Games Used in Engaging Virtual Environments for Real-time Language Education

IO3: ViLLAGE Report: a summary of experiences from training courses such as EVO ViLLAGE and similar training

Disclaimer
This project has been funded with support from the European Commission (Project number: 2017-1-UK01-KA201-036783). The information on this website reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EU FUNDED GUINEVERE PROJECT (2017-2019)

IO Number: 3

IO Name: ViLLAGE Report: a summary of experiences from training courses such as EVO ViLLAGE and similar training

Description: The goal of EVO ViLLAGE, which was run by a group of volunteer moderators in the virtual world of Second Life, was to train the participants to create their own games. These language learning activity games ranged from board games to global simulations. Participants were shown how to build and script from scratch.
This report informs the partners in the project of the challenges encountered and the outcomes.

Dissemination Level: Public

Signed off by: Project Coordinator

Date Signed off: 8 August 2018

European Commission Lifelong Learning Programme Key Activity 2 (ICT)
Project website: guinevereproject.eu
Project number: 2017-1-UK01-KA201-036783

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CALL IS: Computer Assisted Language Learning Interest Section

CAMELOT: CreAting Machinima Empowers Live Online Language Teaching and Learning

CLIL: Content and Language Integrated Learning

EVO: Electronic Village Online

F2f: face to face

HUD: Heads-Up Display

INDIRE: Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (the Organisation for Research and Innovation of the Italian Ministry of Education)

LOD: Level of detail that indicates the complexity of a 3D model

PBL: Problem-based learning

SLURL: Second Life Uniform Resource Locator

TBI: Task-based instruction

TBLL: Task-based language learning

TBLT: Task-based language teaching

TESOL: Teaching English to Teachers of Other Languages

ViLLAGE: Virtual Language Learning and Gaming Environment

VWBPE: Virtual Worlds Best Practices in Education

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Abstract

This report describes four training initiatives in 2016 and 2017 over a period of some 30 weeks, during which numerous workshops took place to train educators on how to build and script in Second Life and Opensim 3D virtual worlds with the goal of creating games.

The sessions include an informal training initiative - the so-called EVO ViLLAGE session (I) - targeting language educators (TESOL), and a formal training initiative undertaken for primary and secondary school teachers in Italy for INDIRE (II) in their private virtual world designed for schools, called Edmondo.

Each report includes

1. A course curriculum
2. Training material in form of tutorials or videos
3. Recordings of the live workshop sessions
4. Games produced by participants

1. Introduction

1.1 A summary of experiences

After a number of years of learning how to create machinima (four MachinEVO online sessions and also the CAMELOT EU-funded Project 2013-15), a group of language educators on EduNation in Second Life sat together one evening in summer 2015, discussed and eventually decided to explore a new field of interest which was the use of language games in 3D virtual worlds.

So, we set out to do what we had been doing regularly every year, namely to conduct an EVO session. This is how the idea of ViLLAGE was born: Virtual Language Learning and Gaming Environment.

EVO sessions (Electronic Village Online) are an annual five-week online event - always taking place in January/ February - which aim to assist English language educators around the world in acquiring digital skills. EVO is organized and promoted by members of the TESOL CALL IS (Computer Assisted Language Learning Interest Section) and has been running for 12 years. Participation in the online events is free and there are usually more than 10 sessions to choose from, one of which has traditionally been a session in virtual worlds offered by some EduNation members. EVO sessions are attended by some 2,000 language educators around the world and are not limited to English teachers.

These EVO sessions are a good way of trialling new approaches and methodologies, and in the case of EVO ViLLAGE, participants can learn over a period of 5 weeks how to build language learning games and fun activities in virtual worlds. They also provide fertile training ground for the moderators.

Our first EVO session of "EVO ViLLAGE" took place in January/ February 2016 and it was exciting to see that many of the experienced language educators in and around EduNation volunteered to become moderators. We had 18 moderators for the EVO session in 2016 and 16 moderators in 2017.

ViLLAGE stands for **Virtual Language Learning and Gaming Environment** and this was the logo created by the moderators.

Another fact was that many of these moderators and experienced virtual worlders had already been building games for many years so when we started pooling these games in what we could call a games park, we were able to fill a complete sim. One activity was produced after the other helping learners to acquire and practise language in a fun way.

During EVO ViLLAGE 2016 there were 100 members on our Google+ Community site and for EVO ViLLAGE 2017 there were 97 members in our EVO ViLLAGE Facebook group.

Inworld, about 10-15 participants joined the sessions, on average. The moderators outnumbered the participants each year and in the second year, the number of participants was even smaller than during the first year.

Whilst this sounds disappointing, it is concurrent with the general decline of active Second Lifers, which, still, did not hinder our findings. The numbers of participants at major conferences like VWBPE in Second Life follows the same downward trend.

1.2 The new field of skills explored

We realised that a number of us were not particularly proficient in building and scripting despite the fact that we have been in Second Life for many years. But this was definitely one area of expertise which needed upskilling.

For instance, in Second Life, it is relatively easy and also cheap to buy digital objects on the marketplace. You can buy dice and some games or scenarios for language learning, such as a fully-equipped library, an Egyptian tomb or a restaurant.

Also, our master builder and co-owner of EduNation, Dr. Randall Sadler (Associate Professor in Language pedagogy, computer-mediated instruction, virtual worlds, University of Illinois Urbana Champaign) contributed productively, with his great passion for building and his unmatched expertise. He has created some 100 scenes for language learning which he packed into holodecks which are placed all over EduNation. Simulations of libraries, restaurants, forests, arabic meeting places, shopping centers and even an airport are included amongst these scenes. These multi-scene rezzers (holodecks) are an important feature and incentive for teachers to join EduNation islands as residents.

When we set out to explore games, it became obvious, that both building and scripting skills were required. To this end, we conducted a number of workshops for each other to learn how to add sounds and scripts to objects, how to create objects and set the permissions so that our learners could use them. Randall conducted a number of workshops on how to build, texture and even create HUDs.

Following our first EVO session, we were approached by INDIRE (Istituto Nazionale Documentazione Innovazione Ricerca Educativa, the Organisation for Research and Innovation of the Italian Ministry of Education) to conduct a methodology course on how to build games for Italian teachers who were active in edMondo, the OpenSim virtual world of INDIRE.

An OpenSim installation like edMondo is an open source copy of Second Life installed on private servers. This setup allows privacy settings and edMondo is access restricted so that learners in schools can access these virtual worlds.

For the methodology course for INDIRE, we decided on a different weekly setup based on lessons learned during the EVO session.

1.3 Lessons learnt during the EVO sessions

We learned that building and scripting workshops are fairly challenging for those without experience in Second Life or other virtual worlds such as OpenSim.

There were a number of beginners to Second Life amongst the attendees and we provided a series of machinima which explain many basics, such as how to walk, how to communicate and navigate, how to make friends and change clothes. These videos surely helped new ones to Second Life but were not enough to prepare them for the challenge ahead.

Another lesson that we learned is that the curriculum was wrong. We thought we provide input with 'do as I do' workshop training sessions each week by changing groups of moderators on various subjects and then, during the last week of EVO, we asked participants to start creating their own games. Those who started to work on their own games during the last week still felt ill-prepared to come up with a complete game created by themselves in a short week within the deadline for the upcoming final show-and-tell session on the last Sunday.

Some of the end products we saw were truly magnificent but some others did not work. For example, one of the teachers created a board game similar to Monopoly but he added his own set of images along the paths. The images were placed vertically next to the game path. In the middle of the game, he positioned two dice and then he grouped this game as one object so that he could take it into his inventory to pull it out at the time for the 'show-and-tell' session. Initially, when he rezzed this board game in front of us, we were excited and commented the participant on his beautiful and creative design. However, when we started to play the game, the dice did not move because all of the objects had been grouped together. So, in order to get the dice working, the teacher had to ungroup the complete set and all of a sudden, all the vertically placed boards along the game path started falling apart. One by one, they fell over until all of them created a mess on the board game, with scattered pieces lying everywhere. This humorous disaster was a matter of great amusement and loud laughter to us all. The teacher who proudly presented his game however was not amused.

Another example was my 'game'. I planned to provide some 'realia' for language learning conversation with some of the free objects I had in my inventory. These included a Harley Davidson, a camel, a snow dog sledge and other fun items. These objects had free permission settings: "Transfer allowed". However, also in my case, I had to group the set of objects first to be able to present the bundle of objects in flea market style. I did so and after rezzing it, I had to ungroup the objects in order for people to be able to take copies. Ungrouping did however also unlink all of the individual elements of each object. So if someone wanted to take a copy of the Harley Davidson, for example, all of a sudden they would find that clicking on it and taking a copy meant taking only the saddle, then only the motor, or a wheel, separately. Then the teacher would have had to put this Harley back together by linking all the parts individually! So, here also grouping or ungrouping and permissions were tricky and unexpected until one tries it out.

This is what we should have done all along, ask the participants to create bits and pieces and then try them out. Not until the last Sunday of the EVO sessions did we realise that this was the wrong approach but it was too late to correct the mistakes.

Therefore, by bearing this in mind, we changed the curriculum for the upcoming methodology course for INDIRE as follows. After each week's input session, there was a '*show and tell*' session for teacher-created objects, giving thus the opportunity to try the games out, to

receive comments and feedback from peers and the trainer and to gradually build on the level of complexity of the games. For instance, during the first week, we showed how to create board games and a dice, and how to amend the script so that not all dice jump when clicking on one. We also demonstrated how to change the script settings to prevent the dice from jumping high and from disappearing into the woods (this is just a short example of the challenge to create dice!). Then during the second part of the unit, the participants were able to describe and try their creations out.

This approach proved to be much more effective this time as we saw beautiful creations from the outset and the teachers collaborated on their productions, they were engaged and busy creating and enjoying the course immensely.

The teachers of the methodology course for INDIRE were all experienced in this 3D environment and they were even experienced builders! They had already attended a building workshop in edMondo and knew how to create objects and add different scripts.

Due to the complexity of instructions, for the Italian teachers we needed a translator, so Annie Mazzocco offered her expertise there and she was present every week over a period of 10 weeks, translating the instructions in text chat. Without her translations, the course would not have been a success.

1.4 What was missing?

Creating games for teaching in virtual worlds is great fun. Building, texturing and scripting are amazing skills and creativity seems to have no limits in a world which does not know gravity and where building is relatively cheap. The number of teacher creations such as board games, mazes, scavenger hunts, roleplay and much more, bore testimony to the success of the course structure.

However, the main element missing from these practical sessions was provision of theoretical background in game design, game mechanics, gameplay, flow or any other facets pertaining to games. Although meaningful gameplay and game types with objectives were presented on EVO ViLLAGE, there was still no elaborate analysis of the parameters on which inworld games are based. Often, we were not sure whether we created games or whether we created playful activities. We discussed this with the author of ‘Digital Play’, Graham Stanley who holds that when it comes to language teaching and learning, the lines between ‘fun activities’ and ‘games’ are not clear-cut.

1.5 Things to do

We never received any evidence-based feedback on how these games produced by the teachers during the EVO sessions ‘work’ with students. It would be particularly interesting to hear how these games were played with a substantial number of learners and whether these learners used the target language to complete the games.

It will also be useful to establish regular training courses leading to a formal qualification for teachers using games to teach language and CLIL in virtual worlds. The trainers will be language teachers who are familiar with the technology in virtual worlds and who have had experience in teaching through this medium.

The following report focuses on illustrating the games which were developed by

a) the moderators of both EVO ViLLAGE and English ViLLAGE in EdMondo and by

b) the participants, mainly teachers, language teachers as well as primary and secondary teachers.

2. EVO ViLLAGE

The following is a link to the wikispace dating back to 2016 and 2017
http://evovillage.pbworks.com

The goal of EVO ViLLAGE was to train participating teachers how to design and create their own language games, mazes and interactive objects by leveraging the technologies in virtual worlds by using ideas from f2f (face to face) situations and transferring them to virtual language learning. The session was run on ***EduNation*** in the virtual world of Second Life and in OpenSim by a group of ELT specialists-moderators, namely ***Dr. Randall Sadler, Heike Philp, Dennis Newson, Carol Rainbow, An Nowak, Shelwyn Corrigan, Dr. Doris Molero, Christel Schneider, Barbara McQueen, Jens Olsen, Helena Galani, Edith Paillat, Nuno Lanca, Kip Boahn, Nick Zwart, Helen Myers***.

Both in 2016 and in 2017, the participants met twice a week on EduNation in Second Life[1]. Both sessions were aimed at experienced language and CLIL educators, language course designers and webheads. Those without experience in Second Life were required to independently learn the basics of Second Life by watching a set of videos created by Carol Rainbow http://camelotproject.eu/moot-3/ and by conducting some simple tasks in-world. Also, links were provided to a familiarization programme of 2-3 hours.

[1] SLURL (if you have Second Life already installed): http://maps.secondlife.com/secondlife/EduNation/106/159/23

2.1 Course curriculum

Week 1 (Jan 8-14, 2017) KICK-OFF SESSION Sunday, 8 January 2017, 8:30pm GMT / 11:30am SLT **Your first board game!** Moderators: An Nowak, Panagiotis Mourtzis, Jens Olsen During the first session you will learn how to add images to a board and will learn how to create a dice.
Week 2 (Jan 15-21, 2017) **Building with sounds and scripts** Moderators: Carol Rainbow, Nuno Lanca, Dennis Newson Learn to create speaking poster boards, sound objects, touch items and touch to give notecards, landmarks and scripts.
Week 3 (Jan 22-28, 2017) **Treasure hunts, scavenger hunts and mazes** Moderators: Shelwyn Corrigan Make the city or the woods your playground.
Week 4 (Jan 29-Feb 4, 2017) **Advanced building** Moderators: Randall Sadler, Nick Zwart and Hazel Workman During this intensive building workshop we will learn how to adjust our objects settings for permissions and physics, we will texture and learn to import 3D objects into SL.
Week 5 (Feb 5-11, 2017) **Language Learning Activities, interactive Games, immersive Scenarios** Moderators: Helena Galani, Dr. Edith Paillat, Dr. Doris Molero

Media

- Interactive space Facebook group https://www.facebook.com/groups/evovillage/
- Content space EVO ViLLAGE Wiki
- Live meeting spaces EduNation in Second Life http://maps.secondlife.com/secondlife/EduNation/106/159/23 (you must have Second Life installed to use this SLURL), and Adobe Connect for livestreaming and recording http://lancelot.adobeconnect.com/sl

2.1.1 Week 1 Board Games

http://evovillage.pbworks.com/w/page/103294115/Week%201

During the first week of the 5-week workshop, the teachers learnt how to add images to a board and how to create a dice. At the end of the first week, the participants presented their first board game to the group and explained how the games work. In the 2016 session, board

games were presented on the 'sandbox'[2] by Carol Rainbow (the *'Giving Advice*' game) and Helena Galani (the *'Excuses'* and '*Decision-making Strategies*' games) as well as by Shelwyn Corrigan and Barbara McQueen on their 'games parks'[3].
The objectives of the first sessions were to get to know games in virtual worlds, learn how to build a prim object in Second Life, learn how to add a picture to objects (texturing), create dice, a board game and games pieces.

The Moderators in 2017 (An Nowak, Panagiotis Mourtzis, Jens Olsen) presented the teachers with sample board games, an instructional machinima by Helena Galani on how to build a board game, a 'dice script', and instructions on 'How to create a game piece (counters, cones etc.)' and 'How to create a dice'.

Emphasis was also placed on creating a board game in PowerPoint, Google Slides, Word etc. and saving it as image (*.jpg and *.png) to upload in Second Life and use as 'Texture' when building resized blocks.

2.1.1.i. How to create a board game

Following instruction, the participants created language board games by building blocks, resizing and texturing them using the in-world technology.
On the sandbox and with simultaneous screening on Adobe Connect, first, the trainers demonstrated how to build, shape, stretch blocks, upload images from their desktop and how to texture the faces of their board games, before the teachers created their own.

As with all the sessions, demonstration and a hands-on approach built the participants' confidence and encouraged them to proceed with their own creations.

[Insert Figure 1: *"Create a building block and resize it.*
Build -> Create -> Stretch." "Add texture In the build properties -> Texture tab -> Click on texture -> search for your image. Select 'Full Bright'"]

For a complete list of figures see Appendix below.

2.1.1.ii. How to create a game piece (counters, cones etc.)

To move around their board, learners need a game piece and dice which they learnt to build, shape, colour and script through clear and easy to follow steps and instructions.

[Insert Figure 2*: A bouncing game-piece in Second Life (Photo Helena Galani)]*

INSTRUCTIONS:
"Right-click on the floor and select Build.

[2] A Glossary of Technical Terms in Virtual Worlds is provided in Appendix i
[3] See the recording of week 1 for their games parks in Appendix 5.4, and Appendix 5.5 for McQueen's list of games

Choose a shape and click again on the floor.

Right click on the object and choose Edit.

- *On the General Tab give it a name such as game piece or red counter.*
- *On the Object Tab click the Physical box.*
- *On the Texture Tab click where it looks like a piece of wood and click on blank in the menu that pops up. Your object will go white.*
- *Click in the colour box and choose a colour. If you want the object to be bright, tick the Full Bright box under the colour selection.*
- *Click on OK and close the menus.*
- *Push your object around with the hand that appears after you have completed it and hover over it."*

2.1.1.iii. How to create a dice

To create their dice, the teachers were given a script after watching their trainer and following the steps. With this method, they gain in confidence and find it easier to brainstorm their own games for their teaching aims.

Figure 3: A dice in Virtual Worlds

INSTRUCTIONS:

"Click on Build in the main menu or right hand click on the ground and select "Build".

Choose a cube.

Place it on the ground.

Left Click the green box near the board game. KEEP

Find the "Game piece and dice box" from Recent Objects in your Inventory.

You can see the textures/images

Right click your cube. Select each face of your cube separately now.

Click Textures. Image 1.

Select another face of the cube. etc

Right click your dice. Go to Contents.

Find "Low hopping dice script" in your recent Inventory.

Drag and drop the script into the content of the dice."

The ‘Dice script is provided in Appendix ii and is also available on

http://evovillage.pbworks.com/w/page/103294115/Week%201

2.1.1.iv. Sample board games

[Insert Figure 4: *Cyber Placebo’s (Edith Paillat) multi-player Speaking game in French. Learners throw the dice to move their avatar or game piece onto the square and talk about the topic they land on on issues such as holidays, history, tradition or sports.]*

[Insert Figure 5: *Annie Mazzocco’s (Maya Thorn) multi-player board game for Vocabulary practice around Christmas; the learner throws the dice, moves their avatar/game piece to the numbered box and answers the question in the box where they have landed.]*

[Insert Figure 6: *A speaking game on Narrative by Heike Philp. The objective of the game is to build a story based on the pictures the game pieces land on. This game focuses on fluency skills and storytelling.]*

[Insert Figure 7: Lucia Bertolotti’s Game Board: the students must create a sentence with the phrase they land on. Points go with colour: pink phrases (easier) are worth 1 point. Blue/green phrases (more difficult) are worth 3 points. The squares with the coins hide time idioms and are worth 5 points. The idioms are hidden in messages/scripts. Included idioms: *“once in a blue moon*”, “*give a rough time*”, “*be caught in a time warp*”, “*it's sack tim*e!”, “*Get with the times*!”]

Recordings of Week 1 sessions are available in Appendix 5.3 and on the wiki space.

2.1.2. Week 2: Building with sounds and scripts

http://evovillage.pbworks.com/w/page/103253335/Week%202

For this session, moderators Carol Rainbow, Nuno Lanca and Dennis Newson taught the teachers how to create speaking poster boards, magnetic poetry, sound objects, touch items and touch-to-give notecard scripts. The potential of these features is enormous as they are ideal for gameful activity which provides opportunities for language skills integration, phonological practice and memorable practice and exposure to the target language.

2.1.2.i. The talking cat

For this module and with the help of Rainbow’s machinima tutorial, the participants made a ‘talking cat’ in order to focus on modifying given scripts to chat information in text, on adding sounds to items and recording sounds for Second Life. The script is available in Appendix

[Insert Figure 8: *A snapshot from the session on ‘Inserting sound files and sound play script’ into objects (Photo Helena Galani)*]

2.1.2.ii. Walk-through objects with sound

Focus was also on walk-through spheres by adding sound and script as a simple way to present vocabulary and practise pronunciation. The video by Carol Rainbow demonstrates

how to create ‘walk-through objects’ which play pre-recorded sound when avatars walk through them.

[Insert Figure 9: *Walk-through spheres in colour for phonology practice. The scripts were made available to copy and use from the contents of the box on the right of the picture.(Photo Helena Galani)]*

[Insert Figure 10: Carol Rainbow with her avatar (Carol Roux) in action, showing how to build, copy and put sound into objects in order to present vocabulary in a memorable way. *(Photo Helena Galani)]*

2.1.2..iii. Walk-on or touch Poster Boards

Making walk-on or touch Poster Boards was also introduced for vocabulary practice, with the help of an instructional machinima and in-world demonstration before the learners built their own objects.

2.1.2.iv. Sound files on Audacity

Carol Rainbow also guided the group into making sound files on Audacity which is a powerful and user-friendly recording and editing tool, freely available from http://audacityteam.org . Participants were recommended to access an online training guide http://audacity.sourceforge.net/help/documentation and Torley's Audacity tutorial available on https://www.youtube.com/watch?v=QBVmFafFatE in order to record and then upload their own audio files.

INSTRUCTIONS:

How to record your own voice

- *Open Audacity and make sure that on the bottom left of the screen it says Project Rate: 44100. This is default so should already be right, if not click on the numbers to alter it.*
- *Plug in a microphone and click the red Record button. This automatically creates a track and starts the recording.*
- *If you want to pause while recording click the Pause button. To continue recording on the same track, click the Pause button again.*
- *When you have finished recording, click the Stop button*
- *You will now see a wav form, listen to it and note if there are sections that need to be taken out. Highlight an unwanted section and click on delete, note there is an undo in the edit menu of you get it wrong! Also delete the unrecorded space at the beginning and end of the sound. Make sure that the finished sound file is not more*

than 9.9 seconds, that is all that Second Life can deal with.

