



Creating Machinima Empowers Live Online Language Teaching and Learning

3.5 Field Test Report



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Field Test Report

1. Introduction

The output from Work Package 2 (WP2) is a series of machinima in different styles and formats. Before determining how these can be incorporated into a teacher training package, it is essential to find out which style and format of machinima suit different target populations of learners. Work Package 3 (WP3) takes this output and tests it in situ.

The aim of the field testing was to find out through surveys and focus group discussions how students and teachers receive the machinima produced in Work Package 2 of the CAMELOT project, and how successful each type is. The machinima recorded in WP2 were of different styles and formats. Success here is judged by the positive feedback to the style and content of the machinima. The machinima produced were tested in various educational sectors:

- Tertiary education
- Vocational education
- Adult education

The testing also took place in a secondary school CLIL class and primary school English language class. The planned testing of students with special educational needs was not possible as there were no students enrolled in the lessons during the course of the project. The assessment also focused on the progress of the language learners, the possible improvement in intercultural competence and suitability for teaching.

2. Method

The assessment of the machinima success was based on criteria developed by the project consortium in WP3. The criteria focused on the students' evaluation of learning by means of machinima, teachers' evaluation of students' progress and teachers' evaluation of the suitability of machinima for language teaching. The evaluation consisted of two surveys and a set of questions for a focus group discussion. The surveys were developed according to the above mentioned criteria, one for students, see Appendix 1 and one for teachers, see Appendix 2. The set of questions, see Appendix 3, for the focus group discussion explored teacher' evaluation of student's progress, suitability for teaching, technical issues and the possibility of conveying cultural differences via machinima. 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 answers to questions were noted down and summarised into a focus group discussion report.

The survey data collected during the first iteration of the field testing were correlated in order to find out significant relationship between the different types of questions. The correlations were calculated for both target groups i.e., students and teachers.

2.1 Field testing institutions

The machinima were field tested in five different institutions, namely, the University of Istanbul (UIST), 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 by LinguaTV, a video based language course provider and language school.

2.1.1 The University of Istanbul

UIST field tested the machinima developed in their institution through their university language centre. The machinima were developed to support the teaching materials used in the classes and focused on general language proficiency. They also field tested the machinima with a group of students who created machinima as part of their lessons. UIST participated in both iterations of field testing. In the first iteration a group of students developed machinima in the class. In the second iteration, the machinima created by experts from UIST were field tested with students attending the language lessons in the language centre. After both iterations, students were asked to complete online surveys. The teachers participating in the first iteration completed the online survey. The teachers from the second iteration participated in the focus group discussions.

2.1.2 National Defence University

NDU tested students in three groups in English seminars at the intermediate level. In two groups, the participating students were soldiers (both officers and non-commissioned officers) aged between 25- 50. The machinima were used in one lesson and focused on a grammar topic included in the curriculum of the course. It involved supplementary revision material. The third group was working at the elementary level. NDU participated only in the first iteration of the field testing. The students completed the online surveys. The teachers participated in the focus groups discussion and completed the online survey.

2.1.3 The University of West Bohemia

UWB field tested with students of Mechanical and Electrical Engineering in seminars focused on English for Technical Purposes in two iterations. The teachers used a silent machinima focused on describing shapes in an ESP/vocational English lesson. In the first iteration of the field testing the students were asked to describe different shapes shown in the machinima. Both students and teachers completed the online surveys immediately after the machinima lessons. During the second iteration of the field testing, silent machinima focusing on safety at work were used. The students were asked to carry out an accident investigation and write an accident report. After the lessons the student were asked to complete the surveys. The teachers participated in the focus group discussion. The field tested groups consisted of students aged from 12 to 21 and students aged from 22 to 26. The levels of language competence according to CEFR were A2/B1 in the former group and B1/B2 in the latter.

2.1.4 Secondary school in the Czech Republic

UWB also collected responses from school pupils from a secondary school in Klatovy in the Czech Republic. The school participated in the second iteration of the field testing. The CLIL teacher decided to field test the machinima in her English lessons. The machinima focused on general English. The machinima was used in a group of 9th graders aged 15 in two lessons. The machinima used in the first lesson focused on animal idioms. After watching the machinima, the pupils were asked to choose 7 best idioms and later use them in an essay. In the second lesson, the pupils watched the "Mystery Story" machinima. They were

asked to summarize a part of the story and predict the ending. After the field testing the teacher was interviewed and completed the online survey.

2.1.5 Jacob van Liesveldt School in the Netherlands

Jacob van Liesveldt is a bilingual-school which offers 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. The school participated in the second iteration of the field testing.

The machinima used in the lesson focused on the calculation of a space diagonal in a mathematics CLIL class. To make use of the machinima the teacher created a worksheet that students would have to use to take notes. This scaffolding was used to help them structure their thinking as well as train them in note taking. The students first had to read the worksheet for a minute to make sure they understood all of the words in English. Next the students were given two minutes to write down some words related to the topic as a warmer to the movie. That was discussed shortly in the class to make sure they would understand the machinima, after which the teacher used the machinima to explain how to calculate a space diagonal. The students had to do a follow-up exercise after the machinima was finished to check their understanding. After the lesson the students were asked to complete the survey. The teacher agreed to be interviewed and did not complete the online survey.

2.1.6 LinguaTV

Lingua TV collected responses from their clients through their online platform called Lingorilla (www.lingorilla.com/af/camelot). For the first field testing the task was to watch three machinima produced by NDU. The machinima focused on German language (A1 level according to CEFR). The clients could watch the machinima with and without subtitles. They could work through the transcript. With an integrated dictionary they were able to look up the words they did not understand. The participants completed the online surveys. For the second iteration of the field testing the task was to watch 5 machinima of German short series "The Crime Story" the language level was A2 according to CEFR. The clients could watch the machinima with and without subtitles and work through the transcript. With the integrated dictionary they were able to look up the words they did not understand. There were no teachers involved in the field testing.

3. Results

During the two field testing periods, a total number of 726 responses was collected. The responses can be broken into three main groups as shown in Figure 1. Group number one represents the three higher education institutions (NDU, UIST, UWB) with 600 respondents. Group number two represents adults, field testing online through Lingorilla's platform (98 respondents in total).

3.1 The first iteration of the field testing

In the first iteration of the field testing, there were four participating institutions (NDU, UIST, UWB and Lingua TV). All results were collected 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 results are shown in the common summary in [Appendix 4](#). The responses to teacher surveys were collected in the common summary, see [Appendix 4](#) and also broken into groups according to the institutions the teachers come from, see [Appendix 4](#). The students' surveys include 278 results out of which there were 193 responses from UWB, 9 responses from UIST and 39 responses from NDU. The results are shown in [Appendix 4](#).

LinguaTV collected 36 surveys online (see [Appendix 4](#)). The common summary of students' responses from the first iteration of the field testing shows that the majority of respondents were male (84%). The age of the respondents varies from 12 to 50+. The distribution of the age groups is shown in Figure 1.

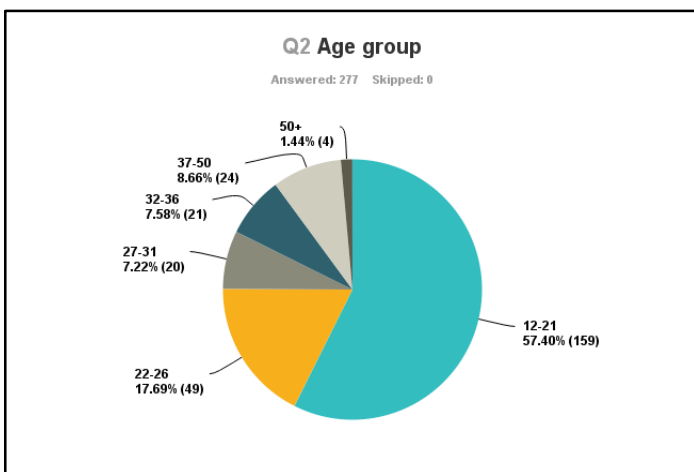


Figure 1: Distribution of Age Groups

54.74% of respondents were familiar with 3D environment and computer games (Figure 2).

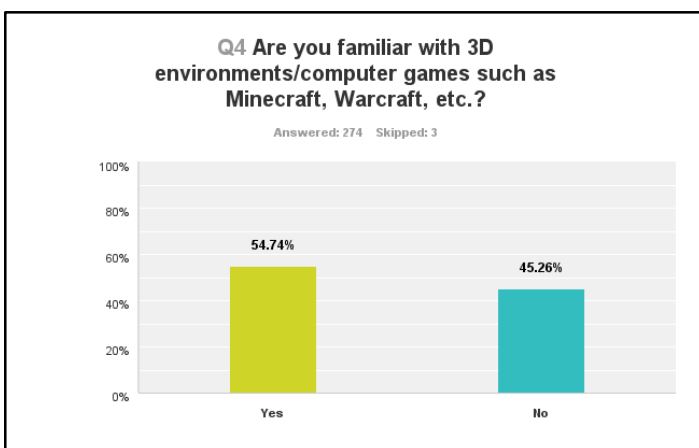


Figure 2: Familiarity with 3D Environments

Most students (72.01%) learned about machinima from their teachers (see Figure 3).

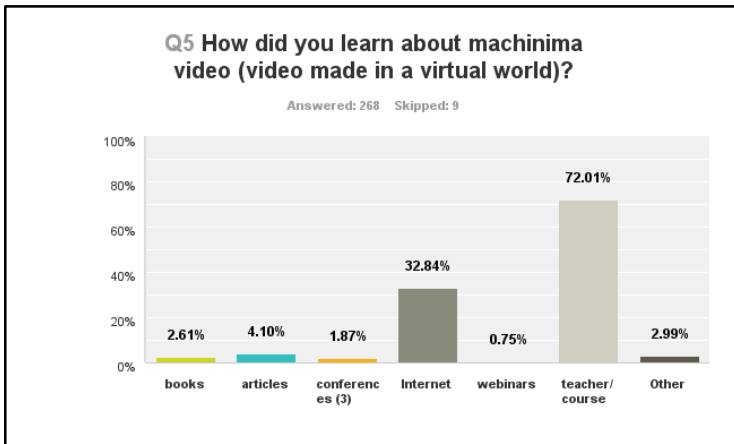


Figure 3: How Did You Learn About Machinima Video?

91.91% of respondents had never created their own machinima. Those that had created machinima (8.09%) had come across the following problems in their lesson (see Figure 4). Most students (23.81%) claimed that machinima is time-consuming. 19.05% of students had problems with sound, video and finding suitable locations.

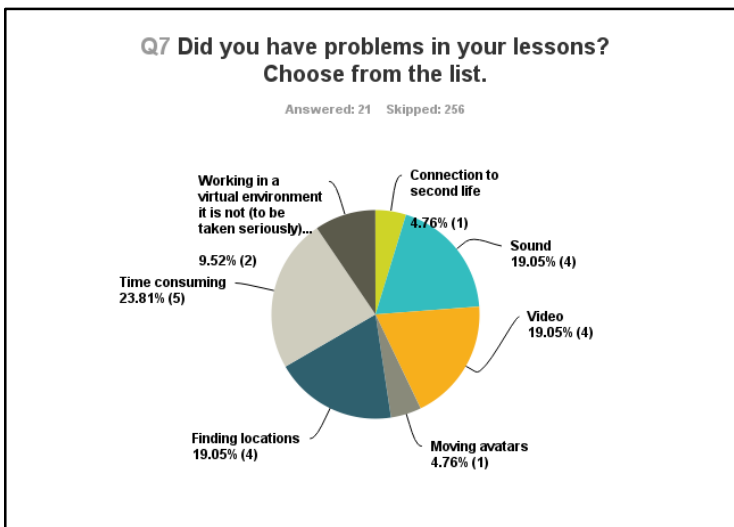


Figure 4: Did You Have Problems in Your Lessons?

Most students claimed that they felt comfortable about the learning experience with machinima (75%) (see Figure 5).

