



## Creating Machinima Empowers Live Online Language Teaching and Learning

### 1.5 A Report on Using 3D Virtual Learning Environments and Machinima for Language Learning



#### Disclaimer

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Description: This document will be made available online after the successful completion of the project. It will clearly identify examples of best practice alongside the challenges and opportunities for the field of language learning.

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## 1. The context of language use

According to the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” published by the language policy unit in Strasbourg “language in use varies greatly according to the requirements of the context in which it is used. In this respect, language is not a neutral instrument of thought like, say, mathematics. The need and the desire to communicate arise in a particular situation and the form as well as the content of the communication is a response to that situation” (CEFRL, 2001, p. 45). The situations described above require linguistic speech acts to be performed in many different domains.

### 1.1. Domains

Each act of language use is set in the context of a particular situation within one of the *domains* (spheres of action or areas of concern) in which social life is organised. For general purposes of language learning and teaching it may be useful to distinguish at least the following:

- the *personal* domain, in which the person concerned lives as a private individual, centred on home life with family and friends, and engages in individual practices such as reading for pleasure, keeping a personal diary, pursuing a special interest or hobby, etc.
- the *public* domain, in which the person concerned acts as a member of the general public, or of some organisation, and is engaged in transactions of various kinds for a variety of purposes.
- the *occupational* domain, in which the person concerned is engaged in his or her job or profession;
- the *educational* domain, in which the person concerned is engaged in organised learning, especially (but not necessarily) within an educational institution.

In each domain, the external situations which arise may be described in terms of:

- the *locations* in which, and the *times* at which, they occur;
- the *institutions* or *organisations* – the structure and procedures of which control much of what can normally occur;
- the *persons* involved, especially in their relevant social roles in relation to the user/learner;
- the *objects* (animate and inanimate) in the environment;
- the *events* that take place;

- the *operations* performed by the persons involved;
- the *texts* encountered within the situation. (CEFRL, 2001, pp. 45-46)

## 1.2. Communication themes

Within the various domains we may distinguish themes, the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts. Thematic categories can be classified in many different ways such as:

1. personal identification
2. house and home, environment
3. daily life
4. free time, entertainment
5. travel
6. relations with other people
7. health and body care
8. education
9. shopping
10. food and drink
11. services
12. places
13. language
14. weather

In each of these thematic areas, subcategories are established. For example, area 4, 'free time and entertainment', is sub categorised in the following way:

- 4.1 leisure
- 4.2 hobbies and interests
- 4.3 radio and TV
- 4.4 cinema, theatre, concert, etc.
- 4.5 exhibitions, museums, etc.
- 4.6 intellectual and artistic pursuits
- 4.7 sports
- 4.8 press

For each sub-theme, 'specific notions' are identified. In this respect, the represented categories, covering the locations, institutions etc. to be treated, are particularly relevant:

1. locations: field, ground, stadium
2. institutions and organisations: sport, team, club
3. persons: player

4. objects: cards, ball
5. events: race, game
6. actions: to watch, to play (+name of sport), to race, to win, to lose, to draw

Clearly, this particular selection and organisation of themes, sub-themes and specific notions is not definitive. It results from the author's decisions in the light of their assessment of the communicative needs of the learners concerned (CEFRL, 2001). To these domains, situations and themes media can also be added. These media could be:

- voice
- telephone, videophone, teleconference
- public address systems
- radio broadcasts
- TV
- cinema films
- computer (e-mail, CD Rom, etc.)
- videotape, -cassette, -disc
- audiotape, -cassette, -disc
- print
- manuscript

The information provided above has been compiled from the European Union Foreign Language Education Policies and official papers. This information supports the idea of using machinima for foreign language learning, and as in the CAMELOT project, the machinima that have been produced for field-testing have been underpinned by these policies.

In the next section we will present ideas for foreign language teachers about how to implement machinima in the field of foreign language learning.

## **2. Lesson ideas for teachers to use machinima**

In this section we exemplify a series of contexts in which teachers can use machinima.

Below are ideas and examples of work done in the lifetime of the CAMELOT project for warm up exercises, for presenting content, grammar, vocabulary, fixed expressions, spoken language, narratives, intercultural communication, and machinima for learners with special needs.

### **2.1. For language instruction**

#### **a). Warm-ups**

- Machinima on “How to play a game tutorial”.  
([https://www.youtube.com/watch?v=km\\_afd0\\_dEI&feature=youtu.be](https://www.youtube.com/watch?v=km_afd0_dEI&feature=youtu.be)).
- Machinima on “Lesson instructions: Classroom language”.

#### **b). Presenting vocabulary and pronunciation through machinima**

- Create simple machinima that demonstrate the use of adjectives.
- Create simple machinima that demonstrate classroom nouns/objects (Home: house, rooms, garden, street, square, park) ([https://www.youtube.com/watch?v=A2iTb-b\\_hF8](https://www.youtube.com/watch?v=A2iTb-b_hF8)).
- Create simple machinima that demonstrate simple verbs  
([https://www.youtube.com/watch?v=0gKBSFyjia8&list=UUJhrRI2BKvTEe65ZQ\\_VAJNg&index=69](https://www.youtube.com/watch?v=0gKBSFyjia8&list=UUJhrRI2BKvTEe65ZQ_VAJNg&index=69)).
- Create machinima that contextualize the vocabulary, e.g., travel vocabulary, educational vocabulary, restaurant vocabulary, etc.  
(<https://www.youtube.com/watch?v=p88hK6eMhUA>).

#### **c). Fixed expressions presentation**

- Create machinima that demonstrate idioms with various contexts like animals, people etc., proverbs, familiar quotations, expressions of belief, attitudes such as clichés.  
(<https://www.youtube.com/watch?v=AKbBmpKtG5o&feature=youtu.be>).
- Machinima representing the “use and choice of greetings” on arrival, in introductions, leave-taking, use and choice of address forms  
([https://www.youtube.com/watch?v=moFc\\_mr1ziM&feature=youtu.be](https://www.youtube.com/watch?v=moFc_mr1ziM&feature=youtu.be)).

#### **d). Spoken language presentation**

- Casual conversations  
(<https://www.youtube.com/watch?v=yBraWs0vKHM&feature=youtu.be>).

