Creating Machinima Empowers Live Online Language Teaching and Learning

1.1 Needs Analysis

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

EU FUNDED CAMELOT PROJECT (2013-2015)

Deliverable Number: 1.1

Deliverable Name: Needs Analysis

Description: Needs analysis will be performed through questionnaires, e-mail correspondence and interviews to evaluate the potential for the implementation of foreign language learning activities and applications such as *machinima* on 3D virtual learning environments.

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off: 16 November 2015

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1. A Needs analysis framework for Turkish teachers at Istanbul University Language Center

1.1. Introduction of the Turkish teachers' teaching context

How long have they been teaching in the institution and in general?

Out of 15 Turkish teachers 10 contributed to this Needs Analysis. Of these one has a Ph.D, two are pursuing their Ph.D, and another three are pursuing MA degrees. Eight of the teachers graduated from Turkish language and literature departments and have undertaken further pedagogical education. One of the teachers graduated from a department of English language teaching and one from a department of English language and literature; the latter has also studied pedagogical education.

The teachers were aged between 23 and 36 years old and had experience ranging from two months to fourteen years and had been teaching at Istanbul University Language Center in Turkey for between two months and seven years. Some of the Turkish teachers had classes during the day so they could not attend the meeting. There were teachers who were Turkish major graduates (i.e., approximately fifteen of them). However, because of the number of students, from time to time they required some of the fifteen English major teachers who teach general English courses to take additional Turkish classes.

Figure 1. Presentation of the CAMELOT Project to Turkish teachers

Figure 2. Turkish teachers participating in the CAMELOT session

How many hours do they teach a week?

Their teaching hours typically ranged from 24 to 40 hours per week.

Which book do they use and how many hours do they spend on one unit?

They are following a coursebook which this team of teachers has contributed to. It is entitled, *Istanbul* and written for students at levels A1, A2, B1, B2 and C1 levels of the Common European Framework of Languages (CEFR). The Turkish coursebook is supplemented by a workbook and a CD with listening materials. The book has 6 Units in total with each around 15 pages on average and sections focus on grammar, reading, writing, listening and speaking activities. In addition, it has sections on culture and self evaluation at the end of each unit based on the use of 'can-do' statements. The teachers usually spend between 16 to 20 teaching hours on each unit of instruction in the book.

Which approach and method are they implementing?

The teachers identified a range of approaches including the cooperative and communicative approach, and one of the teachers said that she was using a project-based learning method.

Are the teachers satisfied with their materials?

Since they have created their own book, the teachers reported that they were satisfied with the coursebook and materials for teaching purposes.

What kind of activities do they use in class?

They indicated the use of pair and group work, dictation and role plays. They also make use of advertisements, YouTube videos, Turkish songs and stories, story completion exercises and presentations. They reported having difficulty finding materials such as videos with subtitles on the Internet.

What kind of activities do they use outside the class?

They frequently ask their students to watch Turkish movies and read magazines and newspapers as part of additional exercises and activities.

Do they have lesson plans? If not, how do they plan their lessons and how do they decide on the content, materials and activities?

They do not have a specific lesson plan for each lesson. However, they use the coursebook to provide a daily plan. They have a yearly curriculum plan that identifies what content, topics and grammar points should be taught as determined by examinations and test dates. They have a mid-term and a final test as well as quizzes after each unit. All the teachers follow these dates and are required to meet these criteria.

Do they use extra materials?

The teachers have a folder in the teacher's room where they share worksheets which are prepared according to grammar points or topics. The teachers put their *ad hoc* materials in these folders and other teachers make use of them in addition.

What kind of technology do they use?

They have a desktop computer and a projector in all of their classes. They use CDs, YouTube videos and some PowerPoint presentations for vocabulary with visuals and grammar points. Some of the teachers indicated that they use private Facebook groups for their students where they share vocabulary files, introduction materials, videos and the materials they use in the classroom. However, it is sometimes tiring for the teachers, given that the groups of students are very active and it is difficult for teachers to answer questions in their private time outside of their formal classroom lessons.