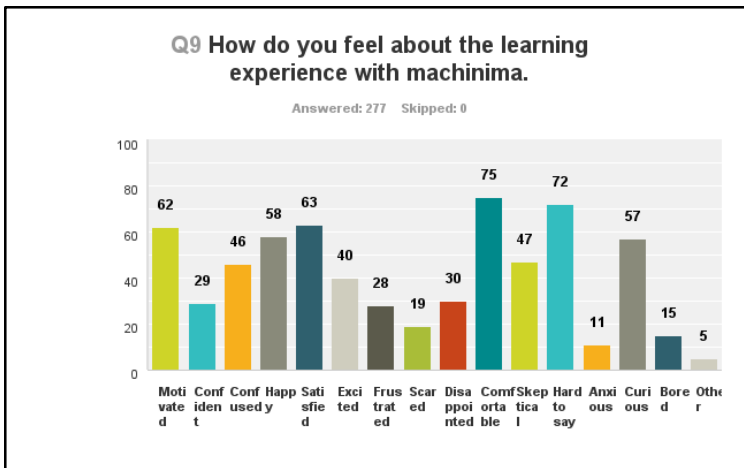


Figure 5: How do you Feel about the Learning Experience with Machinima?

28.57% of students felt that machinima was not as good as a normal video in their lessons.

3.1.1 Correlations

In order to find out whether there was a relationship among the collected data from the students, the responses from the first iteration were correlated. The following items from the survey (see in [Appendix 1](#)) were chosen for the correlation and numbered:

- Gender
- Age group
- Familiar with 3D environment
- Machinima is fun but I do not learn anything
- Avatars do not look natural
- I find it difficult to learn a language if the avatars do not show what they feel
- I understand the subject better with machinima

Out of 276 responses, 257 responses were correlated as the incomplete answers had to be taken out. The results of the correlation show that there is a significant relationship among some of the selected questions, as shown in Figure 6. The results of the correlation can be divided into four topical groups:

1. Correlations with gender
2. Correlations with age
3. Correlations with – Machinima is fun but I do not learn anything
4. Correlations with – Avatars do not look natural

	Valid	Kendal l		
	N	Tau	Z	p-level
1 & 2	257	0,19363 3	4,6 247 4	0,000 004
1 & 3	257	-0,1313 48	-3,1 371 3	0,001 706
1 & 5	257	-0,0944 6	-2,2 560 9	0,024 065
2 & 3	257	-0,1754 71	-4,1 909 7	0,000 028
2 & 4	257	0,12430 1	2,9 688 1	0,002 99
2 & 5	257	-0,2492 7	-5,9 535 9	0
2 & 6	257	-0,0910 84	-2,1 754 5	0,029 596
2 & 7	256	0,09569 2	2,2 810 1	0,022 548
4 & 5	257	0,11864 3	2,8 336 9	0,004 601
4 & 6	257	0,22557 5	5,3 876 5	0
5 & 6	257	0,74652 6	17, 830 12	0

Figure 6: Correlation Analysis

3.1.1.1 Correlations with gender

Gender correlates with three other question items:

- Age
- Familiarity with 3D environment
- Natural look of avatars

Out of 257 respondents, there were 42 women. The age distribution in this group is shown in Figure 8, where number one represents the age group from 7 to 11; number 2 represents the age group from 12 to 21; number three represents the age group from 22 to 26; number four represents the age group from 27 to 31; number five represents the age group from 32 to 36; number 6 represents the age group from 37 to 50; and number seven represents the age group 50+. The majority of respondents were in groups 2 (33%) and 3 (26%).

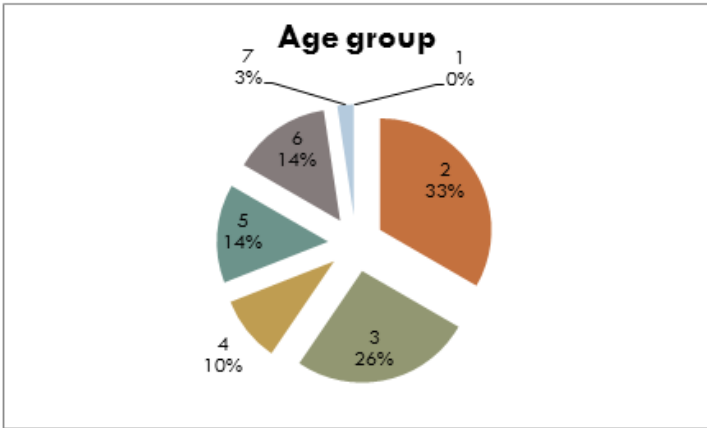


Figure 7: Age Group

As shown in Figure 8, where one stands for strongly agree, two for agree, three for hard to say, four for disagree and five for strongly disagree, most women strongly agreed (19%) or agreed (36%) that avatars do not look natural.

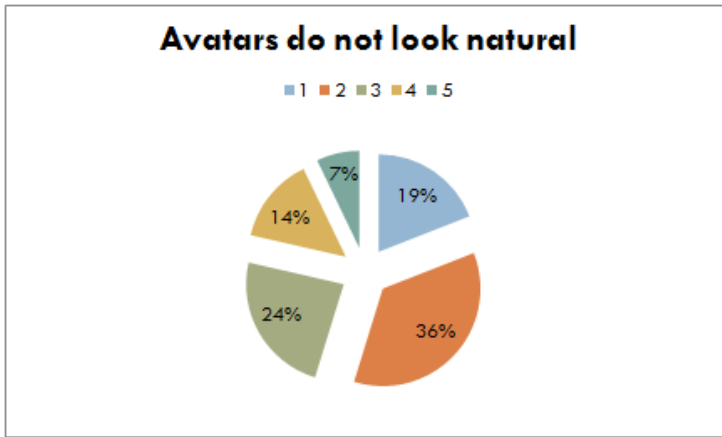


Figure 8: Avatars do Not Look Natural

60% of the female respondents were not familiar with 3D environments as shown in Figure 9, where number one represents no answer and number two represents yes.

The age distribution of 215 male respondents is shown in Figure 10, where number one represents the age group from 7 to 11; number 2 represents the age group from 12 to 21; number three represents the age group from 22 to 26; number four represents the age group from 27 to 31; number five represents the age group from 32 to 36; number 6 represents the age group from 37 to 50; and number seven represents the age group 50+. The majority of respondents were in group two (62%) and three (16%).

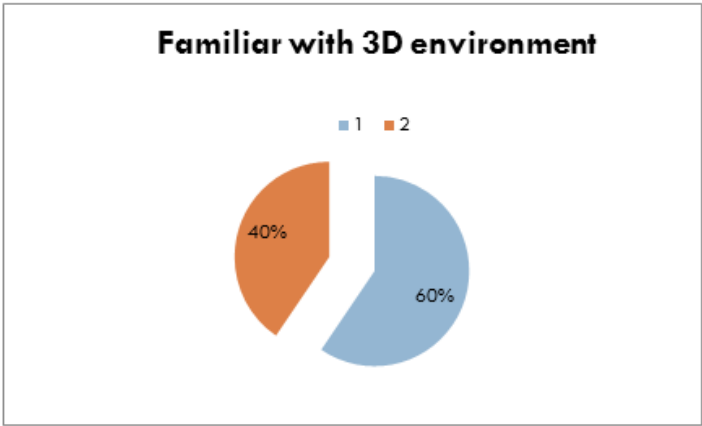


Figure 9: Familiar with 3D Environments

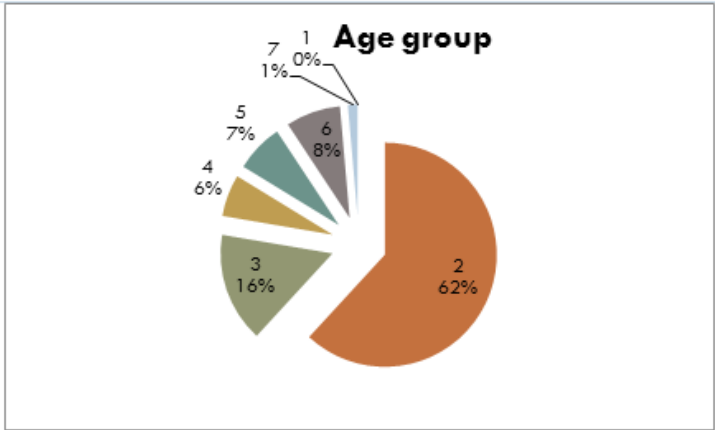


Figure 10: Age Distribution

As shown in Figure 11, where number one represents no answer and number two represents yes. 58% of male respondents were familiar with 3D environments, and 42% respondents claimed that they were not familiar.

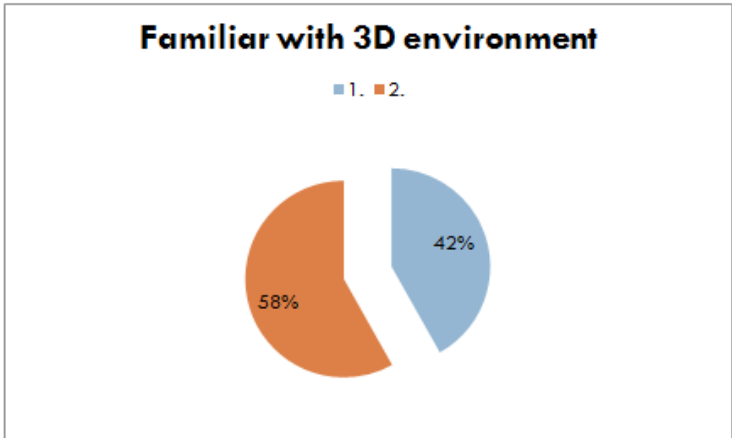


Figure 11: Familiar with 3D Environments

Most of the male respondents could not decide if avatars looked natural (42%) as shown in Figure 13, where one stands for strongly agree; two for agree; three for hard to say; four for disagree; and five for strongly disagree

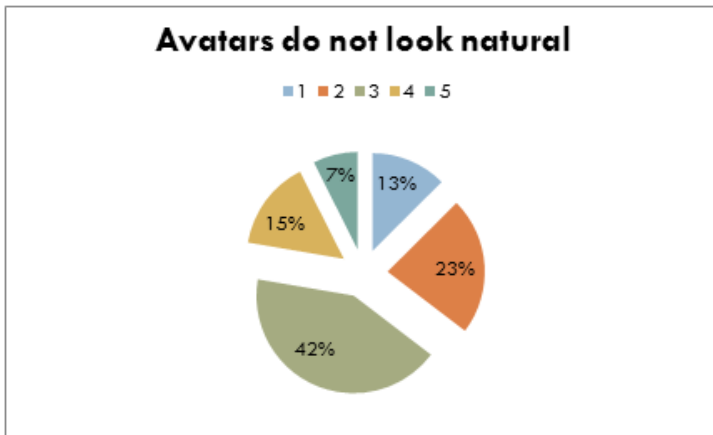


Figure 12: Avatars do not look natural

3.1.1.2 Correlations with age

The age group from 12 to 21 was represented by 147 respondents. All question items used a scale of 1 to 5, where one means strongly agree; two means agree; three means hard to say; four means disagree; and five means strongly disagree. Figure 13 shows the distribution of answers for the statement “It is fun but I do not learn anything”, where 13% of respondents strongly agreed and 31% of respondents agreed with the statement. 29% respondents were not able to make a decision and only 8% and 19% respondents felt that they are learning with machinima.



Figure 13: It is fun but I do not learn

The responses in Figure 14 show the responses to the statement “Avatars do not look natural”. The majority of respondents were not able to decide (43%). 4% and 26% agreed with the statement and 19% and 8% of respondents felt that avatars looked natural.

