



Creating Machinima Empowers Live Online Language Teaching and Learning

3.1 Profile of Target Groups



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



Deliverable Number: 3.1

Deliverable Name: Profile of Target Groups

Description: This profile will include such details as age range, educational experience, professional experience (where necessary), gender balance, interests, previous exposure to VLEs, previous exposure to machinima and personal use of Second Life, games etc. This is necessary in order to correlate with the responses given in the questionnaires and to help prepare the teacher training pack (WP4).

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An Overview of the Field Testing Events

The field testing was carried out in two iterations. All survey responses were collected online and analysed. Focus group discussions were carried out face to face with participating teachers after finishing the field testing by each field testing partner.

The machinima were field tested in six institutions, namely, the University of Istanbul (UIST), the National Defence University in Warsaw (NDU), the University of West Bohemia (UWB), a secondary school in the Czech Republic, Jacob van Liesveldt School in the Netherlands and LinguaTV, a video based language course provider and a language school based in Berlin in Germany.

The first iteration of the field testing finished in February 2015. Most of the machinima were field tested in live classrooms during the autumn of 2014. LinguaTV and NDU field tested during the months of January and February 2015. LinguaTV field tested online.

For the teachers' survey 11 responses were collected. There were 3 participating teachers from NDU, 6 teachers from UWB and 1 teacher from UIST. The students' surveys include 278 results out of which there are 193 responses from UWB, 9 responses from UIST and 39 responses from NDU. LinguaTV collected 36 surveys online.

From the second iteration of the field testing UIST collected survey answers from 57 participating students; UWB collected 302 surveys; and LinguaTV collected 62 responses online. 16 responses were collected from the secondary school in the Czech Republic and 12 responses were collected from Jacob van Liesveldt School in the Netherland. A description of all field testing partners is given below and summarised in Table 1.

University of Istanbul, Istanbul University Language Centre, Turkey

Istanbul University Language Centre is one of the oldest institutions of Istanbul University. In 1933, it was founded under the roof of the Literature Faculty in the name of the “Foreign Language School” and since 1961 it has been an institution within the Rectorate. In 1975 it moved to its own building in Suleymaniye and was renamed as the “Foreign Language Department” in 1983. In the following years with the increasing demand for other foreign languages and Turkish as a foreign language, Istanbul University Language Centre was further developed to meet the demands of the other people outside Istanbul University as well.

The UIST field testing target group were students attending general language courses at their university language centre. The machinima were developed to support the teaching materials used in the classes and focused on acquiring general English language skills. 57.5% of the student participants were men and 42% of the participants were women.

71% students had previous experience with 3D environments, computer games such as Minecraft or Warcraft and so on. 28% of students had no previous experience with 3D environments, computer games such as Minecraft or Warcraft. The university supports the teaching with the Moodle VLE. The Internet and other media are used in teaching as well.

National Defence University, Poland

The purpose of studies at the National Defence University is to provide the knowledge and abilities which are essential to work in military headquarters, universities, and military and public institutions relevant to national defence in Poland (<http://www.aon.edu.pl/en/>). In the case of civil students the University provides education focusing on safety issues in the country. Upon graduation from the University students can work in any institution at the central or local government level related to the defence and security of the country, such as the Ministry of Defence, the Ministry of Foreign Affairs, the Ministry of Internal Affairs and Administration, the Office of National Security, the provincial offices and Marshals offices, local government, counties and municipalities and also research and academic institutions.

NDU tested students in three groups in English seminars at intermediate level. In two groups, the participating students were soldiers (both officers and noncommissioned officers) aged between 25- 50. The machinima was used in one lesson and was focused on a grammar

topic included in the curriculum of the course. It was provided extra revision material. The third group was working at the elementary level.

94% of the field testing participants were men and only 5.13% participants were women. 36.84% of the participants had previous experience with 3D environments, computer games such as Minecraft or Warcraft. 63.16% of the field testing participants had no previous experience with 3D environments, computer games such as Minecraft or Warcraft. The students were exposed to VLEs, the Internet and other digital media regularly. They also use a computer lab during their studies.