- *Upload one sound to Second Life and try it in a poster to see if it is loud enough. If it is not you may need to amplify it. I usually test before making all of the sound files so that I can add the amplification process during the making, it is a pain to go back and add it later.*
- *I usually amplify the sound by about 5 Db so that it is loud enough once in Second Life. To do that highlight the whole track, select Effects / Amplify/ accept the recommended amplification. You will see the wav increase.*

https://www.youtube.com/watch?v=FsDsS1_seEY

NB You can only upload sounds up to 9.5 seconds long to Second LifeR.

2.1.2.v. Magnetic poetry boards

Experienced users created magnetic poetry boards with simple building tools in both the 2016 and the 2017 sessions. This board is a useful matching task teaching vocabulary. Language learners click the word and then the corresponding picture with which to match the terms. The card with the word (and script) only moves to the correct preset.

[Insert Figure 11: *A Magnetic poetry board, matching pictures with words to practise Vocabulary on* 'Fruit'*(Photo Helena Galani)]*

During this session, the teachers compiled a more advanced game called 'Giving Your Opinion game'. All components were ready for users to build the simple parts and put the scripts, sounds and notecards in. Experienced users were involved in making a maze with all the resources prepared ready for them.

2.1.2.vi. Games parks & skybox parks

Visits to Barbara McQueen's, Shelwyn Corrigan's, Helena Galani's and Christel Schneider's skyboxes with games provided the teachers with an array of ideas to brainstorm on how to use texture, image, sound, script and 3D Mesh for their skills-based, literature, functions, grammar or phonological classes.

As apparent in the session recordings, a plethora of language games covered a wide variety of pedagogical aims in order to facilitate learning in a playful and spontaneous manner. During this visit to Shelwyn Corrigan's game parks in Learn It Town, the trainees saw grammar, intonation and speaking practice games.

[Insert Figure 12: *Shelwyn Corrigan's phonology game placed on a skybox in Learn It Town, based on the song "Tom's dinner". The game exposes learners to individual sounds for phonetics practice of words in the song. Learners' avatars walk on the boxes to listen to the words and match them with the correct sound category (/ɪ/, ɪ:/, /'ɛɪ/, /ɛ/. (Photo Helena Galani)*

[Insert Figure 13*: Language board games in Helena Galani's holodeck.*
(on the left) A multi-board game for Speaking, leading to essay-writing, with notecard-giving script to provide learners with the necessary phrases and argumentation around the topic of 'Television: pros & cons' (on the right) The 'Excuses' game focuses on functions and Speaking skills. To play the 'Excuses' game, learners choose a situation from the colourful circles to act out. By clicking the colourful cylinders, they listen to useful expressions in order to apologise and make excuses. By clicking on the two semi-circles in the centre, they get note cards with instructions.]

[Insert Figure 14: *A self-explanatory screenshot of 'Excuses' with instructions on how to build it. Technically speaking, the board game contains image, sound files, notecard and a Notecard giver script, floating text & sound play scripts.*

[Insert Figure 15: *A floor board game to revise and do fluency work on 'Hobson's choice' and 'Brick Lane' on the European Baccalaureate course leading to formal language examinations. This is in a board game for literature, writing, skills-integration, idiomatic expressions in Helena Galani's holodeck, and contains card-giver script and dice.*]

Recordings of Week 2 sessions can be found in Appendix 5.3.

2.1.3. Week 3 Building interactive objects: Treasure hunts, mazes and 3D Mesh objects

http://evovillage.pbworks.com/w/page/103327707/Week%203
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

Hazel Workman, Randall Sadler, Heike Philp (2016), Shelwyn Corrigan, Kip Boahn, Randall Sadler (2017) showed the teachers how treasure hunts, scavenger hunts, mazes and 3D Mesh objects can be built and how they can be useful in any virtual language class.

For treasure hunts a series of clues hiding in the environment lead the teams of the teachers to a treasure. For this to be achieved, the players teleported to different destinations so as to solve each riddle in turn, in order to stay ahead of the other participants.
A scavenger hunt, on the other hand, is a search for a list of scattered, hidden items in any order which is convenient.
The team which located all the objects in the shortest time was awarded a prize. In the context of Village 2016, along with the fun of the game, the participants were especially attentive to the language that the activities generated.

[Insert Figure 16: *'The Trojan rabbit' by Hazel Workman; on uploading 3D Mesh objects (Photo Helena Galani)]*

2.1.3.i. How to upload Mesh objects to Second Life

Starting with a bunny, explaining LOD, physics and climaxing with the Trojan Rabbit, Hazel Workman demonstrated how to upload mesh models. The team discussed the file format of 3D objects and the method by which Second Life imports them. Objects can be created, purchased or found in extensive libraries - and there are many different programs that will convert them for use in Second Life to suit your computer capabilities.

Importing mesh objects is a valuable skill for creators in Second Life because many objects can be downloaded from sites such as the 3d Warehouse which is filled with millions of 3D objects created with the free sketch-up software by Google.

With Hazel's instructions, participants learnt that it is important to adjust the parameters so as to downsize the 'prim count', which is a figure limiting the number of items on an island in Second Life. LindenLab also requires a person who wants to import these mesh objects to be certified.

1. Click on Build - Upload Mesh Object

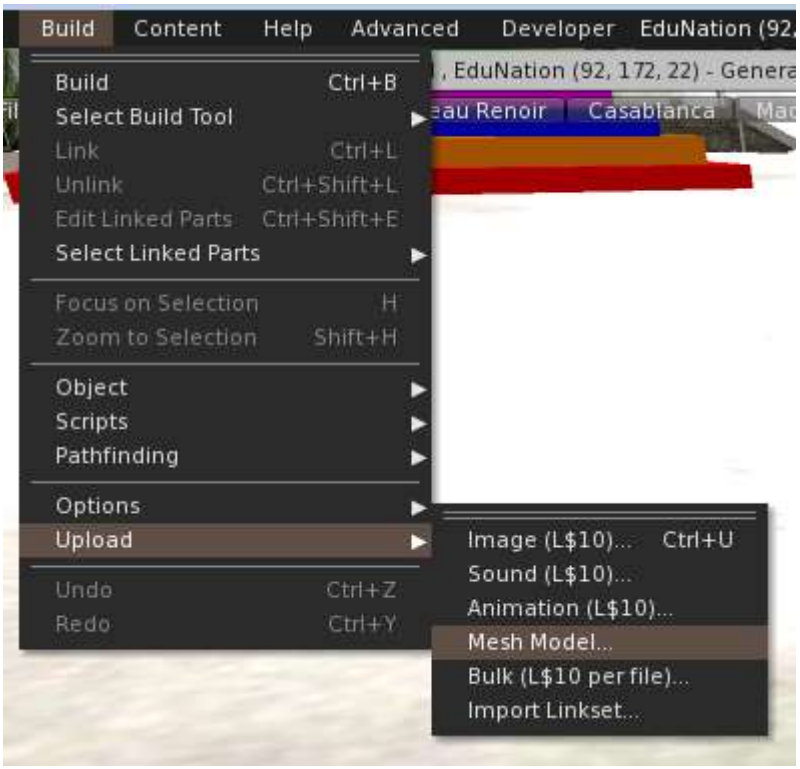
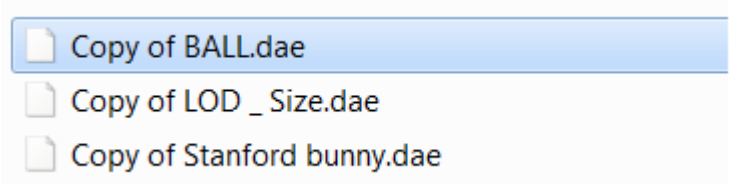


Figure 17: To upload Mesh models, click on Build - Upload Mesh Object

2. Upload *.dae files



Repositories of Collada *.dae files are:

Google 3D warehouse https://3dwarehouse.sketchup.com/?hl=de

Google 3D warehouse https://3dwarehouse.sketchup.com/?hl=de

Free 3D modellers

https://www.sketchup.com/products/sketchup-make
http://pixologic.com/sculptris/
https://www.blender.org/
http://www.daz3d.com/
https://www.microsoft.com/en-gb/store/apps/3d-builder/9wzdncrfj3t6
http://www.123dapp.com/design

The session also focused on getting approved/ certified for mesh object imports at Second Life by providing billing information.
https://community.secondlife.com/t5/English-Knowledge-Base/Uploading-a-mesh-model/ta-p/974185#Section_.1

Click on: 'Find out now' in the NOTE: You don't have rights to upload mesh models. Find out how to get certified.

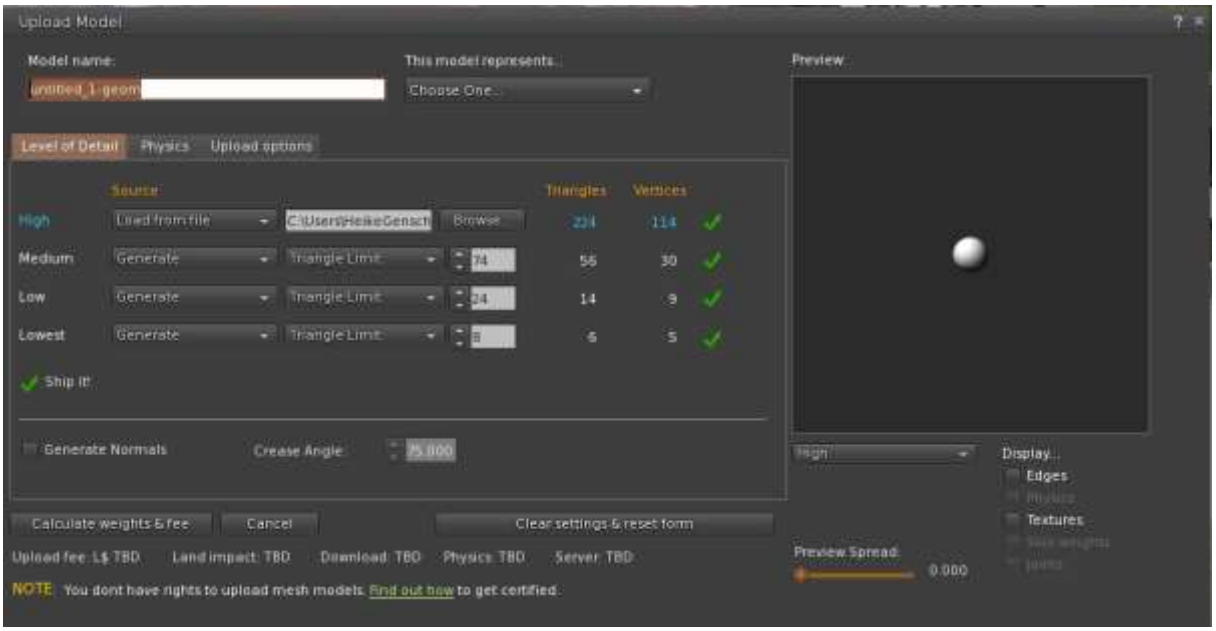


Figure 18: *Settings for uploading mesh models*

Answer the 10 questions of the IP Intellectual Property tutorial.

Next: Proceed with mesh upload and click on calculate weights & fees and after agreeing to pay 11$ I can now upload the mesh object. You can use ALT and the scroll button to zoom into the object in the properties window so as to see edges etc.

2.1.3.ii. 'Make the city or the woods your playground' by Shelwyn Corrigan

In the 2017 session, Shelwyn Corrigan demonstrated how you can 'make the city or the woods your playground' through a treasure hunt, mazes, a ladder in LearnItTown, for vocabulary, phonology and speaking lessons.

In 2016, the teachers together with moderators Barbara McQueen, Hazel Workman and Dennis Newson explored game varieties, how to maximize how much use you get out of every game, and also guided brainstorming on how the various environments in an alternative virtual world lend themselves to highly immersive, task-based language learning games.

[Insert Figure 19: *From Barbara McQueen's presentation about experiencing 2D and 3D versions of a single game (Photo Helena Galani)]*

[Insert Figure 20: *Barbara McQueen's Prize giver atop the pyramid which can be used for multiple games to encourage learners (Photo Helena Galani)]*

By teleporting to their sims, the trainers also led the team to experience virtual world games as their students would via a multiple step deserted island game.

The Objectives of these sessions were to:

- Learn how to house multiple games in an unobtrusive, low prim game presenter.
- Analyze 2D and 3D versions of a single game.
- Re-conceptualize existing games to allow them to be used for multiple purposes.
- Add reward givers to any game.
- Reflect on videos discussing gamification theory and showing students who play games in-world.
- Explore Hypergrid on Edutopia, an Open Sim world that has been created for synchronous and asynchronous language learning through game-based tasks.
- Build trainee teachers' confidence in brainstorming how different virtual settings can be utilised for class use .
- Experience an immersive game as students would through a set of tasks built around the idea of being shipwrecked on a deserted island.

- Review the range of language learning game types and their advantages and disadvantages in terms of ease of creation and how immersive the games can be.

Further recommended videos (2016) were made available for the participants to watch in order to create their own patterns of thought related with their classes.

Gamification of learning by Barbara McQueen https://youtu.be/lB1W8oHS-W4
Game design by Jeff Kuhn https://www.youtube.com/watch?v=XbUi2XLVNAo
Using game design to improve the classroom by Paul Andersen
https://www.youtube.com/watch?v=XGE6osTXym8
New Creativity by Gabe Zichermann
https://www.youtube.com/watch?v=ZZvRw71Slew
Extra Credits team https://youtu.be/MuDLw1zIc94

Edutopia 1--General, by Barbara McQueenl: https://youtu.be/3MYjo7DNqRo
Edutopia 2-- Airport and Space Platforms: https://youtu.be/0yAtfCILHKA
Edutopia 3--The Coastal Castle: https://youtu.be/RNamoEVwax4
Edutopia 4--The Ghost Castle: https://youtu.be/3qJKE2hjUyM
Edutopia was created by Barbara McQueen, with 16 regions full of interactive games and tasks for immersive language learning. It is a work in progress that currently has about 400 hours of teaching material developed by **Barbara McQueen** and **An Nowak.**

A Review of the range of McQueen's language learning game types, in terms of ease of creation and levels of immersion, can be found in this document from Week 4, 1- 7 Feb 2016 and in Appendix iv. Her learning game types are categorised in terms of ease of creation and how immersive the tasks can be.

[Insert Figure 21: *Samples of snapshots from McQueen's regions on Edutopia, Kitely in Open Sim where students can take part in simulations such as the library, the theatre, at the supermarket or at a Medieval castle.(Photo Helena Galani)]*

[Insert Figure 22: *A snapshot from the visit to McQueen's outer space, an Immersive Speaking and Vocabulary simulation in which students can get inspired for surreal conversations (Photo Helena Galani)]*

2.1.3.iii. Scavenger hunt by Randall Sadler

Scavenger hunts, which some may know as quests, treasure hunts or rallies involve searching, usually in teams, for widely scattered, hidden objects. Clues are normally provided. The team to locate all objects in the shortest time is usually awarded a prize, which satisfies the completionist's expectations!

For this session, the participants took part in a group competition scavenger hunt to places on EduNation you have not even thought they existed, after getting instructions from this board:

[Insert Figure 23: *A board game with numbers in form of round circles. When the player clicks on any of the numbers notecards are provided with tasks. The tasks are described below (Photo Helena Galani)]*

Participants were grouped up to three people and were sent to various places on both islands of EduNation I and III. The tasks included finding objects, taking photos and solving riddles. They also involved talking about art, writing down the comments, putting on dress and equipment, collecting treasures, finding artifacts and communicating with peers. The activities were set and the teams were encouraged to compete with the winning team being the one to complete all tasks first. The scavenger hunt took approx 1-1,5h and every team started with a different task, so we did not know how 'fast' other teams were but we met them on the way every now and again.

The following is a description of the tasks, which do not make much sense until one arrives at the location described.

EduNation I, Task 1

Space Station

You must explore the EduNation Space Station.
Go to the holodeck at the center of the EduNation I sandbox and have ONE of your team should click on it. Click on "Scenes" and "other" and then use the arrows to find "Space Station." Once the teleporter rezzes, use it to go up to the Station. While there, grab yourself a drink from the Replicator and explore the station.

You must then write down on your Google Doc the exact location of the Station. Also, take a photo of your group in the station and include it in your Google Doc.
After you are done, use the teleporter to go back down to the sandbox. Type the word "clear" to derez the scene (don't want it too easy for the next group!!!)
P.S. Have a free Penguin!!!

After finishing this task, make your way to the EduNation I Art Galleries. These are located just across a bridge from the Sandbox. Look for your next task there!
If this is your sixth task, you have completed the scavenger hunt and you can return to the

EduNation I sandbox for our discussion!!!

EduNation I Task 2

Art gallery

This task asks you to learn more about the life and work of Mary Guggenheim. Look around the Gallery and learn about this remarkable artist. Your group must choose one of the paintings on display and do several things:

1. Take a group photo with the work to include in your Google Doc.

2. Discuss why your group chose that work. Write your rationale in the Doc. Also, try to include a brief description of the work, focusing on the colors and shapes depicted.

Once you have completed this task, make your way to the main teleport center on EduNation III (NOT EduNation I) and look for a poster there for the Underwater Research Pod (URP). Use the poster to teleport there for your next task.

If this is your sixth task, you have completed the scavenger hunt and you can return to the EduNation I sandbox for our discussion!!!

EduNation III, Task 3

Diving

Welcome to the URP!!! The Underwater Research Pod is designed to let you explore the joys, wonders, and dangers of life under the EduNation Sea.

You'll find Free Scuba Gear here in the URP chamber. Grab a set of gear and try it on!!! (please don't leave your dive bags out after you get dressed). You can then open the hatch, climb down the URP ladder, and brave the deep!!!

Beware the "somewhat" giant squid and find the pirate treasure in the cave of doom! Carefully count up your treasure, and on your Google Doc indicate how many of these precious items you see:

1. Treasure Chests

2. Priceless Goblets

3. Swords to protect your treasure with.

Once you have completed this task (and pocketed a few gold coins), make your way to the Central Lagoon on EduNation III. Find the water transport dock located on the East end of the water. Your next task will be there.

Arrrrrrrrr

If this is your sixth task, you have completed the scavenger hunt and you can return to the EduNation I sandbox for our discussion!!!

EduNation III, Task 4

Water sports

There are a number of types of water vehicles you can use to explore the islands.
Rez one of the Newport Sailboats (or two if needed) and explore the lagoon. As you explore, talk to your shipmates and find out the answer to these questions:

1. *What are their hobbies?*
2. *What is their favorite movie?*

Put the answers to these questions for each person in your Google Doc.
After you finish, bring your ship to shore and hop off. Use the landmark below to get to your next location. Look for the clue at the base of one of the trees in the forest where you arrive.
If this is your sixth task, you have completed the scavenger hunt and you can return to the EduNation I sandbox for our discussion!!!

EduNation III, Task 5

Château Renoir

You are currently in a Alpine valley located over 2,700 meters above EduNation III. The interior and exterior of the Chateau has hidden holodecks that can provide seating, presentation space, a Dance Club, and a sculpture exhibit (as you see now).
Find sculptures in the indoor and/or outdoor galleries that include a description. Just left-click a sculpture to check. You must find at least 3 sculptures from different cultures with descriptions and add their descriptions to your Google Doc.
Each of you should also try to take a photo of your favorite sculpture to include in the Doc.
Your next task will take you into deep space. To get there, look for a teleport sphere hidden in a hollow log near the Chateau.

If this is your sixth task, you have completed the scavenger hunt and you can return to the EduNation I sandbox for our discussion!!!

EduNation I Task 6

Solar System

Welcome to our Solar System. We are far above EduNation I and if you step away from the sun (hot!!!) the solar system should come into view.
You'll also find here a UFO. Feel free to take a ride, and a mysterious black monolith (DON'T CLICK THAT YET!!!). One of the planets you can see has a message for the people of earth. Find the message and paste it into your Google Doc to complete this task.
Once done, click on the Monolith to go to your next task.
If this is your sixth task, you have completed the scavenger hunt and you can return to the EduNation I sandbox for our discussion!!!

Landmarks

Underwater Research Pod (URP)

http://maps.secondlife.com/secondlife/EduNation%20III/16/28/6

Water Transportation

http://maps.secondlife.com/secondlife/EduNation%20III/16/28/6

Jupiter Gallery

http://maps.secondlife.com/secondlife/EduNation%20III/16/28/6

Terra Gallery Edu I

http://maps.secondlife.com/secondlife/EduNation%20III/16/28/6

Results of Treasure Hunts in 2016

The following Google docs show the results of each of the teams. The names have been removed due to privacy reasons. The recording of the treasure hunt by Randall Sadler during this week provides an essential source of information explaining the process of creating and using such a task (Appendix 5.3).

Group 1

https://docs.google.com/document/d/1byE3T8kh2mscwt8CmTutwDh8IE1bHGwChnNzJrWMMtg/edit#

Group 2

https://docs.google.com/document/d/1icUJwmtj_7RjcFXz-0joQZ1OAokQ6vDQYBY41p6kmmE/edit

Group 3

https://docs.google.com/document/d/1jtsW0O_5f2w65qfGWAAAry8TAjmp27fIDDDwW-dArVQ/edit

Group 4

https://docs.google.com/document/d/1-9vZ7ttoBEMsPH5A4tjEiTN8MG9h-xLVL34vAZzZPIA/edit

Group 5

https://docs.google.com/document/d/1gviII7IzNDvwvhXqrTXovjBo9w6BW_HtNcnCrqC39RE/edit

2.1.4. Week 4 Advanced building and scripting

This session started with Graham Stanley's webinar 29 January, 7pm UK, 3pm MonteVideo, 10am SLT time. The recording of Graham's presentation on “What can language teachers learn from computer games” is available in Appendix 5.3.

During this intensive building workshop the team looked at how to adjust object settings for permissions and physics, texturing and importing 3D objects into Second Life.

