

“Angling for Language Acquisition with TACLE: Leveraging Second Life to create a Technology-Assisted Constructivist Language Environment for Spanish 111-112”

Overview

The amount of contact time necessary for adult learners to achieve even limited communication with a native speaker far exceeds the foreign language requirement at institutions of higher learning. The importance of learning a FL, however, cannot be underestimated in an increasingly interdependent world. Lack of qualified personnel, instructional facilities and funding propels the FL profession to investigate tools that can enhance FL learning. Without question, FL instruction has benefited from advances in technology by promoting easy access to other cultures, allowing for different learner cognitive styles, increasing FL input, and reshaping in-class instruction, to name only a few.

Research results investigating the use of technology in Second (SL) and Foreign (FL) Language learning have consistently indicated that technology yields either improved performance in a FL or is not significantly different from traditional program performance results (Young, 2008). To date, however, databased studies on the use of Web2 technologies are sparse (Young, 2007) or, in the case of Second Life, non-existent. The pilot study I propose will collect preliminary data on the use of Second Life as a FL learning tool.

Currently, in-class instruction attempts to create opportunities for students to use the FL. Class time, however, is limited and interactive tasks typically require bigger chunks of time. Even then learners are aware that they are merely “practicing” the language and “performing” for the instructor. In other words, the exchange of information may have no real purpose for them. Second Life, however, can provide a virtual environment where language can function more authentically. Theoretically, by engaging learners in tasks that require them to use the FL authentically, we enhance long-term retention and facilitate integration of the FL into an expanding developing system. In short, we enhance the language acquisition process.

Methods

In the spring of 2008, we integrated four to five SL Tasks into the first-year curriculum of six sections of Intensive Spanish 111-112. Young designed tasks with feedback and comments from the instructors. The design criteria for the tasks included ensuring a) the task had a problem-solving element, b) the task was interactive (students had to use Spanish to express themselves orally or in writing), c) the task was collaborative (students had to depend on each other to complete aspects of the task), d) the task had a specific purpose, and d) the task included an accountability component (some aspect of the task had to be submitted to their instructor). (See Appendix A for Tasks.)

All tasks were scheduled on the course syllabus, but only the first four tasks were required. The fifth class was optional. After finishing each task, students completed a questionnaire to gauge their immediate perceptions of the task (See Appendix B). At the end of the semester, students completed a 40-item Likert scale questionnaire (See Appendix C). In addition, instructors offered written feedback after each task (See Appendix D). Appendix E provides links to an orientation to each task that is both visual and audio (particularly relevant for students with learning disabilities). Some were used but the Instructors did not use most. Appendix F includes additional instructions that we found necessary after completing the second task.

Technology requirements

Doug Canfield realized that the space, build requirements and sweat equity for this project were easily beyond the resources of the LRC. As he already had a working relationship with Languagelab.com, an SL company who is investigating pedagogical frameworks for using SL to teach languages, he brokered a deal to have Languagelab.com provide the university access to some of their builds and beta courses in Second Life in exchange for load data when students are in the builds. The goal as it currently stands is to construct sensible synchronous and asynchronous activities in SL that can be incorporated into the current textbook paradigm where companies like Languagelab.com can serve as an ancillary service by subscription each semester for students, until publishers figure out how to make a MUVE or alternative business model work for them. This will benefit our Spanish students beyond the scope of this pilot project in that they will continue to be welcome to serve as “testers” of pilot pedagogies being created by

Languagelab.com, and there is a possibility of further collaborations with Languagelab.com as for our use of their builds as this process of design research continues.

Data Analysis and Results

Data Collection Measures

- A. Open-ended questionnaire administered after each in-class Task.
- B. End of the semester questionnaire administered during the last week of spring semester.
- C. Instructor Feedback after each Task reflecting of strengths and weaknesses.

Responses to the questionnaire administered after each task were transcribe/typed into an excel file (See Appendix G for examples.) Student responses to the 40-item questionnaire administered at the end of the semester were tallied (by Young) and placed into an Excel file and sent to Mike O'Neil. The Likert Scale was reduced to a 3-point scale for succinctness and clarity and the results are in Appendix C). O'Neil ran a chi-square on the 40 items based on Instructor and found significant differences in students' responses to items 5, 6, 11, 12 and 28.

There was a difference between instructional groups on five items: Item 5, 6, 11, 12 and 28, with Instructor K's students having a higher count on problems in teleporting to the grocery store, Ohio University and indicating that the instructions were not clear. Instructor G's group had a higher count for indicating that they could have just as easily completed the SL tasks at home, as opposed to in class. Instructor P's group had a high count on the item indicating that students needed more time.