What is the difference between Erasmus students and regular preparatory year students?

The teachers have around 1,000 students each year from three distinct fields. Around 400 of these are registered through the regular Istanbul University enrollment procedures and these students study in a department at the University in Turkish for one preparatory year. 300 adults students, who pay their own tuition fees, live in Turkey for many reasons (e.g., marriage and job-related reasons) and they study for various periods ranging from one to two semesters depending on their stay. The third group consists of around 200 Erasmus students who come through the Turkish National Agency and stay for a period of three to six months. They initially take a three-week intensive Turkish course paid for by the agency. Following this some of them then continue with further Turkish courses during their stay in Turkey and pay for the tuition themselves.

According to the teachers there is a great difference between Erasmus students and other regular and adults students in terms of motivation. Because the Erasmus students take an intensive course on Survival Turkish for a period of 3 weeks during which they stay for less than 6 months, they have to pay tuition fees if they want to continue learning Turkish. As a consequence, their motivation is lower than that of the other students who learn Turkish for academic and social purposes. A further interesting observation was related to the use of technology. Teachers observed that the regular and adult students outnumbered the Erasmus students in relation to the percentage who had their own smartphones; this is important in evaluating the potential use of mobile platforms to support and supplement students' learning.

1.2. Presentation of the concept: Machinima

What is machinima? How does it relate to language learning and instruction? (e.g., the constructivist approach, the task-based approach or content and language integrated learning (CLIL) for example)

The presentation which was prepared by Irfan Şimşek and presented by Tuncer Can and Ramazan Zengin from the University of Istanbul. A variety of example machinima were shown from the camelotproject.eu website during the session.

1.3 Task (group work with participants)

Figure 3. The Camelot Project needs analysis task in Turkey

Context

Three Groups of 10 Turkish teachers were established randomly. This included two groups of three teachers and one group of four teachers. They were given paper to make a poster, marker pens, questions to lead their discussion and were asked to prepare the poster and present it to the audience.

Questions for the teachers

In your opinion what are the advantages and disadvantages of machinima?

Teachers responded with the following advantages of machinima:

- It provides more visual input;

- It is suitable for learners across a variety of levels of engagement and various learning styles;

- It caters for learners who prioritize different senses such as seeing and listening;

- Machinima materials enable learners to recycle the content and make it reusable;

- It can help specifically with speaking and listening skills;

- It may help to introduce students to the cultural contexts associated with the languages they are learning.

Figure 4. Teachers making their presentations about machinima in Turkey

Figure 5. Discussion on machinima among the Turkish teachers

Disadvantages of machinima

Teachers responded with the following disadvantages of machinima:

- It cannot replace the teacher;

- Engagement with machinima requires a lot of technology both when creating and exploiting the materials and thus it may not be usable in all contexts;

- It may be difficult to control and monitor the learners;

- Using machinima and producing digital videos could be time-consuming;

- Some skills like writing and reading cannot be supported through the use of machinima alone;

- A range of technology problems and challenges may arise as a result of using machinima in classroom environments.

Could machinima be used for Turkish learning and instruction?

All three groups agreed that machinima could be used for the teaching of Turkish as a foreign language.

Does the use of machinima suit your context?

All three groups agreed that machinima is suitable for their current teaching contexts.

Do you think you can make use of machinima in your classes? If not, why?

All three groups agreed that they could make use of machinima technologies and teaching approaches. However, it may not be suitable for all the classes and topics, especially when teaching topics such as vowel harmony in Turkish and it poses challenges related to assessment and evaluation.

In what ways can machinima be used?