- Public announcements and instructions  
([https://www.youtube.com/watch?v=moFc\\_mr1ziM&feature=youtu.be](https://www.youtube.com/watch?v=moFc_mr1ziM&feature=youtu.be)).
- Public speeches, lectures, presentations, sermons.  
(<https://www.youtube.com/watch?v=yrDQGGdHdZc&feature=youtu.be>).
- Rituals (ceremonies, formal religious services).
- Entertainment (drama, shows, readings, songs).
- Sports commentaries (football, cricket, boxing, horse-racing, etc.).  
(<https://www.youtube.com/watch?v=rDgNL4Ghbk0&feature=youtu.be>).
- News broadcasts.
- Public debates and discussion.
- Interpersonal dialogues and conversations.  
(<https://www.youtube.com/watch?v=IBFM920w2R4&feature=youtu.be>).
- Telephone conversations.  
([https://www.youtube.com/watch?v=cVpFOXIk4dg&feature=youtu.be&list=UUJhrRI2BKvTEe65ZQ\\_VAJNg](https://www.youtube.com/watch?v=cVpFOXIk4dg&feature=youtu.be&list=UUJhrRI2BKvTEe65ZQ_VAJNg)).
- Job interviews.
- Informal discussion ([https://www.youtube.com/watch?v=i9-Z0JjKNMA&feature=youtu.be&list=UUJhrRI2BKvTEe65ZQ\\_VAJNg](https://www.youtube.com/watch?v=i9-Z0JjKNMA&feature=youtu.be&list=UUJhrRI2BKvTEe65ZQ_VAJNg)).
- Formal discussion.
- Debate.
- Interview (<https://www.youtube.com/watch?v=bgtF2bwt18c>).
- Negotiation ([https://www.youtube.com/watch?v=moFc\\_mr1ziM&feature=youtu.be](https://www.youtube.com/watch?v=moFc_mr1ziM&feature=youtu.be)).
- Co-planning  
([https://www.youtube.com/watch?v=cVpFOXIk4dg&index=70&list=UUJhrRI2BKvTEe65ZQ\\_VAJNg](https://www.youtube.com/watch?v=cVpFOXIk4dg&index=70&list=UUJhrRI2BKvTEe65ZQ_VAJNg)).
- Practical goal-oriented co-operation.  
(<https://www.youtube.com/watch?v=5dtcJnSoBIA&feature=youtu.be>).

#### **e). Story telling/re-telling/narratives**

- Fables (<https://youtu.be/slhk60n3ld0>).
- Fairy tales (<https://www.youtube.com/watch?v=WQO9TLdBTVM&feature=youtu.be>).
- Classical literature  
(<https://www.youtube.com/watch?v=YaCOT7ZYnjl&feature=youtu.be>).
- Mysteries.
- Societal problems.
- Poetry.
- Joke-telling (<https://www.youtube.com/watch?v=EoUd8yxe0KE&feature=youtu.be>).

#### **f). Grammar review**

- Teaching phrasal verbs  
([https://www.youtube.com/watch?v=m84j4G\\_X2lo&feature=youtu.be](https://www.youtube.com/watch?v=m84j4G_X2lo&feature=youtu.be)).
- Introduction to conditionals  
(<https://www.youtube.com/watch?v=uxgx9ie1TJ0&feature=youtu.be>).
- Introduction to verb tenses, modals, linking words, sentence construction, passive voice (<https://www.youtube.com/watch?v=YLhGcS6Tiys>).

#### **g). Intercultural communication practice**

- Machinima about “everyday living” of the target language whose content includes food and drink, meal times, table manners, public holidays, leisure activities (hobbies, sports, reading habits, media) (<https://www.youtube.com/watch?v=AVpIp-mErHs&feature=youtu.be>).
- Machinima about “living conditions”, housing conditions  
(<https://www.youtube.com/watch?v=9myNqwvTkVQ>).
- Machinima of “interpersonal relations” (including relations of power and solidarity) class structure of society and relations between classes, relations between sexes (gender, intimacy), family structures and relations, relations between generations, relations in work situations, relations between public and police, officials.  
(<https://www.youtube.com/watch?v=dR1N3BYq2eI>).
- Machinima about “values, beliefs and attitudes” including regional cultures, social class, occupational groups (academic, management, public service, skilled and manual workforces), history, especially iconic historical personages and events, minorities (ethnic, religious), arts (music, visual arts, literature, drama, popular music and song), religion, humour (<https://www.youtube.com/watch?v=PdaQBv5qLr0>).
- Machinima about “body language” and “social conventions” like hospitality, punctuality, presents, dress, refreshments, drinks, meals, behavioural and conversational conventions and taboos, length of stay, leave-taking  
([https://www.youtube.com/watch?v=XADO\\_tiRc6A](https://www.youtube.com/watch?v=XADO_tiRc6A)).
- Machinima about “ritual behaviour” in such areas as religious observances and rites, birth, marriage, death, audience and spectator behaviour at public performances and ceremonies, celebrations, festivals, dances, discos, etc.  
(<https://www.youtube.com/watch?v=6e1jZBTADTk&feature=youtu.be>).
- Machinima about “dialects and accents” of target language society.

## 2.2. Practicing language through machinima production

### a). Student work

- Machinima for interpretations of a poem  
(<https://www.youtube.com/watch?v=NU51qK3iBwA>)
- Machinima to review a book. Variation could be an interview with a character from the book or the author.
- Machinima for advertising a book, piece of art etc.
- Machinima based on well known myths or legends, or create your own myth and produce a machinima (<https://www.youtube.com/watch?v=LTw6G6MB1uM>).
- Machinima based on a short story.
- Machinima presenting a typical everyday situation of a tourist such as booking a hotel room, ordering a meal, buying goods in a shop, asking for directions, going to a doctor, renting a car, reporting a crime and etc.  
(<https://www.youtube.com/watch?v=AlxPUO4YFDg&feature=youtu.be>).
- Machinima as presenting the latest news.
- Machinima about a business meeting. Variation could be producing a presentation, negotiation sequence or job interview in a business context.
- Machinima based on a TV discussion/debate presenting different views about a particular topic.
- Machinima as a travel report for the target language country  
(<https://www.youtube.com/watch?v=x-HwkhbdFIM>).
- Machinima about famous authors, their life and their books.
- Machinima about public services.
- Machinima about life of historical events and people, artists, singers etc.
- Machinima about important regions or places in the world  
(<https://www.youtube.com/watch?v=nMTbLKQuY9Q>).
- Machinima explaining a scientific concept, or a case study, a lecture, a debate, or a documentary (<https://www.youtube.com/watch?v=xKAfwolDg3g>).

