



Creating Machinima Empowers Live Online Language Teaching and Learning

4.2 Specific Guidelines from Machinima Produced in WP2



Disclaimer

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Deliverable Number: 4.2

Deliverable Name: Specific guidelines from machinima produced in WP2

Description: As examples for teachers to examine and reflect on in their own planning and production of machinima, a series of specific teacher guidelines will be produced to accompany them from WP2 that are selected as samples within WP4. This will show trainees some of the ways in which this technology can be exploited and serve as materials for trainees to apply to their own teaching situations.

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Overview

The following specific guide provides a set of lesson plans to give you some ideas about how to use machinima effectively in your lessons.

Please feel free to adapt any of these ideas for your own use in your classroom teaching contexts.

Lesson 1: Dog Idioms

Level: Intermediate / Upper Intermediate

Target Language: English

Lesson 2: Simple Past Talk

Level: Intermediate

Target Language: English

Lesson 3: Talking About the Weather

Level: Upper Intermediate

Target Language: English

Appendix I: Additional Machinima Teachers can Use

LESSON 1

Title: Dog idioms

Machinima: <http://youtu.be/mzrLyKQXbMM>

Target language: English

Level: Intermediate / upper intermediate or proficient English learners may benefit as idioms are a matter of knowledge and understanding even the most proficient speakers may not know or understand them.

Expected outcome(s): ELT students will be able to understand a set number of idioms, remember them, and be able to use them

Transcript of the machinima:

I keep hearing all of these dog idioms; they can be a little difficult to understand. Some of them do not sound very nice, for example fight like cat and dog, we don't fight, I simply try to kill the cat! However, apparently it means to argue violently all the time.

To be done up like a dog's dinner sounds perfect to me but it seems to mean something that has been done very badly.

A shaggy dog story a joke which is a long story with a silly end.

To call off the dogs is to stop attacking or criticizing someone, for example, 'The bank has agreed to call off the dogs until we can get the business up and running again.' It seems a bit hard on us dogs to make out we are that vicious...

Dog eat dog – yuk, I certainly do not eat other dogs, cannibalism!! But of course it does not mean that if a situation is dog eat dog, people will do anything to be successful, even if what they do harms other people.

Dressed up like a dog's dinner – that makes a pretty picture in my mind, but it is actually very unflattering, it means wearing clothes which make you look silly when you have tried to dress for a formal occasion. 'There she was, all dressed up like a dog's dinner, in a ridiculous frilly shirt and a skirt that was far too short.'

Every dog has its day – I like this one; I am still waiting for my day – it means, 'Everyone gets a chance eventually.'

I thought my owner was going to get another dog when he said he was going to see a man about a dog, but he was simply sneaking off to the toilet, but didn't want to say that in front of Auntie Wynn.

What about – If you lie down with dogs, you will get up with fleas? How nasty! I do not have fleas. It seems, though, that it does not mean real fleas, it means 'if you associate with bad people, you will acquire their faults'.

It's a dog's life – it certainly is, and what a great life it is too! How that can it possibly mean that life is hard and unpleasant? 'I've got to go to the supermarket, then cook a meal, then pick Dave up from the station – it's a dog's life!' Hmm, really!

It's raining cats and dogs! No it's not – it is just raining very heavily – silly idea!
Let sleeping dogs lie – yes, leave me alone when I am asleep, it is soooo peaceful, but it means, 'Do not instigate trouble; leave something alone if it might cause trouble'.

If you hear that the tail is wagging the dog, it means that something small and comparatively insignificant is controlling the whole of something.

Don't keep a dog and bark yourself means that you should not do something you have hired someone else to do.

You can't teach an old dog new tricks – hmm, I would argue with this too – I can still learn new tricks! But once again, it means something entirely different, it means it is difficult to make someone change the way they do something when they have been doing it the same way for a long time ... and please do not try to put a dog off the scent! My nose is very sensitive and I do not want to be distracted. I want to chase that cat!

IN-CLASS LESSON

Before watching: read the transcript, elicit prior knowledge and understanding; discuss the idioms that crop up in the machinima.