- Machinima can be used as a supplementary material for extra language practice;

- Machinima could be used as a project-based task outside the classroom. Tasks may include practical and real-life activities related to job interviews or dealing with a real estate agency for example. Following the creation of machinima, video resources can be uploaded to a video-sharing site such as YouTube and learners could engage in discussion about the resources. This group of teachers engaged in storyboarding activities for machinima creation by writing the language needed to be taught as well as the various locations to be used in their creation. The teachers also identified a name for their machinima creations - *ogretmenima* - that translates as *teacherinima*;

- Machinima could be used as video input with some grammar activities such as answering vocabulary question or inferencing questions.

In which phase of the lesson could machinima be used? (e.g., introduction, practice or production phase).

- One of the groups indicated that machinima could be used in every phase of the lesson;

- The other 2 groups said that machinima could be used especially in the practice and production phases of the classes to provide learners with structured activities for communicative engagement.

Could machinima be used autonomously outside the face to face lesson? If so, how?

- Not all students may like working outside the classroom in an autonomous fashion;

- On the other hand, students could work outside the classroom by repeating and recycling their lessons thus deepening their understanding.

What kind of response do you think you would get from your students if you used it right now?

- All of the groups indicated that their learners would very much like to work with machinima;

- Some of the students could take on the role of the teacher leading to a variety of different subject positions rather than merely reinforcing the passive role of the learner;

- Some of the students might not have access to the digital and electronic equipment and resources required to participate in machinima production.

Could machinima be used as one course or as blended course?

- Machinima could be used as supplementary material;

- It be used under the control of the teachers in the classroom;

- The approach could be used as video input with some grammar activities such as answering vocabulary or grammar questions.

How could machinima be used in the context of task-based language instruction?

- It could be used for dialogue construction activities in the classroom;

- Machinima could be used in the classroom for students to improve learner motivation;

- The digital resources could be used for reinforcing existing teaching materials and content;

- It has the potential to be used to introduce target language cultures to learners in authentic ways;

- Teacher trainees could engage in activities such as preparing a poster about implementing machinima in a Turkish teaching context;

1.4. Discussion with the teachers from the groups

- The teachers all agreed that machinima could be used in their teaching context and that their students would appreciate having such interesting teaching and learning materials at hand;

- They said that it would take lots of time to create *ad hoc* machinima as they are already teaching long hours;

- They agreed that their students could create machinima and share it on their Facebook and Twitter groups where they could get real time responses for their productions and this in turn could motivate them to collaborate and participate.

- The teachers said that they would be delighted to contribute to the creation of machinima if someone helped the with the technology;

- Some of the teachers said that they need to have face-to-face contact with students and there was some doubt if machinima-related activities could satisfy this need.

1.5. Suggestions

- Machinima could be created alongside topic and grammar-related units related to their coursebook and course objectives. These machinima could be stored in an online library where they could use them during their lessons;

- The teachers also indicated that what they need is tandem partners for their novice students who could act as coaches and mentors. Using such an approach the in-world encounters between students and teachers could be recorded, therefore providing examples to scaffold learning.

2. Needs analysis framework for Polish teachers at NDU Foreign Languages Teaching Centre, National Security Faculty, and CBRN Training Centre, Poland
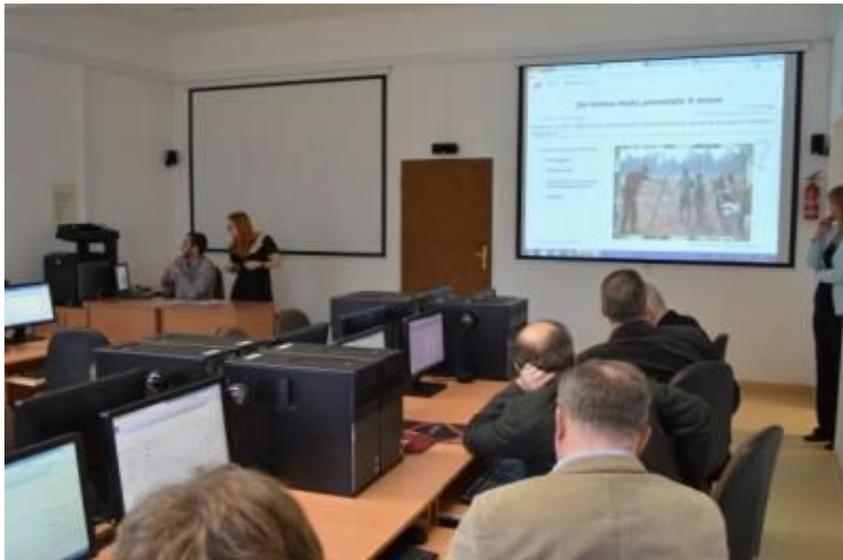