### b). Roleplaying

- Meeting an old friend  
(<https://www.youtube.com/watch?v=6YXICAGtVp4&feature=youtu.be>).
- An invitation for a meal.
- Shopping ([https://www.youtube.com/watch?time\\_continue=9&v=M56IUoRsTeo](https://www.youtube.com/watch?time_continue=9&v=M56IUoRsTeo)).
- On the train ([https://www.youtube.com/watch?v=moFc\\_mr1ziM&feature=youtu.be](https://www.youtube.com/watch?v=moFc_mr1ziM&feature=youtu.be)).

### c). Writing practice

- Passing and exchanging notes, memos, etc. when spoken interaction is impossible and inappropriate.
- Correspondence by letter, fax, e-mail, etc.
- Negotiating the text of agreements, contracts, communiqués, etc. by reformulating and exchanging drafts, amendments, proof corrections, etc. participating in online or off-line computer conferences (<https://www.youtube.com/watch?v=sv2Tiw-Rtgk>).
- Face-to-face interaction may of course involve a mixture of media: spoken, written, audio-visual, paralinguistic and paratextual ([https://lancelot.adobeconnect.com/\\_a875817169/p78ls3rvr2p/?launcher=false&fcsContent=true&pbMode=normal](https://lancelot.adobeconnect.com/_a875817169/p78ls3rvr2p/?launcher=false&fcsContent=true&pbMode=normal)).
- Interactive man/machine communication in the public, occupational, educational and even personal domains (<https://www.youtube.com/watch?v=lyHqeD3UIho&feature=youtu.be>).

### 2.3. Presenting language through content with machinima (Teacher produced depending on the area content area)

- Machinima about a particular artistic style, movement, or period in history.
- Machinima on particular art pieces of famous artist or musician. Variation could be machinima on their lives (<https://www.youtube.com/watch?v=JQq4bkE6QmQ&feature=youtu.be>).
- Machinima explaining the scientific method, facts, particular field of science or natural phenomena. (e.g., water cycle, recycling, alternative fuels, global warming, or biodiversity) (<https://www.youtube.com/watch?v=sv2Tiw-Rtgk>).
- Machinima on famous research, scientists, mathematicians and their achievements (<https://www.youtube.com/watch?v=xUMNMzSjGZc>).
- Machinima demonstrating numbers and simple mathematical operations ([https://www.youtube.com/watch?v=BF\\_-Dt5K7jY&feature=youtu.be](https://www.youtube.com/watch?v=BF_-Dt5K7jY&feature=youtu.be)).
- Machinima demonstrating the understanding of some element of basic statistics and how they apply to the real world.
- Machinima explaining public information programmes about the benefits of a good diet, positive health practice such as smoking cessation, drug avoidance, or regular exercise (<https://www.youtube.com/watch?v=rDgNL4Ghbk0&feature=youtu.be>).
- Machinima presenting public information program about a topic such as AIDS, sexually transmitted diseases, gender identity issues, or family planning.
- Machinima on sports, games, rules and personalities in this field (<https://www.youtube.com/watch?v=rDgNL4Ghbk0&feature=youtu.be>).

- Machinima about a specific company or business, variations could be a TV commercial for a real or fictional product advertising or promoting or informing about working in a particular job  
([https://www.youtube.com/watch?v=QJdCdUgEX\\_w&feature=youtu.be](https://www.youtube.com/watch?v=QJdCdUgEX_w&feature=youtu.be)).
- Machinima about interview techniques in business context.
- Machinima about production of multimedia texts, with reference to topic/focus, sequencing, cause/effect, thematic organisation, coherence and cohesion, logical ordering, style and register, rhetorical effectiveness, text design (description, narrative, exposition, etc.), how stories, anecdotes, jokes, etc. are told, how a case is built up (in law, debate, etc.), how written texts (essays, formal letters, etc.) are laid out, signposted and sequenced (<https://www.youtube.com/watch?v=xUMNMzSjGZc>).

## **2.4. English for specific purposes and students with special educational needs (SEN)**

### **a). Health care studies:**

- Car accident (calling an ambulance, administering relief, Emergency arrival and so on).
- Accepting a patient in hospital.
- Health check before an operation.
- Giving birth.
- Ordinary health check.

### **b). Technical and business:**

- Explaining mechanisms (<https://www.youtube.com/watch?v=P8kxvcgL5D8>).
- Explaining production processes.
- Book printing.
- Bookbinding.
- Describing damages.
- Assembling machines.

### 3. Examples of best practices for the use of machinima for foreign language learning

In this part of the report some samples from the CAMELOT project will be given as examples for teachers to examine and reflect on in their own planning and production of machinima. These examples show teachers some of the ways in which this technology can be exploited and serve as materials that can be applied in their own teaching situations. More examples can be seen in Appendix II.

#### 3.1. Machinima: “The Curious Case of Mike Smith”

URL: <https://www.youtube.com/watch?v=YLhGcS6Tiys>

##### Introductory information

School/Class: High School

Estimated time of lesson: 45 minutes

Number of students: 20

Level of class: upper--intermediate/ B2

<b>Overall objectives of the lesson:</b>	By the end of the term, students will be able to expressing their ideas about possible and unreal situations fluently and accurately.
<b>Behavioral objectives of the lesson:</b>	By the end of the lesson, students will be able to use some phrases and structures ( <i>what if ... , would, if it had been ... , etc.</i> ) to express unreal situations.
<b>Teaching point:</b>	Talking about unreal situations.
<b>Timetable fit:</b>	In the previous lesson, students have learnt to speak about possible situations by using <i>if clauses (type 1)</i> . In the next lesson, students will talk about regrets.
<b>Assumptions:</b>	Students will understand the video easily. Students can use the target structures.
<b>Anticipated problem(s):</b>	Some technical problems can occur related to sound system while playing the video.
<b>Solution:</b>	Teacher brings her own loudspeakers.
<b>Class profile:</b>	They have basic knowledge to talk about unreal situations.
<b>Materials/Aids:</b>	Machinima, hand--outs.
<b>Technique used:</b>	Pair work, group work, creative writing and speaking.

