

**The Global Classroom Project:  
Learning a Second Language in a Virtual Environment**

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## **Abstract**

This paper reports the progress of a pilot project exploring the integration of a collaborative virtual learning environment (Second Life) with the instruction of English courses at Lingnan University in Hong Kong. An educational partnership was developed with two TESOL teacher-training courses at Texas A&M University in the US. The project enrolled over 200 participants, with about half from each participating university. Coordination of online activities was done using the Moodle learning management system. A large non-traditional language learning facility was developed in the Second Life virtual environment in the style of a 1950's American diner on a private island, complete with Cadillac booths, traditional diner booths and tables, and outdoor campfire settings to facilitate conversational groupings. Both IM typed chat and VOIP voice interactions were explored inside the virtual environment.

Student behavior observed during the study indicates the conditions which result in the most productive interactions, and also highlights several key problem areas which must be addressed before successful interactions can be achieved. This paper presents a process which has been developed and trialed, and the plans at Lingnan University to adopt it on a wider scale to support the development of language skills.

Key terms: collaborative virtual environment, language learning, ESL, educational partnerships

## **Background**

English language acquisition is viewed in Hong Kong as a prerequisite for attending a university in the West, for entry into high-paying occupations, and as an important part of globalization and international communication. This emphasis on language learning has resulted in a wide range of language-acquisition activities, from the traditional English course taught in a classroom to more media-savvy methods such as typed instant message (IM) chats and Skype web cam interaction with native English speakers.

Ho (2006, p. 7) views the criticism of second language learning in a traditional classroom as fueled by the "general perception...that students remain orally incompetent despite being structurally knowledgeable in the second language". He expresses "a desire for teaching environments where a lot more attention is paid to active and engaging teacher-student and student-student interactive behaviour". In a recent JISC study De Freitas (2008) states how this challenge to the norms of education offers a direct challenge to our understanding of how we learn. Instead of traditional knowledge acquisition, she sees educational advantages in the social interaction offered by role plays and real-world practical engagements.

Mishan (2007) notes that online chat is not traditionally viewed as a component of English language study, but that it offers insight into the use of informal language and a conversational manner. This communication technology has resulted in the development of a specific dialect and interactive patterns: abbreviations and intentional misspellings (i.e. "thx" for "thanks", "ttyl" for "talk to you later"), and emoticons (i.e. :) and ;) ) add emotional inflection. Because most people cannot type quickly, brevity is the main driver and a simple syntax is the norm. While the simple syntax aids the second language learner, the prevalence of abbreviations and codes may confuse the "newbie" to IM chat.

However, examples of innovative practice using virtual language-learning environments include several from the EU consortium: the NIFLAR (Networked Interaction in Foreign Language Acquisition and Research), the AVALON (Access to Virtual and Access Learning live ONLINE), and the "Talk with Me" project. The University College Dublin initiated the Asimil8 project (now RendezVu); the Electronic Village Online is a professional development project and virtual extension of the TESOL convention; Avatar Languages uses a combination of Second Life, Google Docs, Skype, and an online whiteboard; EduNation was created by Consultants-E and provides training in Second Life (SL) with an emphasis on language teaching and learning. Talkademy is another example of a language school using the SL virtual environment for its classes. The British Academy has a large and successful presence in SL, with over 1000 students from 12 different countries. Kirriemuir (2008, p. 58) states that "roughly three-quarters of UK universities are estimated to be actively developing or using Second Life at the institutional, departmental and/or individual academic level".

The LanguageLab project is perhaps the most well established virtual world language school, and has built a complete English city on its SL simulation. LanguageLab students are fully *immersed* in real-life scenarios such as going to a grocery store or visiting a doctor or lawyer for consultation. This concept of immersion is key to the development of student engagement with the educational context. Reyes and Vallone (2008, p.21) define immersion as a hands-on learning scenario where the instruction is embedded in the context and plenty of educational support is provided. They posit that this component of educational support delineates immersion from *submersion*, where no teacher support is provided and the environment is "linguistically insensitive and culturally non-responsive".

## **The Global Classroom Project**

In Oct 2009 the Teaching and Learning Centre (TLC) at Lingnan University in Hong Kong proposed to develop and integrate a virtual world teaching resource into the curricula. The purpose of this

proposal was to fund the creation and maintenance of a virtual educational space to support innovative teaching practices and active student learning. The TLC would facilitate the training of instructors and teaching assistants to providing support for teaching and learning activities using the Second Life virtual environment, and work with the teaching staff to undertake an evaluation of efficacy and student enjoyment of learning in a virtual environment in order to provide further advice for other university programs.