Figure 6. Camelot Presentation at NDU, Poland

2.1. Introduction of Polish teachers' teaching context

In the survey teachers who were familiar with ICT educational solutions took part in a two-day ADL training course.

How long have they been teaching in the institution and in general?

The teachers work for *NDU Foreign Languages Teaching Centre (language teaching), National Security Faculty, and* the *CBRN Training Centre (CLIL - courses on Education for security).*

Out of 29 Polish teachers (25 from *NDU Foreign Languages Teaching Centre,* one from *CBRN Training Centre, three from National Security Faculty*) 10 have contributed to this Needs Analysis, of whom three have a Ph.D, one is pursuing a PhD, another six are MA graduates.

One teacher graduated from a department of Polish language and literature. Six of the teachers graduated from a department of English language teaching, one from American Studies (with pedagogical education) and two from other faculties: the National Security Faculty and Chemistry Faculty (also with further pedagogical education and linguistic experience). Teachers were aged between 25 and 60 years old and had experience ranging

from three years to 20 years (teaching at the NDU between three years and 15 years in total).

How many hours do they teach a week?

Their teaching hours range from two to 40 hours per week.

Which book do they use and how many hours do they spend on one unit?

- For Polish language course the textbook is entitled *Hurra* and it is published by the *Prolog School of Polish Language* at the A2 level;

- For English the book is entitled *English File* and aimed at the A1-C1 level. The book entitled *Campaign* is also used and aimed at the A1-B2 level;

- The other two non-linguistic teachers designed their own author course materials and they taught with the use of the CLIL method;

- The units in each coursebook (for Polish and English) contain up to 10 pages and contain sections such as grammar, reading, writing, listening and speaking activities. Other activities include a culture corner and self-evaluation sections at the end of each unit.

Which approach and method are they implementing?

- The teacher use the following approaches: the natural approach, the reading approach, and the communicative approach;

- A range of methods are also used: project based learning, problem-based teaching, the audiolingual method, and CLIL.

Are the teachers satisfied with their materials?

- In general it is clear that the teachers are satisfied; however, they aim to improve their existing materials with other activities.

What kind of activities do they use in class?

- The teachers work in pairs and groups and engage in a range of activities including dictation, role-plays, ADL games, ADL courses, working with YouTube videos, story completion, presentations, and brainstorming.

What kind of activities do they use outside the class?

- The teachers reported reading books and newspapers, watching movies and TV series, and completing BBC web-based lessons. Furthermore, they participate in ADL courses using electronic content, and read specialized articles particularly those using the CLIL method.

Do they have lesson plans? If not, how do they plan their lessons and how do they decide on the content, materials and activities?

- All teachers reported that lesson planning was an important aspect of their approach and that they used plans for each lesson.

Do they use extra materials?

- The teachers reported supporting lessons with other materials, such as quizzes, riddles and stories.

What kind of technology do they use?

- The teachers typically use a desktop computer connected to a projector in all their classes, therefore enabling them to use PowerPoint presentations to visualise their materials for the learners.

What is the difference between Erasmus students and regular preparatory year students?

The NDU has 8,000 civilian and 2,000 military BA, MA and Ph.D students who study at the two major faculties of the institution: The Management and Command Faculty and The National Security Faculty. In addition to these, NDU educates officers for command and staff posts and other military staff in different specialties. These include research centres such as The War Games and Simulation Center, The CBRN Defence Training Centre, and The Officers Training Centre, Distance Learning Branch in the ADL Lab.