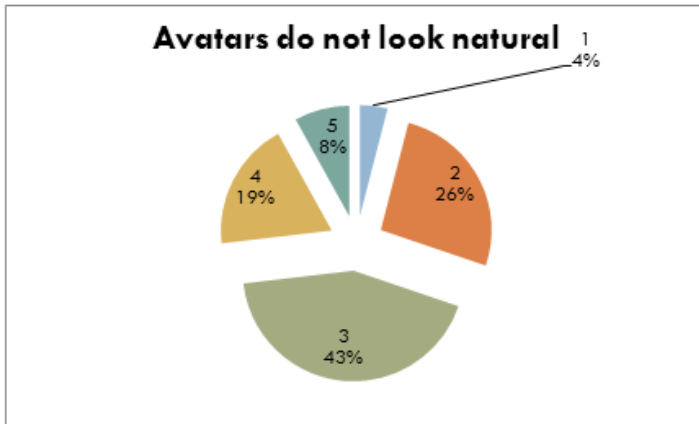


Figure 14: Avatars Do Not Look Natural

Figure 15 shows the agreement or disagreement with statement “I understand the subject better with machinima”. 9% and 38% of respondents claimed that they understood the subject better with machinima.

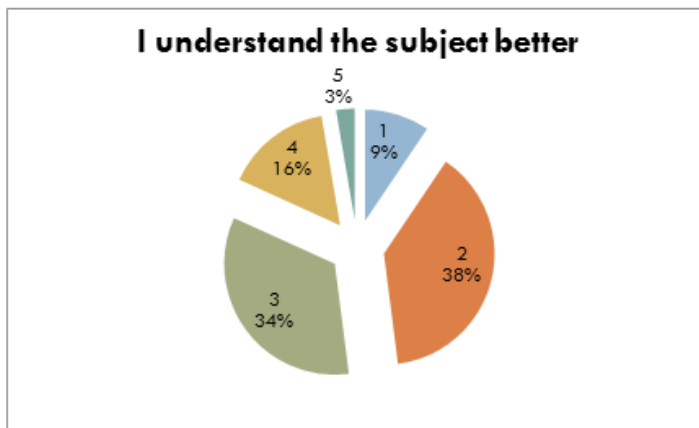


Figure 15: I understand the subject matter

Most of the respondents could not decide if it was important that avatars do not show their feelings (43%) (see Figure 16).

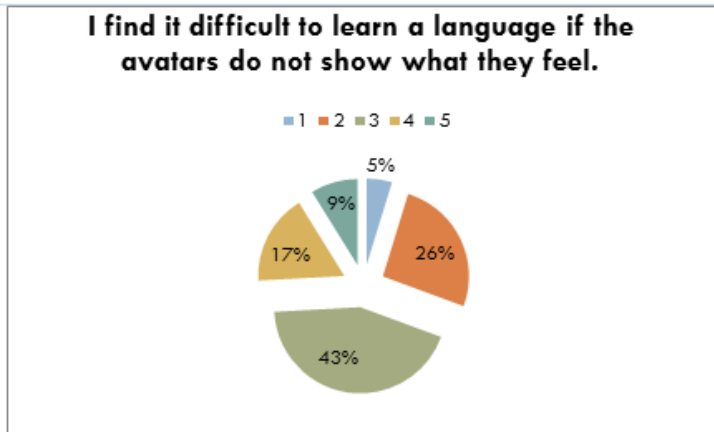


Figure 16: I find it difficult to learn a language if the avatars do not show what they feel

62% of respondents from age group from 12 to 21 had experience with 3D environments. As shown in Figure 17, where number one represents no and number two represents yes.

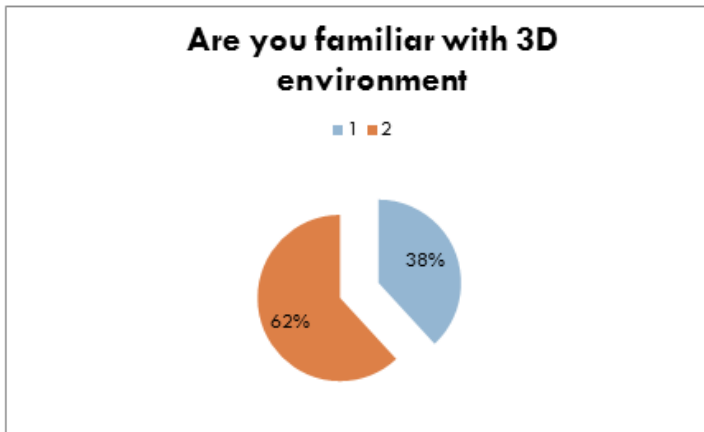


Figure 17: Are you familiar with 3D environments?

Group from 22 to 26 was represented by 45 respondents. All question items show a scale from 1 to 5, where one means strongly agree, two means agree, three means hard to say, four means disagree and five means strongly disagree except the question in Figure 18, where number one represents no and number two represents yes.

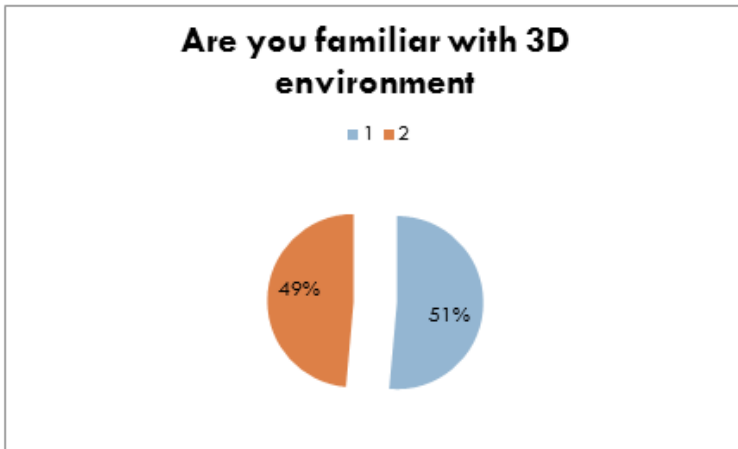


Figure 18: Are you familiar with 3D environments?

The distribution of answers was the same statements as already mentioned in the description of the first age group are shown in Figures 20 to 23.

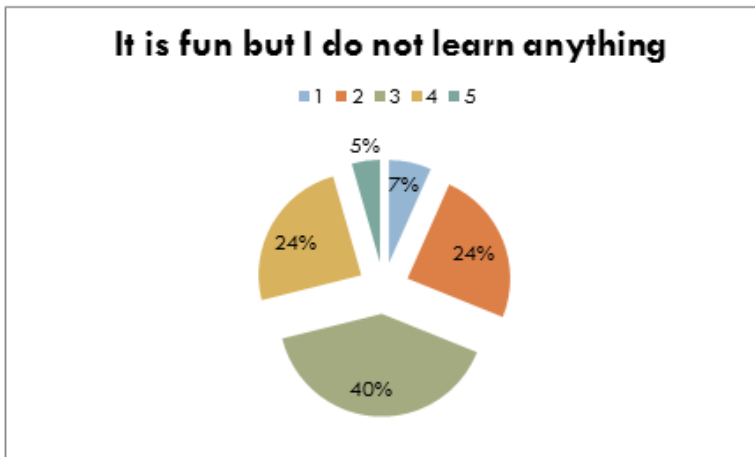


Figure 19: It is fun but I do not learn anything

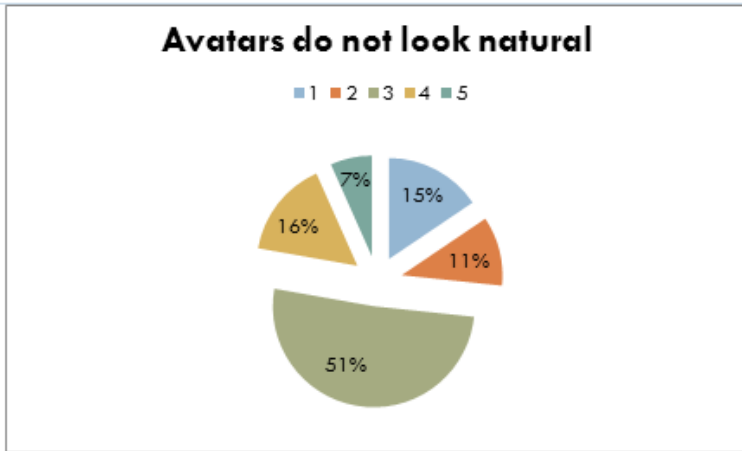


Figure 20: Avatars do not look natural

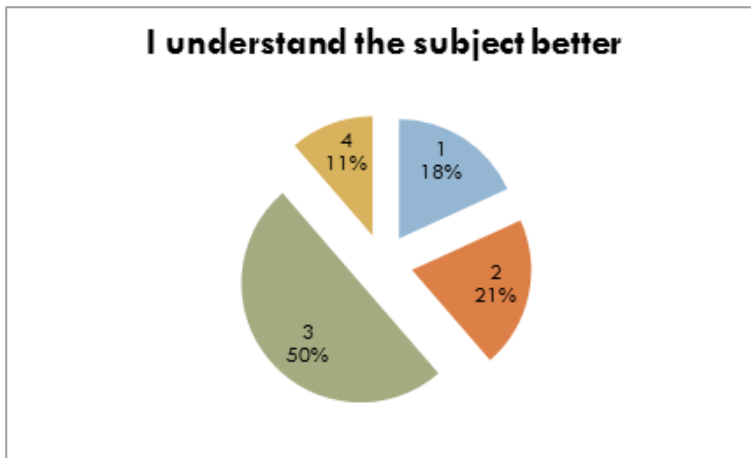


Figure 21: I understand the subject better

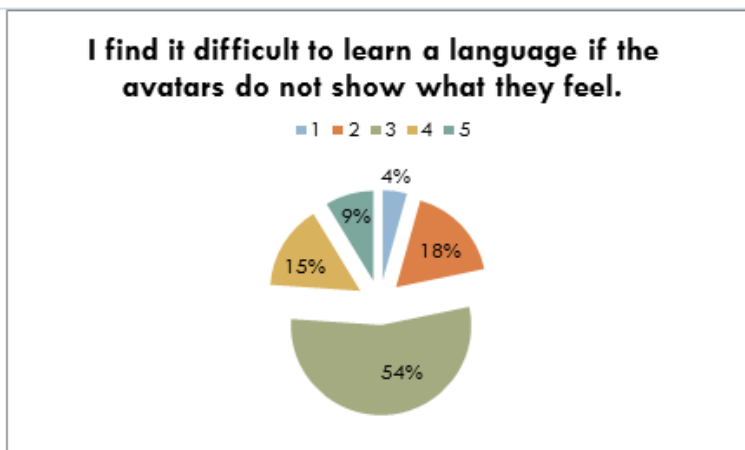


Figure 22: I find it difficult to learn a language if the avatars do not show what they feel

The age group from 27 to 31 were represented by 17 respondents. All question items show a scale from 1 to 5, where one means strongly agree, two means agree, three means hard to say, four means disagree and five means strongly disagree except the question in Figure 23, where number one represents no and number two represents yes.

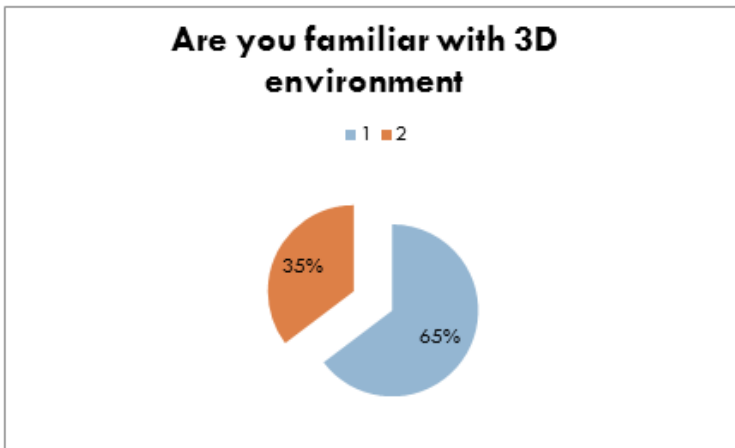


Figure 23: Are you familiar with 3D environments?