In February 2010 Lingnan University approved the development of a virtual world teaching resource for undergraduate studies. The two-year project includes the purchase and setup of a private educational space using the Second Life virtual technology, and the development of educational environments in that space for integration with course instruction at Lingnan.

This study is an investigation of the factors that impact on changes to the motivation and engagement observed in the use of a collaborative virtual environment (CVE) in educational settings. Recognition of these factors should guide the development of generalizable strategies for optimizing the use of a CVE in outcome-based education, and ultimately the instructional design required to successfully incorporate a CVE into outcome-based curricula. This investigation of instructional design which includes the integration of a collaborative virtual environment should yield valuable insight into the future of blended and distance learning applications.

### **Setting up the Virtual Learning Environment**

Working in conjunction with the Centre for English and Additional Languages (CEAL) department, the TLC developed the Global Classroom language-learning activity as an Independent Learning component of the CEAL English as a Second Language (ESL) first-year courses. Students are given a wide range of activity choices for their Independent Learning component, which makes up 20% of their course grade.

A collaborative partnership was set up in early 2010 with an instructor at the Texas A&M University (TAMU) in the US. In two TAMU courses the students were studying how to Teach English as a Second or Other Language (TESOL), and the instructor wanted them to work directly with foreign ESL learners to create a more authentic learning experience. This partnership between ESL and TESOL courses offers a natural synergy for both sides, where both the native English tutors and the English-learning students can benefit from the natural-language interactions enabled by the SL technology to converse in a fully immersive virtual environment.

Two private educational islands were purchased from Linden Labs on the Second Life (SL) grid, and set up for educational use. When the Visual Studies department heard about the project, they proposed integration with instruction on two of their courses. Therefore, a design contractor was hired to create a rainforest simulation on Lingnan Homestead Island, and this was well received by the Head of the Visual Studies department and their participating students. On the main Lingnan University Island, several outside designers contributed to the development of a large language-learning facility to host inter-cultural collaborative activities: the Caddy Shack (Figure 1).



Figure 1. The Caddy Shack diner on Lingnan University Island in the Second Life virtual environment.

It has the look and feel of a 1950's-era American diner, with a large bar and restaurant seating area, rotating dance floor, and 12 classic convertible Cadillac cars (Figure 2).