These quantitative findings support the qualitative data (feedback from the instructors). Instructor K's class overlapped with another Spanish 111-112 class in another computer lab in the LRC. Once students landed on VolNation, there were either not enough teleports to handle teleporting the combined number of students involved in the task or the actual system was overloaded. In fact, Instructor K reported this issue after each of the tasks in which the problem occurred. It also makes sense that these classes indicated that the instructions were not clear enough. These reactions could be due to the teacher not having the time in class to make clarifications about the task because of having to deal with the teleporting issues. Instructor G was the most involved with providing feedback on the tasks, the most knowledgeable about how to conduct the class in the lab (anticipating problems, such as putting students in groups of two ahead of time instead of taking class time to do this) and providing technological assistance to her students. Her students indicated they could complete the tasks outside of class as easily as in class. Lastly, Instructor P's class indicated they needed more time to complete the tasks. This instructor had also indicated this when providing her feedback. I observed her conduct one of the SL sessions and found that she used quite a bit of class time taking care of management issues that needed to have been addressed before going into the class. She spent 20 minutes of class time putting the students in groups of two (two avatars). All tasks required pair work. I found this disappointing and suggested she meet with Instructor G and adopt her system of distributing avatar groups.

Student responses to the open-ended items on the end-of-semester SL questionnaire have not been analyzed.

Successes

The Instructors were successful in ensuring that all students obtained the appropriate SL orientation. We were also successful in integrating SL tasks into the Spanish 111-112 curriculum. With the exception of a few items, students were either neutral or found the SL tasks somewhat fun and recognized that the SL tasks required them to speak when they would otherwise not have. We were successful in designing interactive SL tasks (as opposed to mechanical, non-communicative ones), and in writing relatively clear instructions for the task.

Outcomes:

Results of the questionnaire indicated that 20% to 40% of the students responded feeling neutral to questionnaire items. A few items had a response of 50% or higher, such as Items 3, 4, 14, 18, 20, 22, 23 and 32, suggesting that a majority of students had problems with the headphones working correctly, had problems hearing their avatars when talking (as opposed to textual chats), had technical problems (such as teleporting), did not enjoy learning how to use SL, preferred to speak with a partner in class as opposed to in SL, indicated that the tasks were interactive, recognized that how much they learned in each task depend

on them, and enjoyed Task 1 (where they met up with a partner avatar in a university building and interviewing him/her).

Lessons Learned

Beginning language learners may not be proficient enough to benefit from SL tasks.

Students are not sufficiently informed to evaluate the type of tasks that enhance second language acquisition. Even if students were informed about the type of tasks that lead to language learning, students may not be motivated enough to complete the tasks (which require more work on the part of the learner, such as listening, reading, speaking and writing). Students may perceive any tasks requiring the use of technology, or not, as “homework.”

The RITE grant allowed us to purchase land, which we needed, but there was no amount of release time or assistance with the many responsibilities required by this project, such as writing the tasks, duplicating 120 copies of each task for the instructors, meeting with the instructors, transcribing open-ended student responses, tallying student responses to final questionnaire, analyzing/interpreting the data and writing this report. All efforts occurred on top of regular teaching, service and research obligations. Consequently, I was unable to observe how these tasks were administered by the instructors until Task 3, check that all headphones worked properly, address technological issues related to aspects of the task (such as using textual chat and talk features), etc. Instructors and the LRC Director were also too busy to invest time into this project. I do not know if the students’ responses might have been different, but the fact is that locally designed projects require an extraordinary amount of time by all participants, more than we actually anticipate. Unless the university can acquire professionally designed and ready-made packages of SL material for FL learning and guarantee that the hardware in place works and can handle a large volume of users, I believe we will not be able to address the real issues, which have to do with the effectiveness of various technological formats for learning.

Recommendations

Recommendations depend on the objectives that are set. For example, if the objective is to replace class time with online learning, as some universities are doing to cut costs, then a substantive amount of time and money would be required at the front end. This would include technical assistance, instructor training, materials development, not to mention the time required to build SL virtual world. To some degree, the investment at the front end would be similar for whatever course, but the implementation phase would certainly be much more time intensive for first and second year Spanish courses because of the number of students enrolled in those sections. In addition, I suspect some maintenance of the material/sites would also be necessary. I defer to Doug Canfield for costs related to the technological end.

If the objective is to be at the forefront of using technology for advancing the quality of foreign language learning so that other institutions come to us for pedagogical and technological consultation or to broker deals with our products, we would still require technical assistance, some instructor training, materials development and we would still need to build a SL virtual world. We might be able to reduce costs and accomplish this objective if we “hook” into established SL sites, as we did for this RITE grant.

If the objective is to advance language learning for language majors/minors by integrating SL into specific 300 level courses, the time, technical assistance, and materials development would continue but may be less if we relied on established SL sites.

Based on the data we gathered this spring, I would recommend targeting learners with some proficiency in Spanish, such as second-year and above. The ideal scenario would be to purchase a “game-like” packet that students could play and learn the language at the same time. Anything other than this would be academic. If it is perceived as academic, student reactions may continue follow the pattern found in this project, which is not necessarily negative. I had hoped that the time invested into task writing and implementation would have led to more satisfying results.

