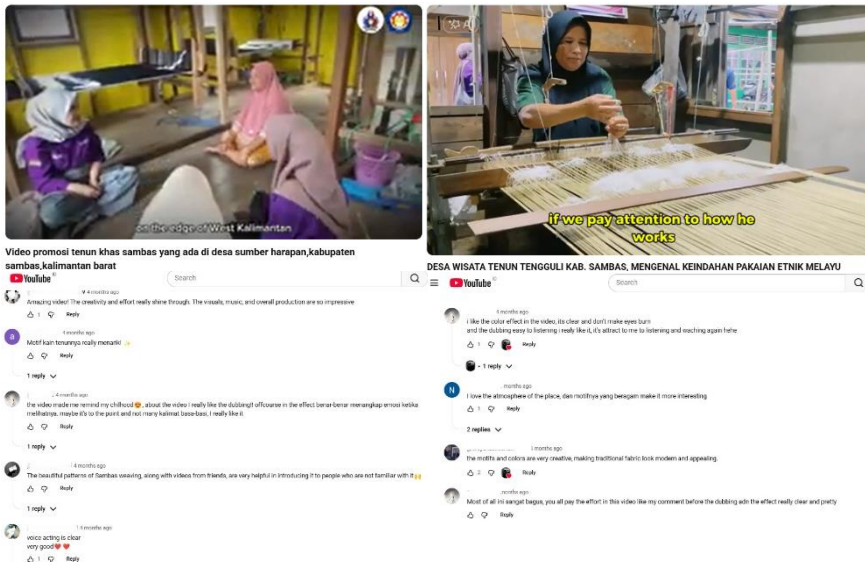


Fig 5. Screenshots from YouTube comments using translanguaging

The completed videos were uploaded to YouTube for wider access and to support a more open learning process. Each group was then required to watch and comment on other groups'

videos in the YouTube comments section. In this activity, students were encouraged to use a translanguaging approach, flexibly combining Indonesian and English to convey responses, questions, and feedback. This practice aimed to increase participation and depth of interaction, while also providing space for students to express their understanding without being completely hampered by limitations in English.

2 Method

This study presents a descriptive qualitative evaluation of a pedagogical practice implemented in an English for Specific Purposes (ESP) course at the Sambas State Polytechnic in West Kalimantan, Indonesia. To evaluate students' experience with translanguage and a digital, multimodal project, this paper explored data from students' written reflections and comments posted in Google Classroom and on YouTube discussion threads. The quotations presented in Table 2 were selected from students' reflective responses in an online discussion forum. It shows participants' perception regarding the use of translanguaging during discussion and video voice-over. The table documented students' experiences and perceptions of translanguaging as a pedagogical approach that helps them understand the lesson and communicate.

Data were analyzed using thematic analysis (Braun & Clarke, 2006). The analysis involved repeatedly reading the data to generate code. The codes were used to identify recurring patterns that developed into sub-themes and themes. The resulting themes are summarized into perceived benefits and challenges of translanguaging and multimodal learning in the vocational EFL context.

3 Results and Discussion

The results of multimodal integration activities and translanguaging practices in discussion forums and bilingual subtitle creation positively impacted student engagement and development. Findings indicate that language serves as a persuasive tool in tourism promotional videos. Students recognized that language not only conveys information but also builds imagination and captures interest through appropriate word choice, the use of catchy phrases like "hidden paradise," and the use of calls to action. Furthermore, bilingualism enabled the message to reach a wider audience, both locally and internationally. In the context of discussions, translanguaging practices helped increase comfort and understanding. The use of a mix of Indonesian and English made the material clearer and made it easier for students with limited English proficiency to participate. Furthermore, translanguaging also served as a strategy for expressing and clarifying ideas. Students were able to convey their thoughts more fluently, overcome vocabulary limitations, and choose the language most appropriate to the communication function, for example, using English for clarity and efficiency, and Indonesian for more in-depth explanations. Table 2 summarizes responses from 52 students and indicates recurring patterns in the written reflections. The data presented below represent the most frequently recurring perceptions across the collected data.

Learning outcomes showed that using a multimodal approach—through promotional videos and bilingual subtitles, helped students understand how meaning is constructed not only from language, but also from a combination of visuals, audio, and text. Students began to realize that elements such as images, music, and tone of voice play a crucial role in strengthening messages and the appeal of promotions. Furthermore, students were able to integrate these various modes more strategically. They not only translated the language but also adapted the subtitles to the visual context and atmosphere of the video to make the message more vivid and persuasive. This was evident in the choice of diction that aligned

with the scene and the use of language styles that supported the desired emotions. The multimodal approach also increased student creativity and engagement. They were more active in exploring ways to convey messages and were more sensitive to how the combination of modes can influence audience comprehension and response. Thus, multimodal composing not only strengthened language skills but also fostered more holistic communication skills.

