**Supplementary material**

A task-based syllabus for the 10-sesesion virtual class in SL (Chen, 2016b)

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| **Session** | **Topic** | **Lesson Plan Outline** |
| 1 | Greeting | 1. Housekeeping: group contact/notice, chat log, organizing inventory, learner blog. Remind them to turn off speaker when someone’s talking to avoid echo.
2. Find someone who: Get to know your classmates (spin the bottle). Take notes and use CALL/IM.
3. Greetings: how to greet in different cultures and the US. Learn English phrases/idioms in greetings. Compare and contrast cross-cultural differences/similarities in greetings.
4. Show and tell demonstration.
5. Homework reminder: Save in your inventory an image that represents your home culture for the show-and-tell presentation in next session.
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| 2 | Food | 1. Talk about agenda (comment on their blog, learning how to build objects, show and tell, food game, role-play).
2. Sandbox: Create their first poster and upload their cultural image. Each student takes turns for the show-and-tell presentation.
3. Food game: Work in a team to describe the food items on the display board without naming the foods. The other team has to guess the food item base on your description.
4. Role-play in the pizzeria using Holodeck. Students take turns to play servers taking orders and customers ordering food on the menu.
5. Field trip to Berlin bar for drinks and dancing.
6. Homework reminder: Find a restaurant in SL that you’d like to take us to next time.
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| 3 | Holidays/Traditions | 1. Compare/contrast holiday celebrations around the world (Valentine’s Day & New Year). Notecards will be provided for students to take notes when they interview their partners.
2. Watch a video clip on dragon boat festival and fill out the key information on a notecard. Discuss with a partner to compare the answers.

Field trips to the SL restaurants.Homework reminder: Change your avatar outfit that represents your home culture in class next time or bring a poster with the cultural attire if you can’t find it in SL. |
| 4 | Clothing | 1. Showcase your avatar outfit and tell us about how it represents your cultural clothing.

Field trip to *Virtual Morocco* in SL and experience the Muslim culture and clothing.Field trip to *Sirena Hair* to get some freebies for making your own clothes. |
| 5 | Job | 1. Job game:* Each team will have 5 minutes to go over their job titles and discuss the definitions (without naming the jobs).
* Each team takes turns to describe the job without naming it. The other teams have to use text chat to guess the job. Whoever guesses it right will get 1 point. If no one can guess the job, the speaking team will get 1 point.
* Each team member will take turns to describe the job.

2. Interview your partner about the job he/she has based on the questions on a notecard. Report your findings to the class.3. Job Fair:* Scaffold job-related vocabulary (e.g., employee, employer) and discuss job qualifications.
* Each pair creates a job ad in SL, including job title, job description, salary (L$), benefits and promotions.
* Simulated Job Interview: Each pair will take turns to play the role as the employer and employee. Half of the class will play the job seekers and the other half, employers. Job seekers will go from one company to another and ask about the jobs. They are only interested in the compensation package that the job offers and the employers are interested in finding employees who meet the requirements of the job. They will also take notes during the interview. When they are done, employers will tell the class why they would like to hire someone.
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| 6 | Sports/Games | 1. Work in pairs to discuss their favorite sports based on the questions on the notecard.

Play sports in Virtlantis Island (e.g., soccer, water jet-skiing, etc.).Field trip to Covenstead for figure skating. Take snapshots of your skating performance and put them up on your blog. |
| 7 | Music | 1. Guess who I am:* Identify the pictures of those famous celebrities in the display board and discuss with the class how much you know about them.
* Ask your partner who his/her favorite musician is (spin the bottle).

2. Music genres & instruments:* We’ll teleport to *Magnatune* and work in pairs to write down as many music genres as possible.
* Try as many music instruments as you like. Choose 1 instrument to play and ask your partner to take a snapshot of you playing the music instrument. You’ll also do the same for him/her.
* Interview your partner. Ask him/her why he’d like to play this music instrument.
* Come back to sandbox. Create a poster for your partner. Tell the class why he/she likes to play this instrument.

3. *Vincent*:* Listen to the song and try to fill in the blanks on a notecard.
* Compare your answers with your partners.

4. Teleport to a *Karaoke Club* and sing along! |
| 8 | Art | 1. Museum field trip: You will have the chance to explore *Caerleon Museum* in SL to discover what your RL identity and SL identity mean to you. You’ll also work with a partner to research what you notice in one of the exhibits in the museum and take some snapshots of what strikes you the most. You will present your findings with your partner and report to class.
2. Homework reminder: Find a SIM in SL that simulates any city or landmark in your home country. You’ll be our tour guide next time to promote your culture and tourism.
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| 9 | Travel | 1. Each student will take turns to play the role as a professional tour guide and take the class to the SL SIM they found that can showcase any striking landmark or famous city in their RL countries.
2. Students who are the tourists will have the chance to ask their “tour guide” questions and take pictures of those tourist sites along the way. They will post their traveling experience in their blog afterwards.
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| 10 | Farewell party | 1. A briefing session will be conducted at the outset of today’s class for students to exchange opinions about the lessons they have learned throughout this course. A semi-structured interview format will be employed.

Refreshments and drinks will be provided in SL along with music played. A virtual certificate that acknowledges each student’s performance and completion of the course will be granted. |