



Lycée classique de Diekirch



Erasmus+

This project is cofinanced by the European Union

Diekirch, 27<sup>th</sup> October 2017

**ERASMUS+ PROJECT ENTITLED „LEBENDIGES EUROPA – SPRACHFÖRDERUNG DURCH KREATIVITÄT – EUROPE VIVANTE – PROMOTION DES LANGUES PAR LA CRÉATIVITÉ”<sup>1</sup>**

**LANGUAGE PROMOTION BY MEANS OF “LITERAL VIDEOS”**

**INTRODUCTION**

This pedagogic document is one of the outputs of an Erasmus+ activity entitled “language promotion by means of literal videos” which took place at the Lycée classique de Diekirch (LCD - Luxembourg) from 6<sup>th</sup> to 10<sup>th</sup> March 2017<sup>2</sup>. It is part of the legacy of the abovementioned Erasmus+ project on language promotion since it will be available for use beyond the project duration which is limited to three years. The note is addressing the educational and academic community at large along with the general public interested in language teaching. It is part of the dissemination activities related to the said Erasmus+ project. It has also fed the Erasmus+ dissemination platform.

The target audience of this document comprises (Erasmus+) project coordinators, project members and teachers, in particular language teachers. It will serve as guidance for the development of teaching activities. The target audience is invited and encouraged to use this document to produce their own teaching activities on the basis of literal videos.

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<sup>1</sup> More information on this project (in German), which is cofinanced by the European Union, can be found on the web site of Lycée classique de Diekirch: <http://www.lcd.lu/home/erasmuslebendiges-europa/>. The interested reader will find additional information on this project on the following web site which was put into place by one of the project partners, namely, WicoVzw Wico Campus Sint-Hubertus from Neerpelt (Belgium): <https://sites.google.com/a/shn.wico.be/erasmus-neerpelt/hetproject>.

<sup>2</sup> LCD students had already produced literal videos at the beginning of 2016. The results of this earlier Erasmus+ activity were already presented in April 2016 to some 900 visitors during the LCD event called “A house full of Arts, Words & Music”.

## WHAT IS A LITERAL VIDEO?

According to Leah Greenblatt (28 May 2009), a literal video “is a parody of an official music video clip in which the lyrics have been replaced with lyrics that describe the visuals in the video”.

## SEQUENCE AIMS

Present Continuous to describe things happening at the moment,

Vocabulary,

Prepositions,

Listening practise,

Rhyme, rhythm, stress,

Pronunciation,

Digital literacy (optional).

## IMPLEMENTATION OF THE SEQUENCE / PROJECT ACTIVITY

In order to introduce the subject matter and to illustrate the desired outcome from this activity, participating students were shown two original videos and the corresponding literal video versions (i.e. “Total Eclipse of my Heart” by Bonnie Tyler and “Losing my Religion” by R.E.M.).

You will find these two original videos by using the following links:

<https://www.youtube.com/watch?v=lcOxhH8N3Bo>

<https://www.youtube.com/watch?v=xwtdhWltSIg>

The literal video based on “Total Eclipse of my Heart” can be found here:

<https://www.youtube.com/watch?v=fsgWUq0fdKk>

The literal video entitled “Losing my Religion” was not available anymore on Youtube when this document was finalised.

Obviously, there are several other literal videos to be found on Youtube which can serve as examples for students.

The **products** which the students came up with are:

1. Six literal video clips with new lyrics including captions for better clarity,
2. A live performance which took place on Thursday, 9<sup>th</sup> March 2017 in the theatre of the LCD.

The recording of this live performance can be found on here:

<http://www.lcd.lu/projets/ersamus-lebendiges-europa/>

Students had to perform the following **steps** in order to complete the project:

1. Choose one clip from a list of suggested original videos<sup>3</sup>. Suggesting the videos to the students obviously saves time.
2. Study the original clip (both lyrics and imagery) using PCs with Internet access.
3. Write new (English) lyrics describing the visuals i.e. students describe in detail the action which is taking place in each scene. The lyrics should match the music.
4. Attend a tutorial on text editing.
5. Edit the new lyrics (captions) to the “literal video” by using the appropriate software<sup>4</sup>.
6. Rehearse the literal videos (with the new lyrics) prior to the live performance,
7. Record the new lyrics (audio).

The project implementation lasted two and a half days including the live performance. However, the first product and steps 4, 5 and 7 can easily be skipped if less time is available for the project. It is also interesting to note that steps 4, 5 and 7 are the tricky ones since they require the availability of both staff with extensive IT knowledge and the necessary IT equipment.