Whilst watching: learners jot down any questions the machinima raises.

After watching:

Discuss any issues which learners noted.

Explain the rules of the 'Idioms game' and put learners into groups of three or four.

Explain that each team starts with 100 points.

Each group is allocated about five idioms. They need to look them up and create a set of multi-choice answers for their five idioms.

When it comes to playing the game, each group asks the next group a question. Prior to hearing the question, the group answering has to place a bet – out of their hundred points.

The questioning group asks one of its five questions and offers the choice of answers. The answering group makes a choice and answers. If they get it correct, they 'win' the number of points they bet, if they get it wrong they 'lose' them. So, for instance, if they 'bet' 20 points out of their initial 100 points, and answer the question correctly, at the end of that round they'll have 120 points. If they get the answer incorrect, they'll have only 80 points.

This will continue through every round until each group has asked all of its questions. The winning team is the one with the most points.

IN A VIRTUAL WORK OR BLENDED CONTEXT

Before watching the machinima

Ask learners if they know any idioms/animal idioms, and can share them with the group.

Share the idioms from the transcript, elicit ideas, understanding, use and experience students may have already.

Share the whole transcript and discuss the language.

Whilst watching the machinima

Learners note any questions arising.

After watching the machinima

Deal with questions from watching.

Conduct a class discussion relating to how useful the machinima is to aiding understanding and use. Ask whether there is a better way, whether it helps, etc.

Split the learners into pairs. (In a blended learning situation, give them time to do the work as a pair and arrange a further session to meet and share their work. This would also work in a virtual world situation but more often they could stay in-world for the class duration and work synchronously.)

Allow the pairs to choose five new animal idioms and make a presentation in any way they want to (including machinima to share with the rest of the group either in forums, wikis or shared blogs or presentations in-world).

Whilst the group is together, decide on the assessment criteria and share it.

SHARING: PEER ASSESSMENT

In a virtual world, each group returns to an agreed location and share the learner's work. Everyone can assess each presentation.

In a blended situation, each group could assess another group's presentation on their tablets or mobile phones or shared on a projected screen.

LESSON 2

Simple Past Talk

Target language: English

Level: Intermediate

Expected outcome: Learners will have improved their ability to take part in a simple conversation in the past tense.

Past Talk – Simple Past – Class Version

This machinima has no added captions. It consists simply of a conversation between two people: https://www.youtube.com/watch?v=zT4Yuob_cRs.

Time: it will take about 90 minutes of class time, that is, up to 30 minutes of discussion and watching the machinima followed by approximately one hour during which students work on their conversation, film it and share it.

Transcript

- A. Can you remember when we went to Malta? What a holiday that was!
- B. Of course I can! I took so many photographs, I filled three albums!
- A. The whole week was sunshine and golden sand.
- B. The sea was so warm. It was great to have iced drinks, and the cocktails at 7.
- A. What about that singer? What was his name again?
- B. He had such a beautiful voice, Sergey wasn't it?
- A. Hmm, something like that!
- B. And that waiter – the one who chatted you up
- A. Silly man – he was comical though! Can you remember when he took his shirt off and tried to do a belly dance, it was so funny!
- B. What about when we walked to the top of that mountain? What a view that was.
- A. Oh yes. I simply could not do that these days.
- B. And we danced the night away. We showed those youngsters a thing or two.
- A. We certainly did!

Before watching the machinima

All of the explanation, revision of simple past tense and anything else necessary can be done by the teacher and learners in the classroom, led by the teacher as necessary.

Read the transcript – discuss any new language

Whilst watching the machinima

Students try to note at least four past tense phrases that have been used. Listen for the way questions have been used to promote conversation.

After watching the machinima

The follow-up exercise should be decided by the teacher, who may wish to concentrate on specific vocabulary. So, instead of being a holiday as in the clip, it may be something like a food or clothes shopping trip.

People work in groups of two or three to develop a past tense conversation. They rehearse it ready to share with the other groups.

If a tablet and digital projector are available, the conversations could be filmed for further watching and discussion/correction.

