

# ***CAMELOT Award Entry Submission 2015 - MachinEVO 2015 -***

## Contents

- a. [Task Description](#)
- b. [Anticipated Problems](#)
- c. [Techniques & Equipment](#)
- d. [Criteria for Selection](#)
- e. [Lesson Plan](#)
- f. [Tasksheet](#)
- g. [Script](#)

## A. TASK DESCRIPTION

<b>CEFR Level:</b>	<b>B2 Independent Users (Upper Intermediate)</b> (open)
<b>Machinima ID#</b>	<a href="https://www.youtube.com/watch?v=FY0L2R5J3Eo">https://www.youtube.com/watch?v=FY0L2R5J3Eo</a>
<b>TITLE:</b>	<b>'Lives'</b> – Episode 1
<b>Content Summary:</b>	Adventures of a young hero in virtual worlds (SL)
<b>Genre:</b>	Action, Adventure
<b>Target Group:</b>	EFL YL, Adults, 10-12 per class in Greece (flexible age range and nationality)
<b>Resource Language(s):</b>	English
<b>Key Function of Machinima:</b>	<u>Episode One</u> : Developing Writing skills; Integration of Skills (focus on Listening, Reading, Speaking, Writing)
<b>Text type:</b>	Texts created by bilingual teacher to achieve Lesson Mode
<b>Dialogue:</b>	Yes
<b>Narration:</b>	Yes
<b>Produced for:</b>	<ul style="list-style-type: none"><li>- Classroom use (originally). Also in Virtual World but for Blended learning or online Self Access</li><li>- Task sheet provided but also open to teacher directed activities</li></ul>
<b>Aim(s):</b>	<ul style="list-style-type: none"><li>- Developing L writing skills: Writing Letters of Invitation (Formal, Semi formal, Informal Registers)</li><li>- Integrating Language Skills (Listening for detail, Reading for specific information, Speaking)</li></ul>
<b>Duration:</b>	50'
<b>Overall Teacher Objectives:</b>	Helping students achieve Sociolinguistic appropriacy, pragmatic flexibility, Communicative competence through a <u>contrastive analysis</u> of the three registers

### **Objectives** (for the learner):

- Cognitive Domain/Knowledge: . To gain awareness of sociolinguistic variations in letter writing (with particular reference to young learners)
- To be able to recall the language required to write letters/text message of invitation
  - . To be able to understand (in written form and orally) the language required (lexes, collocations, symbols) to write a letter, email or text message to invite
  - . To be able to synthesise and evaluate the language given in order to

<p>produce their own letter(s)/text message</p> <ul style="list-style-type: none"> <li>. To use a variety of strategies to convey meaning on the three degrees of register</li> <li>. To be able to employ Communicative Language Competences (Range, Accuracy, Control, Appropriacy, Coherence, Flexibility)</li> </ul> <p>➤ <b>Psychomotor Domain/ Skills:</b></p> <ul style="list-style-type: none"> <li>. To apply the new knowledge in writing in similar situations (formal letter, semi-formal email, informal sms texting)</li> <li>. To be able to use appropriate register in Writing according to the occasion</li> <li>. To be able to handle learning through cerebral, emotional (and later on, sensory-motoric, strategic &amp; tactical) immersion in cognitively convincing spaces</li> </ul>
<p>➤ <b>Affective Domain/Attitude:</b></p> <ul style="list-style-type: none"> <li>. To demystify challenges deriving from comprehension and production of texts pertaining levels of register in Writing</li> <li>. To be able to integrate in a team using the foreign language</li> <li>. To pursue learner autonomy through the use of online technologies available for learning English as a Foreign Language (with particular reference to adults who are not digitally native)</li> </ul>

**Subsidiary Aims:** Retrieving & Using topic-specific Vocabulary

**Source of language:** My storyboard and my scripted text

**Shooting Environments:** Second Life®

**Locations:** EduNation Island, Randall Sadler’s Horizon’s Holodeck: Palace Renoir, Club Casablanca, Machinima Open Studio Project (MOSP) City