Appendix A

Segunda Vida

Actividad # 1

Meet in HSS 206

BE SURE TO ACTIVATE THE TALK FEATURE WHEN IT IS PROMPTED WHEN YOU FIRST LOG IN TO SECOND LIFE

- A. All 111-112 Students will meet online at VolNation.
- B. Your avatar should take a seat or stand to view a general orientation to this Task I “Seek, Find, Negotiate.”
- C. You will be teleported to Ohio University Welcome Center by your instructor. In order to be teleported you need to become a “friend” of your instructor

Task “Seek, Find and Negotiate”

You will be teleported to the Welcome Center at Ohio University. Once on your feet, left click arrow until you see the white pavilions on the right and a wide sidewalk on the left. Position yourself to walk on the sidewalk until you reach some steps (between two buildings). Go up and then down the steps on the other side and walk around the building on the left until you are facing the entrance. You’ll see a sign that says “Software Design and Development- Building Auditorium.” To the right of the sign are steps into the building. Once at the top, go through the doors into the first floor lobby of the build. To go upstairs, walk far enough into the building so that you see the first floor stairwell. This is the building where you will meet your partner avatar (first-year student like yourself from your class).

Your instructor will give you a card to read that contains instructions. It offers the location inside the building where you will meet your avatar partner. If you arrive at the location before your partner, wait for him/her to find you. Once you have found each other, you will need to use the “talk” feature to complete the next part of the task. If you are unable to “talk,” click the communication button that will enable you to converse in writing until your instructor is able to assist you. Some points will be deducted from this assignment if you do not converse orally, however.

The following exchange **MUST** occur **ORALLY AND IN SPANISH**.

When you are face to face (or side by side) with your partner avatar, greet each other orally in a culturally appropriate way and proceed to obtain the following information from each other in Spanish. Take notes of your partner’s oral responses (See attached note taking pages). Part of your grade will depend on the information in these notes. You and your partner are negotiating meaning. This means that you may not be able to say everything perfectly, but you have made yourself understood well enough for your partner to probe, ask for clarification of a specific word, ask you to spell out a word or ask for repetitions of questions, etc. These are typical communication strategies even in your native language.

INFORMATION TO OBTAIN FROM YOUR PARTNER AVATAR

1. What is your partner's avatar name?
2. Nationality
3. Place of origin
4. Age
5. University major
6. Family information, such as number of siblings, ages, parents' professions, ages, etc.
7. Find out what your partner's favorite color, favorite activities, movies, and courses are.
8. Lastly, ask your partner to make up a word in Spanish that only you and your partner will know. ¿Cuál es tu palabra secreta?

When you have completed this exchange, take a snapshot of the location with both of you in it to illustrate that you found the correct place. Save and e-mail the snapshot to yourself and your instructor. After obtaining all information from each other, take your leave, and quit SL.

Review the content of both columns in your notes for accuracy. Remember to check that there is subject noun agreement (in number and gender) that the adjectives agree in number and gender with the nouns they modify, that the correct verbs and conjugations are used (look at the subject for information on the verbs). Once you have corrected your writing, complete the attached page and turn both pages in to you instructors immediately afterward.

Instructions to Task 1 “Seek, Find, and Negotiate”

On the first floor, find the computer lab. Once in the lab, walk to the door on the right. This door has a clock above it and a window to the left of it. Walk through that door and wait for your partner avatar on the black sofa to the left.

Walk up to the third floor of the building and enter the conference room to the right of the floor map. Sit at the desk to the right and wait for your avatar partner.

On the first floor, find the lounge and wait for your avatar partner at a table in front of the coca-cola machines.

On the second floor, find the geology laboratory. Walk to the back of the room where there is a black poster title “Fusion.” Wait for your partner avatar under the poster.

Walk up to the second floor and go to the classroom immediately to your right. Find a chair in the back of the class and sit and wait for your avatar partner.

Walk up to the third floor and enter the conference room to the right of the floor map. Sit at the table in front of the white board and wait for your avatar partner.

On the third floor, find the “Office” door and enter the room. You will see three desks in this room. Wait for your avatar partner seated the center desk chair.

Go to the third floor and find the laboratory room with a poster at the back of the room titled “Nuclear Science” and wait for your avatar partner under the poster.

On the first floor find the laboratory called “Vital” and wait for your avatar partner in a seat at the desk in front of the class.

As you enter the building, walk straight down the corridor. You will see signs indicating the way to the auditorium. At the end of the corridor, look left and you will see another sign indicating where the auditorium is. Enter the auditorium and sit in the first row of seats to wait for you partner avatar.

Find the Prep Café on the first floor and wait for your avatar next to the flowers at the back of the café.

Find the computer lab on the first floor and wait for your partner avatar in a seat at the Help Desk immediately to the left of the lab entrance.

Second Life Task #2

Spanish 111-112

Gala Event - Fashion Show

Pre-Second Life activity:

In class, you will be asked to write a detailed description of your avatar with the vocabulary you have been learning regarding clothing and descriptions. At the end of your description, write your secret word. Your instructor will collect all descriptions and pass them out. When you arrive at Vol Nation, you will find your partner avatar based on the description given. Some avatar descriptions may be similar, in which case you will need to ask the avatar in question what his/her secret word is. ¿Cuál es tu palabra...? If the avatar responds with the same word as on your description, then you will pair up to complete this second task in Second Life. If not, continue your search.