Table 2. Thematic Analysis of Students' Responses in Translanguaging-Based Learning

Theme	Sub-Theme	Quote
Language as a tool of persuasion in tourism promotional videos	Awareness of the function of language as persuasion	"Of course. Working on bilingual subtitles for promotional videos made me even more aware that language isn't just a communication tool, but also a tool for persuasion and shaping imagination."
	The influence of word choice on appeal	"I use English to give the tourist experience a cool, global feel, while Indonesian appeals to the local audience. So, instead of simply describing beautiful scenery, I choose terms like 'hidden paradise' to increase curiosity and encourage them to visit."
	Use of calls to action	"Yes, because it can influence people's interest in visiting by using inviting words or pearls of wisdom that describe the destination."
	The role of bilingualism in reaching audiences	"Of course, so that viewers can choose the language they understand best (for example, foreign tourists choose English and locals choose Indonesian.)"
Translanguaging practices to support comfort and understanding in discussions	Efficiency and ease of understanding	"Indonesian and English are mixed for clarity and convenience in learning, making the material easier to understand."
	Adaptation to limited English language skills	"English and Indonesian. Why did I choose a mix? I admit I've been studying English since I was little and I understand what people are saying in English, but I feel lacking in speaking. I find it difficult to string words together, determine verbs, and master grammar. Therefore, I chose a mix so I can still communicate with the skills I have."
Translanguaging as a strategy for expressing and clarifying ideas in discussion forums	Fluency in thinking and expressing ideas	"Yes, I find it more helpful to use mixed languages so I can get my point across more effectively."
	Overcoming vocabulary limitations	"I can explain words I don't know in English using Indonesian."
	Flexibility in language selection according to function	"Yes, because sometimes explaining them in English can be shorter and more efficient. But for sentences that require in-depth and lengthy understanding, Indonesian is better."

The findings indicate that the use of English to explain agribusiness and environmental topics still faces various challenges. Limited English proficiency, particularly in vocabulary, fluency, and grammar, is a major obstacle for students in conveying ideas optimally. Furthermore, local contexts and cultural wisdom are also difficult to translate into English because many terms and meanings lack precise equivalents. The challenge is further compounded when students must explain technical terms and complex concepts, which require both in-depth understanding and adequate language skills. Problems encountered during the projects are depicted in Table 3.

Table 3. Thematic Analysis of Challenges in Using Translanguaging

Theme	Sub-theme	Code
Challenges of using translanguaging	Limited English proficiency	LEX (lexical limitation), FLU (fluency), GRAM (grammar)
	Local context and cultural wisdom are difficult to translate	LOC (local context), CULT (cultural nuance), UNTRANS (untranslatable terms)
	Technical terms and complex concepts	TECH (technical terms), COMP (complexity)
	Communication situations (classroom, presentation, time pressure)	ANX (anxiety), TIME (time pressure), PUB (public speaking)
	Communication situations (classroom, presentation)	ANX (anxiety), PUB (public speaking)

The findings from this best practice support the concept of pedagogical translanguaging (Cenoz & Gorter, 2020), which advocates the deliberate use of various language repertoires to support simultaneous content and language learning. Students translanguaged across English, Indonesian, and Malay to discuss and understand business projects and tourism promotion. These findings indicate that translanguaging enhances access to learning and reduces the linguistic barriers frequently faced by vocational students with limited English proficiency. This is also consistent with García & Wei (2015), who support the process of utilizing the entire linguistic repertoire to construct meaning. Students were observed to maintain smooth communication and participate in online discussions, indicating that translanguaging functions not only as a linguistic strategy but also as a cognitive and social strategy. This enhances their engagement in learning. Multimodal projects also support the views of Kress (2010) and Jewitt (2015) that the combination of various semiotic modes helps construct meaning beyond linguistic modes alone. Students demonstrated an awareness of the use of various modes, such as visual, audio, gestural, spatial, and textual, to create persuasive communication aimed at promoting tourist destinations. This reflects communication practices commonly found in the workplace and the creative industries.

Although many challenges were encountered during the learning process, such as limited vocabulary, difficulty explaining technical concepts, and a tendency to rely on Indonesian, this study shows that guided translanguaging helps students navigate their learning. The use of AI can support English language development. However, the findings should be interpreted cautiously, as increased participation does not immediately eliminate linguistic difficulties. Thus, lecturers' support in responding to students' needs during the study is crucial. Those supports can take the form of a model of translanguaging strategic use, targeted vocabulary support, and project scaffolding.

4 Conclusion

This research shows that the integration of PJBL through Business Proposals, Promotional Videos, and translanguaging-based discussions (including YouTube commenting) provides a space for students to express their voices and thoughts using the entire language repertoire and various Semitic resources. Through the business project, students can develop critical and analytical thinking skills in planning a systematic business idea. Meanwhile, the promotional video project not only sharpens creativity but also understands the function of language as a persuasive tool through calls to action, choice of diction, and the integration of multimodal elements. Overall, this learning design creates a more participatory and meaningful environment by constructing meaning in a real context.

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AI Use

This paper utilizes AI tools solely to assist in refining language quality, including grammar, clarity, and coherence; all ideas, analyses, and interpretations presented remain the original work of the author.

