

Task 4 Written assignment at least one page, no more than two pages

(fontsize: 12 pt, linespacing: 1.5)

- Summarize the four key elements of virtual reality

The definition of Virtual reality as such is already not the easiest tasks to do. Sherman and Craig firstly tried to define both terms individually, namely virtual and reality. Virtual according to Webster's dictionary is something which is in "essence or effect ", but is "not in fact". Reality according to Webster's dictionary is a bit more complex and therefore Sherman and Craig describe it as a place that exists and can be experienced. In order to really understand Virtual Reality one must know the **for key element which are essential, namely the virtual world, an immersion process, some sort of sensory feedback and any kind of interactivity.**

Key Element 1 – The virtual world

The virtual world can be described as the result or content of a specific medium. It is an imaginary and created space. It can be compared with a script for a play which not essentially must be included in the performance. The same is true for the virtual world as it must not necessarily be displayed in a virtual reality system. Furthermore the script of the play, as well as the virtual world are descriptions which are brought to life through actors and in our case is a description of objects within a simulation which through that description become accessible in a virtual reality which can be experienced (hard and software needed).

Key Element 2 – The immersion process

Speaking of VR there is always an immersion process going on which means the player, for example, immerses with some alternate reality and point of view. These alternate realities are created by creative individuals and may be a real-world imitation or a completely imaginative world to dive into. Imagination of the player or user is very important in order to achieve this immersion process. Furthermore, VR more focusses on physical/sensory rather than mental immersion which manifests in "the property of a VR system that replaces or augments the stimulus to the participant's senses". The feeling VR-specialists want to convey is the sense of presence in this virtual world.

Key Element 3 – The sensory feedback

The special feature of the VR experience is the possibility of the user to choose his/her viewpoint/vantage point which enhances the helps the immersion process to develop and to give the user a more convincing experience of a specific virtual world. Our diegesis - the thoughts, dreams and experiences we have; imagined reality – through VR, as the medium, can be presented to the user and can be experienced with several physical senses. Important for that whole concept is the included sensory feedback as a key factor for the experience. The VR systems are able to create and provide direct sensory feedback according to the physical position of the user. As visual beings, the visual sense is the most stimulated sense and therefore receives the most feedback. This process asks for efficient computers in order to scan and track the movement of the user properly. Most often the head, arms and other major body parts are tracked in order to achieve the best result, however there are many different technological approaches.

Key Element 4 – The interactivity

So as to create an authentic experience for the user (immersive experience) the VR must offer interactive components. According to Sherman and Craig” Interactivity comes more readily with the addition of the computer to the equation” which include certain computer games and simulations, for example flight simulations (according to today’s notion not very immersive). Interactivity means the ability of the player to affect the virtual world, as well as to change the viewpoint according to the users wishes, although many VR experiences right now are more based on static worlds and not always can be changed.

Sherman, W. R., & Craig, A. B. (2019). *Understanding virtual reality*. Amsterdam: Morgan Kaufman, pp. 2 -38.

- Discuss how English teaching and learning could benefit from virtual reality

The use of virtual reality approaches in every fields of our lives could be seen as one of the most recent developments in the way we communicate and media usage in general. When thinking of the way people used to communicate hundreds of years ago the usage of VR seems nearly extra-terrestrial. People who uses wall painting in order to convey their messages may agree on that viewpoint. 😊 As VR-media is a very modern and new form of media and communication there may be still some more work to do in order to use it around every classroom. However, there surely are some opportunities worth to include and to try out. As learning a language always is seen as something interactive the usage of VR-concept could be very nourishing for the learning process of the students. This interactive and immersive character of VR can be used in order to stimulate the kids with new and different teaching approaches than they are used to. For example, a virtual excursion to a foreign country could be a very interesting idea. Although a real-life excursion to London or Dublin may be a bit more exciting the VR experience for sure is something the students would appreciate and be interested in. Moreover, a quiz or some sort of treasure hunt can be included to make sure the learning targets are not neglected. From the perspective of a teacher I must say that I am not sure if I would be able to create such a virtual excursion, but I am willing to learn more. 😊 Although it also may sound time consuming, once it is created it can be used over and over again which is great.

Task 5 Written assignment

(optional drawings, fontsize: 12 pt, linespacing: 1.5)

Review tasks included in traditional English teaching resources. I have attached you a task collection from different coursebooks. You can also use your own coursebooks and sources.

b.) Collect ideas how these tasks could be implemented with help of

YouTube as a language learning resource, for inspirations see <http://lingo.farm>

Sketch and/or describe a rough draft of your digital English learning tool and send your draft to volker.eisenlauer@unibw.de before 27rd of April

Topic and included goals: vocabulary → colours and clothes + grammar → (present continuous)

Target group: Fifth grade (First grade of secondary school)