At VolNation

We will be having a gala event- a fashion show. Once you have found your partner, you will text chat online in Spanish with your partner avatar to decide what type of clothing you would like to showcase at the fashion show, i.e., an elegant gown, a suit, a tux, a cowboy outfit, etc. You must ask each other questions that will allow you to arrive at a joint decision, such as “Te gusta la ropa elegante?” ¿Cuál es tu color favorito? ¿Te gustan los trajes formales o informales? ¿Cómo vestimos al modelo / a la modelo? ¿Lleva una falda larga? ¿falda corta? ¿un traje de baño? etc. Whatever you can say in Spanish that will lead you to make decisions about the type of clothing, accessories, hair (wig) (peluca) color, etc. the better. The more negotiation in Spanish that occurs between you and your avatar, the higher your grade will be.

When you conclude online text chat, go to History and click. Your entire textual discussion will appear. Highlight the entire textual conversation, copy and then paste on to a TextEdit file (icon on all computers) and send this file to yourself. Later on, you will need to print this document.

When you print your online conversation, you may have picked up some interference with other textual chats. Note that it is your responsibility to clean up the conversation so that only you and your partner avatar's conversation appears. Then, you and your partner should teleport to the shopping site (in the same way as last time but different site).

Barcelona Market (<http://slurl.com/secondlife/Barcelona%20del%20este/98/192/24>)

When you arrive at the shopping site, your task is to shop for the apparel that best match your design and stay within a \$2000.00 Linden budget. You will NOT be purchasing apparel for real, only checking the prices to see how well you can complete your ensemble within the given financial conditions and time restraints. Again, no Linden money should actually be used.

Upon arrival, you may want to meander through some of the shops to get an idea of the various boutiques and items that both partners like and those that you don't like. Try to find the items that you agreed upon that fit your budget. When you find something you

both like, you can access the cost of the item by clicking on the image. The designer name and the Linden dollar amount will appear. Keep track of your clothing items and cost. Take snapshot of the clothes you will use for your ensemble. Each of you should e-mail the images to yourselves and then print them later (no printing is available in the lab). Your instructor will tell you when 10 minutes are left so you can complete your last minute shopping.

With your partner, decide how you would like to present your purchases. At home (or you may like to meet in a place on Campus, Hodges Library, for example), you will need to print out the snapshots of your apparel, accessories, shoes, purse, hair, etc. and then cut them out to form one single image that you will showcase in class on the 29th of February. Be prepared to show and describe your design to the entire class. You will, also, tell how much each item cost and how much you spent on the complete outfit. The class will decide which outfit was the best one.

Voc. Útil (no está en el texto)

El conjunto (outfit)
Manga larga (corta)- (long, short sleeves)
El cuello (collar)
Un cinturón (con hebilla)- belt (w/buckle)
Gorra de béisbol (fútbol) Cap
De un solo color
De cuadros (checkered)
De rayas (striped)
Pijamas
Jeans con botones en vez de cremallera (zipper)
El Impermeable (raincoat)
Aretes-(earrings)
pulsera -(Bracelet)
collar (Necklace)
La bolsa-purse

Los colores

Azul-blue
Verde-green
Amarillo/a-yellow
Rosa(do/a)-pink
Negro/a-black
Marrón-brown (o café) clothing,etc
Moreno/a-dark hair/skin
Castaños-brown eyes
Rojo/a-red
Blanco/a-white
Violeta-violet
Morado-purple
Description of avatar

Secret word: _____

Budget - Cost per item	Descripción of item
---------------------------	---------------------

_____ total

Spanish 111-112

Task 3 – En el supermercado

Teleport to Harvest Grocery. The following is the list of food and supplies that you and your Avatar roommate came up with before going to the supermarket. Each of you has only \$40.00 to spend. Not all of the items will be found so keeping this in mind, shop at the Harvest Grocery store and check off those food and supplies that you can find and that you can afford to purchase on the money you have. You will need to communicate with your roommate to insure that you do not duplicate items unintentionally. After you have checked off the items each of you would purchase, answer the questions regarding where certain items are and then jointly plan at least three meals over three days based on the purchases you and your partner avatar obtained.

π chuletas de puerco \$5.95	π comida para perro de lata (Beneful) \$7.95
π fresas \$2.89 lb.	π jabón para las manos \$2.95
π huevos \$3.45 por una docena (12)	π comida para perro (suelta) \$12.00
π sandía \$3.59 c/u	π servilletas \$2.85
π leche \$3.65 1/2 gallon	π suavizante (marca Downey) \$4.50
π uvas \$5.49 lb.	π platos de papel \$2.95
π leche con chocolate \$3.35 1/2 gallon	π detergente (marca Ariel) \$7.95
π sopa Campbells \$1.95	π cebollas \$1.65 lb.
π naranjas \$3.15 lb.	π salsa para la carne (marca A1) \$4.65
π mantequilla de maní o cacahuete \$3.25.00 c/u	π aceite de oliva \$6.85
π mantequilla \$2.95	π queso \$4.45-\$8.25
π sopa de champiñones \$1.95	π pastel \$4.50
π papas 4 @ 2.95	π tilapia (pez blanco) \$8.95 lb.
π maíz 2 @ 1.75	π espagueti/pasta \$1.25
π manzanas (marca Buffalo) \$3.25 lb.	π camarones \$10.50 lb.
π vino \$12.95 – 16.95	π salsa marinara \$3.85
π jabón líquido para las manos \$2.95	π pan \$2.85
π palomitas (marca Orville) \$3.25	π bistec \$8.98
π pop tarts \$2.95	π sushi \$5.99 (paquete de 6)_
π galletas \$3.25	π tomates \$1.25 c/u