2.1.4.1. Building a script by Nick Zwart

Nick Zwart demonstrated how to build a script from scratch using any of the following tools:
http://www.3greeneggs.com/autoscript/
http://www.outworldz.com/scriptastic
http://www.conwylie.co.uk/ScriptGenerator
http://inworks.ucdenver.edu/jkb/fs2lsl/release/FS2LSL.html (a fantastic 'Scratch' style editor for LSL scripting)

Nick's pdf document with explanations about channels and script generators is a useful guide (Appendix 5.2). Nick does not recommend the use of Scratch for Second Life because it tends to generate too many lines of codes which are very difficult to edit (400+ lines of code versus 6 lines using above mentioned editors).

2.1.4.2. Creating a HUD by Randall Sadler

A Heads-Up Display is a useful inworld tool which initiates language in a language class or serves as storage space of material in the Inventory. In the machinima recording for Week 4 (Appendix 5.3), Dr Randall Sadler explains how to create a HUD and gives examples of language based tasks with HUDs.

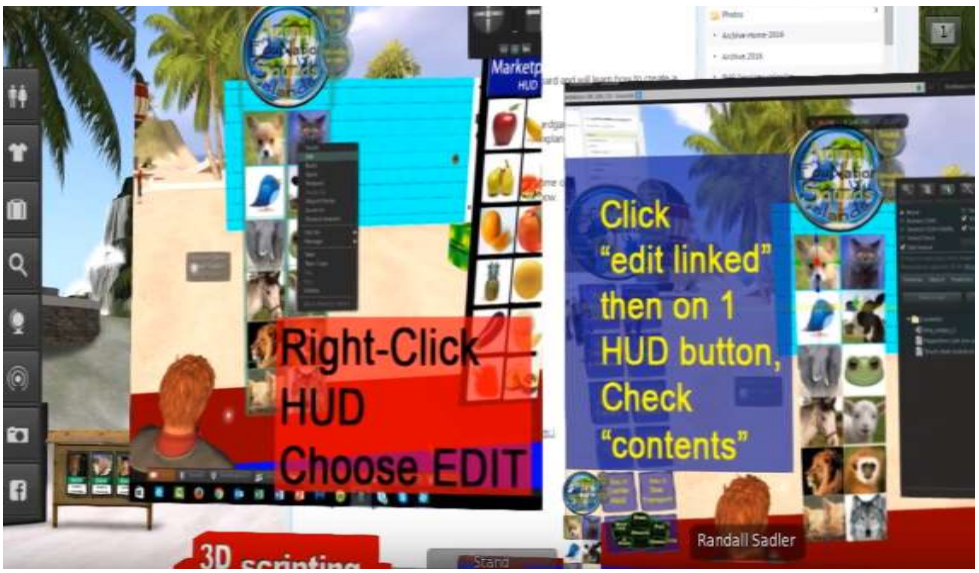


Figure 24: *Randall Sadler demonstrating how to create a HUD (Photo Helena Galani)*

2.1.5. Week 5: Language Learning Activities, interactive Games, immersive Scenarios

by Helena Galani and Dr. Doris Molero, (Edith Paillat, 2016)

The first session provides an introduction to the concept of gamification, interactive scenarios, role plays and global simulations for language learning and practice.
Dr Doris Molero highlights the following concepts and tasks based on bibliography.

2.1.5.i. Definition of gamification

Gamification is the process of incorporating game elements into “conventional” learning activities in order to increase engagement and motivation. This is accomplished through elements such as point systems, leaderboards, badges, or other elements related to games. For example, an online discussion forum for a Physics course might be gamified via a badge system: students might be awarded a “Ptolemy” badge after they have made 10 postings, a “Galileo” badge after 20 postings, “Kepler” after 30, “Einstein” after 40, and so on. Students can see the online badges that their peers have earned.

2.1.5.ii. Definition of Game-based learning

Game-based learning, in contrast, is the process of designing learning activities so that game characteristics and game principles inhere within the learning activities themselves. For example, in an Economics course, students might compete in a virtual stock-trading competition; in a Political Science course, students might role-play as they engage in mock negotiations involving a labour dispute.

In short, gamification applies game elements or a game framework to existing learning activities; game-based learning designs learning activities that are intrinsically game-like. Gamification and game-based learning both promote engagement and sustained motivation in learning, but they do not necessarily result in improved learning outcomes.

Look at this page and select the best definition:
http://edulearning2.blogspot.com.ar/2012/10/survey-which-definition-of-gamification.html

2.1.5.iii. Gamifying Task-Based Learning

Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBLL especially popular for developing target

language fluency and student confidence.

Dr Molero guided the participants to check this presentation on Task based learning and its main principles, including a possible lesson plan showing the main characteristics of the approach http://www.slideshare.net/tortadericota/tbl-1 (Published on Sep 29, 2013; a Powerpoint presentation on Task based learning and its main principles by tortadericota, Argentina)

2.1.5.iv. Gamifying Problem-Based Learning

Problem-based learning (PBL) is a method of learning and teaching which allows students to focus on how and what they will learn. An unfamiliar problem, situation or task is presented to the students (by the lecturer or tutor) and students are required to determine for themselves how they will go about solving the problem. This usually occurs through small group work and allows students to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem.

PBL is a student-centred approach to learning that encourages students to be self-directed, interdependent and independent as they attempt to solve the set problem.

The Handbook of Enquiry and Problem-based Learning Irish Case Studies and International Perspectives is a freely available online book of readings which covers all aspects of PBL.

2.1.5.v. Gamifying Project-based Learning

Project-based learning is a teaching approach that engages students in sustained, collaborative real-world investigations. Projects are organized around a driving question, and students participate in a variety of tasks that seek to meaningfully address this question. Project Based Learning for English Language Learners http://www.elltoolbox.com/pbl.html

Project Overview
http://www.bie.org/object/document/project_design_overview_and_student_learning_guide
A collection of tools to use PBL http://www.educatorstechnology.com/2017/01/project-based-learning-teachers-guide.html
PBL in world language class: tips, strategies, & tools https://calicospanish.com/project-

based-learning-in-the-world-language-classroom/

2.1.5.vi. Resources

The following references provide ground information on how to gamify existing activities. Also the following link (English) by Dr Doris Molero contains articles on gamification, TBL and PBL in the field of language learning.

Gamification for ELTeachers: https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2013/11/19/gamification-for-el-teachers
Wikipedia Video Games Terms
Gamification: Using Game Elements in Serious Contexts

2.1.5.vii. Global simulations for language practice (Edith Paillat)

Edith Paillat (Cybère) provides an introduction and brainstorming on the topic "To gamify or not to Gamify?" and on Global simulations for language practice.
For a Theoretical framework on Curriculum Integration, see: Cuvillier, Magnin, (1997), Levine, (2008)
Principles and source in French: CASNAV)
TP to Cybere's Platform and rez Paris 2 (#16)

Gamifying (Task-based, Project-based & Problem-based) learning, Global simulations for language practice: (Edith Paillat aka Cybère) http://bit.ly/2DMjNfV

[Insert Figure 25: *Virtually Native from Edith Paillat]*

2.1.5.viii. Interactive & Immersive scenarios for ELT by Helena Galani

Helena Galani (ErlinaAzure in SL) presented the educational processes involved in Immersive scenarios in Virtual Worlds accompanied by Task sheets, a Teacher Organiser, holodeck scenes, activities and immersive interactive games. Immersive scenarios simulating reality enhances learners' experience of situations in the real world where the target language is spoken. The participants were guided through her holodeck scenes built around locations such as "The olive grove", "Santa's house", "countryside cottage", "Virtual Thermopylae", "cafe & restaurant avenue", "at the bus stop", "Hobson's Victorian town". The scenarios are used for General English purposes, for ESP, EAP, Literature, History, CLIL, skills integration. Recordings can be found in Appendix 5.3 and on the wiki space for

Week 5 http://evovillage.pbworks.com/w/page/103294141/Week%205

Focusing on conversation game types, Galani pointed out that immersive scenarios benefit from a goal-centred approach which goes beyond scalability that may be restricted by numbers, the technology per se, or pre-determined factors focusing on job-training. For interactivity and flexibility, emphasis shifts from Learning by doing to Learning by living through in a Virtual simulation. (Educational Processes: GoogleDoc, Week 5, 2016)
Immersive scenarios provide expansion of physical - sensory powers and variation based on site, task and roles (learner levels of linguistic & technological knowledge). With the aid of machinima, they give opportunities for remediation based on individual performance. They offer real-time feedback and do not require any extra training time (simultaneous and graded focus on both language and technological competences). They facilitate constant updates to the curriculum, reducing costs of large scale educational plays or films for personalised exploration and with no limit to the user's moves.

Teacher Task sheets and a teacher Organiser were provided around the Processes involved towards designing and building holodeck simulations that serve teaching/learning aims. The Spreadsheet provided contains samples of Galani's holodeck simulations based around 'Scenes', 'Description', 'lesson topics' and lesson machinima url. The suggested Organiser (Sheet 3) includes information around the Subject of the simulation, the course stage at which it can be used, the Teaching aims, the level of the learners, tasks, objective(s), level of formality practised, teacher and learner roles, props/material required, game restrictions, and expected learner outcome.
The participants were teleported to Helena's Platform where they explored holodeck scenes.

Language learning activities, interactive games, immersive scenarios in VWs -
Slides with References and links (2017)
This presentation focused on ways in which teaching in Virtual Worlds provides Comprehensible Input for Stress management (Gaggioli et al.) and post traumatic stress (Gerardi et al), for successfully handling panic attacks (Botella et al), and offering opportunities for experiential learning (Sadler). As a form of game-play which releases stress, this combination of gestures supports verbal memory (Macedonia, 2011) and there is better recall and memorisation when using virtual gestures according to the Embodied Cognition Theory (in Barsalou, 2008), as enriched virtual worlds are indispensable for processing, consolidation and acquisition.

- Samples of Holodeck scenes (for General English, ESP, EAP, Literature, History, CLIL, skills integration)

[Insert Figure 26: *Helena's Games park 'Glossopoeia' in her holodeck where language learners can play vocabulary board games (e.g. on Travel), grammar games (Modal Verbs), decision-making strategy games (speaking skills) (Photo by Helena Galani)]*

[Insert Figure 27: *"At Santa's" students role play conversations with Santa, discuss social issues and interact with the objects; at "Hobson's": a sim for Literature role-plays (Photo by Helena Galani)]*

[Insert Figure 28: *"The olive grove": An immersive & interactive sim for Business English, Vocabulary practice & Speaking skills around country life and agriculture. (Photo by Helena Galani)]*

[Insert Figure 29: *On Virtual Thermopylae (Helena Galani's holodeck sim) An example of how to incorporate the techniques learnt for role plays, speaking, reading and local history (CLIL) (Photo by Helena Galani)]*

2.1.5.ix. Role Play Games (RPGs) and Emoting in SL

(Dr Doris Molero aka Pionia Destiny)

Material used on slides about Role-Play Games and Emoting in SL was presented by Dr Molero. Doris explained the usefulness of setting Scenarios and Writing Stories for Role-playing and Emoting in virtual Worlds.

People use avatars to socially interact in immersive settings for fun, work, or learning, most people like to play games. One of the most popular real games in Second Life is Roleplaying. More than a game, roleplaying is a great opportunity to meet other people, belong to a community and learn about different cultures and walks of life. Ralya (2009) points out that Roleplaying affords the chance to meet and interact with all sorts of people in an environment that is much less judgmental than everyday life can sometimes be. He goes on on to say "I've gamed with people in their 60s, and with kids as young as 10 or 12; with handicapped, disabled, and able-bodied gamers; with socially awkward and socially adept people; with skinny people and fat people; with lawyers, doctors, writers, professors, and folks from any other profession you can think of. And we tend to get along just fine, and have fun gaming together — regardless of how different we are as people." Roleplaying can be a great tool to learn a language in an immersive experience. In virtual worlds like Second Life, avatars from all over the world get together to create stories, make friends and have fun.

[Insert Figure 30: ***Role-playing and Emoting for Language learning in Virtual worlds: Setting Scenarios and Writing Stories.*** *from* ***Doris Molero]***

- Text chat vs Voice - Emoting in SL and Role Play Etiquette
- Short Practice + Role Playing at a Medieval Sim
- Find more information on this on SLExperiments Wiki
- Pio's Roleplaying Blog

[Insert Figure 31: *From Doris Molero's (aka Pionia Destiny) simulation called presentation on 'Emoting' and Role-plays (Photo Helena Galani)]*

- Exploring Sims (the Meta-Body Project, 'The New Detective' adventure game, Bryn Oh's "Hand") https://www.youtube.com/watch?v=ztH2C7DfFyg&feature=youtu.be
- Extra material by Christel Schneider "Visiting Sheriwood Forest": https://www.youtube.com/watch?v=YpbG_9PJYcE&feature=youtu.be
- Extra material by Carol Rainbow "Story-telling game" https://www.youtube.com/watch?v=UuzTmb5Knt0&feature=youtu.be

2.2 Samples of Productions

In the final 'Show and Tell" session, the participants presented their own creations (ie. maze game scenarios using a holodeck scene, scavenger hunts, emoting scenario/starting point, Global simulation ideas).
Here are some samples of the participants' products of which they explained the rules before playing.

[Insert Figure 32: *Edajot's maze: Weather Adjectives for Vocabulary practice (Photo Helena Galani)]*

[Insert Figure 33: *A participant presenting her multi-player, fun vocabulary game on Animals "Race to the Finish" (Photo Helena Galani)]*

[Insert Figure 34: *Nick Zwart's 3DLES games in Second Life:*
i. Question Tower for Speaking skills, on an 'elevator' for every correct answer and ii. the Bad Word Detector: focus on vocabulary practice (Photo Helena Galani)]

[Insert Figure 35: *A participant's London Game in Second Life:*
focus on Speaking skills about sights in London (this is the one that fell apart upon trial as mentioned in the introduction) (Photo Helena Galani)]

[Insert Figure 36: *Duncan's Tic-tac toe: a knowledge game providing stimulus on Speaking for fluency (Photo Helena Galani)]*

[Insert Figure 37: *Gwen's Storytelling objects to focus on narrative language and speaking for fluency (Photo Helena Galani)]*

[Insert Figure 38: *Edajot's interactive games: Minimal pairs for Phonological practice on Vocabulary; Word Rummikub for players to create long words and score points to win. (Photo Helena Galani)]*

[Insert Figure 39: *Trainer Helena Galani (SL ErlinaAzure) presenting her vocabulary & speaking immersive game on "Jobs, Schedules & Payment". This game contains image files in shapes, together with audio files and sound player script. It is an intensive listening exercise which requires listening for detail before matching the right pyramid with the job. (Photo Helena Galani)]*

2.3. Survey Results EVO ViLLAGE 2017

Based on feedback the teachers gave through survey interviews to Christel Schneider (Letty Pienaar in Second Life), lessons in Virtual Worlds can be creative, fun, cooperative, immersive and guided in classroom. With careful preparation to prevent anticipated problems, virtual classes can promote accelerated learning stimulated by the feel-good factor.

The following Survey results have been reported by Christel Schneider:

"This survey is part of the research on the EVO ViLLAGE 2017 sessions. The EVO sessions focused on applying games in virtual teaching, utilising ideas from f2f (face to face) use and transferring them to virtual language learning. The aim was to create new games in virtual worlds using the affordances these immersive environments offer.

The purpose of the questionnaire was to gather some information about participating teachers and teacher trainers and their interest in using games in 3D virtual environments.

1. What is your gender? /2. What is your age group?

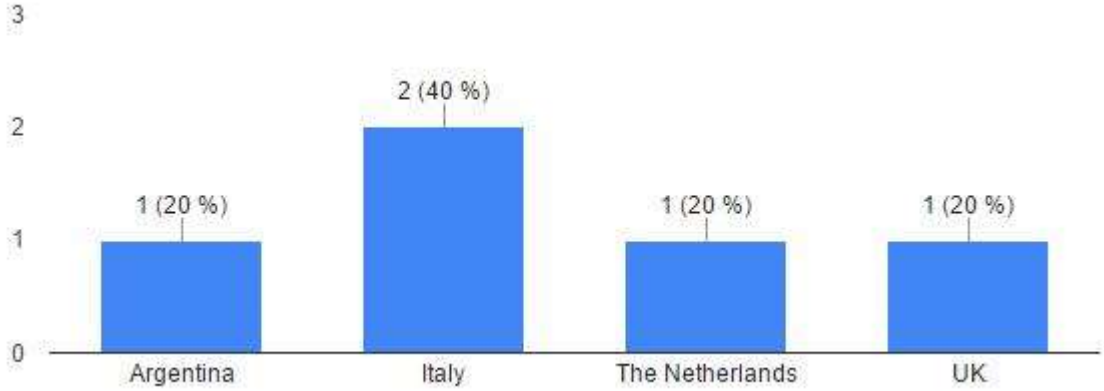
Five female participants were actively involved in the EVO Training sessions and each of them created some games. Their age group ranged between 51 and 60+. Four of the attendees were teachers, one participant was a language learner.

3. Which institution do you come from?

60% of the respondents came from Higher Education and 40% from Secondary Schools.

4. Which country are you based in?

The respondents were based in Argentina (1), Italy (2), the Netherlands (1) and the UK (1).



5. How did you learn about EVO ViLLAGE?

The majority 2 (40%) learned about the EVO sessions through the internet, 1 (20%) heard about it at a teacher training course, 1 (20%) through previous involvement and via email and 1 (20%) person through personal recommendation.

6. How long have you been involved in 3D virtual worlds?

For two of the respondents it was the first time that they had been involved in 3D virtual worlds. One teacher has been working in virtual years for six years, two others for eight years.

7. Have you been teaching in virtual worlds?

3 (60%) have not taught in virtual worlds, 1 (20%) had experience in teaching in-world and 1 (20%) is not a teacher and has never taught.

8. Which language(s) do you teach?

The languages taught were English (80%) and one teacher taught English and Spanish. One participant was not a teacher.

9. What do you expect from this course?

- *Learn from others how to design good language games*
- *Fun, interaction with other SL-ers, more knowledge*
- *I expect to learn about the potential of virtual worlds in teaching*
- *I would like to learn more about virtual worlds*
- *It was a challenge for me and it inspired me to learn more about script. I learned a lot and expect more to do for my teachers in SL*

10. Do you feel supported in your activities?

3 (60%) of the respondents felt fully supported. 2 (40%) responded that everything was fine.

11. What do you feel is missing in this course?

- ***(****More participants*
- *We could perhaps have the chance to get to know each other better – some tasks to do in pairs or groups for example*
- *Cannot say – the course is not over yet. Maybe some theory about gamification? Best practices? This may have been provided for in the next weeks.*
- *Maybe more indications for absolute beginners like me. I mean general indications about what a virtual world is, what virtual worlds are there (among those that are of any interest for teachers), where to look for information about SL... "Second Life for Dummies" kind of thing.*
- *I wish we got class notes so I could read it again. The information was overwhelming sometimes.*

12. What have you learnt so far?

- ***(****how to design a game with audio*
- *Loads about making objects, adding sounds etc.*
- *A lot. How to move/speak in Second Life (SL). How to build a gameboard with scripts. Building and editing virtual objects in general. Socializing in SL.*
- *Tons of things! I knew absolutely nothing*
- *Making games, playing the game. Begin of scripting. Uploading voice recording. Working together in the treasure game.*

13. How will you use the games you or others have created in future?

- *I will use it with my students.. create posters that speak.*
- *As examples for other teachers and teacher trainees*

- *I am reflecting about that. Too early to say.*
- *I will not use them. My students cannot use their cell phones at school, let alone virtual worlds... But machinimas have a great potential (if I understood the meaning of the word correctly) as alternatives to ordinary instructional videos.*
- *I'll use the games in class. They are very useful. It's also a pleasant way of learning.*

14. Would you recommend this course?

Everyone was happy to recommend the EVO experience.

Additional feedback was given via two interviews: https://youtu.be/nrBKHbP4tHA https://youtu.be/Sr5mhOq99rM

"The 2017 EVO session is going to be a turning point in my professional career, I can already see that. Gamification is growing more and more important in my teaching" (Lucia).

Christel Schneider aka Letty Pienaar

19 February 2017"

3. Immersive methodology in 'Edmondo' I edition 2016 and 2017

Initiated by Letizia Cinganotto & Andrea Benassi, Researchers, INDIRE, a second and third reiteration of the EVO session took place twice in Edmondo, an OpenSim region.

With their previous extensive experience in the use of Virtual Worlds for language teaching, the trainers Barbara McQueen (2016); Ann Nowak, Carol Rainbow, Shelwyn Corrigan, Doris Molero (2016 - 2017) and Helena Galani; (2017) provided their know-how and guidance on how to best use the inworld tools and facilities to promote language practice in use and CLIL instruction.

The participants were primary and secondary school teachers in Italy, some of them English teachers, but also mathematics and STEM (Science, Technology, Engineering, and Mathematics) teachers, many of whom did CLIL lessons in English.
These teachers were experienced and skilled and had already undergone a building workshop prior to the course and were primarily interest in building games. There was considerably larger numbers (up to 20 per course) and they received a certificate for completion. Activities included pre-course surveys, moodle activities, a learning journal and others.
The creativity of these teachers was outstanding, not only in pedagogical value but also in beautiful graphic design.

Since the set-up of the course was similar in nature starting with working with images, adding sound and scripts, scavenger hunts and mazes and role-play in the end, there is no need of repeating the curriculum again.

Also, because of privacy issues, the names of the participants, their learning journals or similar data may not be published in this setting.

Instead, the following pages will simply show images of the final productions. Unfortunately, the explanations of the games and their rules are on recordings we cannot publish either.

Summary video - 2016 version
https://youtu.be/V7SUG4KXFts

3.1. Initial survey

As Cinganotto, Benassi and Philp state (2016), *an initial survey was delivered in 2016 to try to better understand the needs and the skills of the teachers. They are mainly upper-secondary school teachers, with a high percentage of lower secondary school teachers as well, as the picture below shows:*

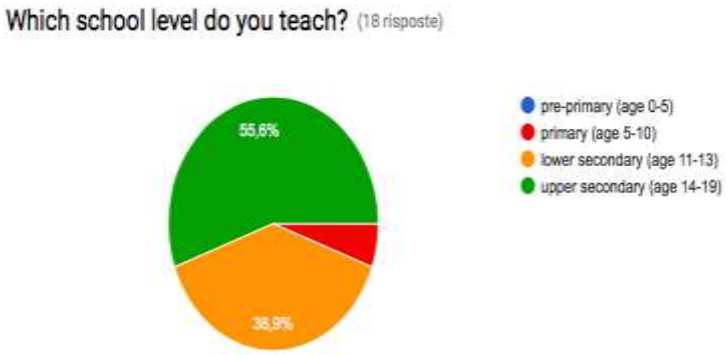


Figure 40. *School level of the teachers*

Interestingly, half of them are experienced in immersive teaching, half are not, as shown below.