ACTIVITY/ STEP	INTERACTION TIMING	PROCEDURE	AIM(S)
<b>Motivation Warm-up</b>	3 to 5 minutes  T - Ss  Ss - T	Teacher greets the students. Teacher talks about how being a teacher and she talks about possible situations what if she hadn't been a teacher.  Then she asks to some students where they would be if they weren't in that school.	To activate students' background knowledge about the topic of the speaking task.
<b>Pre-task</b>	(5' -- 7')  T - Ss  Ss - T	Teacher plays the video by the second part and wants the students to predict what would happen next.  Student make prediction and teacher plays the second part.  Teacher wants students to focus on how the language is used so students can take some notes that will be necessary in the main task.	To get students familiar with the language which is necessary to use in the discussion.
<b>Task Cycle</b>	(18' - 20')  Pair work	Teacher gives short story:  <i>The Necklace by Guy de Maupassant.</i> Then she wants the students to read it and briefly think about it.  Firstly, teacher wants the students to work in pairs.  She asks students how events would be different if characters had been acted in another way.  Students discuss it in pairs.  Secondly, teacher asks students if they were in Mathilde's shoes, how they would act.  Students again work in pairs and talks about it.	To make students speak fluently about unreal situations.  To enable critical thinking

ACTIVITY/ STEP	INTERACTION TIMING	PROCEDURE	AIM(S)
Post-Task	(10'-- 15') Group work	<p>Teacher wants the students to work in groups of 5.</p> <ul style="list-style-type: none"> <li>- Each group creates their own character with his/her very brief story and they write it.</li> <li>-- The groups exchange their papers between them and they try to change the climax of the story that affects the life of the character.</li> </ul>	-- to create events related to unreal situations

### 3.2. Machinima: “Dead End” for introducing wish clauses

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

#### Introductory Information

School/Class: High School

Estimated time of lesson: 45 minutes

Number of students: 20

Level of class: Upper-intermediate / B2

<b>Overall objectives of the lesson:</b>	By the end of the term students will be able to express themselves fluently, accurately and appropriately in various situations such as; expressing ideas and feelings, giving detailed explanation about an experience (emphasis is on fluency).
<b>Behavioural objectives of the lesson:</b>	By the end of the class students will be able to use wish clause in expressing ideas and feelings both in written and oral form both accurately and fluently, such as I wish this was a nightmare, I wish I could make them believe me.
<b>Teaching point:</b>	Expressing ideas and feelings using wish clause and previously learned items.
<b>Timetable fit:</b>	<p>In the previous lesson, students learned in what situations and how to use modals.</p> <p>In this lesson, students will learn to express their ideas and feelings using modals and wish clause.</p> <p>In the following lesson, students will learn to do creative writing using the materials that will be provided in this class.</p>
<b>Assumptions:</b>	<p>Students will find the videos and texts, useful and appropriate.</p> <p>Students may be reluctant to speak at first.</p>
<b>Problem(s):</b>	<p>There might be a problem with the sound system of the class.</p> <p>Students might not want to participate in the dialogue.</p>
<b>Solution(s):</b>	<p>In order to make students speak, materials are prepared according to their interest.</p> <p>If there is a problem with the sound system, spare</p>

	speakers are brought. Students will be chosen randomly from the list to perform the dialogue.
<b>Class profile:</b>	In general, students are eager to learn and participate.
<b>Materials / aids:</b>	Machinima.
<b>Techniques used:</b>	Whole class discussion.  Pair-- work Brainstorming Recycle Creative Writing

ACTIVITY / STEP	INTERACTION / TIMING	PROCEDURE	AIM(S)
Warm up / Warm up	(6'-- 8')  T--Ss S--T	Teacher comes to class and greets students.  Teacher asks students how they are doing.  Teacher talks about his/her regrets she had in the morning. For example, <i>I wish I came earlier to the school so that I would find a parking place.</i>	To relax students.  To create a friendly, stress-free atmosphere, so that students feel comfortable.  To make a friendly introduction to the lesson.
	(7'-- 9') T-Ss Ss-T	Teacher reminds students of the previous week's homework.  Teacher then asks students to work in pairs.  Teacher asks each pair to work on their peer's homework to guess the cause of their regrets. After the guessing activity, teacher asks for few volunteers to share their ideas.	Both to check if the homework is done and to activate students' background knowledge.  To let students participate in discussion. To create familiarity with the context.

	<p>(15'--20')</p> <p>T--S S--S T--S</p> <p>Pair work Whole discussion</p>	<p>Teacher gives clear instructions about the task.</p> <p>Teacher shows students a video prepared beforehand.</p> <p>Working in pairs, students are asked to discuss and communicate their regrets about the events that took place on the video and share it to the classroom.</p> <p>For example, <i>I wish the man's family was more scrupulous to him.</i></p> <p>The focus is on fluency however students are expected to be accurate as well.</p> <p>In task cycle, teacher takes notes of the errors.</p>	<p>To make the task understandable.</p> <p>To observe how students use the target language.</p> <p>To observe if there are fossilized errors.</p>
<p><b>Language focus / Follow-up</b></p>	<p>(7'-- 10')</p> <p>T- Ss Ss- - Ss</p>	<p>Teacher writes the errors on the board to discuss them with the whole class.(if necessary).</p> <p>As a part of language focus and follow up, students are asked to write a background story to the video they have just watched.</p> <p>Although the focus is on oral communication, writing can also be seen as an outcome of this task.</p> <p>Teacher gives checklist to students.</p>	<p>So that it will not be a fossilized error.</p> <p>To internalize the topic.</p> <p>To give students opportunity to be creative.</p>