Appendix: Structured Translanguaging practice

Appendix 1

Assignment Instructions: Business Proposal (Multimodal Project)

Assignment Description:

You are asked to prepare a simple business proposal in English to promote Sambas. This proposal aims to simulate real-life business communication practices and develop your ability to convey ideas both in writing and visually.

Learning Objectives

Through this assignment, you are expected to be able to:

1. Develop your English writing skills in a business context.
2. Organize ideas systematically using an analytical framework (SWOT).
3. Communicate business ideas effectively using a multimodal approach.
4. Increase your confidence in conveying ideas.

Proposal Content Requirements

The proposal must include the following sections:

- Business Description: A brief explanation of your business idea
- Target Market: Who your target customers are
- Product/Service: A description of the product or service being offered
- Marketing Strategy: The promotional strategy to be used
- Financial Plan: amount of money you need for the project
- SWOT Analysis:
 - ✓ Strengths
 - ✓ Weaknesses
 - ✓ Opportunities
 - ✓ Threats

Multimodal Requirements (Canva Required)

The proposal must be created using Canva and incorporate the following elements:

- Text: A clear and structured explanation in English
 - Images/Visuals: Product illustrations, logos, or other supporting visuals
 - Visual Design: An attractive and professional layout, colors, and typography
- Ensure your design is not only attractive but also helps clarify the proposal's content.

Languages Used

- The final product (proposal) must be in English
- You are allowed to use Indonesian during the discussion and planning process

Assignment Submission

- Upload your proposal as a PDF or Canva link to Google Classroom
- Ensure the file/link is accessible (not locked)
- Include your name and class in the file or submission description

Additional Notes

- Work in groups
- Pay attention to the clarity of the content, structure, and design quality
- Late submissions will affect your assessment

Appendix 2

Assignment Instruction: Video Presentation (Proposal to PowerPoint)

Proposal Presentation Using Canva/ PPT/ any application you are comfortable with

Objective:

You will present your proposal in a short video presentation using Canva PowerPoint slides. This task aims to assess your ability to summarize key ideas, speak clearly in English, and present visually using effective slides.

Task Description

1. Create a PowerPoint presentation using Canva based on the proposal you have written.
 - ✓ Turn your proposal into main points, not paragraphs.
 - ✓ Focus on clarity and design.
 - ✓ Use bullet points, keywords, and visuals instead of long texts.
2. Include your face in the video presentation.
 - ✓ You may use the recording feature in Canva (present and record) or screen record your slides while your camera is on.
 - ✓ Make sure your face is clearly visible throughout the presentation.
3. Speak in English during the presentation.
 - ✓ The duration should be 2–3 minutes only.
 - ✓ Use clear pronunciation and simple grammar.
 - ✓ Focus on fluency rather than perfection.

Important Notes

- Use visuals, icons, or photos related to your topic — avoid heavy text.
- Maintain eye contact and speak naturally.
- Dress neatly (as if presenting in class).
- Submit your video in MP4 format to Drive and share the link (make sure it is not private).
- Format: Name_class
- Deadline:

Appendix 3

Instruksi Tugas Video Promosi

1. **Theme & Proposal Alignment**
 - ✓ Create a tourism promotional video with the same theme as your proposal.
2. **Video Content**
 - ✓ Objective: to inspire and encourage viewers to take action (call-to-action), such as “Visit now!”, “Book your tour today!”, “Don’t miss this experience!”, and so on.
 - ✓ Required elements: an engaging opening, an introduction to the destination/activity, highlights of its strengths, and a closing with a call to action.
3. **Voice-over, Subtitles & AI Pronunciation**
 - ✓ Voice-over: can be 1 or 2 people, or the entire team—your choice.
 - ✓ Subtitles are required: Indonesian and English, displayed at the bottom of the video and synchronized with the audio.
 - ✓ Before recording the voice-over, use an AI pronunciation tool to practice and check the pronunciation of the English sentences you will speak, to avoid mispronunciations or mistakes. Practice until you feel your pronunciation is clear and confident. Only then should you record the voice-over for the video.
4. **Duration**
 - ✓ Video duration: 2–3 minutes (minimum 2 minutes, maximum 3 minutes).
5. **Theme Style**
 - ✓ Choose a style: solemn, fun/cheerful, or comedic—in line with the character of your destination and your team.
6. **Technical & Submission**
 - ✓ Audio quality must be clear and free of background noise.
 - ✓ Subtitles must be easy to read (sufficiently large font, contrasting color).
 - ✓ Editing: transitions between clips, appropriate background music, synchronization of audio and subtitles.
 - ✓ Video format: MP4, landscape
 - ✓ Submit via the Google Classroom platform. Simply have a group representative collect the submissions.
7. **Evaluation**
 - ✓ Alignment of the theme with the proposal.
 - ✓ Clarity and appeal of the call-to-action.
 - ✓ Voice-over quality: good English pronunciation (including practice using AI pronunciation tools), bilingual subtitles, and clarity of both voice and text.
 - ✓ Creativity in style and destination visualization.
 - ✓ Effective use of the 2–3-minute duration.
 - ✓ Editing techniques: transitions, music, and synchronization of voice and subtitles.