A. Escribe las respuestas

- ¿Qué hay cerca (near) de la leche? _____
- Las uvas están cerca (near) de qué comidas? _____
- ¿Cuántos tipos de pescado hay debajo de la palabra “Seafood”? 1 2 3 4
5 6 7
- ¿Qué marca (brand) de vinos hay? (escribe dos) _____

5. ¿Qué hay a la izquierda (left) de los vinos? _____

6. ¿Dónde se encuentran los “Baggies” (como Gladwrap) en relación al vino?

7. ¿Con qué comido o productos está el spam? _____

Ya (yo) encontré . . .	I already found . . .	Ya (yo) compré . . .	I already bought . . .
Ya lo/s / la/s compré	I bought it / them		
(A mi) me gusta	I like	¿Estás lista/o?	Are you Reddy?
A la derecha / izquierda	to the right / left		
Debajo	underr		
Cerca	near	Enfrente	in front
Una libra	one pound		
¿Hay . . .?	Is / are there . . .?	Olvidalo	forget about it.
Para el desayuno / el almuerzo / la cena . . .			

Día 1:

el desayuno

el almuerzo

la cena

Día 2:

el desayuno

el almuerzo

la cena

Día 3:

el desayuno

el almuerzo

la cena

B. Examine the three day menu above and answer the following questions based on what you wrote.

1. Is your choice of foods healthy?
2. Is your choice of foods from all food groups?
3. Would you actually use this menu for yourself? Why? or Why not?

SL TASK 4

For instructors:

Ask students to put everything away. They will need nothing but something with which to write. Do not multitask as you give these instructions. Students do not hear what you say if you are trying to hand back graded papers at the same time you are giving instructions, so do nothing but get their attention. Once you have students' attention, announce that they will be doing Task 4 in SL. Their first task is to explore the virtual world and list things that can be done there. For example, "Ir al supermercado" might be on the list since you can shop for food at the Harvest Grocery Store. You will record these on paper as you explore the virtual world with your avatar partner. Second, how many of the things that you checked off on your "Actividades Preferidas" would you be able to do in this virtual world? For example, if you find a nice level piece of land, you could "jugar al futbol." Try to find as many places to do things on your joint lists as possible. Think creatively. Lastly, you have only one day to spend in this virtual world. Select the top five activities that both you and your avatar partner can agree to do together as you plan your day on the island.

To save time putting students into groups, put them into groups ahead of time so that when they come into the lab, no time is wasted trying to form groups and you can focus on finding partners for those students who are absent. Better yet, announce a brief pop quiz before you do the task, this might ensure that all students are present that day.

On the day before class, pass out to students a questionnaire over "Actividades preferidas." The questionnaire will ask them to check off the type of things they might like to do if they had some free time. Then, have students find the person in class who responded to as many of the same items as they did. Collect the questionnaires and let students know that for the next class, that student will be their partner. In this way you kill two birds with one stone. You practice vocabulary and match partners before going into the Computer Lab.

Segunda Vida

Actividad 4

Go to Volnation and accept an invitation to Then, form your group for the purpose of speaking by ...Once you have done this, transport back to Harvest Grocery Store, which is on an island that attempts to replicate what people do in real life. The transport icon can be found behind the UT screen in Volnation. Please do not stand your avatar on top of the icon, all you have to do is click it.

On the Island:

First, you must find out what is on the island and what kinds of things can be done there. Make a list of those activities in Spanish. For example, “Ir al supermercado” might be on the list since you can shop for food at the Harvest Grocery Store. Your **second** task is to identify as many of the activities as you can that you and your partner checked off on your “Actividades Preferidas” questionnaire and that can also be done on the island. For example, if you find a nice level piece of land, you could “jugar al futbol.” Try to find as many places to do things on your joint lists as possible. Think creatively.

Lastly, you have a limited amount of time on the island. Consequently, you will have to agree on doing only 5 things on the island. Chat with your partner about which of the things you should do first, second, third, etc. Remember that the point of this task is to negotiate in Spanish. Your Spanish will not be perfect. Yes, you will make numerous errors. This is natural when learning another language, but can you still communicate with each other even through the mistakes, restarts, hesitations, circumlocutions, etc.? In short, with the limited Spanish you still have, your task is to convey your preferences to your avatar partner so that you jointly plan your day on the island.

**Lugares en la
isla**

Harvest

Grocery

ir al

supermercado

Actividades

Vocabulario útil:

Primero/a = first

Segundo/a

Tercero/a

Cuarto/a

Quinto/a

Después = after

Finalmente

A mi me gusta/n ¿Y a ti?

Sígueme = follow me

Mis actividades preferidas

Nombre _____

Check the activities below that you would like to do if you had the time.