The distribution of answers was the same as already mentioned in the description of the first age group are shown in Figures from 24 to 27.

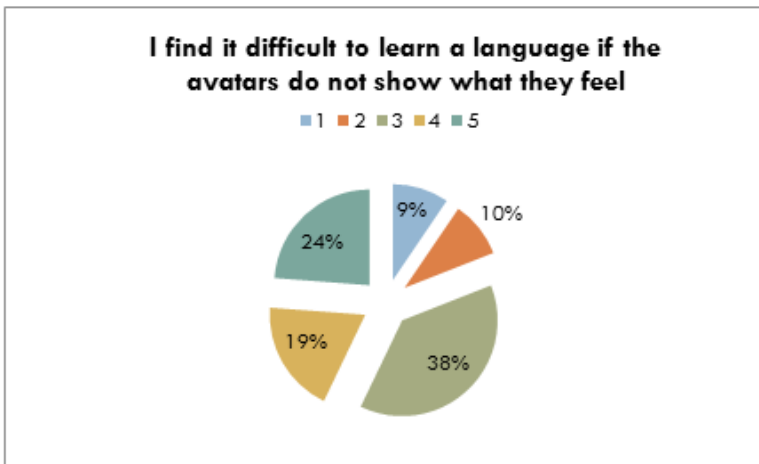


Figure 24: I find it difficult to learn a language if the avatars do not show what they feel

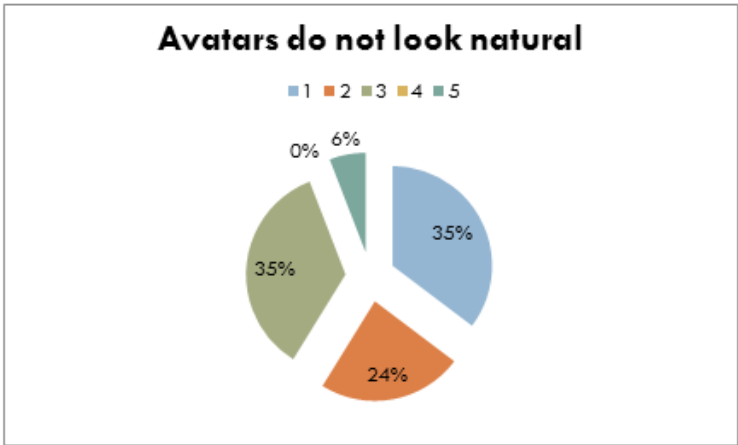


Figure 25: Avatars do not look natural

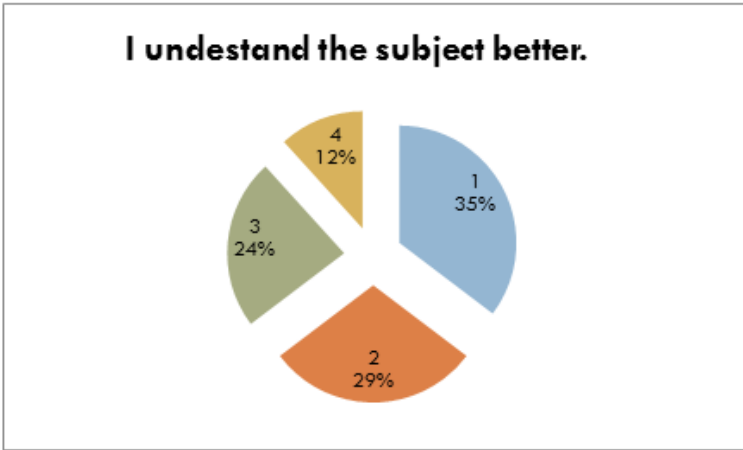


Figure 26: I understand the subject better

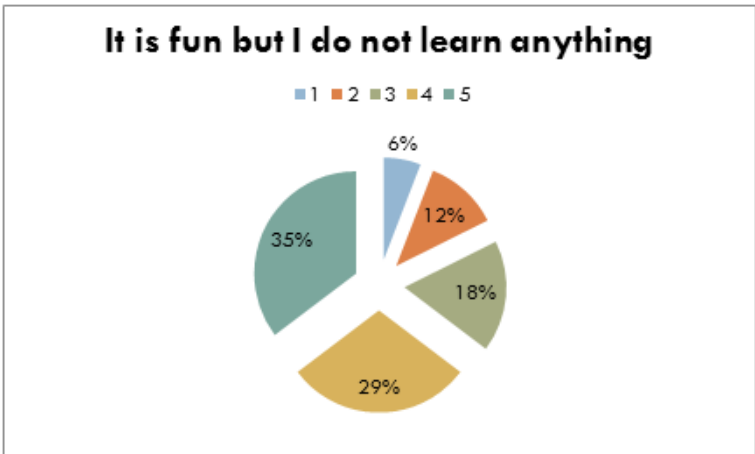


Figure 27: It is fun but I do not learn anything

The age group from 32 to 36 were represented by 21 respondents. All question items show a scale from 1 to 5, where one means strongly agree, two means agree, three means hard to say, four means disagree and five means strongly disagree except the question in Figure 28, where number one represents no and number two represents yes.

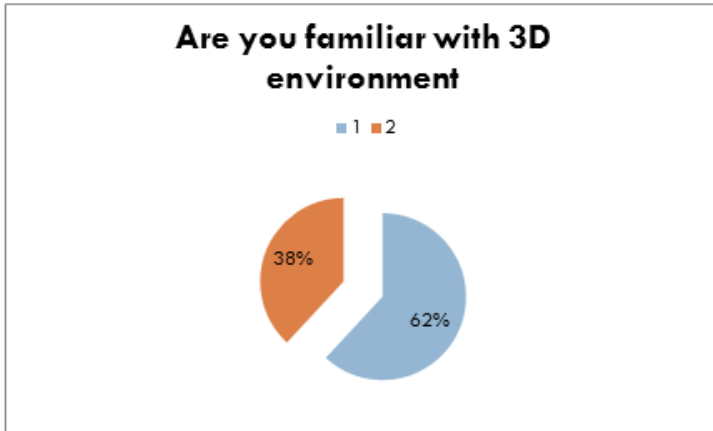


Figure 28: Are you familiar with 3D environments

The distribution of answers was the same statements as already mentioned in the description of the first age group are shown in Figures 29 to 32.

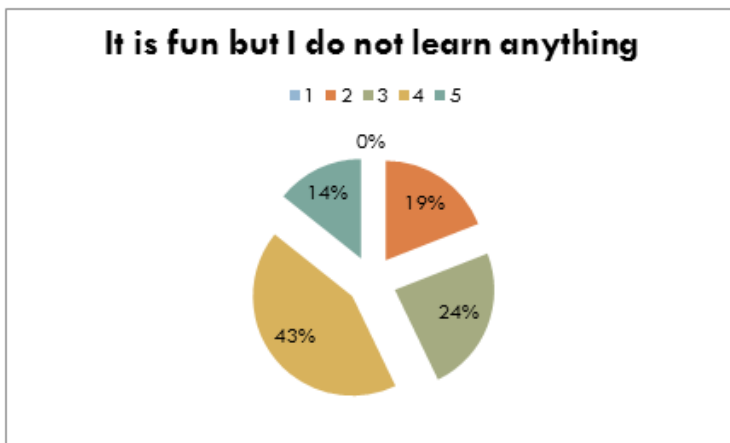


Figure 29: It is fun but I do not learn anything

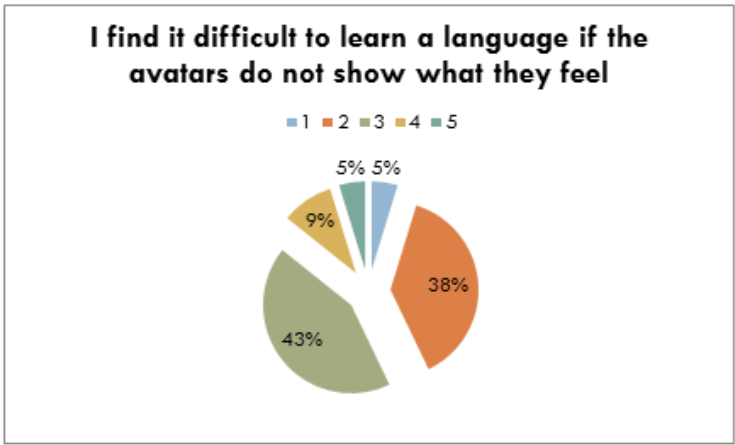


Figure 30: I find it difficult to learn a language if the avatars do not show what they feel

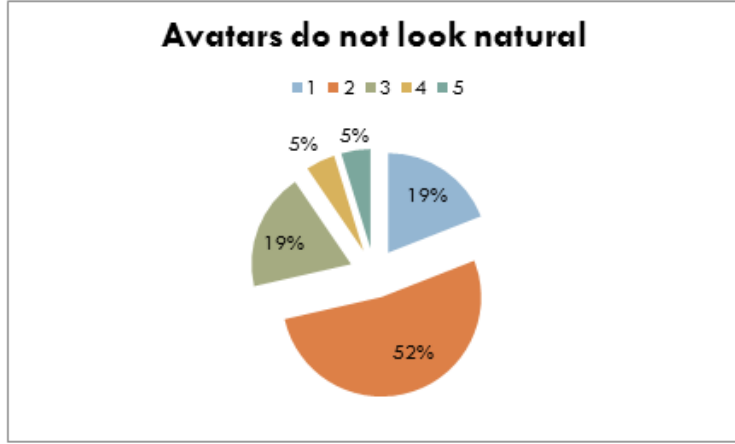


Figure 31: Avatars do not look natural

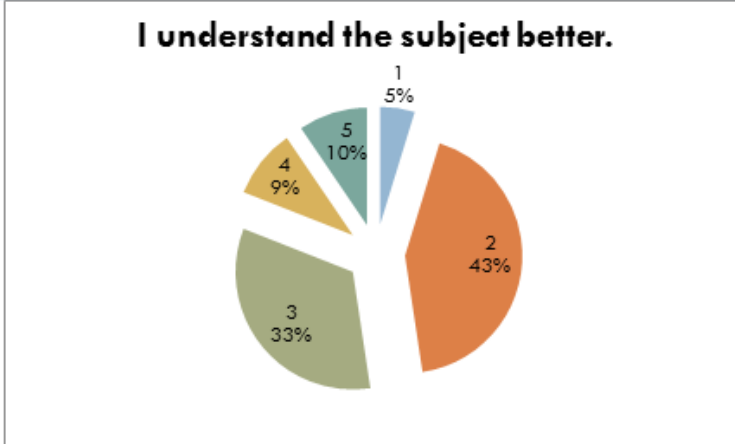


Figure 32: I understand the subject better

The age group from 37 to 50 was represented by 23 respondents. All question items show a scale from 1 to 5, where one means strongly agree, two means agree, three means hard to say, four means disagree and five means strongly disagree except the question in Figure 33, where number one represents no and number two represents yes.

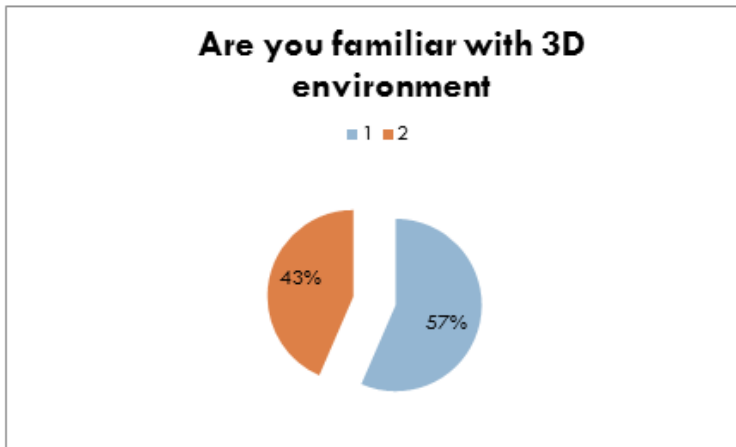


Figure 33: Are you familiar with 3D environments

The distribution of answers was the same statements as already mentioned in the description of the first age group are shown in Figures 34 to 37.

