

Guide for Teachers Using iMovie for English Speaking Classes
[Accompanying 'Demo 1 Movie'.]

Lesson duration:	Approximately 80 - 90 minutes
Class size:	Ideally 4 - 12 students
Topic:	Discussing holidays
Equipment required:	Recent model Apple Macintosh laptop or desktop computer, television or monitor, standard S-cable or composite video cable and mini din stereo—RCA audio cables, white/blackboard, worksheets for learners
Set up time required:	3 minutes or less (if there are no unforeseen technical issues)

Part One: Pre-Input Stage - Introduction and warm up

1. Introduce the lesson by stating the topical focus of the lesson.
2. Connect and boot up the computer/monitor equipment if that has not already been done. If necessary, copy the folder 'Demo1 Movie' from the CD or DVD disk to the computer's hard disk if it is not already in that location. Open the folder 'Demo 1 Movie' folder which is now on the hard disk. If waiting for the computer to boot up or files to be copied, utilize the time by improving the seating of learners who may be too far from the monitor to see information on the screen clearly or proceed to Step 3 (below).
3. Ask each or several of the learners questions related to a holiday that has just ended. Use questions that will recur later during the Input stage. Typical questions would be: What did you do this summer? Where did you go? Where did you stay? How was the weather? Allow up to 5 -15 minutes for this stage. Adjust as necessary depending on variables (number of learners in class, proficiency of learners, overall class time, interest value of the answers, et cetera). Explain to the learners that they will be using a computer software video program in the lesson. Make sure the television/monitor is mirroring the output of the computer's screen. If there is any problem with the output, adjust the settings in the Mac OS Monitors control panel.

4. Launch the file 'Demo1 Movie'. [The iMovie program will automatically start.]

Part Two: Input stage

1. Make sure the computer screen is facing the learners, so that they can see both the computer screen and the television/monitor screen simultaneously.
2. Point out the two characters: Carol and Trevor. You may wish to give some background information about them (Carol is from New Zealand and lived in Australia for many years, so her accent reflects a mixture of the accents in those two countries. Trevor is from the Caribbean originally, but lived in England for a long time. Both Carol and Trevor have been living and teaching in Japan for many years.)
3. Tell the learners that they will be watching Carol and Trevor's conversation about Trevor's summer activities. Explain that the conversation was a real conversation (albeit re-performed for video recording). Other important points are: i) the conversation has been cut up into 12 portions; ii) the first portion has been put in the Timeline; iii) that the learners' task is to work cooperatively to re-assemble the conversation in the correct order. You should point out the 12 portions (1 in the Timeline and 11 others on the Shelf); iv) tell the learners that the conversation follows an alternating speaker pattern (Carol / Trevor / Carol / Trevor...)
4. Call upon one or two of the learners to sit in the chairs at the front of the group (see suggested floor plan, attached). Show the learner(s) at the computer, how to operate the computer's track pad or mouse, the select button or mouse button(s) and how the keyboard's space bar operates as a play/stop controller. The computer operator(s) should pick this up very quickly, if not immediately. Make sure other learners are following this on the television/monitor.
5. Select 'Clip 01' (in the Timeline). Play it. Ask the learners if they could hear what was said. Increase the audio volume output controls of the computer and television/monitor, if necessary. [The video was shot in a downtown Tokyo park. There is sometimes obtrusive background noise and Trevor's voice is quite soft. This is authentic audio, however. It can

therefore demonstrate the kind of conditions humans have often to try to understand communication in.]

6. Replay 'Clip 01' several times. Ask the learners to tell you what they think they heard. Assist and correct the learners, if necessary.
7. Turn the computer screen to the second position (90 degrees anti-clockwise from its previous orientation), so that it is facing the computer operator(s) directly.
8. Distribute the worksheet to all of the learners. Tell them to make notes as they progress through the exercise.
9. Tell the computer operator student(s) to find an appropriate response from among the clips of Trevor. Encourage the computer operator(s) to move the cursor around the screen, selecting and playing all of the clips of Trevor, before trying to begin the process of narrowing down the clips to find the answer. As this is done, the computer operator(s) should announce to the other learners the Clip number they are going to play, by saying 'This is Clip 11', for example.
10. Encourage the learners to listen and repeat what they hear to themselves or to their neighbors. Encourage the other learners to watch and give suggestions or feedback to the computer operator(s), by saying things like 'yes', 'no', 'maybe', 'I don't know', 'play that again, please' or the words they think they can hear from the clip. Also encourage the learners to make notes on their worksheet for each clip.
11. You can use the board (yourself or assign a learner as board writer) and write the fragments of the utterances as they are decoded and re-assembled for each clip that begins to emerge by consensus as being a strong candidate for the correct clip.
12. Once a clip has been chosen (by majority decision) of the learners (even if it is actually incorrect) as their favorite candidate for being the correct reply to 'Clip 01' show the computer operator(s) and with the other learners watching the television/monitor, how to drag the clip from the Shelf to the Timeline.
13. Replace the computer operator(s) with (an)other computer operator(s). [Keep replacing the computer operator(s) each time a clip has been

selected as the choice of the majority and placed in the Timeline. This way, all of the learners will have a turn as a computer operator.]

14. Continue the process of selecting Carol's next question followed by Trevor's response. Encourage the learners to focus on how to pick up 'clues' from Carol's responses to Trevor's utterances which usually precede her next question. Also encourage learners to think about the order in which Carol's questions are asked. [If the learners made a mistake with their selection early on, perhaps they will discover it by thinking about these factors in the dialogue. This can also be helped by occasionally reviewing all selections made up to that point and replaying the conversation in full-screen mode. If any errors in the sequence become apparent to the learners, assist them to work out the correct answer and correct the sequence in the Timeline before replaying the sequence again.

Part Three: Post-Input Stage.

When the task has been completed and depending on how much class time remains, you could ask learners to reflect on how they handled the task.

Specific points in this regard might be: i) Could the learners understand every word that was spoken? [Answer: Almost certainly not.]; ii) What 'clues' did the learners use to establish the right sequence? [Answer: From Carol's reaction to Trevor's answers to her questions and Trevor's answers to Carol's questions. Also from what some learners have described as 'their sense of the right steps in the conversation', which could be more properly expressed as: it is possible to sequence (interrogatives at least) according to a logical progression in any highly-situational conversation.]; iii) When the learners speak in English (for example, when performing a role play, reading a dialogue from a textbook, engaging in free conversation on a topic or talking with their teacher), do they respond naturally to the content of the dialogue or do they speak with a "robotic" voice? Ask the learners what kind of words or phrases they heard in the video that show the emotional interaction between Trevor and Carol.

Alternatively or additionally, have the learners engage in free conversation with their peers about their activities during a holiday period that has finished. You could also ask the learners if they enjoyed the lesson, how they felt about using a computer in a 'Conversation Class'

[An unusual or first-time experience for many learners?], whether they felt intimidated or hesitant about using the computer, if it was easy or difficult in practice or their feelings about Trevor's holiday: after all, the details are fact not fiction.

Suggested Classroom Floor Plan When Using iMovie

Note: The teacher's position is not depicted as this is assumed as mobile, across the space ranging from the left side of the board in an arc to behind the computer operator(s).