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Conversar con amigos en un café | <input type="checkbox"/> Pescar en el río | <input type="checkbox"/> Visitar un museo | <input type="checkbox"/> Dar un paseo | <input type="checkbox"/> Bucear en el mar |
| <input type="checkbox"/> Escalar montañas | <input type="checkbox"/> Patinar | <input type="checkbox"/> Correr en el parque | <input type="checkbox"/> Ir al supermercado | <input type="checkbox"/> Dar una fiesta |
| <input type="checkbox"/> Tomar una siesta | <input type="checkbox"/> Bañarme en un jacuzzi | <input type="checkbox"/> Tocar la guitarra | <input type="checkbox"/> Tocar el piano | <input type="checkbox"/> Trabajar en el jardín |
| <input type="checkbox"/> Viajar a lugares exóticos | <input type="checkbox"/> Ir de compras | <input type="checkbox"/> Depositar dinero en el banco | <input type="checkbox"/> Comer una hamburguesa | <input type="checkbox"/> Ir al areropuerto y observar los aviones |
| <input type="checkbox"/> Practicar un deporte | <input type="checkbox"/> Salir a cualquier lugar con amigos | <input type="checkbox"/> Jugar al golf | <input type="checkbox"/> Esquiar en agua | <input type="checkbox"/> Tomar clases de arte |
| <input type="checkbox"/> Esquiar en las montañas | <input type="checkbox"/> Meditar en un lugar tranquilo | <input type="checkbox"/> Hacer ejercicio | <input type="checkbox"/> Nadar | <input type="checkbox"/> Encerrarme en un/una |
| <input type="checkbox"/> Jugar a los naipes | <input type="checkbox"/> Andar en bicicleta | <input type="checkbox"/> Navegar en barco | <input type="checkbox"/> Leer novelas | <input type="checkbox"/> Salir a comer a un restaurante |
| <input type="checkbox"/> Ir al teatro | <input type="checkbox"/> Levantar pesas | <input type="checkbox"/> Tener un picnic | <input type="checkbox"/> Hacer camping | <input type="checkbox"/> Ir al correo a mandar cartas a amigos en el extranjero |
| <input type="checkbox"/> Escribir mensajes por correo electrónico | <input type="checkbox"/> Ir a un bar a beber una cerveza | <input type="checkbox"/> Alquilar (rentar) un apartamento | <input type="checkbox"/> Comprar un apartamento o una casa | <input type="checkbox"/> Comprar un carro futurístico |
| <input type="checkbox"/> Conseguir medicina para un pariente | <input type="checkbox"/> Componer un reloj | <input type="checkbox"/> Comprar joyas | <input type="checkbox"/> Comprar flores frescas | <input type="checkbox"/> Ir a un hotel |
| <input type="checkbox"/> Visitar un museo de historia natural | <input type="checkbox"/> Ver una película | <input type="checkbox"/> Ir a una galería de arte | <input type="checkbox"/> Comprar un carro económico | <input type="checkbox"/> Alquilar un auto |

¿Tienes otras actividades preferidas? Escríbelas:

1. _____

2. _____

Second Life Task #5
Art Gallery - Search and Find
Meet in HSS 206B

Part I

- A. All 111-112 Students will meet online at (Enter here the Parcel 52, Educator Coop2 address)
- B. Take a seat and watch the X screen that will give you an overview of Task # ?.
- C. Then, teleport to TOC Art Gallery North Exhibit (students will automatically be teleported so there will be no need to search for the site).

Meander through the art gallery to get an idea of the various art exhibits. Then, search for the paintings described in each card and find the answers to the questions about the paintings. Reading comprehension, recognition of vocabulary, and use of “se” are major foci of this task.

- | | | |
|--|---|--|
| 1. Busca la obra de Escher. La obra es de blanco y negro. Escher pinta un sólo ojo. Hay una imagen en la pupila del ojo. ¿De qué es la imagen? | 2. Busca la obra de Andrew Lipsom titulada “Relatively Desperate Lego Wives” en la Galería del Jardín. ¿Se parecen todas las esposas? ¿Cómo se puede interpretar este hecho? | 3. Busca la obra de una mujer casi desnuda y de espalda. Está en frente de un espejo y mientras se mira, se toca el pelo. ¿Cómo se llama esta obra y quién la pintó? |
| 4. Busca la obra de una mujer de vestido azul. La mujer tiene el pelo negro y está de rodillas. Está a punto de abrir una caja. ¿Dónde está la mujer en la pintura y cómo se llama la pintura? | 5. Busca el cuadro en la Galería Lempica de una mujer acostada y con los ojos cerrados. Está dormida. La mujer en el cuadro tiene el pelo rizado, corto y brillante. ¿Cuál de los brazos apoya la cabeza de la mujer, el brazo derecho o el izquierdo? ¿Cómo se llama el cuadro y quién lo pintó? | 6. Busca la obra de una mano que sostiene una esfera. ¿Qué hay adentro de la esfera? Además, ¿cómo se llama el pintor? |

Respuestas

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Part II

Return to the gallery for the purpose of selecting your favorite work of art. Write a detailed description of the work of art and the name of it and send the description to your instructor. Then go to the Wimba tool in your course Blackboard site and record your description (without indicating the name of the painting). When you record, begin by giving your avatar's name, not your real name. When you are finished. Save it. All students in your Spanish class will now have access to the recorded file.