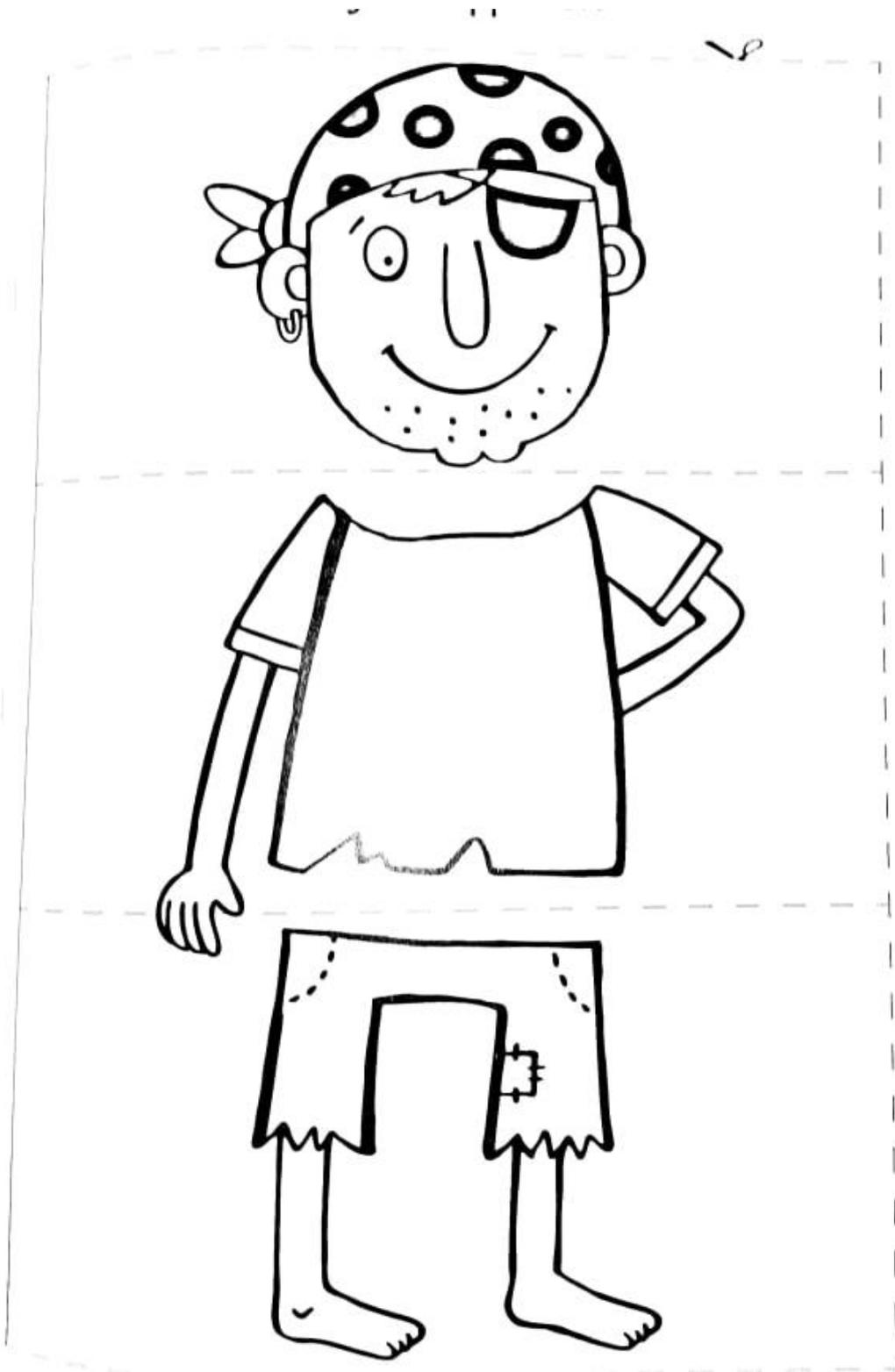
Source: YouTube; educational video

The students are asked to completely colour in the pirates clothing with the correct colours and to add all the clothes that are missing. The attached templates show how the pirate might look and how the individual tasks may sound like. For example, I would include five different pirates per video and each sequence (one pirate = one sequence) includes a song the students may already know or I would create a fitting song (so that it is more fun for them to do the exercise). Every pirate will be described with only one short sentence, for example → The pirate is wearing a blue hat and a red scarf.

As there is no real movement, I would try to make the voice-over more appealing and not to make it too long. Moreover the included songs act as loosening feature. The goal should be to repeat the colours and clothes and to introduce the present continuous form.

At the end of the Video there may be a hint/link for the correct answers, but I am not sure about that. Maybe I would compare the answers in class together with all students.

PS: I know this may be a very inappropriate and unfinished idea for the classroom and I would really appreciate your comments and feedback on how one can make an interesting grammar task including music and movement.



The pirate is wearing
a red scarf, a blue t-shirt
and blue shorts.



The pirate is wearing
a pink scarf,
a yellow t-shirt
and green shorts.



The pirate is wearing
a blue scarf,
a green t-shirt and
red shorts.



The pirate is wearing
a yellow scarf,
a purple t-shirt
and black shorts.



The pirate has got
black hair.
He is wearing
a white t-shirt
and blue shorts.



The pirate is wearing
a blue scarf,
a yellow t-shirt
with a blue star on it
and yellow shorts.



The pirate is wearing
a green t-shirt
with blue dots and
blue shorts.
He has got a flag
in his hand.



The pirate has got
brown hair.
He is wearing a
red t-shirt and
red shorts.
He is wearing
an orange scarf