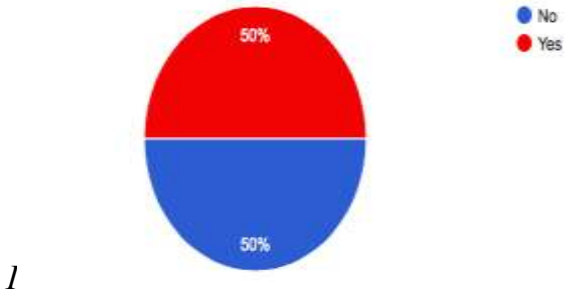


Figure 41. *Experiences in immersive teaching*

The following quotations are the most significant answers to the question from the survey:

> *"What do you think about immersive English teaching?"*
> *"It is really realistic"*
> *"I've been experiencing immersive world since 2007 and I learnt very much because immersive environments enrich creativity, they are a great way to guide people to solve problems and they give opportunities to improve their own competences"*
> *"I think this is a good method for me understanding English language"*

“Students' embodiment”
“It's really motivating and involving and can give students the chance to exploit innovative learning environments”
“The benefits consist in the chance to perform role plays in virtual world which are very similar to real life”.
“Unlike traditional learning technologies, Immersive Education is designed to engage students in the same way that today's best video games grab and keep the attention of players. This is a way near their world”
“More creativity, enthusiasm and complicity with students in my opinion the immersive teaching develops the 5 senses”
“Involvement, immersive environment and high student motivation”
“I think this is a good method”
“It's innovative method”.

3.2. Samples of Productions

These are samples of images of language and CLIL games from the gallery of the creative games produced by the participants on this course.

Explanations on how these language games work are, unfortunately, no longer available but we still wanted to show the participants' productions, for the sake of variety and ingenuity.

[Insert Figure 42: *Monica's game on the use of conditionals to talk about ailments and symptoms, with a random sentences conditional sphere rotating in front of the instructions board; Further practice is provided with a separate sphere and board on the right. (Photo Helena Galani)]*

[Insert Figure 43: *Storytelling: 'Cinderella'; watch the youtube story by clicking on the board, click on the 4 numbered squares to get the gapped texts; listen to fill in the gaps (Photo Helena Galani)]*

[Insert Figure 44: *Move around the board using your dice. Use the word you land on to make sentences/a story; a board game (Photo Helena Galani)]*

[Insert Figure 45: *Find their job described in the box to move around in the board; a board game using dice (Photo Helena Galani)]*

[Insert Figure 46: *A board for CLIL based on "Excuses" (ViLLAGE). When you click on the tubes on top of the board, the exercises can be heard (sound files in mp3 format and scripts to play those when clicking are required)*
Clicking on Questions and Answers in the middle of the board produces a notecard each (notecard giver script is required). Board on the floor produces sound when you step on them (step on script). (Photo Helena Galani)]

[Insert Figure 47: *Monica's Question words game; 1) There are 6 steps to climb, each step has got a different colour and a sign with a question word; 2) Climb the first step and touch the sign - you will read a question beginning with the wh word written on the sign; 3) Answer the question: if your answer is correct, you can climb the following step, otherwise you must wait the next turn and answer another question (when you touch the sign, the questions are generated randomly); 4) When you get to the the last step, touch the Congratulation board and get your reward badge!. By clicking each step learners are awarded an online badge. (Photo Helena Galani)]*

[Insert Figure 48: *Language game produced by participating teachers on 'Giving directions and locating places' (Photo Helena Galani)]*

[Insert Figure 49: *Delicious Italian food interactive board with opinion board before; agreeing, being neutral, disagreeing, allowing the players to stand on top of a square and then being invited to talk about their opinion. (Photo Helena Galani)]*

[Insert Figure 50: *Turntables or spinners; when clicking on the circles or polygons, the pointer spins around until it stops at a random location. The chosen field is the trigger for games. (Photo Helena Galani)]*

[Insert Figure 51: *Story cubes, work with a dice script to display a random image which serves as trigger for conversations/ stories etc. (Photo Helena Galani)]*

[Insert Figure 52: *A collection of games combining cubes, scavenger hunts and rotation, sound with image files. (Photo Helena Galani)]*

[Insert Figure 53: *Elisabetta's 'Small talk'. Clicking on the numbers produces classical music. Students guess the composers. (Photo Helena Galani)]*

[Insert Figure 54: *The Fruit game (Photo Helena Galani)]*

[Insert Figure 55: *Storytelling based on a popular tale (Photo Helena Galani)]*

[Insert Figure 56: *The History of London. A great interactive board with hover scripts above the dates and notecards when clicking on the boxes. (Photo Helena Galani)]*

[Insert Figure 57: *Pollock Action Painting; CLIL (Photo Helena Galani)]*

[Insert Figure 58: *CLIL (Maths); carry out the tasks to build your Menger Sponge (Photo Helena Galani)]*

[Insert Figure 59: *Antonietta's game: Vocabulary on Measuring Instruments, Mass, and Units of Measurement; click on the images on the floor to get a notecard describing types of Balance before answering the questions on the boards (Photo Helena Galani)]*

[Insert Figure 60.i.: *Click on Monica's board with the YouTube url to listen to the song; click on the "Who Knew" rotating sphere to get the lyrics with gapped text. Click on the numbered red squares on the ground to listen to extracts that help you fill in the gaps. Finally, click on the English flag square to direct to the url page for further grammar practice on the Past Simple (Photo Helena Galani)]*

[Insert Figure 60.ii.: *An Englishman in New York audio game; along the same lines as above (Photo Helena Galani)]*

[Insert Figure 61: *A life size 3D maze created by teacher Annie (Photo Helena Galani)]*

[Insert Figure 62: *Antonella's interactive song; by clicking on the singer's picture, learners are directed to his Wikipedia page. The rotating cube gives learners the gapped text with lyrics to fill in. By clicking on the numbered boxes on the ground, they listen to extracts of the song. (Photo Helena Galani)]*

[Insert Figure 63: *A treasure hunt (Photo Helena Galani)]*

4. Conclusion

Creating is one of the most difficult cognitive skills as per Bloom's Taxonomy and this truly was the case for many of the some 50 educators who joined EVO ViLLAGE and the English ViLLAGE methodology courses as participants. Replicating games which are played in the 'real world' is a simple entry into this great skill set, but only a starter.

The sessions clearly showed that building and scripting skills can be mastered by educators and that Second Life and OpenSim provide a fantastic environment to do so. Second Life is

a user generated world and millions have been able to produce virtual objects and sometimes the very start is replicating real-life objects digitally.
The production by the teachers excelled in sheer number, variety, interactivity, use case and teachers were able to create their specific games which can be integrated into the curricula of a school setting.
There is very steep if not unsurmountable learning curve for those who do not have any experience in virtual worlds to successfully complete such a course in 5 weeks and it is advisable to get familiar with virtual worlds prior to joining a building games session.
Yet, the main question remains: What makes a game a game and can fun activities such as quizzes and role-playing activities be called games in virtual worlds? Do competition, time restrictions and awards add to the playfulness of activities? What is game design and how does one create a flow? How pedagogically sound are such games in the learning process of acquiring a language?
Another very important factor which remains to be studied is: how did the learners respond to the games which the teachers created? Did they revisit the games or play them only once? Did they get bored or engaged? Can the teachers show their students how to adapt the games, similar to the many modes of video games such as Minecraft? Does language learning or language use take place?
Perhaps the GUINEVERE project will provide some of the answers.

[Insert Figure 64: *The 2016 EVO ViLLAGE Certificate of Completion on EdMondo (Photo by Heike Philp)]*

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5. APPENDICES

5.1. APPENDIX: Technical Terms Glossary

Avatar: digital representation of a player, 'Resident' in a Virtual World
Build: create, make objects out of prims in a Virtual World
Copy: object permission that controls if you can make copies, modify, move or transfer objects.
Destination: in-world locations and Resident creations of simulations of cities, places
EFL immersive teaching: It is a way of teaching English in a virtual world where teachers and students are represented by an avatar.
Holodeck: storing system in which to save different forms of content such as entire virtual environments
HUD: Heads-up Display; a 2D control panel for an object that appears only on the screen of the avatar 'wearing' it
Hypergrid: an extension to Opensim that allows you to link your opensim to other opensims on the internet
In-world: in the environment of the virtual world
Inventory: the collection of the items you own or have access to in the virtual world
Island: a virtual region
Item: Asset types in the inventory, such as clothes, landmarks or objects
Lag: slow response time when in-world; *client lag* is caused by processing power limitations of the PC; *network lag* caused by communications latency and limitations; *server lag* caused by processing limitations of the simulator software
Land: an area of the virtual world;
LOD Level of Detail; a factor by which an object will change in mesh detail depending on its distance from the camera. The higher this LOD Factor setting, the longer it takes for the object or scene to realise, which causes fewer Frames per Second (FPS) and therefore, 'lag'.
Machinima: movies made in graphical 3D environments
Mesh models created in third party application (e.g. Blender), exported to COLLADA format and then uploaded to the virtual world
Landmark: a shortcut to a place stored in the Inventory
Parcel: the smallest division of land
Prim: primitive; a 3D cube, sphere, or cone
Region: two or more parcels together; 256m x 256m (65,536 m²) area
Resident: a user and participant in a virtual world
Rezz realise; to create or to make an object appear - *rezzing time*

Sandbox: meeting space permitting practice, creativity and rezzing, depending on privacy settings
Skybox: a virtual box which gives the impression of being in the air high above the land where material can be placed
STEM: Science, Technology, Engineering, and Mathematics
Teleport: a way of changing location in-world
Texture: image to put on the faces of a prim or object to change its appearance
Webhead: (informal) a skillful person who uses the Internet a lot

5.2. APPENDIX: Figures

Figure 1: *"Create a building block and resize it. Build -> Create -> Stretch." "Add texture In the build properties -> Texture tab -> Click on texture -> search for your image. Select 'Full Bright'" (Photo: Helena Galani)*

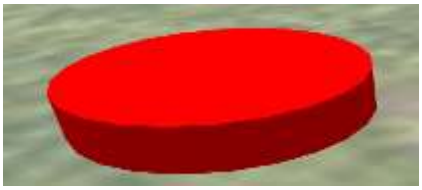


Figure 2: *A bouncing game-piece in Second Life (Photo Helena Galani)*

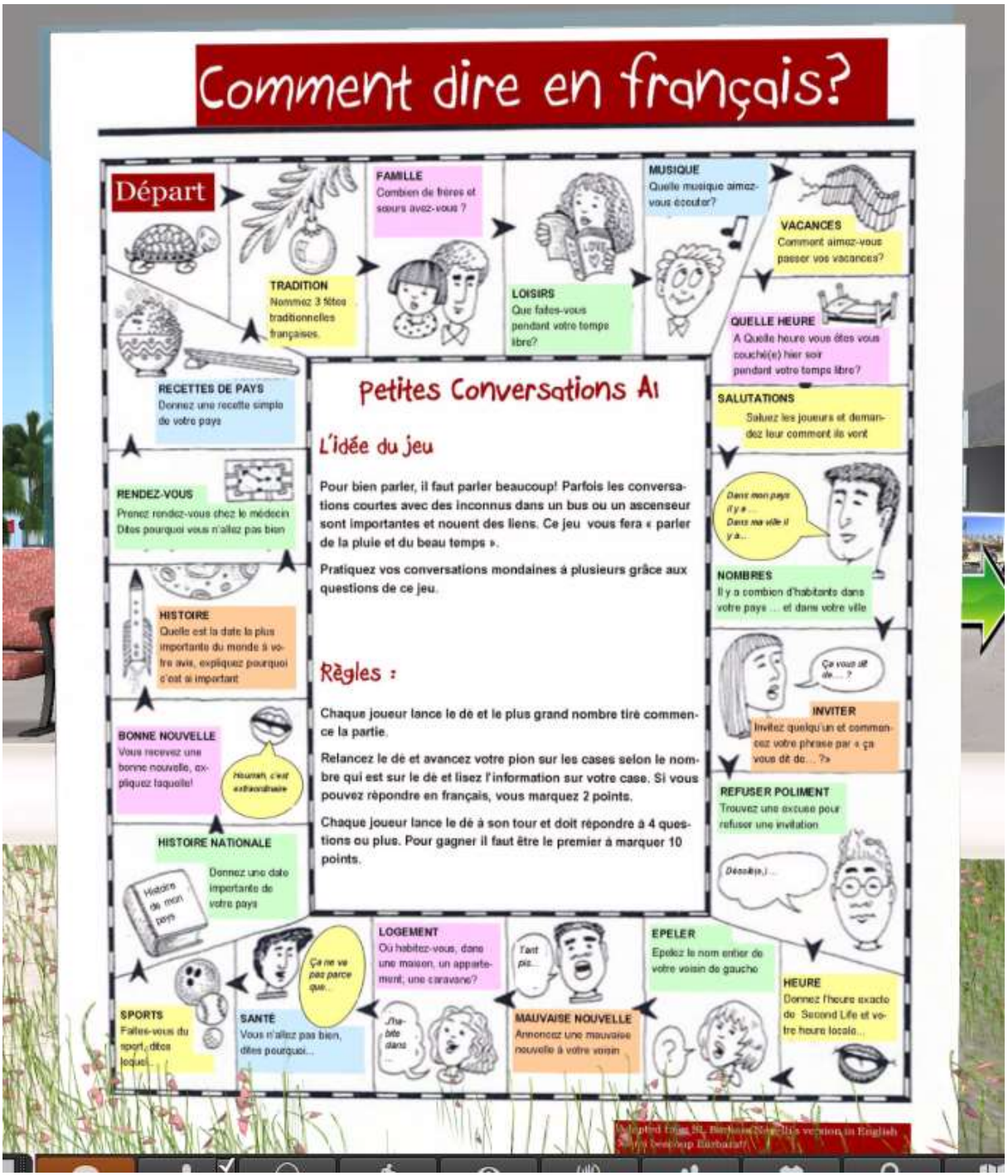


Figure 4: Cyber Placebo's (Edith Paillat) multi-player Speaking game in French. Learners throw the dice to move their avatar or game piece onto the square and talk about the topic they land on on issues such as holidays, history, tradition or sports.

Figure 5: *Annie Mazzocco's (Maya Thorn) multi-player board game for Vocabulary practice around Christmas; the learner throws the dice, moves their avatar/game piece to the numbered box and answers the question in the box where they have landed.*

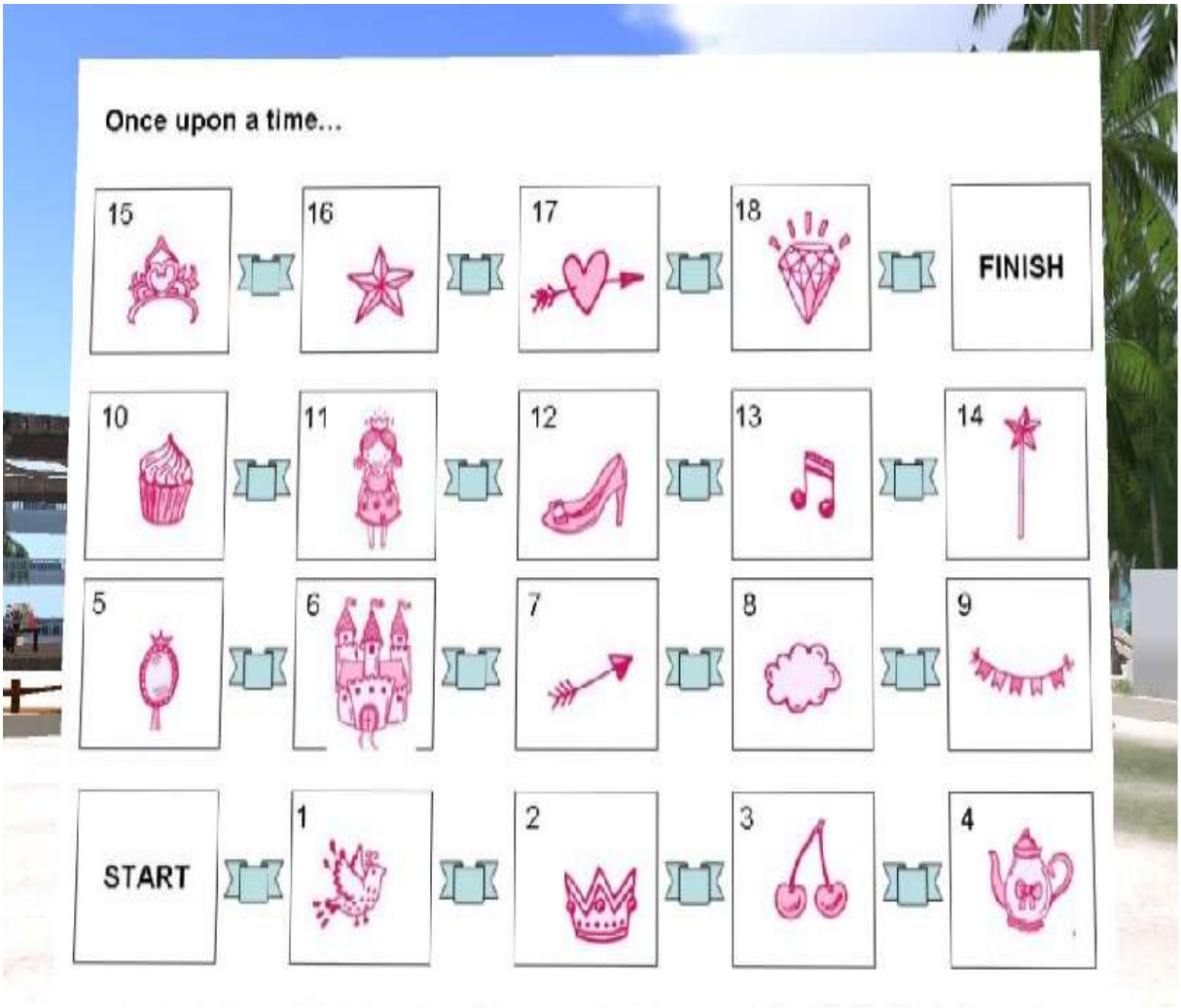


Figure 6: *A speaking game on Narrative by Heike Philp. The objective of the game is to build a story based on the pictures the game pieces land on. This game focuses on fluency skills and storytelling.*

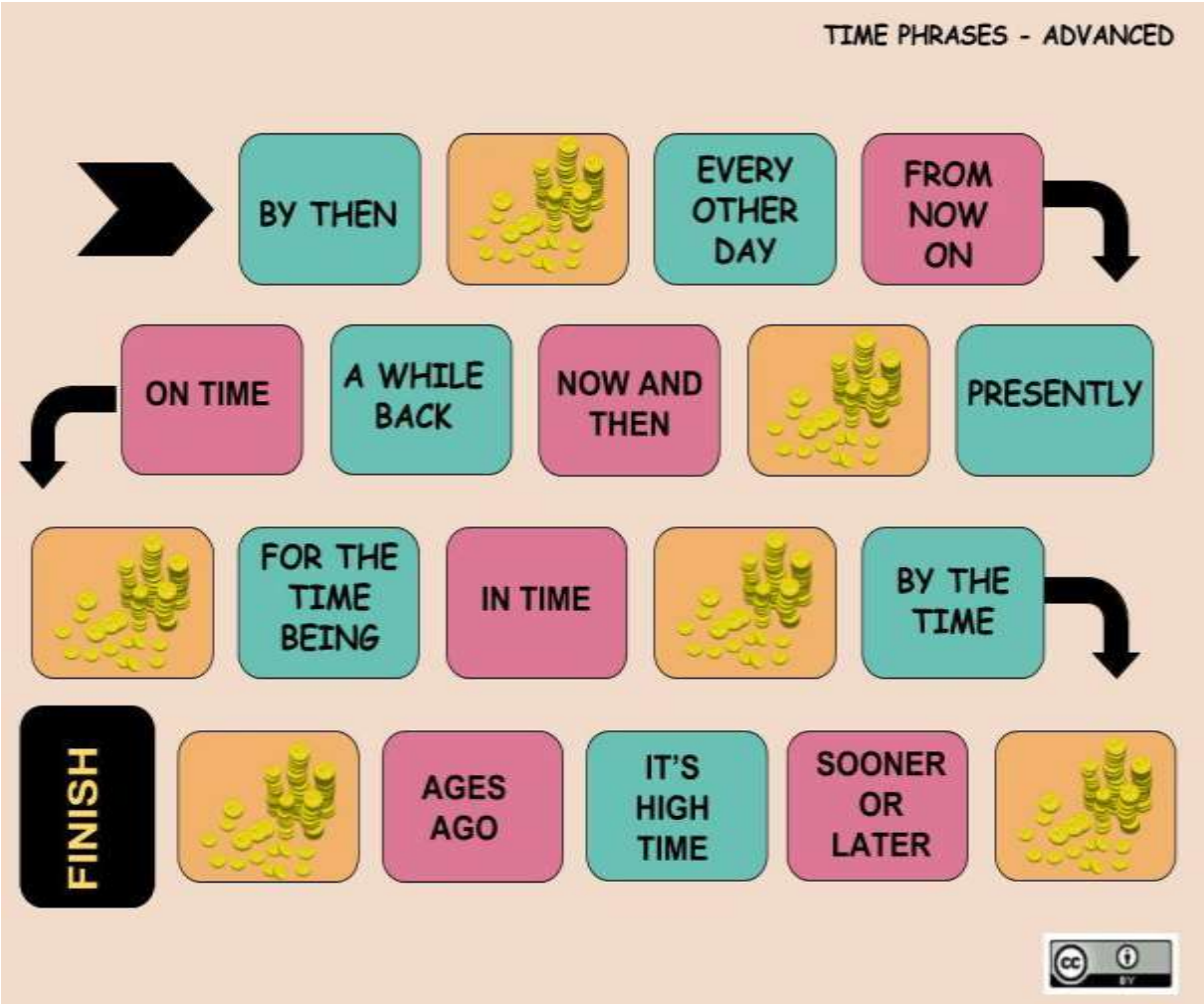


Figure 7: Lucia Bertolotti's Game Board: the students must create a sentence with the phrase they land on. Points go with colour: pink phrases (easier) are worth 1 point. Blue/green phrases (more difficult) are worth 3 points. The squares with the coins hide time idioms and are worth 5 points. The idioms are hidden in messages/scripts. Included idioms: *"once in a blue moon*", "*give a rough time*", "*be caught in a time warp*", "*it's sack tim*e!", "*Get with the times*!"

