

**Autocues for language learning: linguistic immersion, employability, and a transferable end-product.**

Autocues/ teleprompters are a linguistic support for video presentations that allow students to focus on their oral delivery and pronunciation whilst reading from their own corrected texts. The aim in using teleprompters in a language context is to increase the confidence of the student before an oral exam, to provide an opportunity for linguistic improvement at both oral and written levels, and give students an end-product that is both transferable and powerful in terms of employability. Via teleprompting, the student is also given the opportunity to act from within a linguistically immersed situation.

The use of autocues specifically for language learning is an innovation that recalls the use of subtitling and audio description as linguistically immersive techniques working through media interpretation tools. Because the precedents for using auto cues are few and vague the project has undergone a certain evolution since its inception 3 years ago. A green screen graphic has been added to the otherwise plain background of the studio, giving the finished product a sleek and professional appearance, Google documents are now being used for corrections and preparations, thereby increasing accessibility of the presentations and speed of correction turn-around, and this year feedback was collected from students to establish the popularity of the project as well as its linguistic value, and to give students the opportunity to make suggestions for improvements.

**The project is composed of 3 main parts:**

- Composing the text for the teleprompter:
  - The student has to establish his/ her preferred subject and write a presentation of approx. 700 words (1 page single spaced). This step gives the student a chance to find a subject he/ she is interested in, and develop a certain intellectual autonomy.
  - A link to the shared Google document of the presentation is placed in the table of another Google document, to which all students have access. This enables the tutor to correct the presentation whilst students can prepare questions for each other by reading each others' documents.
  - Once the mistakes in the shared Google document have been pointed-out by the tutor, the student attends to the corrections.
  - Presentations are read in class, and students can ask the presenter questions.
- Presenting the text in the studio:
  - The student reads a self-corrected text in the target language from the teleprompter.
  - The discussion is opened-up to the panel and the floor.
- Round-up of the presentations:

- Students view sections of their presentations in class and go over ways of improving them, whilst also discussing their topic further.
- Students have access to all videos via a streaming server and watch each others' videos.

This session will showcase the use of teleprompters for language learning via video examples, look at student feedback in order to establish the possible scope of the activity, describe the different processes involved in detail, and give insight into the evolution of the project.