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<sup>3</sup> The following videos were suggested to the students:

- A-ha - Take on me ;
- Timberlake - Can't stop the feeling ;
- Cindy Lauper – Girls just wanna have fun ;
- Empire of the Sun - We are the people ;
- The Verve - Bittersweet symphony ;
- Madonna - Papa don't preach ;
- Rude - Magic ;
- Queen - Under Pressure ;
- Peter Gabriel - Sledgehammer.

<sup>4</sup> The following software was used to produce the subtitles and the mastering of the songs:

- TextEdit (simple text editor) (better word or pages to count the words <=31)
- Apple Compressor to place the subtitles
- Online SubT converter
- Logic Audio Pro with External Soundcard (Garageband is also good)
- FinalCut Pro X for editing the final versions of the videos)

The photograph below shows the students and teachers from the different partner schools who successfully implemented the literal videos activity in March 2017.



## EVALUATION OF THE PROJECT ACTIVITY

Evaluation of the activity by both students and teachers can be done for instance through questionnaires, or alternatively through tests. The questionnaires used for the evaluation of the literal videos activity are attached for your convenience and have also fed the Erasmus+ dissemination platform.

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For further information or if you have any questions related to the activity described above, please do not hesitate to send an e-mail to [jean-marie.thoss@education.lu](mailto:jean-marie.thoss@education.lu) and we shall get back to you.

**Attachment 1 : Evaluation form to be filled in by teachers**



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**EVALUATION FORM TO BE FILLED IN BY TEACHERS FOR ERASMUS+**

Activity:.....Date:.....

We would like to know how your ERASMUS+ activity went and what we can do to make it even better. Therefore we would be grateful if you could spend time answering the following questions. When you have completed the form, please return it to the project coordinator.

	Excellent	Very good	Good	Fair	Poor	Very poor
The activity as a whole was:						
The activity content was:						
Activity organisation was:						
Relevance and usefulness of activity content for learning languages:						
Cultural and European value-added was:						
Reasonableness of assigned work was:						
Clarity of student responsibility and requirements was:						

	Very much		Moderate		Not at all		Not applicable to this activity
	1	2	3	4	5	6	
How well did this activity help you to:							
Improve your intercultural competence?							
Develop insights competences relevant to your job as a teacher?							
Improve your (foreign) language skills overall?							
Improve your knowledge of new schools and schooling systems?							
Improve your ability and willingness to take part in team work?							
Improve your motivation?							
Improve your knowledge in terms of teaching methods and content?							
Develop your Information and Communication Technology (ICT) competences?							
	Much higher		Average		Much lower		Not applicable to this activity
	+++	++	+	-	--	---	
Do you expect the grade in language courses of your students to be as a consequence of this ERASMUS+ activity?							

**Open questions:**

What did you like about this ERASMUS+ activity?

What did you learn during this ERASMUS+ activity?

What do you feel were the weaknesses of this activity?

What other specific comments do you have?

**THANK YOU!**

## Attachment 2 : Evaluation form to be filled in by students



This project is cofinanced by the European Union.

### EVALUATION FORM TO BE FILLED IN BY STUDENTS FOR ERASMUS+

Activity: ..... Date:.....

We would like to know how your ERASMUS+ activity went and what we can do to make it even better. Therefore we would be grateful if you could spend time answering the following questions. When you have completed the form, please return it to the project coordinator.

	Excellent	Very good	Good	Fair	Poor	Very poor
The activity as a whole was:						
The activity content was:						
Activity organisation was:						
Amount of language skills you learned during the activity:						
Relevance and usefulness of activity content for learning languages:						
Cultural and European value-added was:						
Reasonableness of assigned work was:						
Clarity of student responsibility and requirements was:						



	Very much		Moderate		Not at all		Not applicable to this activity
<b>How well did this activity help you to:</b>	1	2	3	4	5	6	
Improve your language skills overall?							
Improve your comprehension skills?							
Improve your reading skills?							
Improve your speaking skills?							
Improve your writing skills?							
Develop your vocabulary?							
Develop your grammar?							
Develop your ability to express your ideas in artistic form?							
	Much higher		Average		Much lower		Not applicable to this activity
	+++	++	+	-	--	---	
Do you expect your grade in language courses to be as a consequence of this ERASMUS+ activity?							

**Open questions:**

What did you like about this ERASMUS+ activity?

What did you learn during this ERASMUS+ activity?

What do you feel were the weaknesses of this activity?

How motivated were you to speak freely?

What other specific comments do you have?

**THANK YOU!**