Figure 8: A *snapshot from the session on 'Inserting sound files and sound play script' into objects (Photo Helena Galani)*

Figure 9: *Walk-through spheres in colour for phonology practice. The scripts were made available to copy and use from the contents of the box on the right of the picture. (Photo Helena Galani)*

Figure 10: *Carol Rainbow with her avatar (Carol Roux) in action, showing how to build, copy and put sound into objects in order to present vocabulary in a memorable way.(Photo Helena Galani)*

Figure 11: *A Magnetic poetry board, matching pictures with words to practise Vocabulary on 'Fruit' (Photo Helena Galani)*

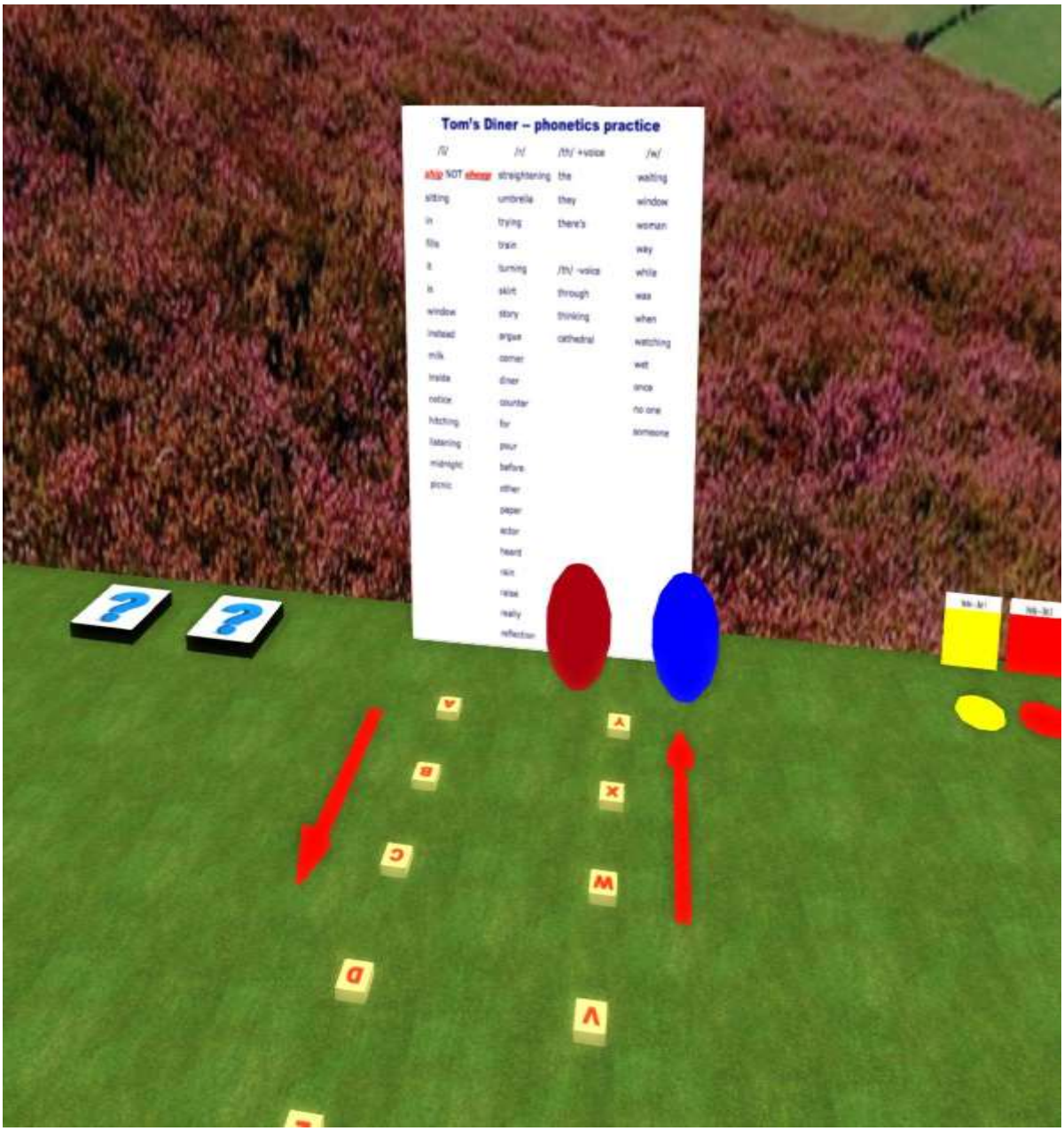


Figure 12: *Shelwyn Corrigan's phonology game placed on a skybox in Learn It Town, based on the song "Tom's dinner". The game exposes learners to individual sounds for phonetics practice of words in the song. Learners' avatars walk on the boxes to listen to the words and match them with the correct sound category (/ɪ/, ɪ:/, /'ɛɪ/, /ɛ/. (Photo Helena Galani)]*

Figure 13: *Language board games in Helena Galani's holodeck.*
(on the left) A multi-board game for Speaking, leading to essay-writing, with notecard-giving script to provide learners with the necessary phrases and argumentation around the topic of 'Television: pros & cons'

(on the right) The 'Excuses' game focuses on functions and Speaking skills. To play the 'Excuses' game, learners choose a situation from the colourful circles to act out. By clicking the colourful cylinders, they listen to useful expressions in order to apologise and make excuses. By clicking on the two semi-circles in the centre, they get note cards with instructions.

Figure 14: *A self-explanatory screenshot of 'Excuses' with instructions on how to build it. Technically speaking, the board game contains image, sound files, notecard and a Notecard giver script, floating text & sound play scripts. (Photo Helena Galani)*

Figure 15: *A floor board game to revise and do fluency work on 'Hobson's choice' and 'Brick Lane' on the European Baccalaureate course leading to formal language examinations. This is in a board game*

for literature, writing, skills-integration, idiomatic expressions in Helena Galani's holodeck, and contains card-giver script and dice. (Photo Helena Galani)

Figure 16: *'The Trojan rabbit' by Hazel Workman; on uploading 3D Mesh objects (Photo Helena Galani)*

Figure 17-19 are screenshots of the interface of Second Life as part of the step-by-step instructions on how to insert Mesh objects. See above in the main text body.

***Figure 19**: From Barbara McQueen's presentation about experiencing 2D and 3D versions of a single game (Photo Helena Galani)*

Figure 20: *Barbara McQueen's Prize giver atop the pyramid which can be used for multiple games to encourage learners (Photo Helena Galani)*

Figure 21: *Samples of snapshots from McQueen's regions on Edutopia, Kitely in Open Sim where students can take part in simulations such as the library, the theatre, at the supermarket or at a Medieval castle.(Photo Helena Galani)*

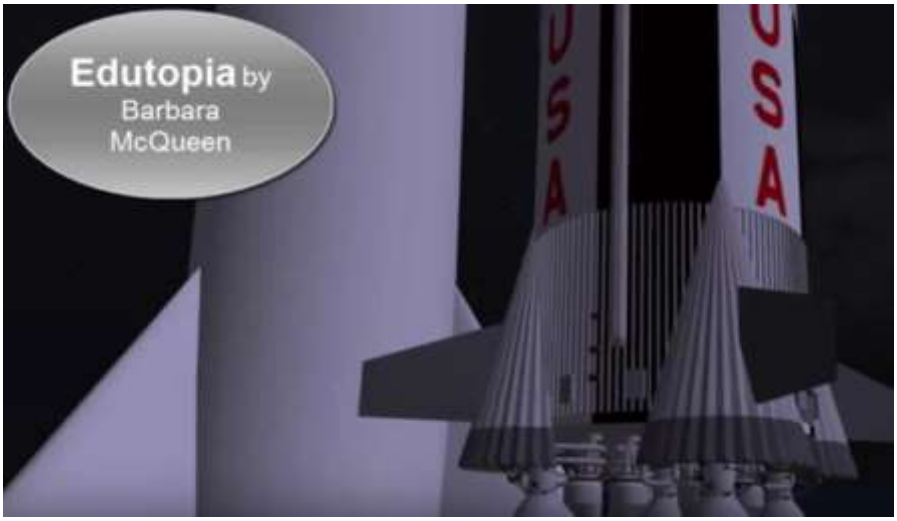


Figure 22: *A snapshot from the visit to McQueen's outer space, an Immersive Speaking and Vocabulary simulation in which students can get inspired for surreal conversations (Photo Helena Galani)*

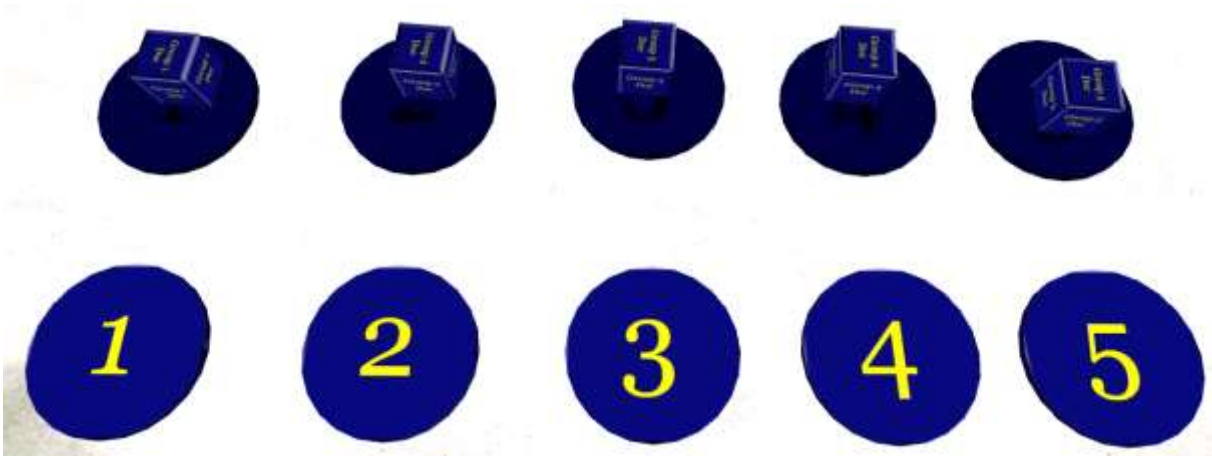


Figure 23: *A board game with numbers in form of round circles. When the player clicks on any of the numbers notecards are provided with tasks. (Photo Helena Galani)*

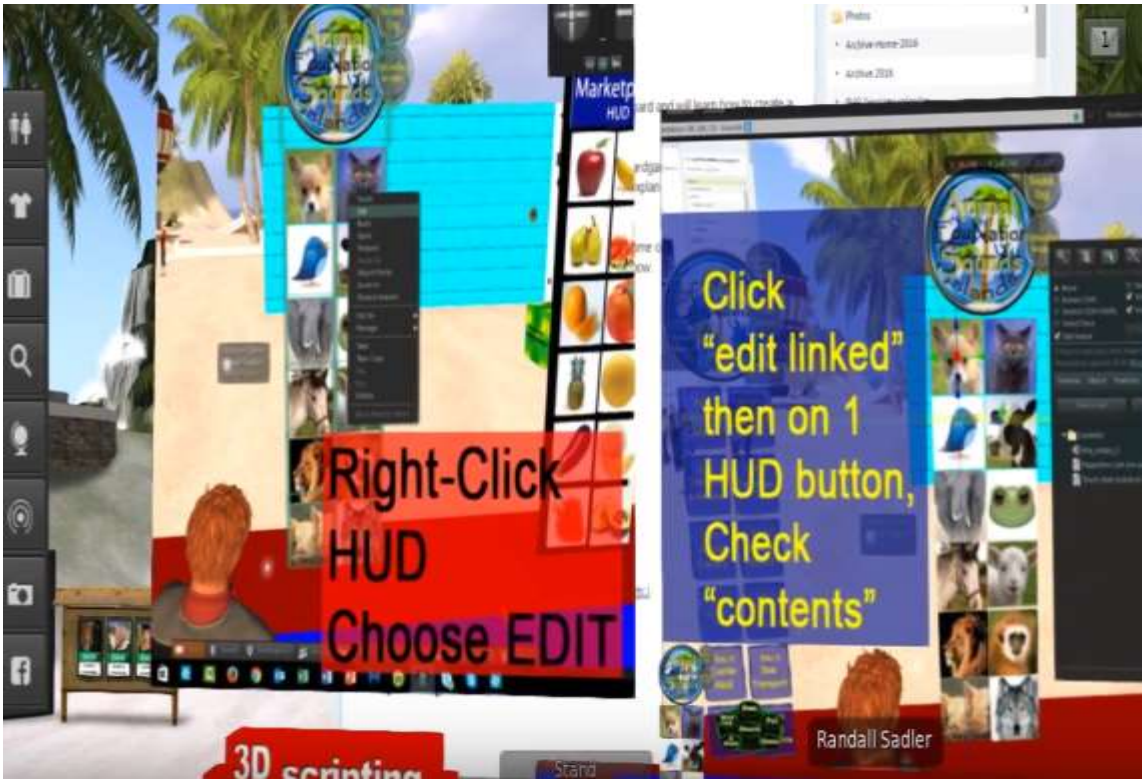


Figure 24: *Randall Sadler demonstrating how to create a HUD (Photo Helena Galani)*

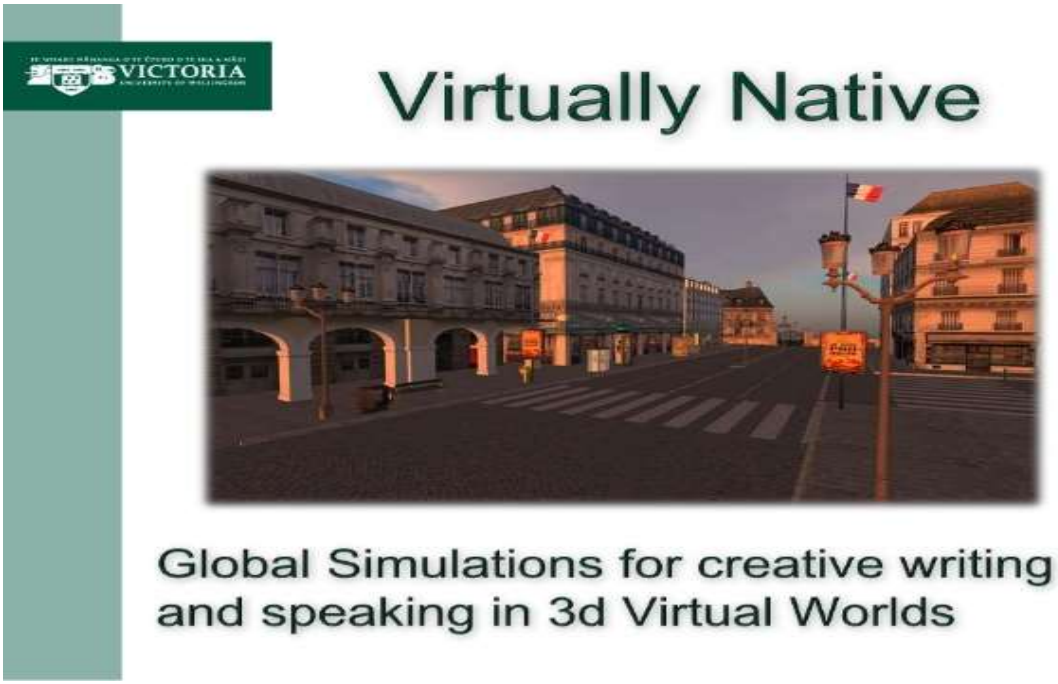


Figure 25: *Virtually Native from Edith Paillat*

•

Figure 26: *Helena's Games park 'Glossopoeia' in her holodeck where language learners can play vocabulary board games (e.g. on Travel), grammar games (Modal Verbs), decision-making strategy games (speaking skills) (Photo by Helena Galani)*

Figure 27: *"At Santa's" students role play conversations with Santa, discuss social issues and interact with the objects; at "Hobson's": a sim for Literature role-plays (Photo by Helena Galani)*

Figure 28: *"The olive grove": An immersive & interactive sim for Business English, Vocabulary practice & Speaking skills around country life and agriculture. (Photo by Helena Galani)*

Figure 29: *On Virtual Thermopylae (Helena Galani's holodeck sim) An example of how to incorporate the techniques learnt for role plays, speaking, reading and local history (CLIL) (Photo by Helena Galani)*

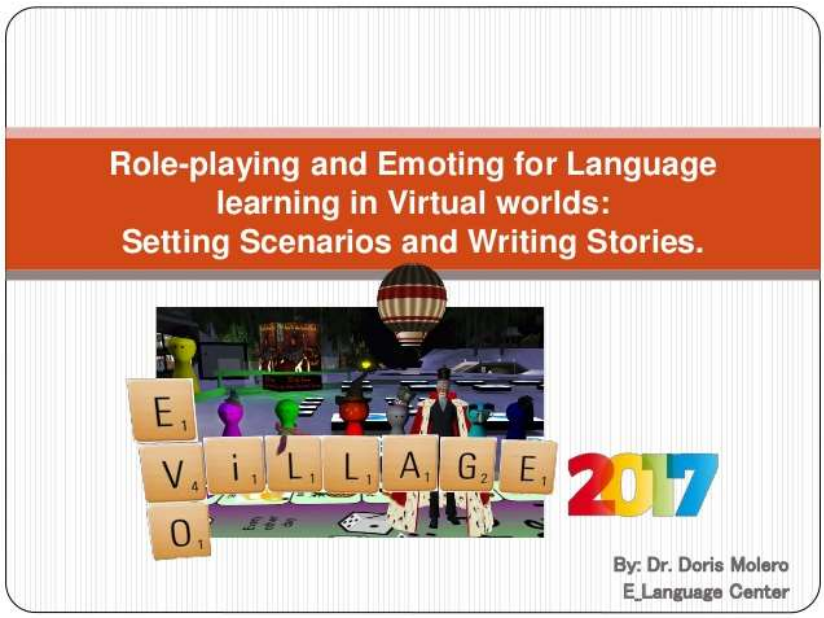


Figure 30: ***Role-playing and Emoting for Language learning in Virtual worlds: Setting Scenarios and Writing Stories.*** *from* ***Doris Molero***

Figure 31: *From Doris Molero's (aka Pionia Destiny) simulation called presentation on 'Emoting' and Role-plays (Photo Helena Galani)*

Figure 32: *Edajot's maze: Weather Adjectives for Vocabulary practice (Photo Helena Galani)*

Figure 33: *A participant presenting her multi-player, fun vocabulary game on Animals "Race to the Finish" (Photo Helena Galani)*

Figure 34: *Nick Zwart's 3DLES games in Second Life:*
i. Question Tower for Speaking skills, on an 'elevator' for every correct answer and ii. the Bad Word Detector: focus on vocabulary practice (Photo Helena Galani)

Figure 35: *A participant's London Game in Second Life:*
focus on Speaking skills about sights in London (this is the one that fell apart upon trial as mentioned in the introduction) (Photo Helena Galani)

Figure 36: *Duncan's Tic-tac toe: a knowledge game providing stimulus on Speaking for fluency (Photo Helena Galani)*

Figure 37: *Gwen's Storytelling objects to focus on narrative language and speaking for fluency (Photo Helena Galani)*

Figure 38: *Edajot's interactive games: Minimal pairs for Phonological practice on Vocabulary; Word Rummikub for players to create long words and score points to win. (Photo Helena Galani)*

Figure 39: *Trainer Helena Galani (SL ErlinaAzure) presenting her vocabulary & speaking immersive game on "Jobs, Schedules & Payment". This game contains image files in shapes, together with audio files and sound player script. It is an intensive listening exercise which requires listening for detail before matching the right pyramid with the job. (Photo Helena Galani)*