### 3.3. Machinima: “Princess and the Vampire” for Revision of Conjunctions in a Narrative

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

#### Introductory Information

School: High School

Estimated time of the lesson: 45 minutes

Number of students: 20

Level of class: Intermediate / B1 +

<b>Overall objective of the lesson:</b>	Students will be able to express themselves fluently, accurately and appropriately in different areas.
<b>Behavioral objective of the lesson:</b>	By the end of the class, students will be able to write a conclusion to a story.  By the end of the class, students will be able to use conjunctions accurately and fluently.
<b>Teaching point:</b>	Revision of conjunctions.
<b>Timetable fit:</b>	In previous lesson, they have learned all conjunctions and they have also learned all tenses.  They have learned to give reason when they evaluate something.
<b>Assumptions:</b>	The machinima will be appropriate to their level.
<b>Anticipated problems:</b>	Students may be reluctant to speak at first. Students may be difficulty in generating a creative conclusion.  They may have difficulty in using the proper conjunctions.  There may be technical problems.
<b>Possible solutions:</b>	The teacher can firstly ask whether there are any volunteers or not. The teacher can correct the mistakes in post-task phase in order not to make them more anxious.
<b>Class profile:</b>	The class consists of 20 intermediate level students. They are about 16-17 years old.
<b>Techniques used:</b>	Group work, whole class discussion, question-answer, brainstorming

<p>Motivation / Warm-up</p>	<p>3-5 min Whole class discussion  T-Ss</p>	<p>The teacher comes to the class and greets the students.</p> <p>Then, the teacher shows the trailer of the story and asks:</p> <p>What do you think about the story? Who may the characters be?</p> <p>Do you think it has a happy end?</p>	<p>Students will be familiar to the topic and the context.</p> <p>They will also have an opinion about the whole class procedure.</p>
<p>Pre-task</p>	<p>10 min T-Ss</p>	<p>The teacher introduces the topic and the task:</p> <p>The students are supposed to work in groups of 4.</p> <p>Firstly, they will watch the video with the subtitle.</p> <p>After watching the video, the whole class will mention about the story “what was the event, what happened in the story etc.</p> <p>Students are asked to write their own conclusion to the story. The teacher asks this question:</p> <p>“If you were the author of this story, how would you conclude it?”</p> <p>They should start from this point:</p> <p>The vampire and the princess are talking and the king appears in the vampire’s castle suddenly. The only thing that the king wants is to take back his daughter from the vampire.</p> <p>After planning a conclusion, all groups are supposed to do a role-play and they will act their conclusion out in front of the class.</p>	<p>The teacher will catch the attention of the students.</p> <p>Students’ background knowledge will be triggered.</p> <p>Students will guess the rest of the class procedure.</p> <p>Students will be able to access to the target structure to do the task.</p> <p>The written material models the necessary structure.</p>
<p>Task cycle</p>	<p>20 min Group work  Ss-Ss</p>	<p>After watching the video and understanding the plot of the story, students should start to discuss on it. All students should make clear statements about the video.</p>	<p>Students will be able to study in collaboration.</p> <p>They will see the use</p>

		<p>After the discussion part, they will plan a conclusion and they should get prepared to report it to the class. They have only 10 minutes to get prepared.</p> <p>The teacher will walk around the groups and monitor her students. She should give hand to them.</p> <p>When all groups are ready, all groups act their conclusions out to the class. Meanwhile, the others should listen the group which is acting because the best group which has presented the best conclusion will be selected after the reporting phase.</p>	<p>of conjunctions in an authentic context.</p>
Post- task	<p>10 min</p> <p>Whole class discussion.</p> <p>T-Ss</p>	<p>The teacher listens to all groups and writes some sentences on the board.</p> <p>Then, they will analyze the sentences and find the mistakes.</p> <p>Students may write the sentences on their notebooks.</p> <p>Students are supposed to take part in peer-correction and self-correction.</p> <p>After analyzing phase, each group will select the best group by giving reason.</p>	<p>The teacher will do consciousness raising activities.</p> <p>Therefore, they will internalize the form and content.</p> <p>By writing sentences on notebooks, students will see how they have developed.</p> <p>Students will be able to give reasons on the outcome because they have learnt to give reasons in previous lesson.</p>

## **4. Challenges**

The challenges relating to machinima production and its use for language learning are two-fold. First the problems with navigating and the information regarding 3D virtual worlds and the technical aspect of machinima production. Learners and teachers first learn about navigating in the 3D virtual worlds, then they learn about the technical issues which are required for machinima production.

### **4.1. Challenges regarding interaction with 3D virtual worlds**

On the first issue, Kluge and Riley (2008) made a distinction between students and educators when the challenges of interacting in virtual worlds are considered. The biggest challenges for students who want to participate in classes in virtual classes include “robust hardware and a broadband Internet connection, liability issues like being subjected to sex, violence, or disruptive players” (p. 131). Apart from technical such as bandwidth problems a number of educators might not have the skills to create and design an appropriate learning environment. Cost is another challenge that faces educators, and many of the features of Learning Management Systems, like reporting the amount of time spent in the virtual world or storing the grades earned and homework to be reviewed later, do not exist (p. 131-132).

Warburton (2009) reported on a survey of newsgroups, blog posts and the extant literature from Warburton and Perez-Garcia (2009) where they discovered eight broad categories of issues: 1). technical 2). identity 3). culture 4). collaboration 5). time 6). economic 7). standards 8). scaffolding persistence and social discovery (pp. 422-423).

1). Technical issues are either computer related like bandwidth, hardware and firewalls or server issues like down time and lag, or use-related issues like navigation, creating objects, and manipulating one’s avatar.

2). Identity issues such as the freedom to play with one’s identity and manage one’s reputation can become issues of concern.

3). Cultural issues relating to norms and etiquette for joining communities are important.

4). Collaboration issues are related to the need to build trust and authenticity during cooperation within virtual learning environments. External services such as wikis and blogs are often needed to support the interactions between avatars as a result.

5). Time constraints could occur as a result of validating, running and teaching activities. Checking object permissions, intellectual property rights and accessibility also require a lot of time.

6). There are also economic issues to consider. Even though the basic account to access Second Life® is free, everything else costs money, such as buying land to build and create teaching spaces or uploading images and textures.

7). Standardisation is currently a problem. There is no interoperability between various virtual platforms yet.

8). Scaffolding persistence and social discovery issues like each avatar remains trapped at the center of its own community and in-world profiles associated with each avatar provide a limited mechanism for the social discovery of other people, unlike other social networking services.

Koenraad (2013) also reported on organizational problems (pupil online presence), teamwork and technical issues (voice functionality, AW-interface skills) as the main challenges when dealing with virtual worlds.