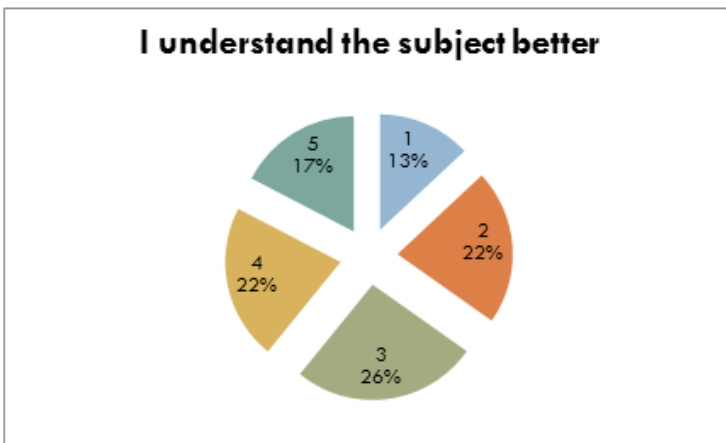


Figure 34: I understand the subject better



Figure 35: It is fun but I am not learning anything

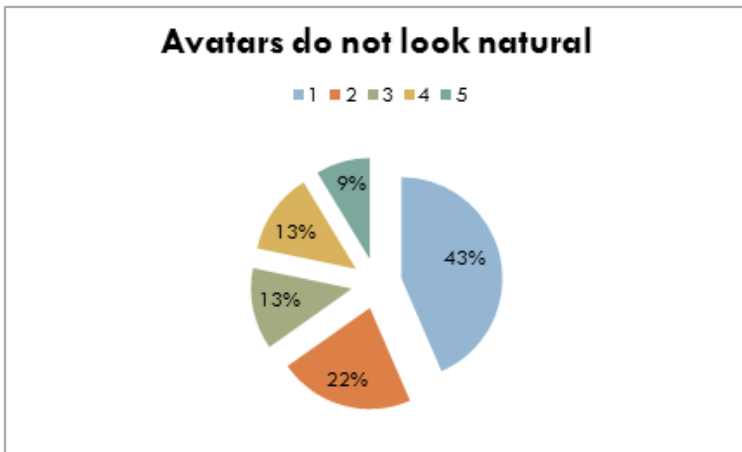


Figure 36: Avatars do not look natural

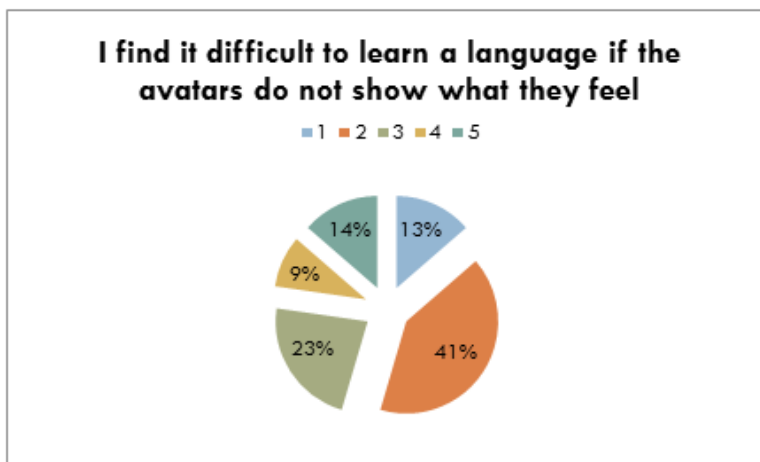


Figure 37: I find it difficult to learn a language if the avatars do not show what they feel

The age group 50+ was represented by 4 respondents. All question items show a scale from 1 to 5, where one means strongly agree, two means agree, three means hard to say, four means disagree and five means strongly disagree. None of the respondents had experience with 3D environments. The distribution of answers was the same statements as already mentioned in the description of the first age group are shown in Figures 38 to 41.

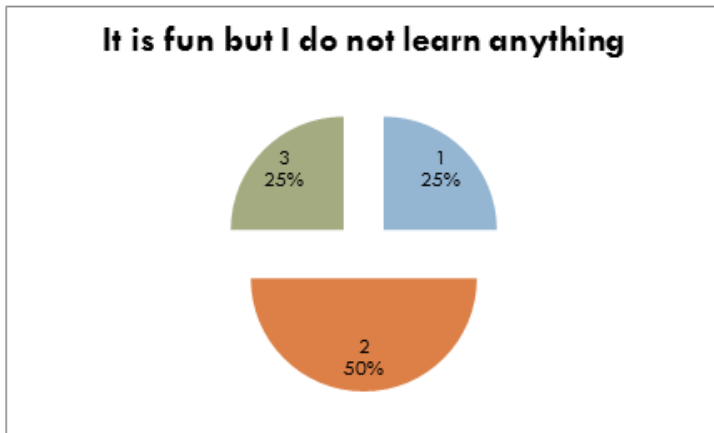


Figure 38: It is fun but I do not learn anything

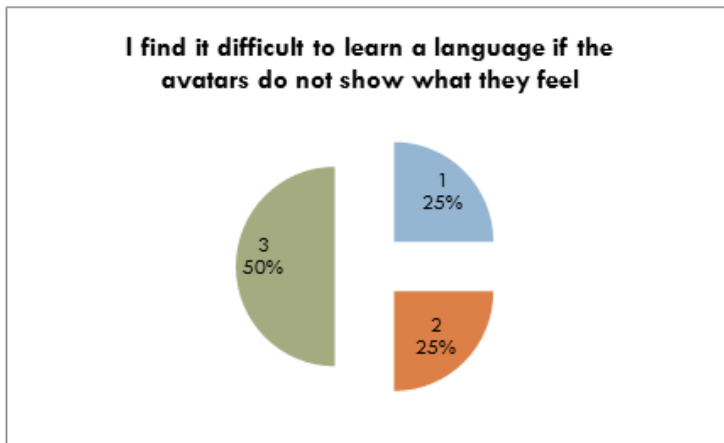


Figure 39: I find it difficult to learn a language if the avatars do not show what they feel

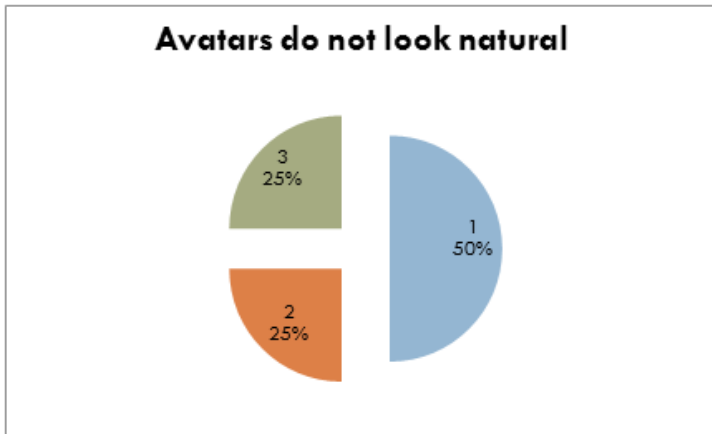


Figure 40: Avatars do not look natural

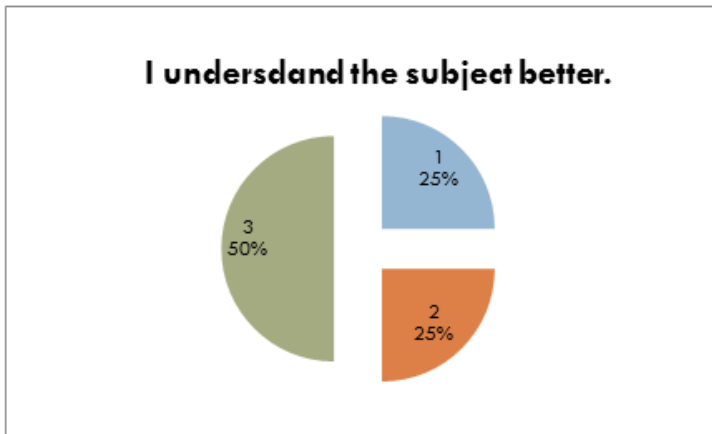


Figure 41: I understand the subject matter

3.1.1.3 Correlations with statement “Machinima is fun but I do not learn anything”

The statement “Machinima is fun but I do not learn anything” correlates with the statement “Avatars do not look natural”. The results are shown in Figure 42, where the blue colour represents “Machinima is fun but I do not learn anything” and the red colour represents “Avatars do not look natural”.

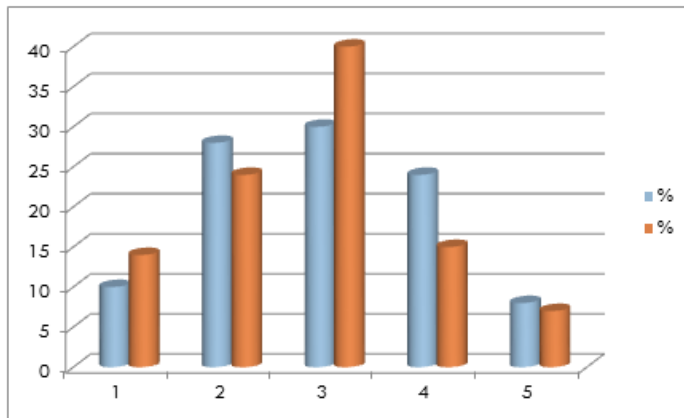


Figure 42: Machinima is fun but I do not learn anything / avatars do not look natural

The statement “Machinima is fun but I do not learn anything” correlates with the statement “I find it difficult to learn a language if the avatars do not show what they feel”.

The results are shown in Figure 43, where the blue colour represents “Machinima is fun but I do not learn anything” and the red colour represents “I find it difficult to learn a language if the avatars do not show what they feel”.

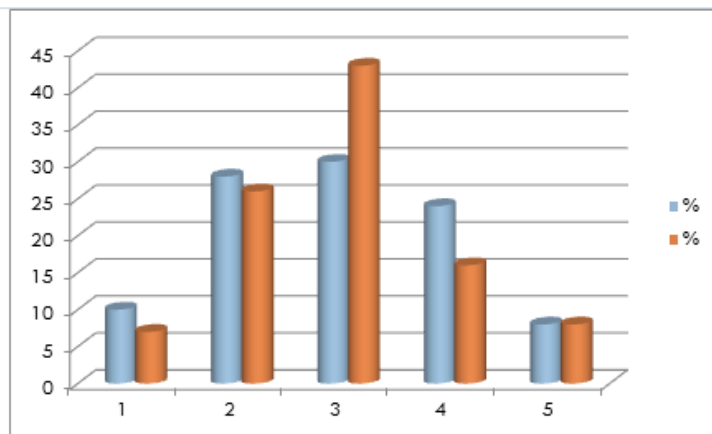


Figure 43: “Machinima is fun but I do not learn anything” / “I find it difficult to learn a language if the avatars do not show what they feel”

3.1.1.4 Correlations with “Avatars do not look natural”

The statement “Avatars do not look natural” correlates with the statement “I find it difficult to learn a language if the avatars do not show what they feel”.

The results are shown in Figure 44, where the blue colour represents “Avatars do not look natural” and the red colour represents “I find it difficult to learn a language if the avatars do not show what they feel”.