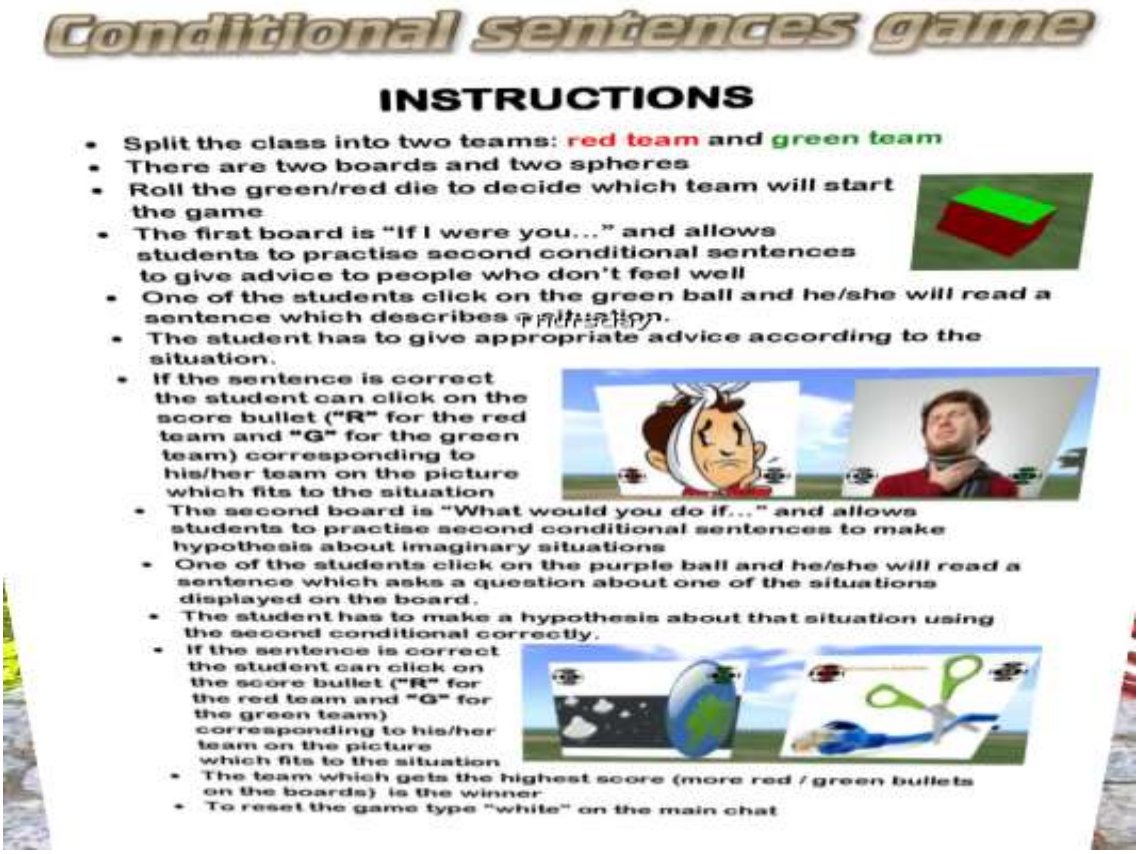


Figure 42: *Monica's game on the use of conditionals to talk about ailments and symptoms, with a random sentences conditional sphere rotating in front of the instructions board; Further practice is provided with a separate sphere and board on the right. (Photo Helena Galani)*

Figure 43: *Storytelling: 'Cinderella'; watch the youtube story by clicking on the board, click on the 4 numbered squares to get the gapped texts; listen to fill in the gaps (Photo Helena Galani)*

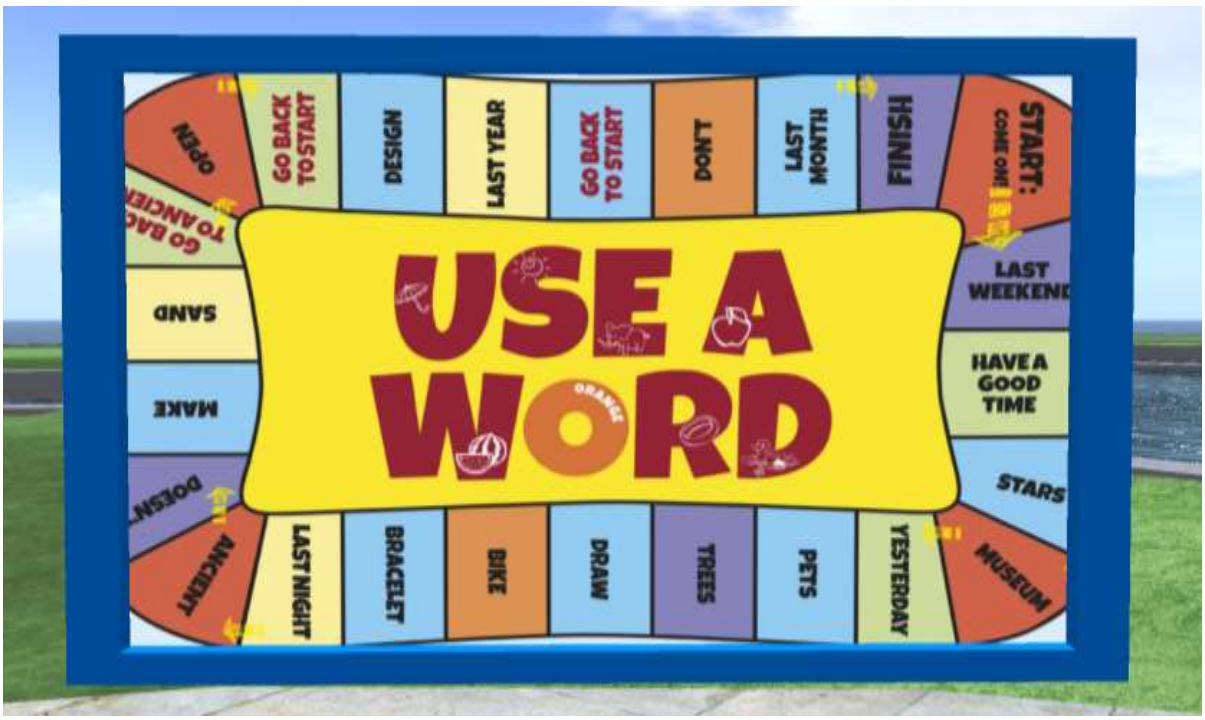


Figure 44: *Move around the board using your dice. Use the word you land on to make sentences/a story; a board game (Photo Helena Galani)*

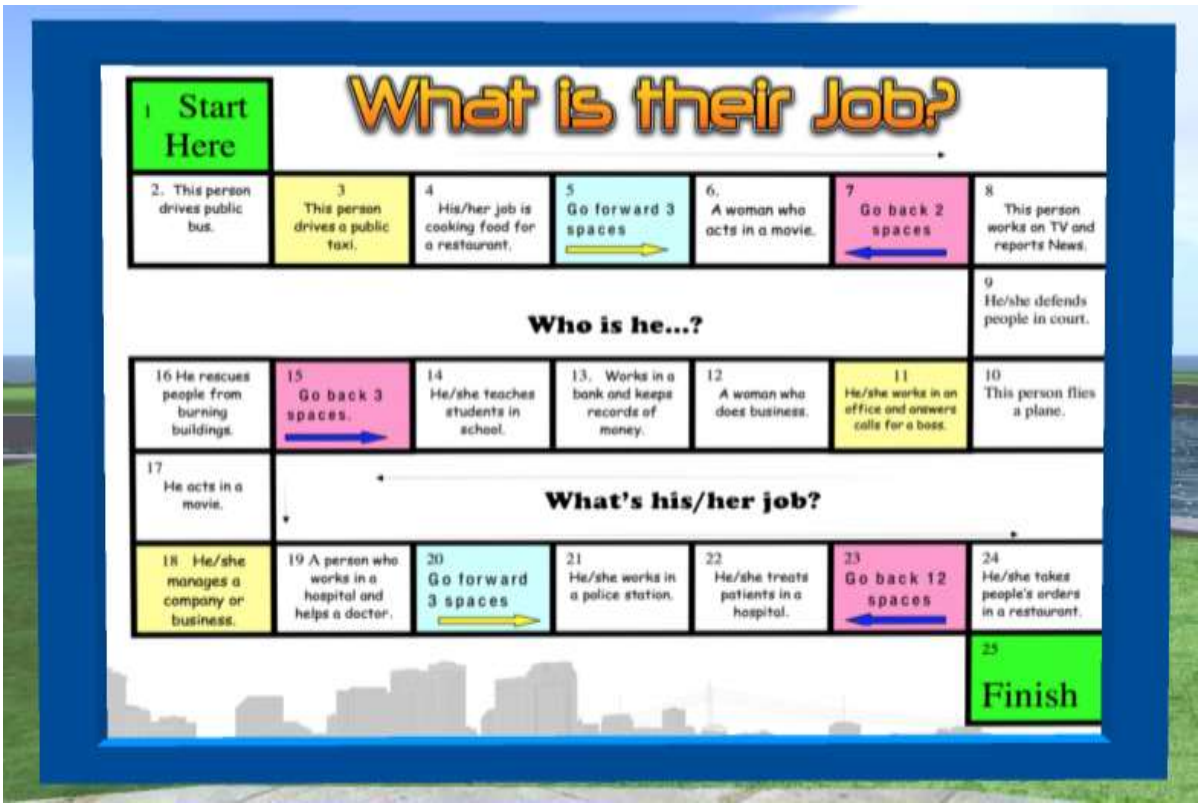
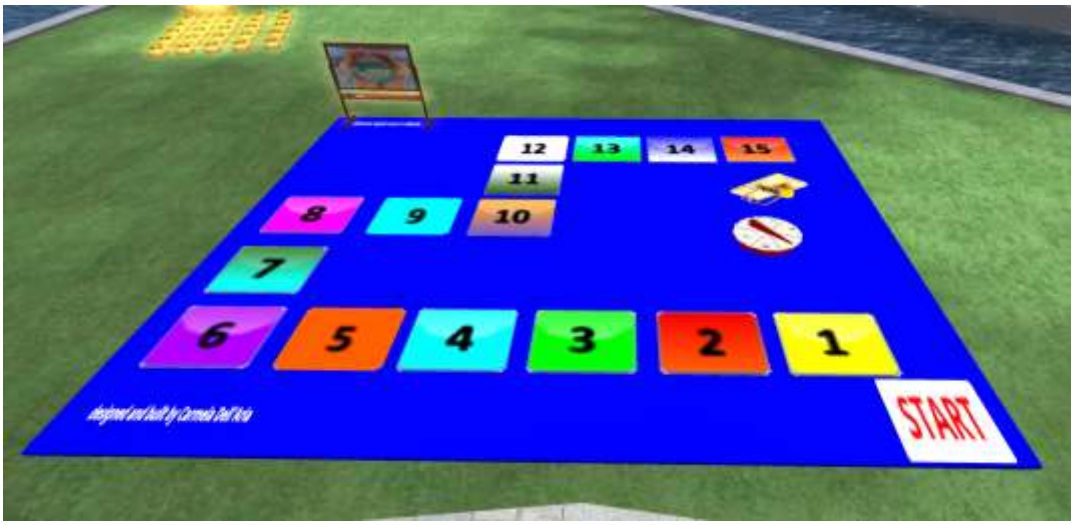


Figure 45: *Find their job described in the box to move around in the board; a board game using dice (Photo Helena Galani)*

Figure 46: *A board for CLIL based on "Excuses" (ViLLAGE). When you click on the tubes on top of the board, the exercises can be heard (sound files in mp3 format and scripts to play those when clicking are required)*
Clicking on Questions and Answers in the middle of the board produces a notecard each (notecard giver script is required). Board on the floor produces sound when you step on them (step on script). (Photo Helena Galani)



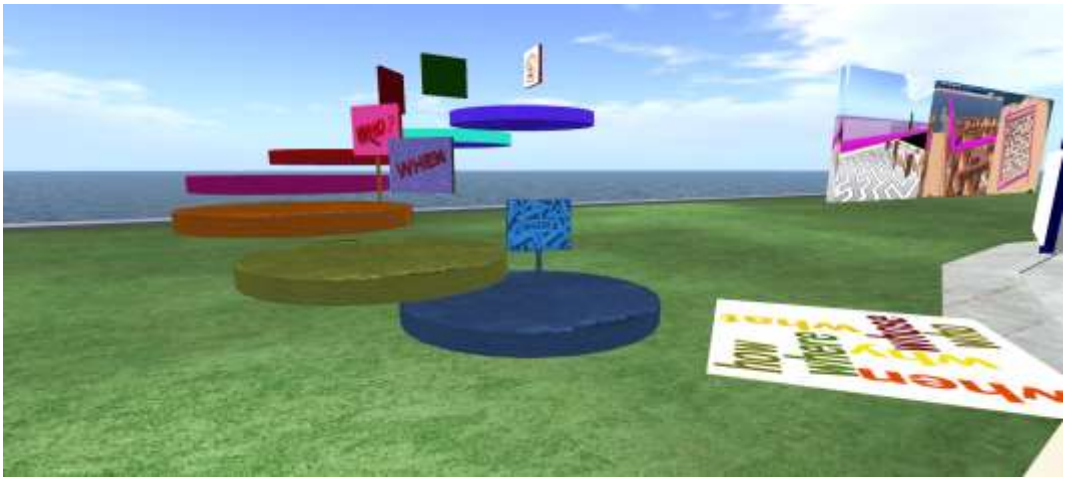


Figure 47: *Monica's Question words game; 1) There are 6 steps to climb, each step has got a different colour and a sign with a question word; 2) Climb the first step and touch the sign - you will read a question beginning with the wh word written on the sign; 3) Answer the question: if your answer is correct, you can climb the following step, otherwise you must wait the next turn and answer another question (when you touch the sign, the questions are generated randomly); 4) When you get to the the last step, touch the Congratulation board and get your reward badge!. By clicking each step learners are awarded an online badge. (Photo Helena Galani)*

Figure 48: *Language game produced by participating teachers on 'Giving directions and locating places' (Photo Helena Galani)*

Figure 49: *Delicious Italian food interactive board with opinion board before; agreeing, being neutral, disagreeing, allowing the players to stand on top of a square and then being invited to talk about their opinion. (Photo Helena Galani)*

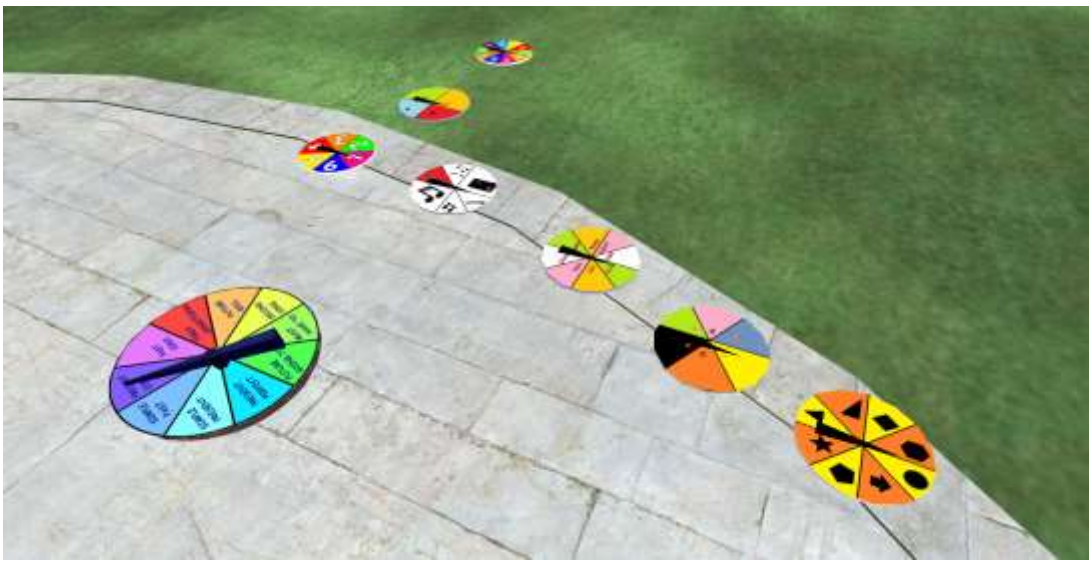


Figure 50: *Turntables or spinners; when clicking on the circles or polygons, the pointer spins around until it stops at a random location. The chosen field is the trigger for games. (Photo Helena Galani)*

Figure 51: *Story cubes, work with a dice script to display a random image which serves as trigger for conversations/ stories etc. (Photo Helena Galani)*

Figure 52: *A collection of games combining cubes, scavenger hunts and rotation, sound with image files. (Photo Helena Galani)*

Figure 53: *Elisabetta's 'Small talk'. Clicking on the numbers produces classical music. Students guess the composers. (Photo Helena Galani)*

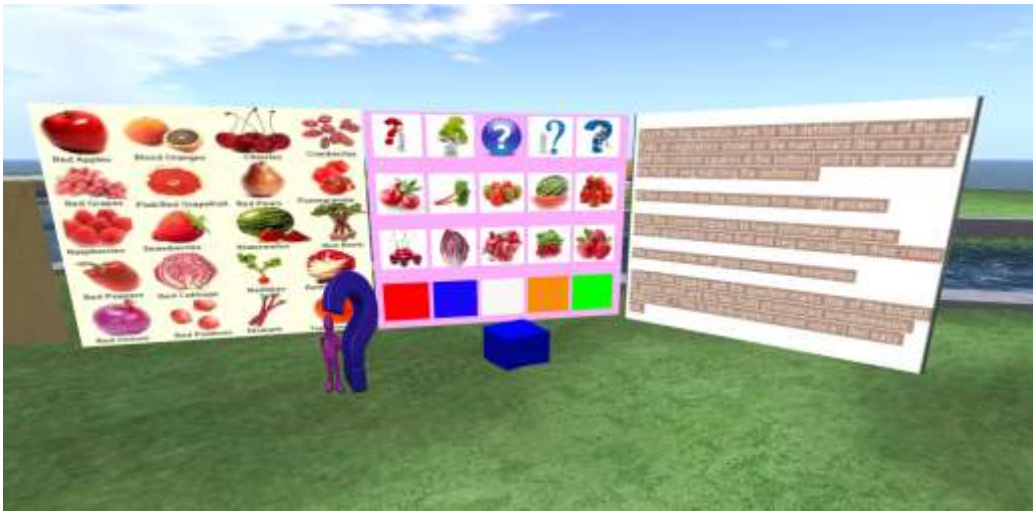


Figure 54: *The Fruit game (Photo Helena Galani)*

Figure 55: *Storytelling based on a popular tale (Photo Helena Galani)*

Figure 56: *The History of London. A great interactive board with hover scripts above the dates and notecards when clicking on the boxes. (Photo Helena Galani)*

Figure 57: *Pollock Action Painting; CLIL (Photo Helena Galani)*

Figure 58: *CLIL (Maths); carry out the tasks to build your Menger Sponge (Photo Helena Galani)*

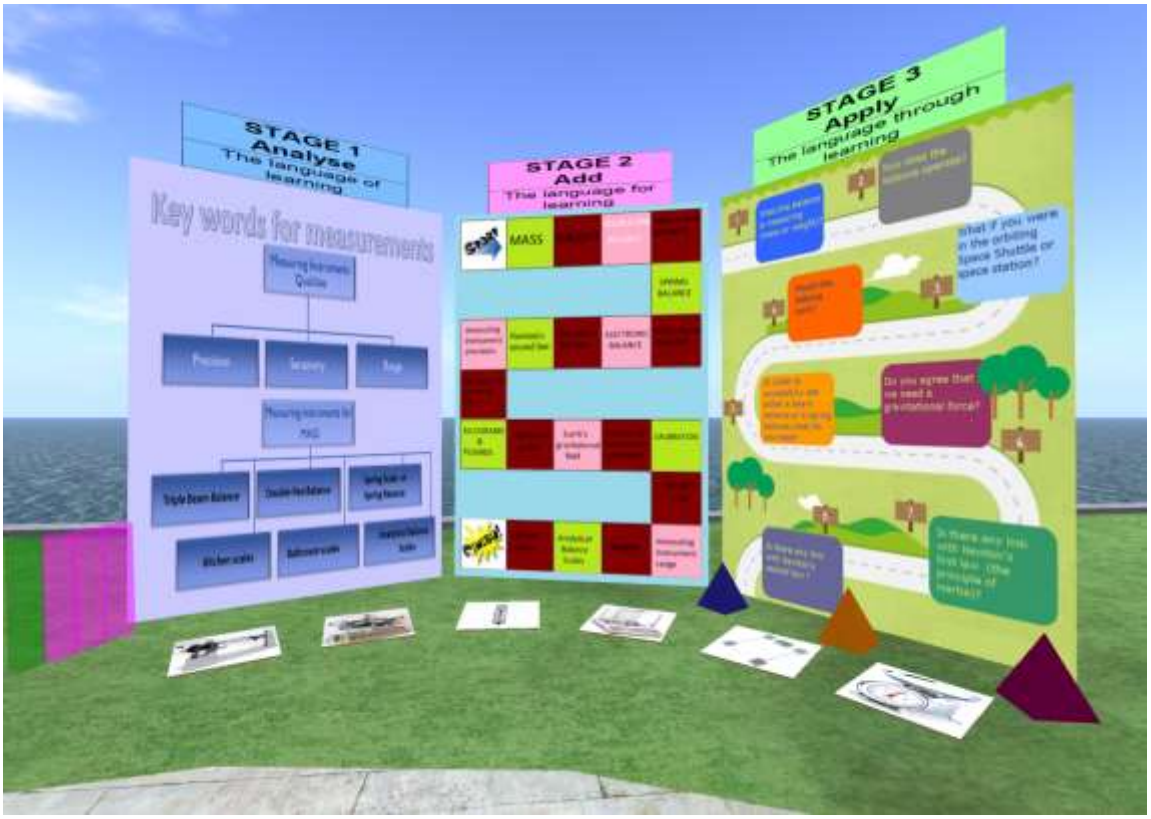


Figure 59: *Antonietta's game: Vocabulary on Measuring Instruments, Mass, and Units of Measurement; click on the images on the floor to get a notecard describing types of Balance before answering the questions on the boards (Photo Helena Galani)*