Past Talk – Simple Past – Self Study or Revision

This machinima has an explanation at the start and an exercise set at the end.

<https://www.youtube.com/watch?v=2eIS-pgBwHU>

It could be used in flipped classroom, blended learning or fully online courses. Equally, it can be used for autonomous learning.

Time: it will require up to 30 minutes before the class (watching the machinima and writing a script), then 90 minutes in class.

This version could be used with classes taking place in virtual worlds. The machinima could be set as a flipped classroom exercise. Learners can first come into the in-world class and discuss it; then, working in pairs or small groups, they can create their own, as suggested by the last slide.

Before making new machinima: the group decides on the assessment criteria (approximately 20 minutes).

Making a new machinima: in groups, learners decide what they are going to work on, and the script. Some students may have already written a script. They may decide to film either one or any that they have written as machinima (50 minutes).

After making the machinima: the machinima created could be shared for peer assessment by other groups and/or used for correction by the teacher (20 minutes).

LESSON 3

Talking about the Weather

Talking about the weather: intercultural learning: <http://youtu.be/bxPLD1Huh6k>

Target Language: English

Level: B1+ (Talking about the weather can be dealt with at a fairly early stage of language learning; however it could also be used at B2 level, using more complex vocabulary and phrases.)

This machinima is about the difficulties a German visitor to Scotland had with the 'typical weather talk' she was confronted with while staying in this country. The introduction is followed by a short 'weather talk' between a student and the caretaker on the University premises.

The required level of language skills is B1, according to the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001).

Aim: to raise awareness of intercultural issues, starting with getting to know one another, and exchanging short pleasantries when meeting people.

Objectives

- communicate in an open, but diplomatic way (i.e. not directly contradicting the other person)
- elicit and use weather terms/expressions
- produce short dialogues about good weather and bad weather
- develop different strategies to react to responses or introductions
- perform short dialogues agreeing with/disagreeing with what the other person says
- give a brief weather forecast for the next day/week/month

Content

Gespräch über das Wetter (Talking about the weather)

Length 1:20 minutes

Machinima: <http://youtu.be/F505u41WpOA>

Discussing the weather is a nice way to start a conversation and very typical for the British. Germans also like talking about the weather, often complaining about it. They might typically find somebody to be blamed for the weather, as Ian McMaster, Chief Editor of *Business Spotlight* describes in a short article in *Spiegel Online*:

In fact, it still annoys me when Germans refer to their many grey, rainy days as 'British weather' (duh, if it's in Germany, it's German weather), or tell me that, as a Brit, I must be used to such climatic conditions (no, I'm used to it because I've experienced it in Germany for 24 years).

Transcript of the machinima

Introduction

When studying in Scotland some time ago, I had to pass the caretaker on my way to the college buildings. He greeted me every morning in the most cheerful friendly way saying:

Nice day, isn't it? Regardless how grumpy I looked or what the weather was like whether it was cold, wet, humid, hot, it was always the same. This made me furious at times, especially when it was pouring with rain and he addressed me in his most cheerful manner "Nice day, isn't it?" Being a German, it took me a long time to understand such kind of weather talk.

Dialogue

Caretaker: Good morning, lovely day, isn't it?

Student: Yes, lovely! Pretty hot though.

Caretaker: Yes, you are right. I love the heat.

Student: So do I. Lucky you. You can enjoy the sun. I have to stay indoors. I have to rush. Have a nice day.

The machinima can be used as a lead-in to small talk, and as a reflection on cultural differences in starting a conversation (30–45 mins).

It is suitable for the physical as well as for the virtual classroom, and can also be used in a blended learning environment.

Procedure

1. Warm up: individual work

Students select their favourite weather proverb from a list (see link below). They share it with the other group members and keep it as a motto for the session.

List: <http://www.hathorns.net/weather/proverbs.htm>

2. Watching the machinima

While watching the video, students should think about the following questions:

- a) What is the student confused about?
- b) What did she have to learn during her stay in Scotland?
- c) How is this different from your own experience?