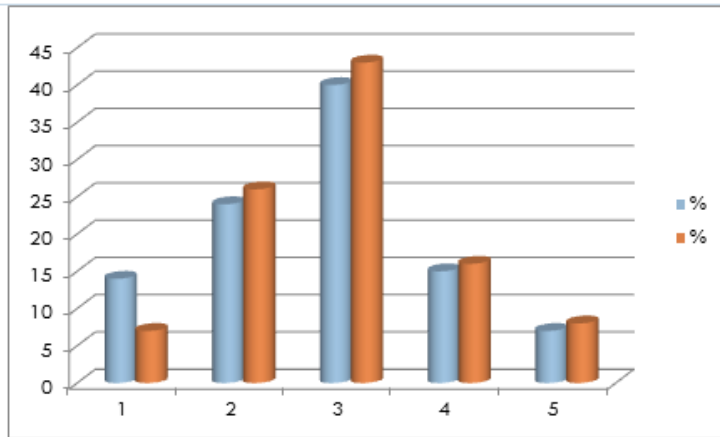


Figure 44: Avatars do not look natural / I find it difficult to learn a language if the avatars do not show what they feel

3.1.2 Correlations of Teachers' Responses

To find out whether there is a relationship among the collected data from the teachers, the responses from the first iteration were correlated. Out of 11 responses 9 were fully completed and could be used for correlation. All question items were correlated. The results show 27 statistically significant relationships between different question items. However, the number of participants is too small to draw any conclusions. The results are shown below in Figure 46.

The letters ST plus number from 1 to 14 represent the following question items (see Figure 46).

ST1. My students' motivation increases when I use Machinima
ST2. Machinima fosters learning
ST3. Machinima provides a self-study after school
ST4. Machinima is more effective than other learning materials
ST5. Being able to shoot your own film according to your needs a big advantage for teachers
ST6. Students get a feeling of ownership in Machinima if they are included in the Machinima.
ST7. Students get side tracked by Machinima because it is more entertaining than educating.
ST8. Body language is missing in the Avatars and this disturbs students.
ST9. Shy students are more active in Machinima because they can keep their real IDs anonymous.
ST10. It is a relief for my students to know the real IDs behind the Avatars.
ST11. Some Avatars are disturbing or annoying.
ST12. I intend to use Machinima to assist my teaching in the future.
ST13. I intend to use Machinima as an autonomous learning resource.
ST14. I am satisfied with Machinima's contribution to my lessons.
ST15. Machinima helps my students to understand/ to grasp the lessons.

Figure 46: Question items

Kendall Tau Correlations (teachers_2.sta) MD pairwise deleted		Valid N	Kendall Tau	Z	p-level
AGE & AGE		9	0,83666	3,1402	0,001688
ST_7 & ST_12		9	0,709677	2,6636	0,007731
AGE & TEACHING YEARS		9	0,694365	2,60613	0,009157
ST_1 & ST_4		9	0,684653	2,56968	0,010179
ST_1 & ST_7		9	0,669246	2,51188	0,01201
TEACHING YEARS & ST_10		9	0,668734	2,50993	0,012075
ST_6 & ST_13		9	-0,661438	-2,48255	0,013045
RECORDED MACHINIMA & ST_12		9	0,646058	2,42482	0,015316
ST_3 & ST_6		9	0,633866	2,37906	0,017357
ST_4 & ST_8		9	0,606128	2,27496	0,022909
ST_6 & ST_7		9	0,6	2,25196	0,024325
ST_3 & ST_15		9	-0,59555	-2,23525	0,025401
ST_11 & ST_13		9	-0,589768	-2,21355	0,02686
RECORDED MACHINIMA & ST_6		9	0,57735	2,16695	0,030239
ST_8 & ST_15		9	0,557278	2,09161	0,036473
ST_2 & ST_13		9	0,557278	2,09161	0,036473
ST_12 & ST_6		9	-0,553389	-2,07705	0,037797
RECORDED MACHINIMA & ST_7		9	0,545545	2,04757	0,040802
USING TECHNOLOGY & ST_13		9	0,545545	2,04757	0,040802
ST_1 & ST_12		9	-0,545545	-2,04757	0,040802
ST_9 & ST_14		9	-0,545545	-2,04757	0,040802
ST_14 & ST_9		9	-0,543075	-2,0383	0,04152
AGE & ST_4		9	0,540062	2,02699	0,042663
ST_9 & ST_4		9	0,53161	1,99527	0,046014
ST_6 & ST_10		9	-0,524304	-1,96785	0,049085
AGE & ST_2		9	0,524142	1,96724	0,049155
ST_12 & ST_10		9	0,520416	1,95326	0,050789
ST_10 & USING_TECHNOLOGY		9			

Figure 47: Correlations of teachers' responses

3.2 The second iteration of the field testing

In the second iteration, there were four participating institutions (UIST, UWB, LinguaTV, secondary school in the Czech Republic and Jacob van Liesveldt School in the Netherlands). The results were collected online or on paper and digitalized.

UIST collected survey answers from 57 participating students. There were 56.15% male students and 43.85% of female students, for results see [Appendix 5](#).

UWB collected 302 surveys from which 90.85% surveys were answered by men, for results see [Appendix 5](#).

Lingua TV collected 62 responses online, see [Appendix 5](#).

16 responses were collected from the secondary school in the Czech Republic, see [Appendix 5](#) and 12 responses were collected from Jacob van Liesveldt School in the Netherlands, see [Appendix 5](#).

All results were analysed in separated groups according to the institutions and they cannot be collected into a common summary.

3.3. Focus group discussions

The focus group discussions took place during the second iteration of the field testing. In the discussions 16 teachers participated. There were 6 participating teachers from UWB, 7 teachers from UIST, 2 teachers from NDU and 1 teacher from the Secondary school in the Czech Republic. The completed reports are in [Appendix 6](#).

As advantages of machinima, the teachers indicated that machinima could be interesting for young learners. Machinima is easier to create (than video). The production is cheaper and students can also do it themselves. Machinima helps students imagine things better. Machinima offers a wide variety of topics and it is possible to focus on something very concrete. Machinima attracts students' attention in general. It is motivating. Machinima can activate students. It can help them to overcome communication barriers and support technical thinking. Machinima can offer a wide the range of activities in the classroom.

As disadvantages of machinima, the teachers see the absence of feeling and body language. They feel that it is artificial. Creating machinima and preparing the lesson with it is very time consuming. Some teachers feel that the orientation in the 3D environment is also a problem. The fact that some students can see it as a game and not take it seriously can also be a problem.

The teachers agree that machinima could be used to convey cultural differences.

3.4 Summary

To sum up the results of students' responses, we can say that the most problematic areas seem to be the absence of feelings and the unnatural look of the avatars. At the moment the majority of the field testing participants would not change video for machinima. However, the participants felt that machinima helped them to understand the topic and they were learning. The younger student participants saw machinima as fun so there could be a danger of not taking the activities with machinima involved too seriously.

For the teachers, they are very positive about the possibilities of using machinima in teaching but also saw the absence of feelings as problematic. Regarding lesson planning and preparation, the teachers felt that it was very time consuming.

In conclusion, we can say that when the graphics of avatars improve machinima could become a more useful tool for teaching and learning foreign languages.

Appendix 1: CAMELOT Post Field Testing Survey: Students

<https://www.surveymonkey.com/r/DZBGH3D>

Appendix 2: CAMELOT Field Testing Survey: Teachers

<https://www.surveymonkey.com/r/D525689>

Appendix 3: Focus Group Discussion Questions

Contact details:

Methodology:

Participants: (background information summary, number of participants)

Questions: (Delete the questions you have not used, add your own questions)

I. Technical issues

- 1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?
- 2) Which solution could you offer to overcome these technical issues?
- 3) Did you create your own machinima or did you have it created by somebody else?
- 4) Did you involve your students in creating machinima?
- 5) Which issues do you see for people in creating their own machinima?

II. The use of machinima in the classroom

- 6) What genre of machinima would you prefer to use in your teaching?
- 7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?
- 8) Would you prefer to use machinima in the physical classroom to the virtual classroom?
- 9) Which advantage or disadvantage do machinima have compared with real life videos?
- 10) How important are mimic and gestures in a video for learning a language?
- 11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?
- 12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?
- 13) How useful are ready made lesson plans provided with the machinima for you?
- 14) How do machinima videos enhance your language teaching?
- 15) Which kind of machinima videos attract your students most?
- 16) How can you determine that the use of machinima videos helped students to learn better than without them?
- 18) How do machinima videos add to the quality of a language learning?

Appendix 4: Field Testing 1

Survey Result Teachers: Summary

<https://www.surveymonkey.net/results/SM-ZB5ZDLMC/>

Survey Results Students: Summary

<https://www.surveymonkey.net/results/SM-77RMTLMC/>

Students UWB

<https://www.surveymonkey.net/results/SM-FPB33NMC/>

Teachers UWB

<https://www.surveymonkey.net/results/SM-8SB6953C/>

Students NDU

<https://www.surveymonkey.net/results/SM-9F9RNNMC/>

Teachers NDU

<https://www.surveymonkey.net/results/SM-QHXP53C/>

Students UIST

<https://www.surveymonkey.net/results/SM-8YNFGNMC/>

Teacher UIST

<https://www.surveymonkey.net/results/SM-53RRY53C/>

Secondary School Teachers

<https://www.surveymonkey.net/results/SM-GPTQ8G3C/>

LinguaTV

<https://www.surveymonkey.net/results/SM-6H7YH38J/>

Appendix 5: Field Testing 2

Students UIST

<https://www.surveymonkey.net/results/SM-P2YX58MC/>

Students UWB

<https://www.surveymonkey.net/results/SM-J2CBJLMC/>

Age 12 -21

<https://www.surveymonkey.net/results/SM-JGHWHNMC/>

Age 22 - 26

<https://www.surveymonkey.net/results/SM-M6YHQ53C/>

LinguaTV

<https://www.surveymonkey.net/results/SM-2JJL6F7J/>

Secondary School Pupils: The Czech Republic

<https://www.surveymonkey.net/results/SM-X7TCBNMC/>

Jacob Van Liesveldt School: The Netherlands

<https://www.surveymonkey.net/results/SM-KQKRBNMC/>

Appendix 6: Focus Group Discussion Reports

University of Istanbul

Contact details: Teacher 7 Oguz Cincioglu (cinoguz@hotmail.com)

Methodology:

Participants: A1 Level 13 students

Questions: (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

Yes, we did.

2) Which solution could you offer to overcome these technical issues?

We basically asked for technical support.

3) Did you create your own machinima or did you have it created by somebody else?

We created our own Machinima.

4) Did you involve your students in creating machinima?

Yes

5) Which issues do you see for people in creating their own machinima?

To realize their aims, -to serve for a specific purpose, -concreting a subject-matter in a context

To visualize the topic, -to cinema and storify the case

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

a. Producing (active involvement) b. Cognizing and recognizing parts

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

They are like short-timed cinemas. They are applicable for language learning especially serving for listening. Plus, integrated skills exercises are OK. Watch and take notes, watch and answer questions. Complete the story etc.

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

Yes possible.

9) Which advantage or disadvantage do machinima have compared with real life videos?

It is self-fictioned. Not a professionally prepared one. Short-timed

10) How important are mimic and gestures in a video for learning a language?

They are ultimately important. The more the better. Because people express their opinions feelings via or by the help of body language as well.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Surely. As long as you provide the watchers with visuality, you can add cultural items icons sceneries, actions.

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

Both.

13) How useful are ready made lesson plans provided with the machinima for you?

In some cases we felt the need to adapt some parts in accordance with our own needs and demands.

14) How do machinima videos enhance your language teaching?

They are effective tools as they provide topics and matters in a context. Tech-based tools are attractive and interesting as well.

15) Which kind of machinima videos attract your students most?

Fictional ones.

16) How can you determine that the use of machinima videos helped students to learn better than without them?

A hard question. As long as students Exchange ideas and structures, and uses of language among themselves having experienced via Machinima, and communicate accordingly then I professionally feel that language competency on their side.

17) How do machinima videos add to the quality of a language learning?

