

LANGUAGES AND MEDIA FUTURE SKILLS

LESSON PLAN



Year Group	Year 9 – Year 13	
Overview	<p>These workshops highlight progression within languages and demonstrate how language skills can be used within media and business professions. Where possible, the workshops are very successful delivered in collaboration with a university media department in order to access their media production facilities as well as the first-hand experience of their staff and students. However, they can be adapted for use within a school or college using more portable and accessible media equipment. An option language taster session is also included to help students appreciate the transferable skills that language learning can develop.</p>	
Duration	Full or half-day	
	Language taster (optional)	30 mins
	How to make a video	20 mins
	How to use languages in a media context	20 mins
	Ideas, production, post-production	2.5 hours
	Presentation and video premieres	40 mins
	Questions and answers	20 mins
Objectives	<ul style="list-style-type: none"> • Introduce students to language related to the media. • Help students identify possible learning pathways using language skills. • Highlight possible careers where language skills can be beneficial. • Encourage greater cultural awareness through research into the way the media sector works. • Improve teamwork and presentation skills in target language. 	
Learning outcomes	<ul style="list-style-type: none"> • Use media-specific vocabulary in the target language • Identify further education and career pathways combining media and language skills • Create a storyboard, develop and edit a film in target language (or photo/print journalism) • Demonstrate presentation skills 	
Resources	<ul style="list-style-type: none"> • Workshop outline • Digital video samples of students' presentations from previous workshops • Access to on-site media production facilities if possible • 'The Real World of Languages' DVD (see entry in this Resource Folder) <p>NB: Although this activity can be very beneficial offered within a university it may also be adapted for delivery in schools.</p>	

WORKSHOP PREPARATION

For a university visit:

- Select students according to language interest/knowledge (e.g. French, Spanish, Turkish; both Modern Foreign Languages and Community Languages should be considered), and agree on total number university can accommodate.
- Contact the partner university to book the necessary language and media staff, event rooms (lecture theatre, with Interactive White Boards, etc. for plenary sessions, together with classrooms for break-off sub-group activities).
- Liaise with partner university to ensure that all facilities and equipment (e.g. internet video links) are available.
- Liaise with the Media and Languages Departments at university to book the necessary recording equipment and studios.
- Organise Media Student Ambassadors and Language Student Ambassadors (one of each per 5 student sub-group) via Routes into Languages if available.
- Plan the schedule bearing in mind that ideally approximately 5–6 hours will be required, depending on lunchtime/break arrangements; a shorter activity can be devised if necessary.

For in-school activity (once students have been identified, ambassadors approached and schedule planned):

- Liaise with Media Department to ensure facilities, equipment and staff are available to support the activity.

LANGUAGE TASTER

Deliver a simple language taster in a language that students are not familiar with to highlight the transferable skills that language learners have.

30 mins

HOW TO MAKE A VIDEO

To engage students show a short video related to language learning and/or promoting language learning (e.g. entries to the Language and Film Talent Awards – LAFTAS - <http://www.youtube.com/user/RoutesintoLanguages?blend=7&ob=5>).

Briefly explain the nature of the characteristics of a successful short film and how it can be used to convey messages concerning the significance of languages and of language learning.

Media Department staff (in university or school) introduce the specific media activity that students will be undertaking later on, for example a radio news item, a television studio interview or a location TV report, all using the relevant media and foreign language vocabulary.

20 mins

HOW TO USE YOUR LANGUAGES IN A MEDIA CONTEXT	
<p>The following example focuses on the 2012 London Olympics but the workshop can easily be adapted to any major sporting or cultural event which attracts international participants and visitors.</p> <p>Explain to students that the main focus is to “Show the importance of languages to the London 2012 Games” and that students will be creating a short video highlighting the importance of their chosen language in the staging of the 2012 Games. Get students to imagine a professional scenario, such as:</p> <ul style="list-style-type: none"> • A French news production company commissions students to produce a video entitled 'Où manger à Londres lors des JO?' ['Where to eat during the Games?']. • A Spanish TV channel hosts an interview with a national athlete in their studios. <p>Encourage students to speak as much as possible in the target language as well as any other languages than English they might know, emphasising that community languages are just as valuable as the ‘official ones’ when hosting a global event which welcomes people from all over the world.</p> <p>If using French or Spanish, highlight the fact that these languages are not only spoken in Europe by asking students which other countries they are spoken in, i.e. Latin America, Africa, etc.</p> <p>Tutors should devise some questions to help students prepare their role-plays, such as:</p> <ul style="list-style-type: none"> • How would you welcome an athlete visiting London for the Games who comes from a French, Spanish or Turkish-speaking country? • What expectations do you think a tourist from one of these nations will have when coming to London in 2012? • What do you think is the most important thing London needs to be ready for when the thousands of athletes, officials and spectators from all over the world descend in 2012? <p>Get students into relevant language groups of around 5, plus a language tutor and student ambassadors (Media and Language). Media staff should be on hand to move between the groups to give further advice.</p> <p>A refreshment break at this point will provide an opportunity for students to speak to their groups informally and start discussing their ideas.</p>	<p>20 mins</p>
IDEAS, PRODUCTION AND POST-PRODUCTION	
<p>The groups have 2 ½ hours to storyboard, script, shoot and edit their videos. The following are suggested times for each activity but can be increased where necessary.</p>	<p>2.5 hours</p>

45 mins	Develop a professional scenario and create a script in the target language, with the help of language ambassadors and tutors. Media ambassadors can give guidance on what is possible or not with the equipment available to them.	
45 mins	Shoot the video with the assistance of the media ambassadors and language ambassadors.	
50 mins	<ul style="list-style-type: none"> • Move to editing suite and work on video with the assistance of the Media ambassadors. • Discuss how to present video to rest of the group, use their language skills and ensure that everybody has something to say in a language other than English, with assistance from language ambassadors. 	
10 mins	Final Preparations for video and presentations, including time allowed for moving from editing suites to the plenary room.	
This would be an appropriate time for a break before presentations.		
PRESENTATIONS AND VIDEO PREMIERES		
	After the presentations, staff could upload the videos directly onto a video-sharing site, such as YouTube, with appropriate tagging, etc., so there is a final media and languages product available online by the time the participants leave and could be used to showcase work at school (this could be done during the Q&A session).	40 mins
QUESTIONS AND ANSWERS		
	Give students opportunity to ask the Language and Media tutors and ambassadors any questions they might have about future studies and careers in either field. This would also be useful for getting feedback from students and letting them know the web link for their videos.	20 mins