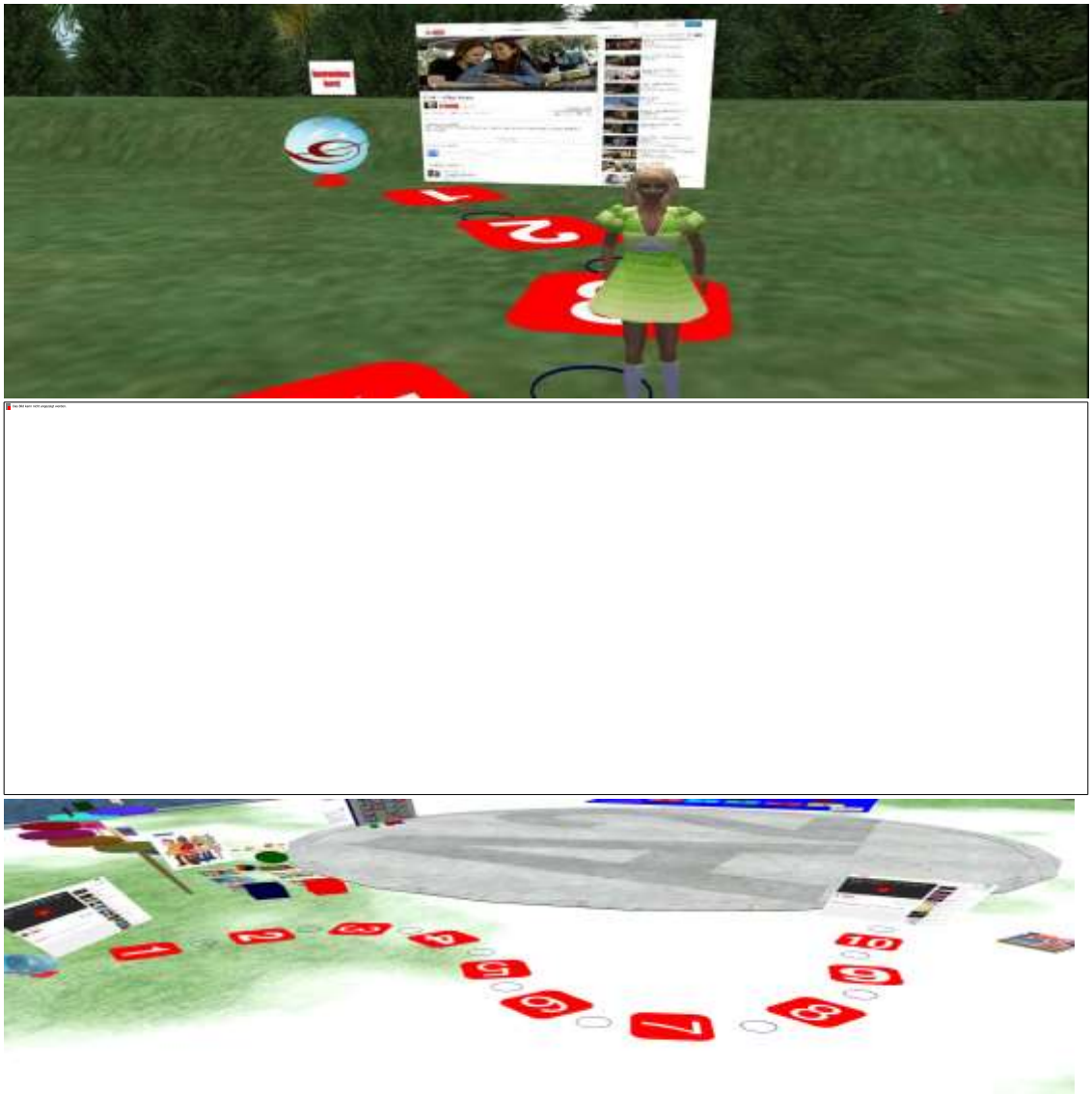


Figure 60.i.: *Click on Monica's board with the YouTube url to listen to the song; click on the "Who Knew" rotating sphere to get the lyrics with gapped text. Click on the numbered red squares on the ground to listen to extracts that help you fill in the gaps. Finally, click on the English flag square to direct to the url page for further grammar practice on the Past Simple (Photo Helena Galani)*

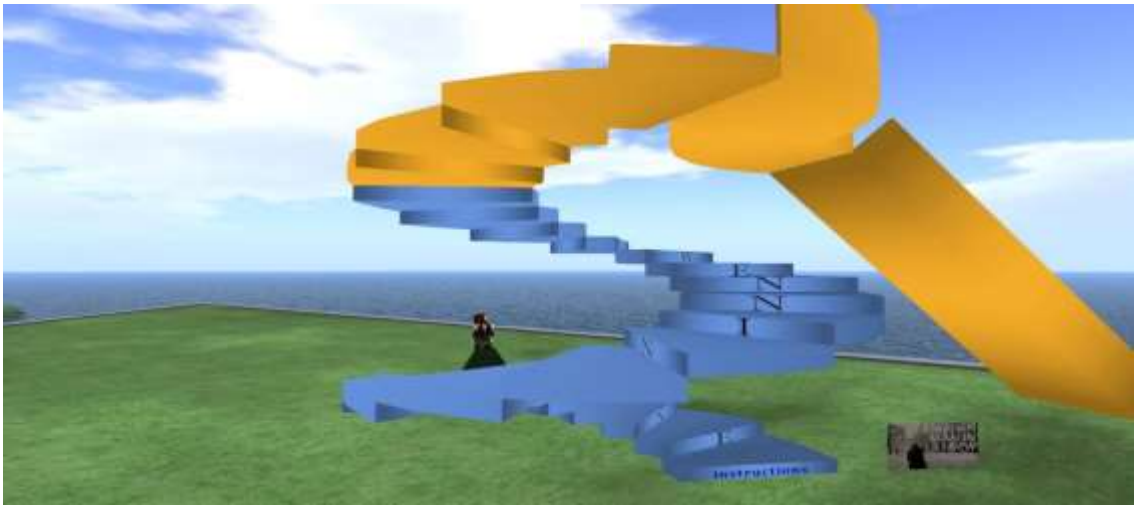


Figure 60.ii.: *An Englishman in New York audio game; along the same lines as above (Photo Helena Galani)*

Figure 61: *A 3D maze created by teacher Annie (Photo Helena Galani)*

Figure 62: *Antonella's interactive song; by clicking on the singer's picture, learners are directed to his Wikipedia page. The rotating cube gives learners the gapped text with lyrics to fill in. By clicking on the numbered boxes on the ground, they listen to extracts of the song. (Photo Helena Galani)]*

Figure 63: *A treasure hunt (Photo Helena Galani)]*

Figure 64: *The 2016 EVO ViLLAGE Certificate of Completion on EdMondo (Photo by Heike Philp)*

Figure 65: *29th Jan 2017; Graham Stanley presenting "What can language teachers learn from computer games?" In the picture, Graham Stanley with some of the moderators. Recording: http://lancelot.adobeconnect.com/p6rygi7bae7/ (Photo Helena Galani)*

5.3. APPENDIX: Scripts used on the courses

a. **Dice script**

```
float gMaxRotForce = 2;
float gMaxLateralForce = 1.5;
float gMaxUpForce = 3;
float gMinUpForce = 1;

integer gChannel = -41354;
string  gSignal = "JUMP!";
Hop()
{
   llSetStatus(STATUS_PHYSICS, TRUE);
   float Rx = llFrand(gMaxRotForce);
   float Ry = llFrand(gMaxRotForce);
   float Rz = llFrand(gMaxRotForce);
   float Px = llFrand(gMaxLateralForce);
   float Py = llFrand(gMaxLateralForce);
   float Pz = (llFrand(gMinUpForce) + gMaxUpForce - gMinUpForce) * llGetMass();
   // llSay(0, (string) <Rx, Ry, Rz>);
   // llSay(0, (string) <Px, Py, Pz>);
   llApplyImpulse(<Px, Py, Pz>, FALSE);
   llApplyRotationalImpulse(<Rx, Ry, Rz>, TRUE);
}
default
{
    state_entry()
    {
       llSetStatus(STATUS_BLOCK_GRAB, TRUE);
       llSetStatus(STATUS_PHYSICS, TRUE);
       llListen(gChannel, llGetObjectName(), NULL_KEY, gSignal);
    }
     touch_start(integer count)
    {
        Hop();
       llSay(gChannel, gSignal);
    }
     listen(integer channel, string name, key id, string message)
    {
       Hop();
```

```
        }
    }
```

******End of dice script******

b. Script for adding an automatic text chat message, sound and color

```
default
{
   touch_start(integer num_detected)
   {
      llPlaySound(llGetInventoryName(INVENTORY_SOUND, 0), 1);
      llSay( 0," I am a cat");
   }
      collision_start(integer num_detected)
   {
   if (llDetectedType(0) & AGENT)
      {
         vector centrePos = llGetPos();

        llPlaySound(llGetInventoryName(INVENTORY_SOUND, 0), 1);

      }
   }
}
```

c. Script playing sounds on walking through shapes

```
default
{
   collision_start(integer num_detected)
   {
   if (llDetectedType(0) & AGENT)
      {
         vector centrePos = llGetPos();
         llPlaySound (llGetInventoryName(INVENTORY_SOUND, 0), 1);
         state makePhantom;
       }
   }
}
state makePhantom
{
   state_entry()
   {
      llSetStatus(STATUS_PHANTOM, TRUE);
      llSleep(2.0);
      llSetStatus(STATUS_PHANTOM, FALSE);
      state default;
   }
}
*** end of scripts****
```

d. EVO VILLAGE – Scripting by Nick Zwart

“In this session we will do some scripting of our own.
I know a lot of you use ready made scripts in your objects, sometimes it is possible to change them, sometimes not. Now wouldn’t it be great to understand what is happening and how to improve these scripts to your needs. Or even write your own scripts. Now don’t be afraid, it can be done quite easy.
So I have found you three different scripting websites that can help you with the job. All three work in a different way and offer different possibilities. And if you combine the power of those three scripting websites you can really do very much.

All three create complete scripts, which you can copy and paste into the script window of your object. There is no need to upload, it is completely free.

And you can also use lines from one scripting website to insert in an already existing script. How handy is that?

CHANNELS

Before you start working on your own scripts, there are some things you should know about chat channels. These are very important and I have to explain this to you.
Normally all our text chat is sent out on channel zero. When I type something it will automatically be channel zero and you can see this chat appearing on your screen.

But besides this channel zero we have thousands of channels that we can use for background communication, from object to object. And this can not be seen by the users.
This is a very ‘very’ useful option when creating games, I use it in almost all my programming.

So I want to show you how this channel works. So I created two signs with some scripting on it at the side of the sandbox. Let us go there.
I have displayed two scripts. One is in the box on the floor and the other script is in the three balls in front of it.

Now the three balls and the box are 4 separate objects. But when I click on one of the balls, the colour of the box will change. It sends out RED, BLUE or GREEN to the box on chat channel 5.

If we look at the first script you will see **llListen** on the 4th line. That is where I have set the channel, as you can see it is set to **5**.

In the next lines, from 6 to 16 it tells the object what to do when they receive a message on channel 5. In line 8 and 9 it says: if the message is red, set the colour to 1,0,0 on all sides.

These three digits 1,0,0 are the RGB values. So if the first digit is 1, that means red.

On line 11 and 12 you see the same but now for the message green. And on line 14 and 15 you see this for blue.

Any other message will be ignored.

Now the second script shows you what is in the balls.

It is a short script that when touched it should **llSay** in channel 5 the word '**red'** as you can see between the brackets.

I have used the same script in the three balls, but changed the word that it should send on channel 5.

Now you might wonder if you can also send a message in a channel from your chatbar, yes you can.

You can send a message to a channel by typing a / slash, followed by the number of the channel and the message you
want to send and press enter. So if you type /5green and press enter, the box will turn green.

There are restrictions to the distance. In this script I have used **llSay**, which works just like chat, for 20 meters around the ball. If you use **llWhisper** it is 10 meters and **llShout** is 100 meter.

Now if you want to send a message to the other side of the region, that is over 250 meter, you can use **llRegionSay**, which sends the message on this channel to the whole region.

The sites

Here are the links of the sites.

http://www.3greeneggs.com/autoscript/ http://www.outworldz.com/scriptastic/
http://www.cornwylie.co.uk/ScriptGenerator

So what I suggest you will do in the coming week is visit these three websites, try to create some scripts, copy them and use them in an object.

Copy and paste is quite easy. Just copy the created script from you webpage. Go in-world and edit your object, go to the CONTENT tab and press NEW SCRIPT.

Now open this script, there will be an example in it, and paste the script you created over the existing script. Or delete the existing script first.

Once your script is done, you can rename it to whatever is the best description for it, and then you can make a copy of it by dragging it from your object to your inventory, in the scripts folder.

5.4. APPENDIX: Recordings

EVO ViLLAGE
The links referring to the wiki pages provide information about the last dates of edit and the recordings dating back to 2016 and 2017.

Recordings of Week 1 sessions
i**. 2016**
11-17 Jan 2016
The following wiki page for Week 1 in 2016 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

1st Session: http://lancelot.adobeconnect.com/p8ddcf1lsx7/ (1h 27min) sound starts after 26min

Although there is no audio in the first 26 minutes of this recording, the video provides essential information about the material included in this session. For instance, the blue board entitled "In a Learner's Mind" with the image of a brain on the right of the screen is designed by Helena Galani for speaking practice on the use of Gerund/Infinitive. There is also Galani's floor board game for vocabulary practice on "Travel" (recording 32')

During the first 26 minutes, Carol Rainbow presents her board game "Giving Advice", provides with templates and instructs the participants how to proceed with the task through speaking or typing in the chat box. The board contains uploaded image and requires the players to move their game pieces around giving advice for the situations in the box they land on after throwing their dice. The objective of the game is to get to the Finish first by using language on giving advice and by activating existing knowledge.

Next, Helena Galani presents her "Decision-making Strategies", a board game which involves clicking on the numbered boxes containing sound and note cards in order to listen to the numbered options for the situation given (What would you do and say if you saw a neighbour climb up a ladder which is not securely supported. What would you do if the neighbour was an elderly man, a famous person, a small child etc). On the back of the board, some further situations are provided for the learner to use Conditionals and do further fluency work in the language. At the end of the discussion, the players act out the situation, which is recorded in a machinima, by climbing up the ladder leaning against the tree behind the board game. The board contains uploaded image for the numbered boxes, instructions uploaded in audio files for the embedded sound and a sound player script. It involves the learner in the use of Modal Verbs and/or Conditionals, in listening for detail and in using the audio prompt in order to respond orally. Apart from the linguistic objectives, the game aims to promote life skills and attitude.

The next game Helena presents is the "Excuses" board game which is technically made of different shapes and contains image, recorded audio files with the instructions uploaded from Helena's desktop (.wav files up to 9'') and notecard with useful Expressions (26'.40'' of the recording), floating text script, notecard giver script and 'Touch Play sound' script (see Figure 14 above). With the use of a time counter, as demonstrated in this session, this game can promote fluency work around role-

plays, it helps practise functions on finding and making excuses and serves the purpose of speaking within time limits for exam preparation and practice.
At 40', participants teleport to the two game parks by Barbara McQueen and Shelwyn Corrigan.

2nd Session: http://lancelot.adobeconnect.com/p2mppzaf4pd/ (1h 23min)

ii. 2017
8-14 January 2017
The following wiki page for Week 1 in 2017 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/103294115/Week%201

1st Session:https://lancelot.adobeconnect.com/_a875817169/p2vxuwlbrwv/?proto=true
2nd Session: https://www.youtube.com/watch?v=39Hehcux2S4&feature=youtu.be (59:19)
Technical Instructions; an Introduction: how to log in
https://www.youtube.com/watch?v=u7hM1eRMKuk

Recordings of Week 2 sessions
i. **2016**
18-24 Jan 2016
The following wiki page for Week 2 in 2016 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

Thursday Session http://lancelot.adobeconnect.com/p87cexnevbb/ (only the first 1h) 'how to add sound to objects (cats and dogs)'
Sunday Session http://lancelot.adobeconnect.com/p63uc60li24/ (2h) Wynshel tours her games park on LearnIT Town (grammar, intonation and speaking practice games) , Carol asks everyone to build the opinions game and in the end we visited Helena Galani's games park for more games ideas (decision-making strategy board games and literature, idioms, skills-integration and writing games).

ii**. 2017**
Jan 15-21, 2017
The following wiki page for Week 2 in 2017 contains links to the recorded sessions, including Graham Stanley's presentation on Sunday 29th January 2017:
http://evovillage.pbworks.com/w/page/103253335/Week%202

-Session i: Simple Building with sound and scripts (poster boards, talking cat, the Opinion talking board)
https://www.youtube.com/watch?v=OweQ-F_7fOs&feature=youtu.be
-Scripts with Randall and Nick
https://www.youtube.com/watch?v=pnDy4I8tJHM&feature=youtu.be (1.18) (19/1/2017)
-Session ii: Virtual games and language aims;
Using Mazes https://www.youtube.com/watch?v=ZldeIjO4BCo&feature=youtu.be (1:24') (26/1/2017)

-Graham Stanley discussing what language teachers can learn from computer games with a group of teacher experts in Second Life on Sunday 29th January 2017
https://www.youtube.com/watch?v=mWqKSObF8pU&feature=youtu.be

Recordings of Week 3 sessions

i. **2016**
25-31 Jan 2016
The following wiki page for Week 3 in 2016 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

Session 1: https://youtu.be/2ym2sEWcflc (1h 16 min) Exploring game variety, how to maximize how much use you get out of every game, and also guided brainstorming on how the various environments in an alternative virtual world lend themselves to highly immersive, task-based language learning games.
2nd Session: http://lancelot.adobeconnect.com/p3ghnq3v0vf/ (1h 28 min) Experiencing virtual world games as your students would via a multiple step deserted island game.

ii**. 2017**
22-28 Jan 2017
The following wiki page for Week 3 in 2017 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/103327707/Week%203

Session 1: https://youtu.be/stu4fMcBDlg (48' 46'')
Session 2: https://www.youtube.com/watch?v=ZldeIjO4BCo&feature=youtu.be (1.24')
Problem with SL viewer following a Maze:
https://www.youtube.com/watch?v=FZ6QH503dpY&feature=youtu.be (8'.58'')

1st Session: https://youtu.be/2ym2sEWcflc (1h 16 min)

2nd Session: http://lancelot.adobeconnect.com/p3ghnq3v0vf/ (1h 28 min)

Recordings of Week 4 sessions

i. 2016
1- 7 Feb 2016
The following wiki page for Week 4 in 2016 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

Session 1
http://lancelot.adobeconnect.com/p6a81f3d0dw/ (1h 4min)
Hazel's session on how to import mesh objects into Second Life starting with a bunny, explaining LOD and physics and climaxing with the Trojan Rabbit started the recording a bit late and missed everyone filling in questions about payment info etc.

before being able to get the upload menu for objects.

[Insert Figure 65: *29th Jan 2017; Graham Stanley presenting "What can language teachers learn from computer games?" In the picture, Graham Stanley with some of the moderators. Recording: http://lancelot.adobeconnect.com/p6rygi7bae7/ (Photo Helena Galani)]*

ii. 2017

29th Jan - 4th Feb, 2017

The following wiki page for Week 4 in 2017 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/103294065/Week%204

1st Session 2017 https://youtu.be/Dmsxirl4hKQ

Randall's scavenger hunt session
http://lancelot.adobeconnect.com/p3zmqr7ft0f/ (1h 43min)
(from min 20 onwards)

Session 2: https://www.youtube.com/watch?v=H11OAbc7IQ0&feature=youtu.be

Recordings of Week 5 and Extra material

i. 2016

11 Feb 2016

The following wiki page for Week 5 in 2016 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/113474284/Archive%202016

Session i:
http://lancelot.adobeconnect.com/p9gpu0of2rc/ (2h 19min)
Session ii: Show and Tell https://youtu.be/YH5Rr2YFjso

ii. 2017

5-11 Feb 2017

The following wiki page for Week 5 in 2017 contains links to the recorded sessions:
http://evovillage.pbworks.com/w/page/103294141/Week%205

Session i: Interactive Games, Immersive scenarios, Emoting and Role plays

- Input session: https://www.youtube.com/watch?v=3_n1f9C36h8&feature=youtu.be
- Exploring Sims (the Meta-Body Project, 'The New Detective' adventure game, Bryn Oh's "Hand") https://www.youtube.com/watch?v=ztH2C7DfFyg&feature=youtu.be
- Extra material by Christel Schneider "Visiting Sheriwood Forest": https://www.youtube.com/watch?v=YpbG_9PJYcE&feature=youtu.be
- Extra material by Carol Rainbow "Story-telling game" https://www.youtube.com/watch?v=UuzTmb5Knt0&feature=youtu.be

Session ii: Grande Finale
https://www.youtube.com/watch?v=MhQUgEmRyTI&feature=youtu.be

5.5 APPENDIX Barbara McQueen's list of 150 games ideas

	Type of Game	Name of Game	Level of Learner	Language Practiced	Aim of the Game
1	Little or No Prep Game	20 Questions	Any level	Asking and answering questions	Ask yes/no questions about mystery people, places, or things.
2		Bucket List	Intermediate to advanced	Negotiating	Individuals, then small groups, then the whole class try to agree on ten things they should do before they die or "kick the bucket."
3		Concentric Circles	Intermediate to advanced	Listening and fluency	Students on the outer circle are given a topic (e.g., a favorite movie) and must talk non-stop for one minute to their partners on the inner circle. Then the inner circle partners must speak non-stop for 30 seconds recalling or summarizing what was said. Repeat with a new topic and the inner circle partner being the 1-minute speaker after the outer circle rotates one person clockwise.
4		Crystal Ball into the Past	Any level	Predicting and comparing	Take turns guessing about a person's past and having your past guessed about. Also, explain why you made the predictions you did and compare what was said about you to what really happened.
5		Does He Take Sugar?	Intermediate to advanced	Predicting and comparing	Make predictions about ten preferences of a stranger (e.g., favorite food, favorite music, favorite free time activity, etc.) Then see who came the closest in their predictions, and explain how the predictions were made, and how you felt about being asked to do this.
6		Guesstionary	Any level	Vocabulary	Draw mystery items until someone can guess what they are.
7		Mysterious Arm	Intermediate to advanced	Asking questions and inferences	Solve a mystery about a severed arm received in the mail by asking yes/no questions. The teacher may answer yes/no/irrelevant.
8		Things Found in a Pocket	Intermediate to advanced	Inferences	Looking at 5 to 7 objects found in the coat pockets of an airplane traveler, complete a prediction chart on what kind of person this person is. Also, use adverbs of probability to rate each of your predictions before comparing your team's answers with what other teams

					came up with.
9		Three Things That Make Me Different	Intermediate to advanced	Describing, predicting, and explaining	Type on a notecard 3 personal characteristics or experiences classmates are don't know about you and that make you different than anyone else in the class. Then try to guess the identities of card authors from one clue per card, then two clues per card, then three clues per card. Last student guessed, wins.
10		Um, Er	Intermediate to advanced	Fluency	Speak as long as possible without saying um, er, or any other filler. Students may choose their own topics, but can't choose the same topic as any other student.
11		Why/Because	Intermediate to advanced	Giving reasons	Students write why questions and because answers on slips of paper. Then they decide if the pairs randomly drawn from the why and because piles are a match or not.
12		Wolf	Any level	Spelling	Correctly spell out words a teacher calls out with consecutive students supplying consecutive letters or saying "wolf" when the word is complete. If a player makes an error or a long pause, he/she is out.
13		Words within a Word	Intermediate to advanced	Vocabulary and spelling	Teams have 3 to 5 minutes to make as many words as possible from the letters in a given word. Each letter in any new word can only be used as many times as it appears in the original word.
14	Comment Board Game	Mad Libs	Intermediate to advanced	Parts of speech	Write designated types of words on assigned comment board lines, and then read aloud the story that these words fit in.
15		Word Morphing	Intermediate to advanced	Vocabulary and spelling	Change one letter of a word to create a new word. Repeat until you create a target word.
16	2D Board Game	Cultural Quest	Intermediate to advanced	Cultural differences	Move along the board's path by answering questions about different cultures.
17		Dear Abby	Intermediate to advanced	Writing advice letters	2 teams have 2 minutes to write an advice column response to the dilemma posed on whatever space was landed on. A 3rd team votes on which response is best and gives reasons for their vote. Teacher may award an additional point for the most grammatically correct response.