The indicators of the quality of language learning are the qualities of the tools and materials. Enriched materials and tools all the time add spice and taste to language learning. As it offers stories, visualizations, contexts for language use, and as long as they provide the students/learners with the language use in a meaningful context, then it has the quality.

Focus Group Discussion Report

University of Istanbul

- Contact details:** Teacher 1 / Burcu Gurbuz (beylam@hotmail.com)
- Methodology:** Turkish Class (Communicative Method)
- Participants:** 20 students (A1 level)
- Questions:** (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

Yes, the Internet was too slow and we had some motion problems.

Some students didn't take it serious because they said it is like a video game.

2) Which solution could you offer to overcome these technical issues?

Speak with the IT department of the school/institution to improve their internet connection speed. Speak and convince the students so that they change their machinima point of view.

3) Did you create your own machinima or did you have it created by somebody else?

It was already created and given to us by Istanbul University

4) Did you involve your students in creating machinima?

No

5) Which issues do you see for people in creating their own machinima?

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

Parallel with our coursebook. Exemplifying the units/dialogues.

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

They watch then they describe it. Then they listen to it and finally they try to say similar sentences, structures. So with machinima they start to perceive the language and they move on to production.

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

Yes I think it is more effective.

9) Which advantage or disadvantage do machinima have compared with real life videos?

They can be seen as videogames and not taken serious.

10) How important are mimic and gestures in a video for learning a language?

It is quite important because in a speech/dialogue non-verbal actions carry also lots of importance. Without mimics communication would not be realistic.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Yes, cultural differences can be given with machinima and in our example machinima this was the case. There were Erasmus students who talked and showed their own culture and the local students tried to show and explain their own cultural issues to the Erasmus students.

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

I used a ready-made Machinima

13) How useful are ready made lesson plans provided with the machinima for you?

Ready machinimas may not be always compatible with our units/coursebooks.

14) How do machinima videos enhance your language teaching?

They provide a variety in the lesson and my students are eager to learn, to see a new material. Their motivation automatically increases when I show them something new.

15) Which kind of machinima videos attract your students most?

Machinimas which were a part of our units were quite effective because they supported my students and it was something like revision, consolidation for them.

16) How can you determine that the use of machinima videos helped students to learn better than without them?

Machinimas provided more input. I am trying to say students practiced more by listening to Machinimas and as a result of this they could pronounce words better after machinimas.

17) How do machinima videos add to the quality of a language learning?

They increase motivation and since they are new and extraordinary the students get involved in the lesson but after they get used to machinimas they may get bored also with machinimas.

Focus Group Discussion Report

University of Istanbul

Contact details: Teacher 2, Yagmur Aslan (yagmurdamlaaslan94@gmail.com)

Methodology:

Participants: Created by 4 students; Yagmur Damla Aslan, Tugay Elmas,
Nelida Nita, Sule Akgun

Questions: (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

Since we created our machinima using Second Life, the only technical problem we had while engaging with 3D virtual environment was the internet connection and some sound system problems.

2) Which solution could you offer to overcome these technical issues?

Those problems were actually occurred because of the physical environment, which was the school's lab at that moment, but when we used our own equipment at our own houses, everything was perfectly working.

3) Did you create your own machinima or did you have it created by somebody else?

I created it with 3 friends of mine.

4) Did you involve your students in creating machinima?

Since I am a student myself, I had the chance to use the machinima that I have created in my Language Club class. Unfortunately they didn't have the chance to create one, but I can say that they were definitely enchanted by the work.

5) Which issues do you see for people in creating their own machinima?

I think group work is better for the content itself. Other than that, there is no technical problem that you cannot overcome on your own.

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

Depends on what you will be teaching.

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

I adopted the machinima to a lesson plan and let my students work on the video by guessing the end of it or by writing a background story to it.

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

I think so, because I would love to see their reactions to the machinima while they are watching it.

9) Which advantage or disadvantage do machinima have compared with real life videos?

Since it is kind of like an animation, it is much more interesting especially for young students. Plus, it is easier to create, rather than actually acting for a real video. The only disadvantage is that you cannot have the chance to use an object that you need for a scene. (for example, you can get a TV, but you cannot watch it while filming)

10) How important are mimic and gestures in a video for learning a language?

Very important! Because, language is not only a verbal medium for communication, we need to have the body language to make our intentions clear.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Yes, definitely! For example, one of my classmates' machinima was about gender discrimination. I remember them showing the differences between the reactions of the parents when their son and daughter talk about marriage and getting married.

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

I prepared a lesson plan depending on the machinima.

13) How useful are ready made lesson plans provided with the machinima for you?

--

14) How do machinima videos enhance your language teaching?

Nowadays, students love watching movies and series, so first of all, a machinima will definitely attract their attention. By that, students will try to comprehend what's going on in that machinima and with time, they will improve their understanding.

15) Which kind of machinima videos attract your students most?

16) How can you determine that the use of machinima videos helped students to learn better than without them?

We do not always have to have machinimas created for our lessons, but with them, I can say that students enjoy the lesson. Without the machinima, or any other technological material, the class will be too traditional and students will easily get bored.

17) How do machinima videos add to the quality of a language learning?

First of all, with machinima videos, students will realize that you are not an ordinary teacher and that you are trying your best for your students. And when it comes to language learning, by creating a machinima with a focus point, students will learn what you wish to teach. For example, in our machinima, the focus point was the wish clause and in that story

something bad happened and every character had to use the wish clause to regret something that they have done but they would change it if they had the chance.

FOCUS GROUP DISCUSSION REPORT

<u>Contact details:</u>	Teacher 3 / Mustafa Polat, turkishlesson@hotmail.com
<u>Methodology:</u>	Turkish Class (Communicative Method)
<u>Participants:</u>	24 students (A1 level)
<u>Questions:</u>	(Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

No

2) Which solution could you offer to overcome these technical issues?

We had no problems so far

3) Did you create your own machinima or did you have it created by somebody else?

Istanbul University gave us machinimas

4) Did you involve your students in creating machinima?

No

5) Which issues do you see for people in creating their own machinima?

None

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

didactic

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

Listening and speaking (oral skills)

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

No, because I still think traditional teaching is the best.

9) Which advantage or disadvantage do machinima have compared with real life videos?

Machinimas seemed to be fictional and my students were not very impressed

10) How important are mimic and gestures in a video for learning a language?

Avatars in (machinimas) have very bad mimics and therefore I think videos are better than machinimas.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

The setting and scenes are very artificial and I therefore I believe videos give feeling of real context and real life. I think machinimas are weak in conveying the cultural message.

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

I used ready-made machinimas

13) How useful are ready made lesson plans provided with the machinima for you?

Not very useful because they don't always with my lesson plan.

14) How do machinima videos enhance your language teaching?

To be honest not very much.

15) Which kind of machinima videos attract your students most?

Machinimas with lots of actions and nice setting.

16) How can you determine that the use of machinima videos helped students to learn better than without them?

My students and I were not very impressed with machinima and we think that it can't help us in language learning.

17) How do machinima videos add to the quality of a language learning?

Not very much. Just a little bit variety.

FOCUS GROUP DISCUSSION REPORT

Contact details: Teacher 4, Ibrahim Dilek (ibrahim.dilek@bahcesehir.edu.tr)

Methodology:

Participants: 16 students (A1 level)

Questions: (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

Adjusting the language level of machinima

2) Which solution could you offer to overcome these technical issues?

Speaking with the instructors from Istanbul university and studying the 6 machinimas by myself before I used them in my course.

3) Did you create your own machinima or did you have it created by somebody else?

By someone else

4) Did you involve your students in creating machinima?

No

5) Which issues do you see for people in creating their own machinima?

None

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

Dialogues and conversation

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

To make my students communicate with the input of machinima

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

No. Just as a supplementary material

9) Which advantage or disadvantage do machinima have compared with real life videos?

I would prefer both of them

10) How important are mimic and gestures in a video for learning a language?

Mimics and gestures of Avatars must be improved.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Yes, it can be easily conveyed via machinima

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

I used ready-made machinima

13) How useful are ready made lesson plans provided with the machinima for you?

I would prefer ready machinimas. It saves time.

14) How do machinima videos enhance your language teaching?

Motivation, application possibility of what I teach.

15) Which kind of machinima videos attract your students most?

I would prefer Machinimas that practice what I teach.

16) How can you determine that the use of machinima videos helped students to learn better than without them? They were more interested and motivated

17) How do machinima videos add to the quality of a language learning?

Students are impressed by my new (machinima) material

FOCUS GROUP DISCUSSION REPORT

- Contact details:** Teacher 5, Beyza Akgul (bakgul@hotmail.com)
- Methodology:**
- Participants:** 12 students (A1 level)
- Questions:** (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

No

2) Which solution could you offer to overcome these technical issues?

3) Did you create your own machinima or did you have it created by somebody else?

Ready

4) Did you involve your students in creating machinima?

No

5) Which issues do you see for people in creating their own machinima?

II. The use of machinima in the classroom

1) What genre of machinima would you prefer to use in your teaching?

No specific genre

2) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

After teaching grammar my students can practice the grammar and vocabulary

3) Would you prefer to use machinima in the physical classroom to the virtual classroom?

No

4) Which advantage or disadvantage do machinima have compared with real life videos?

Advantage is it attracts more attention because it is new.

5) How important are mimic and gestures in a video for learning a language?

It is very important but unfortunately mimic and facial expressions are quite weak in machinima

6) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Absolutely yes it is very easy different situations and objects can be used.

7) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

My own activities

8) How useful are ready made lesson plans provided with the machinima for you?

Actually not very useful because the details can be missing in ready-made materials/lesson plan.

9) How do machinima videos enhance your language teaching?

In a positive way because the motivation is high in the classroom.

10) Which kind of machinima videos attract your students most?

Actually all 5 parts/units were very attractive for my students.

11) How can you determine that the use of machinima videos helped students to learn better than without them?

It is difficult to say because we can't assess it clearly. We need some kind of assessment, pre-test and post-test in order to be able to say this.

12) How do machinima videos add to the quality of a language learning?

By drawing students' attention I have a better class with them.

FOCUS GROUP DISCUSSION REPORT

Contact details: Teacher 6, Ali Bilgin (abilgin@hotmail.com)

Methodology:

Participants: 9 students (A1 level)

Questions: (Delete the questions you have not used, add your own questions)

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

The internet and sound were a bit problem for us. My students couldn't understand the spoken language of the avatars.

2) Which solution could you offer to overcome these technical issues?

Maybe by bringing/changing better quality loudspeakers.

3) Did you create your own machinima or did you have it created by somebody else?

Somebody else

4) Did you involve your students in creating machinima?

No

5) Which issues do you see for people in creating their own machinima?

II. The use of machinima in the classroom

1) What genre of machinima would you prefer to use in your teaching?

I would prefer interactive types where my students can also decide in the learning process.

2) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

In speaking and listening classes and as a time filler activity at the end of the lesson.

3) Would you prefer to use machinima in the physical classroom to the virtual classroom?

Sometimes when my students are bored with normal videos.

4) Which advantage or disadvantage do machinima have compared with real life videos?

They can be designed and created according to the needs of the course/institution.

5) How important are mimic and gestures in a video for learning a language?

They are very important in real communication and therefore they take place also in machinimas.

6) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Yes, with different characters/avatars.

7) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

My own activities.

8) How useful are ready made lesson plans provided with the machinima for you?

Very useful

9) How do machinima videos enhance your language teaching?

Actually I couldn't see much difference between videos and machinimas

10) Which kind of machinima videos attract your students most?

The short ones. They get bored with the long ones.

11) How can you determine that the use of machinima videos helped students to learn better than without them?

As long as machinimas interest my students I can say they are helpful for my students.

12) How do machinima videos add to the quality of a language learning?

New technology, new material, new concept.