3. Discussion in plenary

Students discuss their findings and viewpoints.

4. Pairwork

Students are given the script of the dialogue, analyse it and clarify questions.

They then write three new dialogues: *

Dialogue 1: students rewrite the dialogue turning every statement into the contrary. For example, they might start with 'What an awful day today...'

Dialogue 2: students rewrite the dialogue imagining that the weather is not too bad, but not good either. The student's reactions are positive.

Dialogue 3: students rewrite the dialogue imagining that the weather is fine, but the caretaker is negative about it. The student, on the other hand, is positive about it.

* Alternatively, the class can be split into three groups. Each group writes a different dialogue.

5. Follow-up activity

Students share their dialogues with the other groups. If the facilitator wants to expand on this activity, students could role play their dialogues in the physical classroom, or even go outside for a more authentic roleplay.

In virtual worlds student can do the roleplay in different authentic environments including rain, fog or sunshine and can produce a machinima (possibly with the help of the facilitator).

The following machinima gives an example of how students dealt with the weather talk, which was filmed and then analysed with the students:

Klönschnack über das Wetter: <http://youtu.be/HfjTMJ4stko>

The video contains corrections and explanations.

Quote from Appendix V Making and Using Machinima in the Language Classroom By Carol Rainbow & Christel Schneider

Appendix I: Additional Machinima Teachers Can Use

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

Teacher Training / Field Testing Machinima made for The CAMELOT Project	
Komplimente machen - Diskussion im Klönschnack auf Virtlantis in SL	https://www.youtube.com/watch?v=dmWnsgLbyCc
CLIL Resources	
The Eye	https://www.youtube.com/watch?v=XCDEF9xAWl
The Great Sphinx	https://www.youtube.com/watch?v=nMTbLKQuY9Q
Egyptian Temples	https://www.youtube.com/watch?v=5AF2d_E4-Hw
Looking at Shapes in Buildings	https://www.youtube.com/watch?v=A2iTb-b_hF8
St. Basil's Cathedral Shapes in Buildings	https://www.youtube.com/watch?v=p88hK6eMhUA
A Tour Through the Eye (Advanced)	https://www.youtube.com/watch?v=P8kxvcgL5D8
ActiveWorld Europe: An Explosion of Ideas	https://www.youtube.com/watch?v=t9NVWJgiDa0
Machinima Teacher Training with Alina Horlescu	https://www.youtube.com/watch?v=iXPIPI9Gf88
Eurocall 2014 Machinima Training Session	https://www.youtube.com/watch?v=iNoTinG2TI8
Culture Collision in Cairo: How to Use Machinima in the Classroom	https://www.youtube.com/watch?v=B0vRTgwbwOs
Feedback session EUROCALL 2014	https://www.youtube.com/watch?v=iz3ePliNCUA
Safety in the Workplace Machinima	
Safety Inspection Walk Around 1 No Comments	https://youtu.be/x8MPKOat_eU
Safety Inspection Walk Around 1 With Comments	https://youtu.be/QJdCdUgEX_w
Safety Walk Around 2 No Comments	https://youtu.be/BSljVCeDeeY
Safety Walk Around 2 with Comments	http://youtu.be/SizdmCSsOLo
Do You Really Need a Hard hat?	https://youtu.be/7dgyx2qdYNA
How High is Too High	https://youtu.be/GCSE3-58RQA
When No Smoking Really Means No Smoking	https://youtu.be/xA-jPtJq2dQ

