



Language Learning with Machinima  
EU funded CAMELOT project (2013-2015)



## January 2015 CAMELOT Project Newsletter

### Hello and **Happy 2015** to everyone

2015 will be a very busy year for the CAMELOT Project as it will be drawing to a conclusion in November. We will send monthly updates to keep all of our partners in touch with what is happening.

#### CAMELOT was presented at the Dutch National Conference on VWs

As announced in the November issue of this newsletter TELLConsult's representative, Ton Koenraad, was involved in the organisation of the [Dutch national conference \(13/11\) on virtual worlds in education](#). Recordings and photo impressions are available at the [related Facebook page](#).



Further contributions on behalf of CAMELOT were the co-presentation of the keynote, a workshop on 3D worlds and a plenary presentation on aims and interim results of the CAMELOT project.



Find the recording of this presentation (in Dutch) [here](#) and/or the PPT (in English) [on Slideshare](#).

#### Spot On – Video Interview

Anabel Nowak talks to Carol Rainbow about her life with machinima following her participation in MachinEVO last year.



Ann has a Master's in Linguistics, certification in Blended Learning, ICT in the classroom, mLearning and Digital Games in ELT. She has more than 20 years teaching experience at companies, secondary school, technical colleague, university and technical university in Germany. Last year Ann took part in MachinEVO and, with her team won an award for the following video: Culture Collision, At Dinner. This year Ann is a moderator and tutor in MachinEVO 2015.





## CAMELOT Webinar Series Marisa Constantinides

Creating machinima for learning languages provides teachers with a great opportunity to embed language in a context of use rather than present it to the learners only through audio – without the benefit of the images and the features of the context surrounding the language. For a machinima to be put to good use in class, some principles relating both to its creation and its use need to be taken into account. This presentation aims to explore some of the characteristics of machinima suited for the language classroom and some ideas for effective materials and lesson design. The same issues apply to the use of any video material, whether teacher created or not.

To watch the webinar [A pedagogy for using machinima in language learning](#)



## Task-based language teaching with technology: the EU-Funded CAMELOT project

Dr Michael Thomas 2 February 2015, 17:00-18:30 presents The CAMELOT Project at Cambridge University.

Arising from the two-year EU LLP funded [CAMELOT project](#) (CreAting Machinima Empowers Live Online Language Teaching and Learning), this paper investigates the use of machinima through the lens of sociocultural theory, exploring the potential of technology mediated task-based language learning. This paper aims to provide a critical meta-analysis of

the wider context of language learning in virtual worlds and digital gaming, before analysing the implications for machinima from both learner and instructor perspectives. The data indicates that the use of machinima has significant potential for underpinning a learning-centred approach, emphasizing the importance of learner creativity and user-generated content. In conclusion the paper calls for more research on 3D immersive environments that explores strategies for overcoming institutional barriers to access through the use of mobile devices; the need for dialogical forms of language learning to present learners with opportunities for language production and creativity; and an awareness of the cultural context of the target language.

## First ideas for CLIL Machinima submitted by Camelot's Dutch data partner

Recently Ton Koenraad managed to find a new school in the Netherlands for the CAMELOT project willing to cooperate as data partner and provide lesson ideas for machinima specially designed for Content and Language Integrated Learning (CLIL).

After a brief period of orientation and thanks to the efficient collaboration with the local coordinator, Patrick de Boer, also Chief Editor of [CLIL magazine](#), 10 first ideas have been submitted by 5 teachers (of geography, history, biology, arts and maths) which were discussed at a f2f meeting. The teachers were asked to elaborate those ideas that the Camelot production crew had found feasible (e.g. because a potentially usable 3D scenario was already available in Second Life or Open Sim). The planning is to produce some 4 machinima by the end of February if the teachers manage to duly deliver the necessary detailed scripts and lesson plans.

For more details about the CLIL pilot development read this [post on Koenraad's personal blog](#).



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