**B. Anticipated Problems & Ways to deal with them:**

<b>Challenges</b>	<b>Solutions</b>
<ul style="list-style-type: none"> <li>-Anxiety &amp; fatigue caused by possible limited exposure to listening to long passages</li> </ul>	<ul style="list-style-type: none"> <li>-Balanced duration of listening passage augmented by visuals and captions;</li> <li>-Cooperative atmosphere (group/pair work)</li> <li>-Introduce possible new vocabulary (pre-viewing)</li> </ul>
<ul style="list-style-type: none"> <li>-Negative attitude to foreign language lessons.</li> <li>-Negative past learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>-Material/machinima mirroring real life promoting thus not only linguistic development but also social development, intercultural awareness, creativity,</li> </ul>

&  -Low concentration span	resourcefulness and <b>multiple intelligences</b> . It helps improve <b>concentration</b> levels, build <b>determination</b> and <b>creative</b> thinking. -Variation of techniques. -Tasksheets to grab attention. -Carefully selected tasks focusing on the target language -Topic & tasks bringing out Lrnr cognitive & emotive capacities
-Danger of having Lrnr resorting to their L1	-Linguistically relevant tasks integrating previous knowledge -Variation of Interaction patterns

### C. Techniques & Equipment

#### **Educational Techniques:**

- √ Brainstorming
- √ Machinima viewing
- √ Group/Pair work
- √ Notetaking
- √ Role play

**Tools:** Interactive Whiteboard, online connection to YouTube, loudspeakers, Projector, Handouts or edocuments.

**D. CRITERIA FOR SELECTION OF THE EDUCATIONAL TECHNIQUES & TOOLS:**

1. The educational aim of the machinima: Selection was based in order to achieve learning aims, ie to help learners discover for themselves and get actively involved, by contrasting the differences between the three registers and by personalising the situations
2. The nature of Immersive Environments, Augmented Realities & Virtual Worlds: It encourages not only linguistic awareness but also promotes sociolinguistic development, intercultural, pragmatic competence, creativity, resourcefulness and multiple intelligences. It motivates and helps improve concentration levels, build determination, learner autonomy and leadership skills

## E. LESSON PLAN

Stage	Technique	Tool/Equipment	Interaction	Procedure	Machinima cue
<b>Warm-up</b>	Eliciting  Brainstorming 5'	<u>Seating arrangements:</u> in semi-circle or TT formation  jpg Pictures (IWbd) of clothing styles & social occasions	T -> class (instructions)  Pairs -> T	-Introduce the topic -Elicit what learners know about formal - informal - semi formal style -Get Ss to match the clothes with the occasion	
<b>Pre-Viewing</b>	Brainstorming - Vocabulary Introduction/ Activation 10'	Tasksheet (IWbd)	T -> class (pairs)	-Find the meaning of possible new words through context -Introducing Task 1 (Who, When, Where, Why, Style)	
<b>While Viewing</b> i. Listening for specific information	10'	Tasksheet Task i (IWbd)	Individual work Listening  → class	Carrying out Task i  Checking (pairs) Checking (whole class)	Audio only - all machinima (video -optional)
<b>While Viewing</b> ii.	5'		Viewing/Listening	Task ii: King Osna's letter: -'Put the paragraph contents in	Audio & Video (up to King Osna's letter)

Developing Writing Skills; Integrating Skills – Lesson Plan

Listening for details		Tasksheet Task ii (IWbd)	Class -> T	order' -'Are there any mistakes in this letter?' (Elicit: 'Dere' & 'Lait' as old forms)  Checking/Feedback	
While Viewing iii. Listening for details/language points	10'	Tasksheet Task iii (IWbd)	Viewing/Listening  Pairs -> class	Task iii: Listen/Watch the invitations & record the language used  Checking/Feedback	Audio & Video on (all letters/ messages)
Follow up	6' (varied depending on lesson focus)	Tasksheet Task iv (IWbd)	Listening  class	- Watch and record the idioms/phrasal verbs  Checking/Feedback	All machinima
Post Viewing	4'	Tasksheet (IWbd)		-Anticipating the next part of the story -Assign homework: 'Write a letter to each person inviting them to a different event.' - Alternative task/Revision: 'Prepare to narrate the story'	
Stage	Technique	Tool/Equipment	Interaction	Procedure	Machinima cue

## **F. Tasksheet**

### **Task i. While watching**

Complete the table with information from the machinima.