#### **4.2. Challenges regarding machinima production**

Regarding the second issue relating to machinima production, some challenges about learning via machinima in virtual worlds were also identified in the literature. On the one hand, the extraneous cognitive load involved in producing machinima may risk diverting learner attention away from the object of learning. On the other hand, insufficient bandwidth or computational power may prevent instructors from engaging in machinima production (Lu, 2011).

In our project when we asked pre-service language teachers to produce machinima and a lesson plan for teaching foreign language, we also encountered some challenges during the machinima production process. The pre-service teachers reported a lack of sufficient computers with good hardware. Moreover, the broadband internet connection was reported to be an issue. These technical issues were resolved by providing a computer lab for those participants which they could use when they were doing their tasks.

Another challenge seemed to be operating the software needed to record the virtual worlds. However, as the participants worked in groups they solved this problem by watching other videos on YouTube channels, which contributed to their understanding of how informative their end product, the machinima, could be.

## 5. Conclusion

Machinima is seen by some researchers as a “stand-alone medium that can be used to stimulate original communication by users” (Morozov, 2008). Machinima must not be seen as an exciting video-game used for solitary amusement. Learning with machinima goes beyond conventional form-focused instruction involving vocabulary, language chunks and grammar patterns that is so often the staple of traditional computer-mediated learning technologies.

The digital technology of machinima facilitates the ability of learners to solve the educational dilemma that “the abstract knowledge taught in schools and university is not retrievable in real-life situations because traditional approaches (lectures and tutorials) ignore interdependence of situation and cognition” (Herrington & Oliver 2000, p.23, cited in Muldoon/Kofoed 2009, p. 2243).

The results of applying machinima in various educational projects are encouraging: Muldoon & Kofoed (2009) state in their investigation with accounting education that a “significantly increased level of engagement and active learning” (p. 1) was possible. In the VITAAL Project it became apparent that “pupils were enthusiastic and they have noticed an increase in motivation, more time on tasks, and less inhibition (Muldoon & Koenraad 2013, p 3517). The NIFLAR project showed positive results as students reported “increased confidence and less inhibitions when speaking” (Koenraad 2013, p. 3520).

For teacher education the inclusion of computer-mediated communication in voice-enabled multi-user 3D virtual worlds in networked interaction projects can be considered as a powerful experiential learning opportunity. The modern digital semiotic domain is a fertile ground *par excellence* for internationalization, collaboration and project-based learning. The digital semiotic domain of machinima possesses significant potential for enabling effective learning experiences. It can enable the development of digital and 21<sup>st</sup> century literacies. The technology of machinima is developing quickly and may soon be mature enough to influence the mainstream environment. Many existing machinima have been produced on a wide variety of scientific subjects (e.g., biology, medicine, architecture, archeology to mention a few). Utilising a project-based approach to language learning and building on the research on CLIL, machinima has the potential to offer teachers and learners an opportunity to engage in process-based learning that emphasizes learning creativity and engagement. Overall, regarding the CAMELOT Project, we have observed positive attitude towards machinima production by pre-service foreign language teachers and by users for machinima as a tool for language learning.

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## Appendix I: Domains

Domain	Locations	Institutions	Persons	Objects	Events	Operations	Texts
<b>Personal</b>	Home: Own house of family rooms of friends garden of strangers Own space in hostel, hotel The country side, seaside	The Family Social networks	(Grand) Parents Offspring Siblings Aunts Uncles Cousins In-laws Spouses Intimates Friends	Furnishing and furniture Clothing Household equipment Toys, tools, personal hygiene Objets d'art, Books, Pets, Wild /domestic animals, Trees, Plants, Lawn, Ponds, Household goods, Handbags, Leisure/sports equipment	Family occasions Encounters Incidents, accidents, Natural phenomena Parties, visits Walking, cycling, motoring Holidays, excursions Sports events	Living routines (dressing, undressing cooking, eating, washing, etc.) DIY, gardening Reading, Radio & TV Entertaining Hobbies Games & sports	Teletext Guarantees Recipes Instructional material Novels, magazines, Newspapers Junk mail Brochures Personal letters Broadcast and recorded spoken texts
<b>Public</b>	Public spaces: street, square, park, etc. Public transport Shops (super)markets Hospitals, surgeries, clinic Sports stadia, fields, halls Theatre, cinema, entertainment Restaurant, pub, hotel Places of worship	Public authorities Political bodies The law Public Health Services clubs Societies Political parties Denominations	Members of the Public Officials Shop personnel Police, army, security Drivers, conductors, Passengers Players, fans, spectators Actors, audiences Waiters, bar persons Receptionists Priests, Congregation	Money, purse, wallet Forms, Goods Weapons Rucksacks Cases, Grips Balls Programmes Meals, Drinks, Snacks Passports, Licences	Incidents Accidents, illnesses Public meetings Law-suits, Court trials Rag-days Fines, Arrests Matches, contests Performances Weddings Funerals	Buying and obtaining public services  Using medical services  Journeys by road/rail/ship/air  Public entertainment and leisure activities Religious services	Public announcements and notices Labels & packaging Leaflets Graffiti Tickets Timetables Notices, Regulations Programmes Contracts Menus Sacred texts Sermons Hymns
<b>Occupational</b>	Offices Factories Workshops Ports, railways Farms Airports Stores, shops, etc. Service industries Hotels	Firms Civil Service Multinational Corporations Nationalised industries Trade Unions	Employers/ees Managers Colleagues Subordinates Workmates Clients Customers Receptionists, Secretaries Cleaners, etc.	Business machinery Industrial machinery Industrial & craft tools	Meetings Interviews Receptions Conferences Trade fairs Consultations Seasonal sales Industrial accidents Industrial disputes	Business admin. Industrial management Production operations Office procedures Trucking Sales operations Selling, marketing Computer operation Works office Maintenance	Business letter Report Memorandum Life & safety notices Instructional manuals Regulations Advertising material Labelling & packaging Job description Signposting Visiting cards, etc.
<b>Educational</b>	Schools: Classrooms, Playground, Sports fields, corridors Colleges Universities Lecture Theatres Seminar rooms Student Union Halls of Residence Laboratories Canteen	School College University Learned societies Professional Institutions Adult education bodies	Class teachers Teaching staff Caretakers Assistant staff Parents Classmates Professors Lecturers Students Library & laboratory staff Refectory staff, cleaners Porters, Secretaries, etc.	Writing material School uniforms Games equipment & clothing Food Audio-visual equipment Blackboard & chalk Computers Briefcases & school bags	Return to school/entry Breaking up Visits and Exchanges Parents' days & evenings Sports days Disciplinary problems	Assembly Lessons Games Playtime Clubs & societies Lectures Essay writing Laboratory work Library work Seminars & tutorials homework Debates & discussions	Authentic texts Textbooks Readers Reference books Blackboard text OP text Computer text Videotext Exercise materials Journal articles Abstracts Dictionaries

(CEFRL, 2001, pp.48-49).

