**Linguacuisine Teaching Session Friday 17 March**

**Equipment**: usb, dvd, 3 handouts (in file in Linguacuisine box in ilab cupboard), blank storyboards, ipads. Assorted objects and ingredients from ilab (in ilab cupboard)

**Aims**

Participants will learn: what it feels like to follow a recipe in L2: how to design a recipe with the L2 learner in mind; how to plan the language to be used in their recipe; how to write a storyboard for a video for their recipe

Participants must sit on tables in fours with 2 people from each group

1. Introduction on aims. In future sessions they will be preparing their own materials for their own recipe to appear on the app, to be used by an L2 learner. In this lesson they will learn how such materials appear to the L2 learner and how to design materials with them in mind.
2. Play Italian recipe: google La Cucina Italiana – Ciambotta – Calabria (2 parts)

Ask them to write down how to cook the dish as they watch. Check how many words they understood and can repeat – probably very few. Should conclude that it is possible to learn a recipe with little knowledge of the language given good audiovisual materials.

Then play part 1 again asking them to look at the camera work. They should notice the switches between main shots and close-ups from above. Discussion – how did it feel watching the video in Italian?

1. Introduction to Italian tenderiser *batticarne.* Give 1 object/ingredient to the UK students on each table and 1 to the foreign students. They must teach its L2 name to the other students so that they can pronounce it correctly. Then check they are able to say the word. Discussion: how did it feel teaching and learning L2 words?
2. Concept of introductory video showing students what to do in order to make following the instructions on the app easier. Show video on usb -mov 01B in French (start about 0.10) and ask them to write down the instructions as they go through. They should find this difficult. What do they think is missing? They should notice sound quality is poor.

Then play the recipe through from the DVD with French subtitles and see if they are able to complete more of the instructions.

Then play the recipe through from the DVD with English subtitles and see if they are able to complete more of the instructions.

Discussion – which factors make recipes easy or difficult to understand? Critique the camera work – how could it be improved? The introductory video without subtitles, with subtitles in L2 and with subtitles in English offers different levels of help. What does this have to do with language learning?

1. Look at the 3 handouts – video transcripts in English and French and recipe in French. Read the video transcript in English. The recipe has been written for language learning. Discussion: what are some of the things you should do and not do when writing a recipe for language learners?
2. Now look at your own recipe and write out a video transcript in your own language (with a translation onto English where necessary). Underline any words or phrases which you think a foreign learner might find difficult.
3. Now write a storyboard for the introductory video of your recipe.
4. Plenary: what have we learnt about presenting a recipe for language learning?

Anyone want to make an introductory video of a dish for homework?

Geordie Kitchen idea