Characters	Meeting Place	Meeting Time/Date	Purpose of Meeting	Register

### **Task ii. King Osna's Letter**

Put the letter content in order. Can you spot any mistakes?

Function	Paragraph
Signing off	
Purpose of Invitation	
Rounding off	
Location & Time	
Reason for Writing	
Opening	1

**Task iii. Three Invitations**

Record phrases with similar meaning from each letter/message & compare.

	Opening	Reason for Writing	Purpose of invitation	Time & Location	Rounding off	Signing off
FORMAL (King Osna)						
SEMI FORMAL (Fabrizio)						
INFORMAL (Baby)						

**Task iv: Watch and record the idioms & Phrasal Verbs**

Watch and record the idioms/phrasal verbs the heroes have used.

Heroes	Idioms & Phrasal Verbs
King Osna	
Fabrizio	
Baby	

## **G. Script & Scenes**

### **EPISODE ONE**

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#### **SCENE 1 – On the Swing**

Erlina: Hello friends! I am in EduNation. My world is sheerly surreal. This is my life –no delays, no congestion, no costs, stress free. The World is my Oyster. Any different from yours? Would you handle it? I teach, I learn, I dare to care.

#### **SCENE 2 – Heliport & Helicopter**

Narration: She's on her way to meet her friends at 'the usual place' in EduNation. All three of them sounded concerned. But here's how the story unfolds. You never know what happened last night. She received two letters and a text message from three different important fellow citizens. It is extraordinary and you may not believe it but the King has invited her for a discussion. Here's his letter .....

#### **SCENE 3 – Photo & Helicopter**

**LETTER 1** King Osna's

#### **SCENE 4 – Helicopter & then garden**

Narration: But what is even more unbelievable is that Barfabs has also send out his invitation for the same place and time, which is convenient of course.

**LETTER 2** BarFabs

#### **SCENE 5 – Club Casablanca**

Narration: It is a very rare occasion to receive two invitations to the same place and at the same time, especially when they come from people who are no acquaintances. What is even more bizzare though is that the third invitation came from an unexpected person. The Baby!!

**LETTER 3** Baby's

SCENES 6 & 7 - waiting at the 'usual place' (Club Casablanca)

Erlina: But where are they all? No sight of them. Shouldn't they have turned up now? What's been keeping them? Was it a false alarm? Is anybody playing a practical joke on me? They could as well have informed me they were not coming. But then again, their lives may be in danger. I have to take immediate action, at once

1. **King Osna**

*Dere Miss Azure,*

*You are cordially invited to King Osna's annual dinner which will be held on 1<sup>st</sup> January. As you are his unique guest, His Majesty would be most delighted if you honoured him with your presence.*

*The purpose of the Annual Citizen's Dinner is to discuss the state of current affairs in our world and to reflect on views. This year's agenda focuses on 'Sustaining the Lait Within.'*

*The usual place has been chosen as the venue of the event which will be taking place from 11 to 12 am.*

*Please confirm your reservation at your earliest convenience.*

*Yours sincerely,*

*M. O' Hearty*

*(The Lord Chamberlain on behalf of King Osna)*

Dress Code: Cocktail

## 2. Fabrizio

Hi Erlina,

It's been ages since we last got in touch and I've missed our projects and lively chats at Varsity. It'd be great if you can make it for a get-together at the usual place at 11 am on 1<sup>st</sup> January. Just think how great it'll be to catch up on everything and put life to its sorts again after all this time and adversities. How about having a cuppa to remind us of times gone by?

Waiting for your reply and I won't take no as an answer. I hope you can make it or else, I'll go insane.

Best,

Barfabs

## 3. Baby

PLZ SWYD. come & c me @ 11 B4 noon 2mro 1/1 abt my SO. FYI, MOMO. TIME

BFN Cya bbe

Erlina, please stop what you are doing. Come and see me at 11 before noon tomorrow 1<sup>st</sup> January about my significant other. For your information, I am on my own. Tears in my eyes. Bye for now, See you, Babe