## Appendix II

For a wide variety of machinima designed for many different types of uses see:

<b>Teacher Training / Field Testing Machinima Made for the CAMELOT Project</b>	
Komplimente machen - Diskussion im Klönschnack auf Virlantis in SL	<a href="https://www.youtube.com/watch?v=dmWnsgLbyCc">https://www.youtube.com/watch?v=dmWnsgLbyCc</a>
<b>CLIL Resources</b>	
The eye	<a href="https://www.youtube.com/watch?v=XCDEFL9xAwI">https://www.youtube.com/watch?v=XCDEFL9xAwI</a>
The Great Sphinx	<a href="https://www.youtube.com/watch?v=nMTbLKQuY9Q">https://www.youtube.com/watch?v=nMTbLKQuY9Q</a>
Egyptian temples	<a href="https://www.youtube.com/watch?v=5AF2d_E4-Hw">https://www.youtube.com/watch?v=5AF2d_E4-Hw</a>
Looking at shapes in buildings	<a href="https://www.youtube.com/watch?v=A2iTb-b_hF8">https://www.youtube.com/watch?v=A2iTb-b_hF8</a>
St Basil's Cathedral shapes in buildings	<a href="https://www.youtube.com/watch?v=p88hK6eMhUA">https://www.youtube.com/watch?v=p88hK6eMhUA</a>
A tour through the eye (Advanced)	<a href="https://www.youtube.com/watch?v=P8kxvcgL5D8">https://www.youtube.com/watch?v=P8kxvcgL5D8</a>
ActiveWorld Europe - an explosion of ideas	<a href="https://www.youtube.com/watch?v=t9NVWJqiDa0">https://www.youtube.com/watch?v=t9NVWJqiDa0</a>
Machinima teacher training with Alina Horlescu	<a href="https://www.youtube.com/watch?v=iXPIPI9Gf88">https://www.youtube.com/watch?v=iXPIPI9Gf88</a>
EuroCALL 2014 machinima training session	<a href="https://www.youtube.com/watch?v=iNoTinG2TI8">https://www.youtube.com/watch?v=iNoTinG2TI8</a>
Culture collision in Cairo - How to use machinima in the classroom	<a href="https://www.youtube.com/watch?v=B0vRTqwbwOs">https://www.youtube.com/watch?v=B0vRTqwbwOs</a>
Feedback session EuroCALL 2014	<a href="https://www.youtube.com/watch?v=iz3ePliNCUA">https://www.youtube.com/watch?v=iz3ePliNCUA</a>
<b>Safety in the Workplace Machinima</b>	
Safety inspection walk around 1 no comments	<a href="https://youtu.be/x8MPKOat_eU">https://youtu.be/x8MPKOat_eU</a>
Safety inspection walk around 1 with comments	<a href="https://youtu.be/QJdCdUgEX_w">https://youtu.be/QJdCdUgEX_w</a>
Safety walk around 2 no comments	<a href="https://youtu.be/BSIjVCeDeeY">https://youtu.be/BSIjVCeDeeY</a>
Safety walk around 2 with comments	<a href="http://youtu.be/SizdmCSsOLO">http://youtu.be/SizdmCSsOLO</a>
Do you really need a hard hat	<a href="https://youtu.be/7dgyx2qdYNA">https://youtu.be/7dgyx2qdYNA</a>

How high is too high	<a href="https://youtu.be/GCSE3-58RQA">https://youtu.be/GCSE3-58RQA</a>
When no Smoking really means no smoking	<a href="https://youtu.be/xA-jPtJq2dQ">https://youtu.be/xA-jPtJq2dQ</a>
<b>Istanbul University Machinima to Teach Simple Turkish</b>	
1 Conversation with a waiter	<a href="https://youtu.be/IBFM920w2R4">https://youtu.be/IBFM920w2R4</a>
2 Buying a Painting	<a href="https://youtu.be/UiPariAw3oU">https://youtu.be/UiPariAw3oU</a>
3 In the gallery: Part 1	<a href="https://youtu.be/6YXICAGtVp4">https://youtu.be/6YXICAGtVp4</a>
4 In the gallery: Part 2	<a href="https://youtu.be/lyHqeD3UIho">https://youtu.be/lyHqeD3UIho</a>
5 Conversation with police	<a href="https://youtu.be/AlxPUO4YFDg">https://youtu.be/AlxPUO4YFDg</a>
<b>LinguaTV Machinima to Teach German</b>	
Film 1	<a href="https://youtu.be/p68AEk6bVL4">https://youtu.be/p68AEk6bVL4</a>
Film 2	<a href="https://youtu.be/M56IUoRsTeo">https://youtu.be/M56IUoRsTeo</a>
Film 3	<a href="https://youtu.be/467hhrz14TM">https://youtu.be/467hhrz14TM</a>
Film 4	<a href="https://youtu.be/nUHZ15y83d4">https://youtu.be/nUHZ15y83d4</a>
Film 5	<a href="https://youtu.be/W6ZSacrGfEM">https://youtu.be/W6ZSacrGfEM</a>
<b>Fun Words</b>	
Affentheater	<a href="https://www.youtube.com/watch?v=JluoC0l0XYY">https://www.youtube.com/watch?v=JluoC0l0XYY</a>
LinguaTV Wettbewerb - das lustigste deutsche Wort	<a href="https://www.youtube.com/watch?v=A7J3sbH9q08">https://www.youtube.com/watch?v=A7J3sbH9q08</a>
<b>Partner / Teacher Training Videos</b>	
Editing Video Camtasia 2 (Mac)	<a href="https://www.youtube.com/watch?v=xUMNMzSjGZc">https://www.youtube.com/watch?v=xUMNMzSjGZc</a>
Green screen or chroma key	<a href="https://www.youtube.com/watch?v=2M3LsrJOmBc">https://www.youtube.com/watch?v=2M3LsrJOmBc</a>
Film in Film	<a href="https://www.youtube.com/watch?v=awaro0QMW_8">https://www.youtube.com/watch?v=awaro0QMW_8</a>
All things sound	<a href="https://www.youtube.com/watch?v=iY8ARHjCzT8">https://www.youtube.com/watch?v=iY8ARHjCzT8</a>
Clip bin and transitions	<a href="https://www.youtube.com/watch?v=Spt8RjPTd6o">https://www.youtube.com/watch?v=Spt8RjPTd6o</a>
Zoom and pan	<a href="https://www.youtube.com/watch?v=CBJ--QIFAvQ">https://www.youtube.com/watch?v=CBJ--QIFAvQ</a>
Camtasia editing screen overview	<a href="https://www.youtube.com/watch?v=rRlfwSNisQ0">https://www.youtube.com/watch?v=rRlfwSNisQ0</a>