University of West Bohemia, Institute of Applied Language Studies, Czech Republic

The Institute of Applied Language Studies is a university institute providing language education to the University of West Bohemia students (UWB) (<http://www.pellic.eu/partners/university-of-west-bohemia>). The Institute of Applied Language Studies offers courses in English, German, French, Spanish, Italian, Russian and Latin, as well as Czech as a foreign language. The students of the University of West Bohemia can study languages either for general use or for specific purposes and professional communication. Some of the courses are compulsory, others are optional.

Students of Mechanical and Electrical Engineering were the target group for the field testing. They used machinima in their English classes focused on English for Specific Purposes/Vocational.

90.5% of the field testing participants were men and only 9% participants were women. 72% of the participants have previous experience with 3D environments, computer games such as Minecraft or Warcraft. 28.3% of the field testing participants have no previous experience with 3D environments, computer games such as Minecraft or Warcraft. The students are exposed to a VLE, Internet and other media in the course of their studies. They also use a computer lab, interactive whiteboard and tablets.

Secondary School, Czech Republic

The secondary school in Klatovy, Czech Republic, is a state school consisting of primary school and secondary school. The school integrates CLIL into their curricula. The target group for the field testing were pupils from the 9th grade aged 15.

56.25% of the field testing participants were men and only 43.75% participants were women. All participants have previous experience with 3D environments, computer games such as Minecraft or Warcraft. The students are exposed to the Internet and other media on a regular basis for learning.

LinguaTV, Germany

LinguaTV was formed in 2006. The language school and online course provider focuses on high quality video based language courses mainly for the corporate sector and wider public (<https://www.linguatv.com/>).

The courses are based on a series of professionally produced training videos, which show in authentic situations how native speakers use each particular language. With realistic dialogues the viewer can learn vocabulary which is above all relevant to real life, as well as the correct pronunciation. Participants can choose between the everyday scenes and interactive exercises such as quizzes, crosswords and many other learning games. The analysis of the individual's learning level shows each user his own learning progress and provides special recommendations.

For the field testing, LinguaTV targeted the general public through their website. 55.78% of the field testing participants were men and only 46.73% participants were women. 39.13% of the participants have previous experience with 3D environments, computer games such as Minecraft or Warcraft. 67.39% of the field testing participants had no previous experience with 3D environments, computer games such as Minecraft or Warcraft. The participants are used to learning by means of the Internet, social media and VLEs.

Jacob van Liesveldt, Netherlands

Jacob van Liesveldt (<http://jl.penta.nl/>) is part of the PENTA Comprehensive School Consortium (<http://www.penta.nl/>). It offers a pre-vocational education and a number of streams preparing for A- and O-levels. The school is also a certified bilingual-school.

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 includes school trips to England (Suffolk, London) and digital and video conferencing projects with people from all over the world. They participate in Model United Nations and exchange programmes with schools in several European countries.

58.33% of the field testing participants were men and only 41.67% participants were women. 91.67% of the participants have previous experience with 3D environments, computer games such as Minecraft or Warcraft. 8.3% of the field testing participants had no previous experience with 3D environments, computer games such as Minecraft or Warcraft. The students were regularly exposed to the Internet and other digital media such as iPads in the course of their studies.

Field Testing Events	Interviews	Questionnaires	Focus of the machinima	Focus of the lesson	No. of Ss	No. of teachers	Time period
Partners First iteration							
P2 UIST	none	students/teachers	general	English	9	1	11/2014 - 2/2015
P3 UWB	teachers	students/teachers	ESP - describing shapes	ESP- describing shapes	193	6	11/2014 - 12/2015
P4 NDU	teachers	students/teachers	general	English	39	3	11/2014 - 2/2015
P7 LTV	none	participants	general, online	general English	36	0	11/2014 - 2/2015
Second iteration							
P3 Secondary School	teacher	students/teacher	General English	Animal Idioms / Mystery story	16	1	03/2015 - 6/2015
P3 UWB	teacher	students	ESP	ESP - safety at work	302	6	03/2015 - 06/2015
P8 TELL Consult	teacher	pupils	CLIL mathematics	CLIL mathematics	12	1	03/2015 - 06/2015
P7 LTV	none	participants	general German	general German	92	0	03/2015 - 09/2015
P4 UIST	teachers	students	general	general English	57	7	03/2015 - 08/2015

Table 1: An overview of the field testing partners