A separate group of students include those from the Erasmus programme (i.e., this includes around 44 students in the summer semester, 2014), who stay for a period of three to six months and take a three-week intensive course in Polish. Worth mentioning in this respect is another group of foreign military staff who come to the NDU from other international military programmes and take part in courses that typically last for half-year and focus on specialist knowledge. Moreover, throughout this whole period the students also learn Polish. According

to teachers, the difference between Erasmus students and regular preparation students is not very significant and the motivational level of the learners is similar.

2.2. Presentation of the concept: Machinima

What is machinima? How does it relate to language learning and instruction? (e.g., the constructivist approach, the task-based approach or content and language integrated learning (CLIL) for example)

The presentation for teachers was prepared by Małgorzata Gawlik-Kobylińska and LtC Dariusz Poczekalewicz from the NDU in Poland.

2.3. Task (group work with participants)

An interview was conducted with teachers to ascertain the advantages and disadvantages of using machinima (10 teachers).

In your opinion what are the advantages and disadvantages of machinima?

The teachers provided the following advantages:

- It is a suitable technology for storytelling;

- It may be used to support listening exercises in the target language;

- It can aid the imagination of the learners;

- Machinima can be used to show dangerous situations;

- It may help in the presentation of lesson objectives in an easily understandable format;

- It can be used to provide an introduction to a range of topics;

- It may create an appropriate mood in the classroom to aid motivation and participation.

Disadvantages of machinima

The teachers provided the following disadvantages:

- Machinima may be difficult to prepare for teachers and learners;

- Machinima may be disliked by some students within a group environment thus making it challenging to integrate them successfully across a whole group.

Could it be used for Polish learning and instruction?

- Teachers reported that it had potential to be used in the context of Polish language learning.

Does the use of machinima suit your context?

- Teachers reported that it has the potential to support their various teaching contexts.

Do you think you can make use of machinima in your classes? If not, why

- Teachers indicated that the use of machinima could help them to make their lesson plans and activities more interesting and engaging for the learners.

In what ways can machinima be used?

- It could be used in the context of a group project (e.g., creating machinima during a lesson as a collaborative student project in which learners create scenarios and record activities). Machinima could therefore be used to strengthen group working skills, aiding learners to understand issues related to the topic, and creating engagement;

- Machinima could be used as supplementary materials for extra language practice (e.g., listening, pronunciation training, intercultural skills, the explanation of cultural differences, and aiding the understanding of context and pragmatic meaning).

In which phase of the lesson could machinima be used? (e.g., introduction, practice or production phase).

- Teachers reported that they could be used in each phase, depending on the creativity of the instructor and the restrictions or opportunities presented by the instructional context.

Could machinima be used autonomously outside the face to face lesson? If so, how?

- Teachers indicated that it could be part of homework exercises;

- Machinima can be treated as enjoyable and engaging activities that place an emphasis on creativity and warrant further exploitation.

What kind of response do you think you would get from your students if you used it right now?

- Teachers reported that their students appear to be fond of new technologies and that they are eager to learn new skills as they believe it may help them in their future work. They indicated that the response may be a positive one based on this context.

Could machinima be used as one course or as blended course?

- According to the teachers machinima could prove to be effective for blended forms of teaching where it could be positioned in a supportive role;

- Machinima may be good for designing courses on listening and vocabulary learning (as one course) or for watching movies with slides containing key vocabulary or phrases.

How could machinima be used in the context of task-based language instruction?

- Gaining the context from the movie for a special situations (intercultural aspect, linguistic distance)

- Listening exercise (gap completion)

- Exercise in practising pronunciation, sounds (vowels, consonants), words, phrases repetitions (rapid speech in particular context: asking questions, intonation, etc.)