Finishing the machinima off	<a href="https://www.youtube.com/watch?v=7iwqeD3bCTQ">https://www.youtube.com/watch?v=7iwqeD3bCTQ</a>
Screen casting with Camtasia	<a href="https://www.youtube.com/watch?v=3VwO8BcFNug">https://www.youtube.com/watch?v=3VwO8BcFNug</a>
Teleporting and teleport history	<a href="https://www.youtube.com/watch?v=glckxhrlu0">https://www.youtube.com/watch?v=glckxhrlu0</a>
Looking for places to film	<a href="https://www.youtube.com/watch?v=3rHvarLIPiM">https://www.youtube.com/watch?v=3rHvarLIPiM</a>
Movie Maker 3	<a href="https://www.youtube.com/watch?v=StW4JPt58WU">https://www.youtube.com/watch?v=StW4JPt58WU</a>
SL World Map	<a href="https://www.youtube.com/watch?v=-WPhJ_26T9c">https://www.youtube.com/watch?v=-WPhJ_26T9c</a>
Movie Maker 3b	<a href="https://www.youtube.com/watch?v=Jbwi2R4Jx7M">https://www.youtube.com/watch?v=Jbwi2R4Jx7M</a>
Movie Maker 2	<a href="https://www.youtube.com/watch?v=Q5LumOuniHw">https://www.youtube.com/watch?v=Q5LumOuniHw</a>
Movie Maker 1	<a href="https://www.youtube.com/watch?v=NpSbW2qWKBk">https://www.youtube.com/watch?v=NpSbW2qWKBk</a>
Obtaining props from Second Life marketplace	<a href="https://www.youtube.com/watch?v=J1mD7C4HJfw">https://www.youtube.com/watch?v=J1mD7C4HJfw</a>
Get permission to film	<a href="https://www.youtube.com/watch?v=o3DTUvKk8WE">https://www.youtube.com/watch?v=o3DTUvKk8WE</a>
Screencast with Fraps	<a href="https://www.youtube.com/watch?v=y0wST1hWWwA">https://www.youtube.com/watch?v=y0wST1hWWwA</a>
The Minimap	<a href="https://www.youtube.com/watch?v=6sN4RBYFiHY">https://www.youtube.com/watch?v=6sN4RBYFiHY</a>
Controlling the camera in SL	<a href="https://www.youtube.com/watch?v=jLPjRSaBt9U">https://www.youtube.com/watch?v=jLPjRSaBt9U</a>
Getting around in Second Life	<a href="https://www.youtube.com/watch?v=Q_73VJhpSHM">https://www.youtube.com/watch?v=Q_73VJhpSHM</a>
Animations and gestures	<a href="https://www.youtube.com/watch?v=LD28thvfvIk">https://www.youtube.com/watch?v=LD28thvfvIk</a>
Using holodecks	<a href="https://www.youtube.com/watch?v=X7r3T9rmKrM">https://www.youtube.com/watch?v=X7r3T9rmKrM</a>
Communication Chat IM call friends	<a href="https://www.youtube.com/watch?v=ej9eHKH4IxI">https://www.youtube.com/watch?v=ej9eHKH4IxI</a>
Avatar volume and music control	<a href="https://www.youtube.com/watch?v=qOm1fDsXuG0">https://www.youtube.com/watch?v=qOm1fDsXuG0</a>
Change settings sound	<a href="https://www.youtube.com/watch?v=XBPs1vqPcS8">https://www.youtube.com/watch?v=XBPs1vqPcS8</a>
Making a profile and changing the display name	<a href="https://www.youtube.com/watch?v=6CSvYe_6Tlw">https://www.youtube.com/watch?v=6CSvYe_6Tlw</a>
Dressing your avatar	<a href="https://www.youtube.com/watch?v=hIPbBJ1qSSU">https://www.youtube.com/watch?v=hIPbBJ1qSSU</a>
Change avatars	<a href="https://www.youtube.com/watch?v=yVo8iK1pWuA">https://www.youtube.com/watch?v=yVo8iK1pWuA</a>
Controlling light for filming	<a href="https://www.youtube.com/watch?v=bsQ4MIMt7ug">https://www.youtube.com/watch?v=bsQ4MIMt7ug</a>

## Short Videos Created for the App - Ways to Use Machinima

Role play for learning	<a href="http://youtu.be/i9-Z0JjKNMA?list=UUJhrRI2BKvTEe65ZQ_VAJNg">http://youtu.be/i9-Z0JjKNMA?list=UUJhrRI2BKvTEe65ZQ_VAJNg</a>
Machinima for staff training or practise	<a href="http://youtu.be/zzXhuUAlrCs?list=UUJhrRI2BKvTEe65ZQ_VAJNg">http://youtu.be/zzXhuUAlrCs?list=UUJhrRI2BKvTEe65ZQ_VAJNg</a>
Vocabulary and pronunciation	<a href="http://youtu.be/0gKBSFyja8?list=UUJhrRI2BKvTEe65ZQ_VAJNg">http://youtu.be/0gKBSFyja8?list=UUJhrRI2BKvTEe65ZQ_VAJNg</a>
Telephone conversations	<a href="http://youtu.be/cVpFOXlk4dq?list=UUJhrRI2BKvTEe65ZQ_VAJNg">http://youtu.be/cVpFOXlk4dq?list=UUJhrRI2BKvTEe65ZQ_VAJNg</a>