Part III

Listen to a minimum of 6 students' favorite works of art. Write the six avatar's names whose recordings you selected and listen again to take notes over what you hear. Then, return to the Gallery in Second Life and find the name of the artwork based on your notes. Next to each Avatar's name, supply the name of his/her favorite work of art. Turn in your results to your instructor.

3.

Appendix B

Student ID#: _____

Reflection of SL Task

Task 1 2 3 4 5

1. What thoughts occurred to you as you participated in this task?
2. What suggestions would you make to improve this SL task?
3. What did you like about this SL task?
4. Would you participate in additional SL tasks if they became part of the course curriculum and why?

Appendix C

SECOND LIFE END OF THE SEMESTER QUESTIONNAIRE

Responses are reported based on a Likert Scale where 1 and 2 were combined to indicate a general Disagree and 3 and 4 were combined to indicate a general Agree.

Strongly disagree disagree neutral agree strongly agree
←-----1-----2-----3-----4-----5-----→

Technology-related

1. The online training to become familiar with SL was difficult.
33.3% disagree 25% neutral 41.7% agree
2. The online training to prepare for entering SL was uncomplicated.
47.5% disagree 20% neutral 32.5% agree
3. I had problems with the headphones working correctly.
19.2% disagree 10% neutral 70.8% agree
4. I had no problem hearing my partner avatar.
70.8% disagree 15.8% neutral 13.3% agree
5. I needed more time to complete the SL tasks.
19.2% disagree 23.3% neutral 57.5% agree
6. I could have just as easily completed the SL tasks at home, as opposed to in class.
35.8% agree 22.5% neutral 40.8% disagree
7. I had no problem copying the textual chat on to a text-edit blank document.
26.7% disagree 16.7% neutral 55.8% agree
8. I had problems e-mailing the snapshots to myself.
54.2% disagree 15.8% neutral 30% agree
9. I had problems e-mailing the snapshots to my instructor.
59.1% disagree 16.7% neutral 24.2% agree
10. I wish we had spent more time in class using the talk feature.
45% disagree 28.3% neutral 25.9% agree
11. I had problems teleporting to the grocery store.
51.7% disagree 14.2% neutral 34.1% agree
12. I had no problems teleporting to the Ohio University SL site.
23.4% disagree 18% neutral 58.3% agree
13. I found it easy to teleport to the Barcelona site.
25% disagree 28.8% neutral 49.1% agree
14. I had no technical problems in completing the SL tasks.
61.6% disagree 21.7% neutral 16.6% agree

Learning-related

15. The tasks were fun to complete.
34.2% disagree 26.7 neutral 39.2% agree
16. How much I learned in each task depended on my partner.
30% disagree 30.8% neutral 39.1% agree
17. Using SL motivated me to communicate in Spanish.
43.3% disagree 34.2% neutral 21.6 agree
18. I enjoyed learning how to use SL.
50.8% disagree 22.5% neutral 26.7% agree
19. I found the SL tasks to be to be a waste of in class time.
27.5% disagree 24.2% neutral 48.3% agree
20. I prefer speaking Spanish to a partner avatar in SL than to speaking in Spanish in class (on the assumption that the technology was working effectively).
52.5% disagree 28.3% neutral 19.2% agree
21. The SL task required me to speak in Spanish when I would otherwise not.
30.8% disagree 24.2% neutral 45% agree
22. The SL tasks were interactive.
10% disagree 21.7% neutral 68.5% agree
23. How much I learned in each task depended on me.
24.2% disagree 30% neutral 55.9% agree
24. I would engage in more interactive communication if we were required to complete more SL tasks.
45% disagree 30% neutral 24.2% agree
25. I would prefer using SL tasks out of class and reserving class time for face-to- face communication.
41.7% disagree 28.3% neutral 29.1% agree
26. I would prefer using the textual chat feature to the “talk” feature in SL (on the assumption that both textual chat and “talk” features were working effectively).
20.8% disagree 30% neutral 49.2% agree

Task-related

27. I enjoyed the variety of tasks we completed in SL.
30% disagree 30.8% neutral 38.3% agree
28. The written instructions for each task were clear.
30% disagree 28.3% neutral 40.8 agree
29. In addition to the written task instructions, I would like to have an introductory video to orient me to the task.
41.7% disagree 30% neutral 26.7% agree
30. I enjoyed the joint decision making opportunities that the shopping task allowed.
28.3% disagree 35.8% neutral 34.1% agree

