

LLED 368 Media Project 1 – Jenny K., Kelly L., Rachel L.

Link to our project: https://www.youtube.com/watch?v=xtTnq_wGgy4&feature=youtu.be

1. What process did you use to develop your idea?

The Choice of Modality

The three of us are ELL teachers, so we have decided to dedicate this media project to our specialty. During our practicum, we realized one of the most effective ways for ELL learners to be engaged was incorporating visuals. Providing relevant pictures along with the lesson provides another mode for students to understand the materials. With that being said, most of our ideas focused on the ways of how our lessons could visually appeal to our students. All of us were in the same Digital Literacy class, in which we learned how to work with Stop Motion (Stop-Mo). We thought it would be a fun idea to present information with animation. Therefore, we decided to experiment using Stop-Mo as an educational tool.

The Choice of Topic

Jenny noticed that many ELL learners do not have the cultural background and knowledge to understand idioms. Many ELL learners perceive idioms at a literal level; it can create confusion and many embarrassing moments for such students. As ELL specialists, it is our responsibility to educate our ELL students about the common idioms. Hence, we think creating a Stop-Mo clip will be fun for students to learn. In the future, students can also develop a Stop-Mo project to explore the literal and actual meaning.

2. Pre-production strategies

Choosing the idioms

We visited www.idiomsite.com and selected three of the idioms that seem the most interesting to us. Also, since all three of us are first-generation immigrant Canadians, we are not familiar with many of the idioms; we chose ones that we did not fully understand and researched the meaning on the Internet.

Script development and materials

After choosing the idioms, we educated ourselves in the meaning and the origin of the idioms. From there, we thought of scenarios that would best suit the idiom in context. As we developed the storyboard, the scenarios elaborated as we discussed how we could present the idioms in contexts that are understandable to the audience. Therefore, the scenes turned from one to two-sentence scenes to a mini-story for each. Moreover, the literal meanings of the idioms were so abstract, we decided to work with Stop-Mo as it allows us freedom in creating the impossible in real life without overworking in making animation.

3. How did you assign roles?

Each of us voluntarily chose our own tasks that catered to our own interests and knowledge. For example, Jenny has a better understanding of the idioms' origins, so she is responsible for constructing the script. Kelly enjoys drawing, so she takes up the role to draw and colour the characters. Rachel is more tech-savvy and has the software to work with Stop Motion, which allows her to be the editor of the crew.

4. What approaches will you assess this project?

Because our goal is to develop students' understanding of idioms and using them in the correct context, we would not put an emphasis on technology on the final work but rather on the completeness and effort that the students put in. Instead, marks will be given on how well students demonstrate idioms through the scenes.

5. What are the greatest challenges in using this approach in classroom?

Even though the project may be beneficial to the ELL students, we not only have to be aware of how capable students are with technology, but also how they understand the language itself. Since the Internet is a vast sea of knowledge, it may contain incorrect or inappropriate information to the students. When students are still grasping the language itself, they may not have the discretion to determine which sources are plausible. Furthermore, students may still not be able to use the idioms they chose in the correct context. However, if teachers are able to direct students to reliable sources, the issue with credibility may be resolved. As for using the idioms in the correct context, it will be up to the teacher to debrief and link it to students' understanding. If the teacher is able to create purpose and meaning for the task, the students may receive the task with open-minds.