18	3D Board Game	Free Form Scrabble	Any level	Vocabulary	Create a scrabble board using assigned vocabulary.
19		Grammar Review Conversation Game	Any level	Speaking and any grammar	Have short conversations correctly using the grammar that is landed on.
20		Grammar Tic Tac Toe	Any level	Any grammar	Correctly use the tenses, parts of speech, or vocabulary on desired spaces to win the spaces.
21		Guess Who Game	Any level	People adjectives	Figure out which mystery person an opponent has chosen on a page full of characters through questions about appearance, jobs, or hobbies.
22		Have You Ever Game	Intermediate to advanced	Present perfect	Correctly use the present perfect to answer and expand on the questions on the board.
23		Irregular Verbs Game	Intermediate to advanced	Irregular verbs	Make a correct sentence using the past tense of the verbs landed on.
24		Modal Verbs Game	Intermediate to advanced	Modal verbs	Complete sentences with the correct modal.
25		Questions Race	Beginner to intermediate	Asking and answering questions	Form and answer questions that use the vocabulary landed on without repeating the question word of the previous player.
26		Roll and Rhyme	Beginner to intermediate	Rhyming	In 1 minute name as many words as possible that rhyme with the word landed on
27		Small Talk Game	Intermediate to advanced	Speaking--small talk	Have short small talk conversations based on the questions on the spaces landed on.
28		Tell Me about Your Family Game	Beginners	Family vocabulary	Have short conversations about families based on the information on the spaces landed on.
29		What Should I Do?	Intermediate to advanced	Speaking--giving advice	Give advice for the problems posed on the spaces landed on.
30		Plot Creation Game	Intermediate to advanced	Speaking and writing	Become aware of the different elements of a story by describing cards drawn for the spaces landed on. Then work with partners to create a story from all the elements that were landed on.
31		Chutes and Ladders	Any level	Any vocabulary or grammar	Correctly identify vocabulary or correct sentences to move along a pathway containing chutes and ladders that cause an avatar to move upwards and downwards additional spaces.

32		Clue	Intermediate to advanced	Inferences	Solve a murder mystery by playing a 3D version of this classic board game.
33	Card Game	Football Game	Intermediate to advanced	Any grammar or vocabulary	Correctly identify vocabulary or correct sentences to get opportunities to move down the field and score points.
34		Grammar Baseball	Any level	Any grammar	Correctly identify vocabulary or correct sentences to be able to move around the baseball diamond and make home runs.
35		Hangman	Any level	Vocabulary and spelling	Guess mystery words letter by letter to save the life of a 3D avatar that is being hanged.
36		Hoops Star Basketball Game	Any level	Any grammar or vocabulary	Correctly identify vocabulary or correct sentences to get opportunities to throw basketballs in the basketball hoops.
37		Life	Intermediate to advanced	Reading and making decisions	Move around the board collecting education, careers, money, and family by making decisions about the life situations that are landed on.
38		Pyramid Climb	Any level	Any grammar or vocabulary	Correctly identify vocabulary or correct sentences to climb higher on the multi-level pyramid.
39		Commonality	Intermediate to advanced	Categorizing and explaining	Draw 2 cards and within 1 minute come up with as many things as possible that these words have in common. For example, a banana and a lemon are both yellow, both fruit, both healthy, etc.
40		Corporate Structure Taboo Game	Intermediate to advanced	Vocabulary	Define corporate words while avoiding taboo words.
41	PowerPoint Game	Culture Shock	Intermediate to advanced	Reading and explaining or organizing	Read and match cultural problems with their explanations, and propose solutions.
42		Double or Quits	Intermediate to advanced	Any vocabulary or grammar	Correctly identify correct and incorrect sentences for 2 points, Correct any incorrect sentence for 5 more points. Quit or take an additional turn, but risk losing everything you just won if you make a mistake.
43		Grammar Rummy	Intermediate to advanced	Sentence construction	Build and expand sentences created from drawn words.
44		Health and	Intermediate	Health and	Define health and body words while

		Body Taboo	**to advanced**	**body vocabulary**	**avoiding taboo words.**
45		**Inferences Game**	**Intermediate to advanced**	**Inferences**	**Choose the correct inference for the situation on a card from the three choices that are given.**
46		**Minimal Pair Jump**	**Beginner to intermediate**	**Pronunciation**	**Listen to the minimal pair sentences on each card and correctly jump onto the minimal pair word that was said. All the minimal pair words are randomly spread around on the ground.**
47		**Monday Madness Game**	**Intermediate to advanced**	**Problem solving**	**Two people draw a card and roleplay the terrible Monday situation explained on the card.**
48		**Odd Man Out**	**Intermediate to advanced**	**Categorizing and explaining**	**Draw 5 cards and explain why one of the items drawn does not belong with the others.**
49		**Outburst**	**Intermediate to advanced**	**Vocabulary**	**For a drawn topic, team members shout out as many vocabulary terms as they can think of. For each term they name that is on a card on the topic, they receive a point.**
50		**Parts of Speech Uno Game**	**Intermediate to advanced**	**Parts of speech**	**Match the type of words played with words in your hand that have a similar meaning or are the same part of speech or the same tense to get rid of your cards as quickly as possible.**
51		**Planet Hollywood**	**Intermediate to advanced**	**Trivia about films**	**Within a minute, name as many examples as possible for what's written on the cards (e.g., blond actresses, academy award winners, comedies, etc.)**
52		**Scattegories**	**Intermediate to advanced**	**Vocabulary**	**Draw a letter and a category and within one minute come up with as many words as possible that start with that letter and fit in that category.**
53		**Scruples**	**Intermediate to advanced**	**Explaining and justifying**	**Answer and predict classmate answers to ethical questions on drawn cards and discuss or roleplay the different situations.**
54		**Spot the Difference**	**Intermediate to advanced**	**Describing and comparing**	**Pairs of students work together to try to figure out how the pictures on the cards they have been given are different without being able to see each others' pictures.**
55		**Superstitions**	**Intermediate to advanced**	**Predicting, comparing, and conditionals**	**Teams have 5 minutes to try to match the if clauses of unusual superstitions with the then clauses. Afterwards elicit and compare the different superstitions**

					in different cultures.
56		Trivial Pursuits	Any level	Grammar and culture	Choose the correct multiple choice answer for questions about American history, culture, grammar, and vocabulary.
57		Why, Why, Why	Intermediate to advanced	Giving reasons	Give a reason for a statement on a card. The next player must give a reason for your reason, and so on until someone is stumped. For example. "You need to go to sleep now. Why? Because you have to get up early. Why? Because you have to go to school. Why?"
58		Word Poker	Intermediate to advanced	Any vocabulary or grammar	From drawn cards, make content or part of speech pairs, trios, four of a kinds, or full houses. Content combinations are words that all belong to a certain category of word such as colors, clothing, hobbies, etc.
59		Would You Rather	Intermediate to advanced	Explaining choices and modals	Choose between the choices on a card, and speak for at least 30 seconds on why you would make that choice. For example, would you rather live in outer space or in an underwater world?
60		You Be the Judge	Intermediate to advanced	Listening and predicting	Teams discuss and predict the outcomes of humorous but real court cases explained in a few sentences on each card.
61		Associations	Any level	Vocabulary	Choose a column to see a clue and try to guess the word at the bottom of the column, The words at the bottoms of the four columns are horizontal clues for the mystery word in the word row that is underneath the four columns.
62		Brain Teasers	Intermediate to advanced	Word play	Guess at the meaning of wordles--common expressions where the arrangement of words and letters reveals the expression. E.g., "cotaxme" is "income tax" and "cof fee" is "coffee break."
63	Manipulating In-World Objects Game	Logic Fallacies Game	Advanced	Logic fallacies	Correctly identify poor argumentation.
64		Perceptions	Intermediate to advanced	Describing and explaining	Look at a series of pictures that can be interpreted in multiple ways, and describe what you see. Then help people who saw other things see what

					you saw.
65		Pessimist/ Optimist	Intermediate to advanced	Giving reasons	Take turns playing a pessimist or an optimist in different roleplay situations.
66		Similes and Metaphors Game	Intermediate to advanced	People idioms	Correctly guess or identify the meanings of idiomatic expressions about people.
67		Test Your Memory Murder Scene Game	Any level	Adjectives and nouns	Try to correctly recall as .much as possible about a murder scene
68		Through the Keyhole	Intermediate to advanced	Vocabulary and verbs	Guess what is on the other side of a door from a small glimpse of part of the scene.
69		Weird Photos	Intermediate to advanced	Describing	Groups or individuals take turns describing unusual photos until no group or individual can add another sentence.
70		Would You Survive?	Intermediate to advanced	Listening and explaining	Try to guess the correct answers to multiple choice survival questions.
71		Adjective Order Game	Intermediate to advanced	Adjective order	Place the words in scrambled sentences in a correct order.
72		Affix Dominoes	Intermediate to advanced	Affixes	Build words with the affixes on the dominoes.
73	TV Studio Game	Alphaboxes	Any level	Vocabulary	A topic is given, and then each time it is your turn, you can place one of your colored tiles on one open letter on the board if you can come up with an appropriate word that starts with that letter. For example, if the topic is food, and you say banana, you can put one of your colored tiles on the letter B if no one else has already put a tile there.
74		Avatar Pieces Chess	Intermediate to advanced	Negotiating	Collaborate with teammates to win a game of chess.
75		Bomb Squad	Intermediate to advanced	Giving and following directions	Clearly describe the placement of objects so a hidden partner can recreate this placement and defuse a bomb.
76		Building Race	Intermediate to advanced	Planning and following directions	Collaborate with partners to quickly build a mystery object.

77		**Definition Chart Race**	**Intermediate to advanced**	**Defining words**	**Race to correctly place all of a team's words on a definition chart.**
78		**Family Tree Puzzle**	**Intermediate to advanced**	**Inferences**	**Correctly complete a family tree using a page of information about the different people on the chart. For example, John isn't married, Sarah has two children, Karen is an only child, etc.**
79		**Getting to Know You Bingo**	**Any level**	**Any vocabulary or grammar**	**Place pieces on a Bingo board when a category is called that you have a representative item for. E.g., car is called, and your board has the word Mustang on it.**
80		**Grammar Checkers**	**Beginners**	**Subject/verb agreement**	**Jump opponent's checker pieces when there is subject/verb agreement between the words written on the pieces.**
81		**Health Dominoes**	**Intermediate**	**Health and body vocabulary**	**Layout dominoes so that all parts that touch logically go together.**
82		**Idiom Squares**	**Intermediate to advanced**	**Idioms**	**Match idioms with synonyms on square puzzle pieces to build this puzzle.**
83		**Noun/Verb Square Puzzles**	**Intermediate to advanced**	**Noun/verb collocations**	**Match nouns with verbs that they are commonly found with to build this puzzle.**
84		**Puzzle Mystery**	**Intermediate to advanced**	**Inferences**	**Build a puzzle to reveal the clues needed to solve a mystery.**
85		**Scrabble Slam**	**Any level**	**Vocabulary**	**Use up letter tiles by covering letters on a laid out word.**
86		**Sentence Dominoes**	**Intermediate to advanced**	**Sentence construction**	**Build sentences with the words on the dominoes.**
87		**Tangram**	**Intermediate to advanced**	**Giving and following directions**	**Give and follow directions to recreate a tangram picture**
88		**Tangram Treehouse**	**Intermediate to advanced**	**Giving and following directions**	**Give and follow directions to rebuild a broken treehouse.**
89		**Vocabulary Jenga**	**Any level**	**Vocabulary**	**Collect points for correctly defining vocabulary on pulled pieces until someone topples the tower.**
90		**Are You Smarter than Your Teacher?**	**Any level**	**Any grammar or vocabulary**	**Correctly answer grammar, vocabulary, and culture questions.**
91		**Family Feud**	**Intermediate**	**American**	**Guess answers to questions that would**

			to advanced	culture	most match what Americans would say.
92	Hunt	Idioms Concentratio n	Intermediate to advanced	Idioms	Match idioms with their definitions in an in-world version of the TV memory game "Concentration" and guess the meaning of the picture puzzle that is slowly revealed.
93		Jeopardy	Intermediate to advanced	Any vocabulary or grammar	Correctly answer questions in different categories, with higher point questions being more difficult than lower point questions.
94		Password Line-Up	Any level	Vocabulary	Guess words from clues, with a point lost each time a new clue is needed.
95		Wait, Wait, Don't Tell Me	Intermediate to advanced	Current events	Answer questions on current event topics.
96		Wheel of Fortune	Any level	Vocabulary	Guess the letters in the hidden vocabulary words/phrases.
97		Who Wants to Be a Millionaire and Articles	Beginners	Articles: a, an, and the	Identify which sentences correctly use the articles a, an, and the.
98		Camera Ready	Intermediate to advanced	Following directions	Carefully follow directions to collect in world objects by using camera controls to see objects hidden behind walls.
99		Car Rally	Intermediate to advanced	Following directions and interacting with other avatars and bots	Collaborate with partners to drive to different locations and complete assigned tasks.
100	Immers ion	Find Someone Who	Intermediate to advanced	Small talk	By asking other students no more than two questions each, find students that match the characteristics on a list for as many of the items as possible within 10 minutes.
101		Pub Crawl	Intermediate to advanced	Following directions and interacting with other avatars and bots	Collaborate with partners to complete the assigned tasks.
102		Scavenger Hunt	Intermediate to advanced	Vocabulary	Locate vocabulary items and take copies or pictures of them.
103		Where in the World	Any level	Following directions, describing, and comparing	Pairs of students find in-world locations that match snapshots and take pictures of their partners at these locations.

104		**Around the World in 80 Days**	**Intermediate to advanced**	**Following directions and interacting with bots and other avatars**	**Work with team members to explore the 16 sims of Edutopia and accomplish assigned tasks by interacting with objects, other avatars, or bots.**
105		**Avatar Lookalikes**	**Intermediate to advanced**	**Following directions and interacting with other avatars and bots**	**Work with partners to create avatars that most look like RL selves or other famous people/characters.**
106	**Simulation**	**Build a Business**	**Intermediate to advanced**	**Planning, delegating, and presenting**	**Collaborate with partners to create an in world business and stock and staff it.**
107		**Collaborative Decorating**	**Intermediate to advanced**	**Negotiating and direction giving**	**Work together to furnish and decorate a home.**
108		**Design an Alien**	**Intermediate to advanced**	**Planning, delegating, and presenting**	**Pairs or trios of students build a new type of alien and prepare a notecard describing the special characteristics of the alien,**
109		**Grocery Race**	**Intermediate to advanced**	**Money and groceries**	**Teams try to purchase the most expensive supermarket goods in a short period of time.**
110		**Hypergriding**	**Intermediate to advanced**	**Describing and persuading**	**Pairs or trios of students choose a new virtual world to explore and present to their peers. Based on these presentations, the class votes on which of the places the whole class will go to.**
111		**Machinima Contest**	**Advanced**	**Planning, writing, acting, and editing a film**	**Collaborate to write, act in, and produce a short machinima.**
112		**Obstacle Course Races**	**Any level**	**Following directions and explaining difficulties**	**Hone virtual world movement skills by racing to complete in world obstacle courses.**
113		**Spinners**	**Intermediate to advanced**	**Speaking**	**Collaborate with partners to create a roleplay that uses the time, location, people, and objects spun.**
114		**Survival Wish List**	**Intermediate to advanced**	**Negotiating**	**Agree on 10 items from a list of 30 items to take with you for a future class simulation on being shipwrecked on a deserted island.**
115		**Who Am I**	**Intermediate**	**Inferences**	**Explore in world residences to make**

			to advanced		inferences about their owners.
116		Airplane Crash	Intermediate to advanced	Dealing with emergencies	Discover what happened, who was hurt, and appropriate solutions.
117		Casting Directors	Intermediate to advanced	Describing and explaining	By looking at headshots, decide who to cast as criminals, police, and other professionals and explain what about their appearances led to your decisions..
118		Castle Conquer	Intermediate to advanced	Negotiating and planning	Plan and take actions to win a vacant castle.
119		Deserted Island	Intermediate to advanced	Negotiation	Decide on leaders, rules, and tasks; search the island; and build whatever you can to survive.
120		Earthquake	Intermediate to advanced	Dealing with emergencies	Discover what happened, who was hurt, and appropriate solutions.
121		Event Seating	Intermediate to advanced	Inferences	Go to a fancy in world home and collaborate with others to create a seating arrangement for a group of difficult dinner guests.
122		Flood	Intermediate to advanced	Dealing with emergencies	Discover what happened, who was hurt, and appropriate solutions.
123		Gilligan's Island	Intermediate to advanced	Dealing with emergencies	Collaborate to solve the problems that come up on this island.
124		Grammar Auctions	Intermediate to advanced	Any vocabulary or grammar	Student teams will be in an auction hall and will try to purchase the best items/sentences for the least amount of money.
125		Head Shop	Intermediate to advanced	Negotiating and bargaining	Students will be given houses and then have to debate what to do about a headshop that appears in their neighborhood.
126		Headhunters	Intermediate to advanced	Dealing with emergencies	Collaborate to solve the problems that come up on this island.
127		Hollywood	Intermediate to advanced	Collaborating	Collaborate with partners to create a set for a Hollywood movie scene and then act out the scene.
128		Hotel Mystery	Intermediate to advanced	Alibis and inferences	Solve a murder mystery by interacting with objects, other avatars, and bots.
129		Jigsaw Press Conference	Intermediate to advanced	Describing in writing and comparing	Look out the windows of an apartment and write a news story about the event that is seen. Then look out the windows other student pairs wrote about to get the whole story.

130		**Living in Someone Else's Shoes**	**Intermediate to advanced**	**Describing and drawing conclusions**	**Choose two characteristics that don't describe the real world you, and alter your avatar to reflect these characteristics during a field trip to a special event. Afterwards discuss how you felt and what you learned. Example characteristics to alter include ethnicity, gender, size, handicaps, etc.**
131		**Map-Makers**	**Intermediate to advanced**	**Collaborating**	**Collaborate with teammates to create a good map of where a lesson is taking place.**
132		**Overboard**	**Intermediate to advanced**	**Listening and persuading**	**Silently read personal role cards and then debate with others to decide who should be thrown overboard.**
133		**Pirate Negotiation Game**	**Intermediate to advanced**	**Negotiating and bargaining**	**Each person/pirate receives a different inventory card and must bargain with all the other pirates to get what he/she needs by trading what he/she has excesses of.**
134		**Poison**	**Intermediate to advanced**	**Asking and answering questions and making inferences**	**Silently read personal role cards and then collaborate with others to solve a mystery.**
135		**Problem Party Taboo**	**Intermediate to advanced**	**Speaking--problem solving**	**Silently read personal role cards, then talk to other party-goers and try to guess what problems they have while they avoid taboo words. Also, suggest solutions for the problems.**
136		**Ransom**	**Intermediate to advanced**	**Asking questions and inferences**	**Silently read personal role cards and then collaborate with others to solve a mystery.**
137		**Real Estate Mogul**	**Intermediate to advanced**	**Buying and selling**	**Show and sell as many properties as possible.**
138		**Slum Town Hall**	**Intermediate to advanced**	**Assessing, proposing, and debating**	**Visit an in world slum and propose and debate ways to improve it.**
139		**Space Mystery**	**Intermediate to advanced**	**Deductions and conditionals**	**Work with partners to solve a murder mystery.**
140		**Space Race**	**Intermediate to advanced**	**Alibis and inferences**	**Work together to accomplish all the tasks on a mission list.**
141		**Speed Dating**	**Intermediate to advanced**	**Fluency**	**Assume the identity on a character card, then go on 3 minute dates to try to find your perfect mate.**

142		**Tact**	**Intermediate to advanced**	**Giving difficult explanations with tact**	**Silently read personal notecards on which unfavorable characteristics have been randomly assigned to classmates. Then tactfully debate who should be allowed to go on a trip to New York without actually naming any of the characteristics. Periodically students will be allowed to make a guess on what their unfavorable characteristic is. Any student who correctly guess his/her own characteristic will be allowed to go on the trip until all the tickets have been taken.**
143		**The Untimely Death of Peter Profit**	**Intermediate to advanced**	**Deductions and conditionals**	**Work with partners to solve a murder mystery.**
144		**Tour Guide Competition**	**Intermediate to advanced**	**Presenting**	**Take peers on a tour of an in world location.**
145		**Who Gets the Job?**	**Intermediate to advanced**	**Interviewing and persuading**	**Compete in job interviews for a dozen in-world jobs that the winners will be employed in for one day.**
146		**Who Gets the Loan?**	**Intermediate to advanced**	**Listening and persuading**	**Read role cards and make pitches for loans.**
147		**Who Is the Best Citizen**	**Intermediate to advanced**	**Explaining choices and persuading**	**Individuals, then small groups, then the entire class debate to reach consensus on which two citizens should be given awards;**
148		**Who Killed Mr. Griffin Trial**	**Intermediate to advanced**	**Asking and answering questions**	**Roleplay the characters in a trial.**
149		**Who Lives Where**	**Intermediate to advanced**	**Inferences**	**Go to an in world neighborhood and figure out who lives where based on information on role cards.**
150		**Yard Sale**	**Intermediate to advanced**	**Bargaining**	**Silently read personal role cards then go to an in world yard sale and bargain for the items there.**