

LESSON PLAN 10

AUDIO DESCRIPTION



ABOUT THE LESSON PLAN

DURATION: 60 minutes.

Depending on the group, the lesson can take longer.

The lesson plan is addressed mainly to digitally literate students (with good IT skills).

MASTERIAL REQUIRED: laptop, overhead projector; loudspeakers; a pen and a piece of paper for a peer language support leader

OBJECTIVE:

The exercise aims to help learners formulate short/ brief and proper statements, describe emotions, places, people's general appearance etc. A film/ movie as a tool will allow students to boost/ improve their listening skills. Learners will also have an opportunity to revise the vocabulary through active listening to the native language of the country they are living in.

LEARNING OUTCOMES:

Learners will be able to:

- formulate short and correct statements.
- define people's emotions/ feelings.
- describe places, outfits or general appearance.

Learners will revise and consolidate the vocabulary connected with emotions and feelings or any kind of descriptions.

LEARNING CONTENT

A peer language support leader – EDUCATOR (chosen by the given community) will elaborate on a glossary depending on the main subject of the movie.

Educator introduces a short grammar exercise in order to reinforce grammar rules or phrases before starting the activity. The grammar exercise depends on the grammatical structures used in the movie.

On the basis of the main subject of the movie, EDUCATOR introduces the basic vocabulary which will be needed for the task. She/he prepares some handouts to better memorize the vocabulary. New words are spelled by random learners.

New words are also spelled by the whole group aloud. Learners are asked to practise pronunciation of new vocabulary as part of their homework.

Learners watch the film several times in order to grasp the vocabulary. The teacher needs to explain the vocabulary used in the movie.

Audio description is an audio track that narrates the relevant visual information in media. Audio description assumes that the viewer cannot see, and therefore depicts the key visual elements that are necessary to understand the content as an accommodation for blind and low vision viewers. The description may include information about actions, characters, scene changes, surroundings, costumes, body etc.

Having explained to the learners what audio description is, they are informed about the objectives of the lesson and the areas of language skills the given lesson aims to improve.

Before the learners start to watch the movie, they can try to describe a random picture or a classmate's general appearance to boost mutual interaction and practise a descriptive format.

We can do this task at the lower level, choosing a quite simple film (silent films work very well). We watch the entire film, divide the students into pairs and assign a fragment/ given scene to each pair. The task of the learners is to prepare an audio description of their fragment/ scene. They must pay attention to all aspects shown in the film: place, feelings, colors, outfits, and at the same time the description must be brief enough for the teacher to read it during a specific period of time (in order to maintain compatibility with the dialogues). During this task pairs can use their telephones or computers so that they can recreate a given scene several times and read the description of a given scene. At the end of the task learners watch and read the entire audio description of the film together.

ATTENTION!

The film should be based on the selected subject/ topic/ theme as its purpose should be to revise, expand or improve vocabulary related to the given topic/ subject desired by the group. It is the basis for a short glossary focused on a specific field/ subject. The topic also depends on the group age and the group's language level.

Example subjects:

- My new job/ job interview
- At the doctor's
- At the shopping centre
- Travelling etc.

RESULTS

- a useful subject specific glossary for learners with proper pronunciation (audible version)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult words
- greater ability to condense statements in an easy way

TIPS FOR FURTHER READING

Author's content (author – a language support leader in the given group/ community)

Films/ movies to be chosen depending on the local language and selected subject!

HANDOUTS

None