3. Needs analysis report Institute of Applied Language Studies, University of West Bohemia, Czech Republic

Participants

19 teachers of English.

Subjects taught

General English, English for Technical Purposes, English for Academic Purposes, English for HealthCare Studies, and English for Arts and Design.

ICT skills

All teachers were familiar with and regularly use Interactive whiteboards and Moodle as a Virtual Learning Environment (e.g., for creating e-learning course materials). All teachers are regularly updated on ICT developments in EFL. All teachers participated in a Second LifeⓇ seminar 4 years ago.

CAMELOT

Jana Cepickova explained the concept and rationale of the CAMELOT project. It was necessary to define and explain machinima in detail as none of the teachers were familiar with the term. Next, the use of machinima in an EFL classroom was demonstrated and concrete examples of machinima were provided to the teachers drawing on the resources available here: http://camelotproject.eu/category/machinima/page/2/. These examples were then discussed by the teachers and the moderator.

Discussion

How could machinima be used in our lessons?

The teachers suggested several different topics where machinima may help to visualize grammar or specific vocabulary. For example: a narrative involving a car accident and an ambulance could be used in English for Specific Purposes (ESP) contexts.

All participants agreed that machinima could be a useful tool for visualizing various situations and problems where digital videos involving real-life participants would be difficult to produce.

4. Needs analysis for CAMELOT on CLIL data partner school, Holland

4.1 Development cycle 1

School 1: School profile

Wolfert PRO (http://www.wolfert.nl/pro) is a (pre-)vocational studies secondary school (VMBO in Dutch) close to Rotterdam in Holland. The school strives to offer quality education in a rich and internationally orientated learning environment. Digital materials are used extensively in every subject areas and students are expected to use their own digital devices following an institution-de bring your own device (BYOD) initiative.

The school has approximately 450 students and 50 teachers and is growing quickly. Students come from both an urban and a rural, agricultural background. Language learning is a major but inevitable obstacle for many of them on their way to a diploma. Students spend four years at school after which they go on to a college for vocational studies (MBO in Dutch) or to another secondary school to complete a higher degree.

Technology use

The present system 'Magister' is being used as an intranet to distribute files and study guides to students. The school owns two IWBs (SMARTboard). To support blended learning individual teachers use a variety of tools. e.g., the biology teacher makes use of Moodle. The CAMELOT contact teacher uses Wordpress (scheltus.wordpress.com) to share English as a Foreign Language (EFL) instructional materials and uses Google Forms for interim formative assessments of vocabulary, idioms and other grammatical items. He also produces videoclips to support his own teaching using a flipped classroom approach and contributes to Snapput (http://www.snapput.nl/home.html), a Dutch start-up compay, that aims to support students in understanding specific school subject content issues.

The school and the CAMELOT project

The CAMELOT contact person was Paul Scheltus, an EFL teacher and Head of Internationalisation & CLIL Stream in the school (contact details: scheltus@gmail.com).

TELLConsult and Paul agreed to have monthly contact through the project progress reports from TELLConsult and/or via Skype meetings to discuss items in more detail (e.g., F2F events at the school)

Activities in 2013

Paul informed his colleagues about the project on the basis of talks with TELLConsult and

the document CAMELOT Key points compiled by TELLC from the project description. Four teachers showed an interest:

Richard Pols (teacher technical subjects)

Pink Hermans (teacher of Mathematics)

Querijn Huijzer (teacher of Economics)

Marlon Yorke (teacher of Biology)

The first three teachers were willing to help define content for machinima and to pilot machinima productions in their classes. The Biology teacher was also interested in creating them for himself.

Activities in 2014

17 March

A face-to-face meeting was conducted with teachers and the CAMELOT Partner TELLC.

