

Communication Frames via Fake iMessage and Youtube

Main Goals:	By productively transforming words and phrases from the lexical field 'Greetings and Reactions' presented in a youtube video into contextualised fake iMessages, students expand their knowledge of context sensitive and (socially) appropriate forms of language behaviour, thus developing their functional language competence.
Time:	20 minutes (– 45 minutes)
Main Goals:	This short scenario has been conceived as being part of the larger programme of introducing and explaining the <i>Vocabulary Activity Journal</i> and the activities it proposes. It may therefore be implemented as a short <i>additum</i> activity or as a lesson of its own. Its main goal is to foster students' ability to further their lexical command of English and vocabulary learning strategies by using productive ways of working with instructional youtube videos.
Preparation:	Choose one instructional youtube video (or a range thereof) showcasing words and phrases from a lexical field and/or communicative setting in accord with current topic or overall communicative needs.
Technical Requirements:	any portable device with wifi options, operating any browser (Firefox or Explorer would be ideal as they allow for transcript feature in youtube), or any kind kind of computer; headphones

Recommended Application/Tool(s):

Youtube, e.g. [https://www.youtube.com/watch?v= 53mo10_Mbk](https://www.youtube.com/watch?v=53mo10_Mbk) [8:32]

<http://iphonefaketext.com>

browser-based iMessage simulator/creator; allows for creation of short dialogues in casual settings of e-communication, with a clear focus on context (time stamp, interlocutors) and communicative value (e.g. emojis, images); can simulate 'speaking' interactivity (asking for explanations or clarification, re-stating points etc.); allows for export for later use

Year 5-6

Lesson 1:

Step I

Distribute, present and explain the purpose of the *Vocabulary Activity Journal*. Explain how the template is to be used (give examples) by students and how they may benefit from recording their activity. Clarify questions and problems.

Fill in Planning section together, on the basis of the current unit. Ask students to explain their plans in order to make others understand that they can adapt this plan to their private schedules and free time activities etc. (If useful or necessary, teachers may impose a variety of ways of learning and revising the words for the first weeks of working with the journal in order to make students give different ways a try.)

Step II

To illustrate what qualifies as working with words, teachers present sample activity from the Journal: creating fake iMessages using communicative frames introduced in an instructional youtube video.

PRE: Set the scene for students and explain watching task. Depending on the time frame, one video will do. (Where more time is available, select 3-5 videos and group students accordingly.) Students are to choose level of difficulty (help of transcript, re-watching), either for themselves or in their groups. Each student (or at least every group) needs access to a wifi capable device (smart phone).

WHILE: Making adjustments and taking notes. While viewing, students are to rewind and re-watch passages or consult transcript and/or online dictionaries where necessary. They are to list useful words and phrases presented in the video and take notes on what they mean, how they are used (contexts) and how they are pronounced in conversation. Students may re-watch video at their discretion (headphones, if necessary; spacing may suffice).

POST: Collecting and transforming. Students are to collect and evaluate their results and discuss the words and phrases they gathered. On this basis, students are to access and use the fake iMessage creator in their browser and present the new item(s) in typical contexts, which they are expected to invent (interlocutors, time, reason for conversation etc.) Exported files may be stored in class dictionary (should be part of vocabulary tests) and should be used to compare and present results amongst students. (Particularly useful where different videos have been selected)

Step III

Ask students to evaluate activity. Do they think they have benefitted from it? What do they think about the video as a means to learn new words? Encourage them to integrate this kind of learning into their private learning routines.