FOCUS GROUP DISCUSSION REPORT

NDU

Contact details

Dariusz Poczekalewicz

Director of Poland ADL Partnership Lab

d.poczekalewicz@aon.edu.pl

Methodology:

Participants:

2 teachers. Joanna Olpińska and Joanna Lewicka.

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

No.

2) Which solution could you offer to overcome these technical issues?

Only some practice.

3) Did you create your own machinima or did you have it created by somebody else?

I received it from the university ADL centre.

4) Did you involve your students in creating machinima?

No.

5) Which issues do you see for people in creating their own machinima?

Social issues and grammar.

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

Animated film with soundtrack.

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

Listening comprehension, grammar, speaking.

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

Physical classroom

9) Which advantage or disadvantage do machinima have compared with real life videos?
They are a bit artificial.

10) How important are mimic and gestures in a video for learning a language?

They help visual learners to remember better.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?
Always as a video (animated film) is not perceived so realistic.

12) Did you provide your own activities with the machinima video you used or did you use a ready-made lesson plan provided with the machinima?

I used my own ideas as I did not have any ready-made provided.

13) How useful are ready made lesson plans provided with the machinima for you?

Difficult to say.

14) How do machinima videos enhance your language teaching?

They introduce variety.

15) Which kind of machinima videos attract your students most?

With action.

16) How can you determine that the use of machinima videos helped students to learn better than without them?

My students found it a little childish as they prefer a real life videos.

17) How do machinima videos add to the quality of a language learning?

They introduce variety.

FOCUS GROUP DISCUSSION REPORT

UWB

Contact details: Jana Cepickova

Methodology: During the first field testing the teachers were asked to test a machinima focused on shapes: https://www.youtube.com/watch?v=A2iTb-b_hF8

The machinima was used for a group of students with level A2 – B1 according to CEFR and for a group of students with level B1 – B2 according to CEFR. Both groups of students can describe shapes of objects. Students will produce a description of the machinima content.

The machinima enables students to practice vocabulary for describing shapes by visualizing the objects/buildings/shapes.

The teacher uses the machinima in the production phase of the lesson. The teacher assigns the task and plays the machinima.

Silent viewing. After viewing students watch the machinima and describe the objects in it using correct vocabulary.

There were no additional materials to use in this part of the lesson; however, students had their textbooks and lists of vocabulary to support their descriptions.

The teachers monitored students' work, advise and give feedback.

Students were asked to describe the shapes in the machinima for 15 - 20 minutes. Then they were asked to demonstrate their description and given a feedback 15 – 20 minutes. Students act as if they were the guides on a guided tour. They describe the location of the building/object, its shape and say what is inside.

Example

The building on the left with the triangular windows and a conical roof is a library. Inside the library we can see a big oval table. ...

During the second field testing the machinima focused on safety
<https://www.youtube.com/watch?v=xA-jPtJq2dQ&feature=youtu.be>.

Safety at work

An accident (explosion) caused by a workman smoking a cigarette. Skills development: focus on speaking, focus on writing

Objectives: Students practice accident investigation and writing an accident report.

Task description: Students work in groups of three and watch the machinima. While watching, students are asked to take notes of what they see.

After watching the machinima students are asked to act out an accident investigation. One student is a health and safety officer, two students are accident witnesses. The health and safety officer interviews the accident witnesses asking the following questions:

- What happened?
- When did the accident happen?
- Who was involved in the accident?
- Did he/she follow the standard operating procedure?
- How did the worker get injured?
- Did the workers carry out the first aid at the site?
- Were there other people who saw the accident?

All students note down the answers.

After the interview all students write the accident investigation report.

There are no additional materials to use in this part of the lesson; however, students will have their textbooks, lists of vocabulary and completed accident report activities to support their work with the machinima.

Participants

6 teachers in a focus group discussion after field testing with students of Mechanical and Electrical Engineering.

The student groups consisted of students aged between 12 -21 and students aged between 22 – 26. The levels of language competence according to CEFR were A2/B1 in the former group and B1/B2 in the later.

Questions

I. Technical issues

1) Did you and /or your students encounter any technical problems when engaging with 3D learning environments?

Students had no technical problems as they were using a readymade machinima from YouTube.

2) Did you create your own machinima or did you have it created by somebody else?

All machinima were created by Carol Rainbow.

3) Did you involve your students in creating machinima? Students were not involved in creating machinima.

II. The use of machinima in the classroom

6) What genre of machinima would you prefer to use in your teaching?

We used the silent machinima to practice special vocabulary and safety reports.

We prepare technical and specific situations, also extreme situations that are difficult to record on a video.

7) How would you use machinima videos in your lessons? What are the main practice skills you would wish to use machinima for?

Speaking and writing.

8) Would you prefer to use machinima in the physical classroom to the virtual classroom?

Both

9) Which advantage or disadvantage do machinima have compared with real life videos?

It depends on the topic. When the students are not interested it does not matter. The disadvantage is that the students cannot lip read when using machinima. The advantage is that the technical students can imagine the situations better. There can be a wide context. They can record the machinima themselves and manipulate with mechanical devices in 3D. The advantage is that machinima can focus on something concrete; the production can be cheaper especially when recording expensive and dangerous situations

The disadvantage is the orientation in 3D worlds

10) How important are mimic and gestures in a video for learning a language?

As mentioned above the mimics are important for lip reading.

11) Can cultural differences be conveyed via machinima? And if your answer is yes, how?

Yes they can, different cultural information can be recorded.

12) Did you provide your own activities with the machinima video you used or did you use a readymade lesson plan provided with the machinima?

We used readymade lesson plans provided with the machinima.

13) How useful are ready made lesson plans provided with the machinima for you?

We did not have to spend a lot of time preparing the lesson plans.

14) How do machinima videos enhance your language teaching?

The machinima can activate some students.

They can help to overcome communication barriers e.g. autistic students, shy students. In general, machinima support technical thinking.

15) Which kind of machinima videos attracts your students most?

To answer this question, machinima of different genre would have to be used for a long period of time.

16) How can you determine that the use of machinima videos helped students to learn better than without them?

We cannot determine that. A comparative study would have to be carried out. In personal situations can be an advantage for some students.

18) How do machinima videos add to the quality of a language learning?

As already mentioned above they can help to overcome the communication barriers and support technical thinking.

Machinima widens the range of activities. Students can record machinima themselves in a special course. They can have Machinima competitions.

FOCUS GROUP DISCUSSION REPORT

Secondary School in the Czech Republic

Machinima videos: teacher reflection

Contact details: Jana Cepickova

Background information

Hello. Can you introduce yourself, please?

Hello. My name is Michaela Hlaváčová and I am a teacher at secondary school. I have been teaching Czech language, English and History since 1998. I studied at the University of West Bohemia in Pilsen and graduated in 2000. I teach Czech language and History in the sixth grade and English from the sixth to the ninth grade.

Which subject is being taught in which language and at which level in your school?

I have been teaching History in English for 6 years, now I teach it in the sixth grade. I taught a subject called Choice career (part of Civics) in English a year ago and nowadays besides History in English, I also teach Physics in English – in the seventh grade, because of a project at our school.

When did you first come across making and using machinima for language teaching?

I didn't know anything about machinima production before this project. After that I found some websites on the Internet and got familiar with it. I hadn't watched any videos before that. To be honest, I was nicely surprised what machinima is. When I was watching machinima for the first time I said to myself it could be interesting for my pupils. They play computer games and the virtual world is attractive for them. I have never tried to make my own machinima. It is not my area of interest.

What are the advantages and what are the disadvantages of using machinima videos in language learning?

Advantages – Machinima videos are attractive for some pupils, especially for pupils who like PC games or PlayStation. There are similar characters, looking like virtual people. Designing something appealing to pupils is a good step towards motivating them and raising their interest in learning. If a teacher chooses a suitable machinima (language level, interesting content, interesting characters...) he/she can involve many more pupils in a teaching process. Machinima is not a typical kind of videos teachers usually use in classes. This fact also can help to raise pupils' interest. A teacher can prepare his/her own worksheets according to a particular machinima. He/she is free to have his/her own aim of activities. Some machinimas have subtitles and they also can help students. Machinima videos include a lot of topics, the range is great. Teachers don't have to concentrate only on grammar but also on the content.

Disadvantages – it is necessary for the teacher to watch a lot of videos to choose a suitable machinima. It is time consuming. I think adding level of the language would be a big help for teachers. Some parts of speech are not understandable. Using machinima is also time-consuming if a teacher wants to utilize machinima as much as possible. To prepare one's own worksheet it doesn't have to be enjoyable for all the teachers. For some teachers it can be a big disadvantage.

Technical issues

Did you involve your students in creating machinima?

Not yet. But pupils were interested in the machinima videos a lot. It was their first experience with them and they asked me to send them websites where they can find the machinima videos. They told me that some of them are very interesting and they can study at home and choose videos they like.

The use of machinima in the classroom

What genre of machinima would you prefer to use in your teaching?

I prefer the following genres – interesting stories – short stories which take about 3 minutes ... some stories which include grammar structures and explain the grammar not just by examples of sentences, but also by natural dialogues. Maybe designing machinima on the basis of some songs could be interesting as well.

How important are mimic and gestures in a video for learning a language?

Mimic and gestures are important, especially for me, a lot. When I was watching the videos for the first time, I was surprised that the people are like robots. But pupils didn't have this problem. They are used to play computer games and some of the computer games look similarly.

How do machinima videos enhance your language teaching?

Machinima videos have enhanced my language teaching. There are lots of opportunities what to do with them. I can say it has been a challenge in the field of my teaching. I can choose from many videos and apply them practically to everything I want.

Description of two examples of the lessons

I chose 9th grade for practising machinima videos in my English lessons. That group of pupils is really great and they are used to do a lot of kinds of activities.

Lesson 1

They learn adjectives – comparative, superlative and “as... as” in the 6th grade. We repeat some grammar structures in the 9th grade so that I chose animal idioms:

<http://youtu.be/AKbBmpKtG5o>.

The topic is very interesting and my pupils have a high level of English. Why not to teach them typical English idioms. Explanations were clear and pictures also helped them. At the beginning of my lesson I gave to my pupils a sheet of paper with all the idioms and their task was to write down what the idioms mean. Their explanations could be in Czech. They worked in pairs but everyone had his/her own worksheet. They could use a dictionary. After that they read their ideas in groups of four. Their ideas were very interesting and funny so I asked them to read their ideas aloud. Then they watched the machinima video. I stopped the video after five idioms and they watched it again. They had to compare their ideas with the real meanings. They checked and corrected the meanings. When the video finished they marked 7 best idioms, those they liked the most. Then they worked by themselves. They wrote their own sentences in which they used the chosen idioms. After that they worked again in groups of four and read their sentences and their partners tried to translate them into Czech.

The lesson was very funny and it was clear that pupils liked the activities a lot. They were interested in the idioms a lot and I have to say I learned something new, too. It was

interesting to see the way they were thinking about the meanings. Some lessons later they wrote an essay and they were asked to use some of the idioms. It was wonderful.

Lesson 2

A mystery story is a short machinima video http://youtu.be/a_iINBN-njE. But it was suitable to use in my English lesson because I had a plan how to work with it and it was time consuming. Pupils were sitting and watching the machinima video which I stopped after few seconds. They had to summarize what they were watching. They read their summary in pairs and I called three pupils on. They read their summaries aloud. After that they had to predict what will happen next. They wrote about two or three sentences. Some pupils read their predictions aloud. They were watching the video again but only for a few seconds and the procedure was repeated. Towards the end of the video everybody read aloud the last prediction.

Everybody was interested in the activities they did in that lesson. They wanted to know what will happen. Their predictions were very interesting and the last prediction was really nice. They had similar ideas but the end in the video was different. Everybody was surprised. It was great to see how pupils were pulled in the story and what ideas they had. They changed grammar structures – past simple, past continuous, future with “will” and I could also see their improvement in writing. The video helped them. At the end of writing they wrote their own title of the story and when I was reading their stories at home it was the same to watch the video. They were very detailed and specific.