Istanbul University Machinima to Teach Simple Turkish	
1 Conversation with a Waiter	https://youtu.be/IBFM920w2R4
2 Buying a Painting	https://youtu.be/UiPariAw3oU
3 In the Gallery: Part 1	https://youtu.be/6YXICAGtVp4
4 In the gallery: Part 2	https://youtu.be/IyHqeD3UIho
5 Conversation with Police	https://youtu.be/AIxPUO4YFDg
Lingua TV Machinima to Teach German	
Film 1	https://youtu.be/p68AEk6bVL4
Film 2	https://youtu.be/M56IUoRsTeo
Film 3	https://youtu.be/467hhrz14TM
Film 4	https://youtu.be/nUHZ15y83d4
Film 5	https://youtu.be/W6ZSacGfEM
Fun Words	
Affentheater	https://www.youtube.com/watch?v=JluoC0I0XYY
LinguaTV Wettbewerb - Das lustigste deutsche Wort	https://www.youtube.com/watch?v=A7J3sbH9q08
Partner / Teacher Training Videos	
Editing Video Camtasia 2 Mac	https://www.youtube.com/watch?v=xUMNMzSjGZc
Green screen or Chroma Key	https://www.youtube.com/watch?v=2M3LsrJOMbc
Film in Film	https://www.youtube.com/watch?v=awaro0QMW_8
All Things Sound	https://www.youtube.com/watch?v=jY8ARHjCzT8
Clip Bin and Transitions	https://www.youtube.com/watch?v=Spt8RjPTd6o
Zoom and Pan	https://www.youtube.com/watch?v=CBJ--QIFAvQ
Camtasia Editing Screen Overview	https://www.youtube.com/watch?v=rRlFwSNisQ0
Finishing the Machinima Off	https://www.youtube.com/watch?v=7iwqeD3bCTQ
Screen Casting with Camtasia	https://www.youtube.com/watch?v=3VwO8BcFNug
Teleporting and Teleport History	https://www.youtube.com/watch?v=qlckxhrlu0
Looking for Places to Film	https://www.youtube.com/watch?v=3rHvarLIPiM
Movie Maker 3	https://www.youtube.com/watch?v=StW4JPt58WU
SL World Map	https://www.youtube.com/watch?v=-WPhJ_26T9c
Movie Maker 3b	https://www.youtube.com/watch?v=Jbwi2R4Jx7M
Movie Maker 2	https://www.youtube.com/watch?v=Q5LumOuniHw
Movie Maker 1	https://www.youtube.com/watch?v=NpSbW2qWKBk
Obtaining Props from Second Life Marketplace	https://www.youtube.com/watch?v=J1mD7C4HJfw
Get Permission to film	https://www.youtube.com/watch?v=o3DTUvKk8WE
Screencast with Fraps	https://www.youtube.com/watch?v=y0wST1hWWwA
The Minimap	https://www.youtube.com/watch?v=6sN4RBYFiHY

Controlling the Camera in SL	https://www.youtube.com/watch?v=jLPjRSaBt9U
Getting Around in Second Life	https://www.youtube.com/watch?v=Q_73VJhpSHM
Animations and Gestures	https://www.youtube.com/watch?v=LD28thvfvIk
Using Holodecks	https://www.youtube.com/watch?v=X7r3T9rmKrM
Communication Chat IM Call Friends	https://www.youtube.com/watch?v=ej9eHKKH4lxI
Avatar Volume and Music Control	https://www.youtube.com/watch?v=qOm1fDsXuG0
Change Settings Sound	https://www.youtube.com/watch?v=XBPs1vqPcS8
Making a Profile and Changing the Display Name	https://www.youtube.com/watch?v=6CSvYe_6Tlw
Dressing Your avatar	https://www.youtube.com/watch?v=hIPbBJ1qSSU
Change Avatars	https://www.youtube.com/watch?v=yVo8iK1pWuA
Controlling Light for Filming	https://www.youtube.com/watch?v=bsQ4MIMt7ug
Short videos created for the app - ways to use machinima	
Role Play for Learning	http://youtu.be/i9-Z0JjKNMA?list=UUJhrRI2BKvTEe65ZQ_VAJNg
Machinima for Staff Training or Practise	http://youtu.be/zzXhuUAlrCs?list=UUJhrRI2BKvTEe65ZQ_VAJNg
Vocabulary and Pronunciation	http://youtu.be/0gKBSFyjia8?list=UUJhrRI2BKvTEe65ZQ_VAJNg
Telephone Conversations	http://youtu.be/cVpFOXlk4dg?list=UUJhrRI2BKvTEe65ZQ_VAJNg