31. I liked the problem-solving nature of the shopping tasks.
 38.3% disagree 27.5% neutral 33.3% agree
32. I enjoyed the first task where I met up with my avatar partner in a university classroom building and interviewed him/her.
 25% disagree 21.7% neutral 51.6% agree
33. I found the scavenger-like hunt through the small town (Task 4) to be too easy.
 33.3% disagree 46% neutral 14.2% agree
34. The grocery-shopping task was too limited in what to do and buy.
 30.8% disagree 35.8% neutral 32.5% agree
35. I think having information that my avatar partner does not have (but needs) creates a sense of purpose in using Spanish.
 23.3% disagree 40.8% neutral 34.2% agree
36. I learned more about my classmates via the SL tasks than I would otherwise.
 48.3% disagree 20% neutral 30% agree
37. I would not want SL tasks to become part of the curriculum in first-year Spanish.
 24.2% disagree 28.3% neutral 46.6% agree
38. I would benefit from the interactive practice that SL tasks afford.
 36.7% disagree 39.2% neutral 23.3% agree
39. I found the post-SL activities useful.
 44.1% disagree 36.7 neutral 17.5% agree
40. We wasted little class time on assigning avatar partners in class before entering the SL task.
 25% disagree 28.3% neutral 45.8% agree

Open-ended questions: (not yet analyzed)

1. Were you familiar with SL before this semester?
2. Have you used SL out of class this semester? If so, for what purpose?
3. What have you told your friends about SL?
4. By the end of the semester, were there any remaining problems or issues that still remained? If so, what were they?

Appendix D

Summary of 3/3/08 meeting with Spanish 111-112 lecturers.

Re: Task 2

Teleports worked well.

The textedit feature did not seem to be on the desktops of all computers.

For future use of textedit feature, create a document that informs students exactly how to do copy and paste their textual chat and create a textedit file of it to e-mail to themselves. This could be taped to each computer.

Change the last question on the Feedback form (redundant).

Will need more vocabulary for this task on clothes, such as pony tail (cola de caballo). Would also need more men's voc. for clothing.

Desire expressed to create a task whereby we would dress an avatar with the clothing to be modeled.

Task was good, but process wasn't well organized because even when instructors did the task themselves, there were things we did not anticipate (need examples here). Kathy suggested a way to eliminate the pairing of students. She will send me a copy of it so we can incorporate it next time. Alejandra used cards with students' names and avatar names and paired students up on the basis of them. Could easier put secret words for each task on the cards and divide students up into pairs with cards this way too.

When too many students on VolNation, new students could not get in. Instructors noted that some had to teleport their students themselves.

Comments by Instructor P on Task 4

4/9/09

My students seemed to like this activity the best of all we've had, but... again the students had technical problems with the headphones, hearing each other, interference (static), and lack of help for the first class. I finally had them text each other if they could not hear each other

The second class went better. There was help available.

But in this class, because we were 2 simultaneous classes, a lot of my students couldn't teleport and got backed up. Once everyone logged on, they enjoyed it. I still hear a lot of English even though I ask them to speak Spanish only. Once I move to another student or across the room, they revert to English. This task also could have used more time to complete. All in all their comments were more positive for this task.

Appendix E

Task Instructions via audio-visual recordings using SL designed by Harriette S.

The three URLs for the three videos so far are:

<http://web.utk.edu/~hspiegel/Span111-112-SL.mov>

<http://web.utk.edu/~hspiegel/SLMarch18.mov>

<http://web.utk.edu/~hspiegel/Span111-112-SL.movSLMarch18.mov>

<http://web.utk.edu/~hspiegel/Span111-112-SL.movArtSL.mov>

<http://web.utk.edu/~hspiegel/IslandExplore.mp4>

Appendix F

Instructions for use of using Communication feature of SL

by Doug Canfield

To start a voice conversation with one other person:

Click the Communicate button at the bottom of the viewer window.

The Communicate window opens with the Friends tab open.

Click on the person's name in your Friends list and click the IM/Call button.

A new tab will open.

Click the Call button at the top of the window to begin the call with your friend.

When your conversation is finished, click End Call to... well, end the call.

Instructions for using voice chat in SL

Voice Chat tab

Enable Voice Chat

Enables you to send and receive voice chat on voice-enabled land.

Hear Voice Chat from camera position: You will hear voice chat as if your "ears" are positioned at your camera's location. For instance, you will be able to zoom in on a speaker in order to hear him better.

Hear Voice Chat from avatar position: You will hear chat as if your "ears" are attached to your avatar. You will need to move your avatar closer to a speaker in order to hear him better.

Push To Talk

Allows you to control when you transmit your computer's microphone input. This can be a very effective means of reducing background noise in your voice transmissions.

Start Viewer in Push-to-Talk mode: Starts the Second Life Viewer with the push-to-talk function enabled.

Use Push-to-Talk in toggle mode: When checked, your microphone will activate after you press your push-to-talk key. It will not stop transmitting until you press the key again. If this mode is unchecked, you will only transmit when you are holding down your push-to-talk key.

Push-to-Talk trigger: Displays the key you are currently using for your push-to-talk trigger.

Set Key: Prompts you to set a new key for push-to-talk.

Middle Mouse Button: Sets your push-to-talk key to your middle mouse button.

Privacy Options

Only accept calls from people on my friends list: Allows only your designated friends to make private voice calls to you.

Device Settings

Allows you to configure your input and output hardware for Second Life voice.

Voice Chat Setup

Runs a wizard program that guides you through the Second Life voice setup process.