Objectives
a) to update all teachers and staff involved, brainstorm about the educational potential of machinima on the basis of a presentation by TELL including demos of machinima videos and related materials;

b) to brainstorm about the potential of machinima for education and to elicit initial ideas for specific school subjects;

c) to explore alignment options for CAMELOT piloting activities to school planning procedures;

d) to make arrangements for follow-up sessions, possibly also for a follow-up continuing professional development (CPD) session on using video in education in general and/or to review specific video authoring tools.

Report
Due to circumstances the session, originally planned for 18 March 2014, was rescheduled over the weekend to 17 March. The session was attended by four teachers (including the contact person). The teacher of mathematics apologized for his non-attendance. During the hour that was available TELLConsult introduced the aims and objectives of the CAMELOT

Project, the concept and production of machinima and discussed its educational potential on the basis of three examples. Teachers from the institution appreciated: the idea that machinima can be produced in a variety of environments including games and that machinima can help visualize abstract concepts

Concerns expressed by the teachers included:

- the quality of the graphics of Second Life®-based machinima;

- the added value of machinima versus using real video and having learners produce clips of real-life communicative situations.

Follow-up activities

As there was too little time to explore and discuss all the resources that were prepared for this session it was agreed that all involved would:

- consult the workshop materials and discuss the potential for their subject with colleagues over the next few weeks;

- do web-based research to identify more examples of 3D video being used for CLIL purposes and identify subject-specific 3D projects/SIMs that could potentially provide relevant film locations for the instructors to use with their learners.

TELLConsult stressed the relevance of these activities as preparation for the next step which was planned for the end of April 2014, namely, the specification of ideas for machinima to be produced by the project in during May to July.

The contact person would as a consequence:

- pass on the link to the session's resource page to his colleagues: http://tinyurl.com/camelot4Wolfert1;

- plan a meeting with colleagues to share and discuss the interim findings.

By October 2014 - due to a delay because of the summer holidays - the cycle at the Wolfert Pro school had arrived at the specification stage with only one teacher (Biology) willing to continue when the coordinator refused to actually submit a planned paper proposal for a Dutch conference and decided not to cooperate any more arguing that he and his team did

not see any added value. For more details on the process see the CAMELOT confidential interim report.

4.2 Development cycle 2

One of our interventions to find a new CLIL school was successful. We managed to get the cooperation of Patrick de Boer, Mathematics teacher at one of the Penta schools, local CLIL coordinator and chief editor of the CLIL Magazine.

School 2: Profile

Jacob van Liesveldt is part of the PENTA consortium partners http://www.penta.nl/

It is a certified bilingual-school. http://jl.penta.nl/

Bilingual-schools offer excellent education with a first-rate and challenging programme according to the CLIL-principle, Content and Language Integrated Learning, which means that subjects are taught in English. EIO, European and International Orientation, is integrated in the programme. Upper level students follow the International Baccalaureate programme for English.

To quote the IB Mission Statement:

 "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education … which encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Part of the bilingual-curriculum are school trips to England (Suffolk, London) and digital and video conferencing projects with people from all over the world. We participate in Model United Nations and exchange programmes with schools in several European countries.

Progress report

In an attempt to decrease the risk of another failed mission we agreed to first also get formal support from local management.

Then a plan was made to go through the same process as school #1: running workshops introducing the teachers involved (*n=5*) to the machinima concept with the help of purpose

designed resources (e.g., resourcse collected on Blendspace http://blnds.co/NaiGKD) and collective viewing sessions, discussing sample applications, eliciting first ideas for local practice and discussing their production feasibility, coaching teachers to further specify potential productions with the help of the CAMELOT storyboard and lesson plan templates.

This resulted in a workable idea for Mathematics, others (e.g., for History and Art) being unrealistic time and budget wise). This machinima (on the Pythagoras theorem) has been successfully produced.

As part of the piloting of the lessons a research design was discussed and the related data collection preparations and instruments made. Together with Patrick de Boer the pilot research results were also presented at the bi-annual national conference for Dutch teachers of English, entitled 'English Education for International Communication'.

More information on the process and the results from the perspective of the teacher involved is available in his recorded interview.