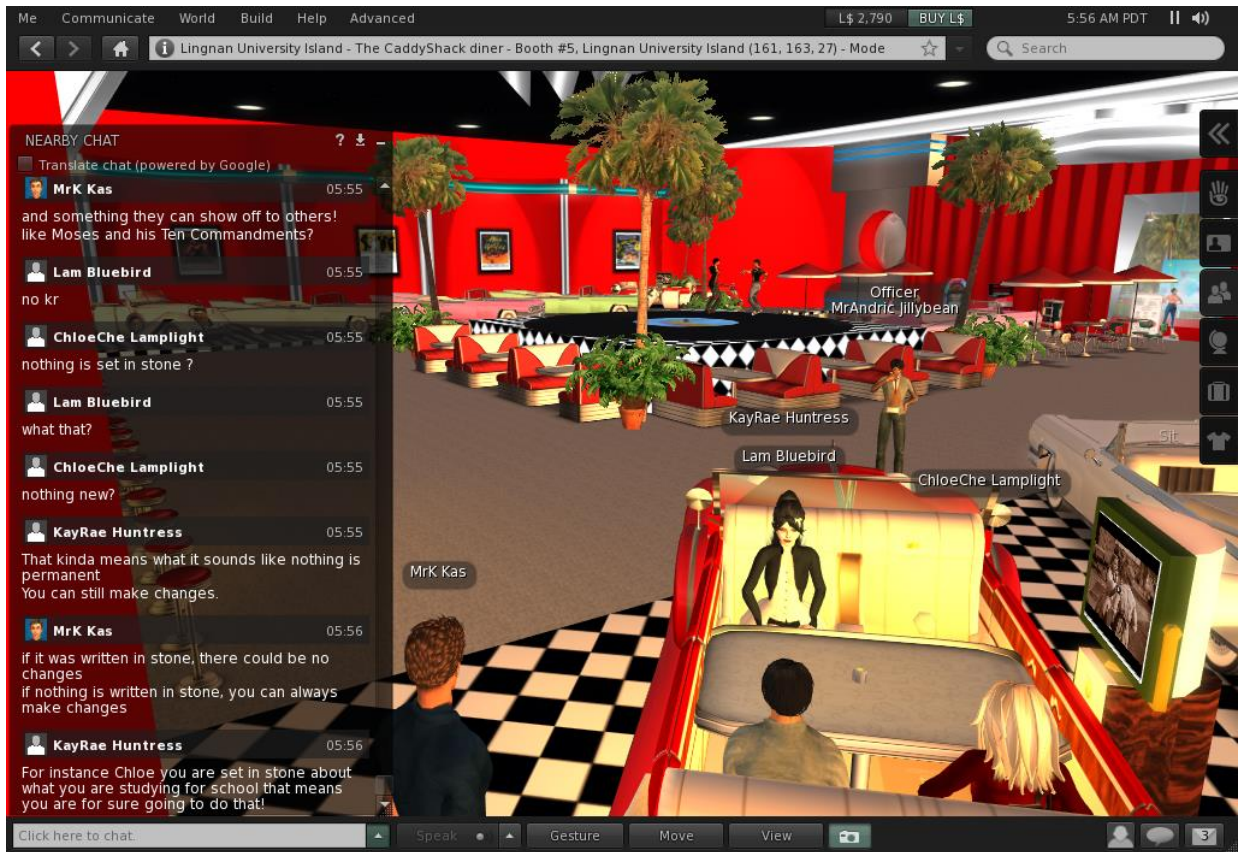


Figure 2. Global Classroom students IM chatting in a Cadillac diner booth, while two students dance on the rotating dance floor in the background.

These cars have been modified so that the front seat faces the back, and a diner table inserted between them, to create a conversational "booth" designed to seat 4 avatars (inspired by the Jack Rabbit Slims diner in the movie Pulp Fiction). Selected booths have also been fitted with adjacent TV sets, which can be used to display anything available on the Internet, including YouTube videos, music, artworks, etc, as a tool for stimulating conversational interaction (Figure 3). This display of "shared media" can be controlled and viewed by all of the avatars in the area. The use of shared media requires the Second Life Viewer 2, a second generation application similar in operation to a browser. Each booth has been placed on a land parcel which blocks sounds from entering or leaving, providing protection from outside noise interference (music and other voice conversations), and privacy for those conversing inside. These booths are designed to support voice conversations using the VOIP technology built into SL, which works in a fashion similar to Skype.



Figure 3. The vintage Philco TVs can display student-selected YouTube video clips which can be viewed by any avatars nearby. Cocktails can be served, and the avatars can simulate drinking the beverage of their choice!

The rest of Lingnan University Island surrounding the Caddy Shack diner has been developed with interesting elements which hopefully attract the students to spend some time exploring the environment with their conversational partners. Features include a beach with surf and two dolphins, a meadow with three horses which can be ridden, a jet-ski "rezzer" which can create multiple jet-skis on demand for touring the islands, and a large carousel. Scattered around the coastline are a dozen campfires, each of which offers four or more seats and audio privacy for voice conversations (Figure 4). The neighboring Lingnan Homestead Island has another dozen campfires, and a large erupting volcano. Each term the Homestead is "terra-formed" by Visual Studies students doing individual design projects, so this area always offers something new to see and experience.

Three assistants were trained to support the Global Classroom students in the use of the Second Life technology: an undergraduate, a graduate, and a research assistant in his mid-forties. None of these assistants had backgrounds in language instruction: they were hired to support the project coordinator in the technology training at the hands-on workshops. Although an introductory session was held to present the virtual environment to the Lingnan CEAL instructors, only one instructor set up an avatar and he never participated in a workshop training session (virtually or physically). Even the TAMU instructor could only attend less than half of the workshops: the 6am start time in the US

presented a difficult obstacle to regular participation.



Figure 4. A beachside campfire gives students a quiet place for private chats.

The Global Classroom consisted of a series of hands-on workshops held two or three times a week at language computer labs from 7 to 9pm, over the months of September and October in the 2010/11 school year (see Appendix I for the schedule of workshops). The Second Life viewer application has been installed on these language lab computers, and each workstation has a combination headphone / microphone set up to support voice interaction. The SL software is also available to students as a free download application from the SecondLife.com website, which can be installed and operated on student-owned computers if they meet the hardware requirements. While perhaps half of the students have laptops or desktop PCs of sufficient graphics capability to operate SL at their homes, most of the Lingnan students have reported that the Internet broadband communication provided in the university dormitories is not sufficient to provide an acceptable SL experience.

When students self-select to participate in the Global Classroom as an Independent Learning language learning activity, they register for workshop seats on the associated Moodle course, which also details the lightly structured language-learning activities expected at the workshops. After creating a free SL avatar account, students are trained in the basics of movement, navigation, interaction with the virtual environment, and communication. Students from TAMU also receive basic SL training from their instructor in Texas, and are given the link to the location of the Caddy Shack on Lingnan University Island within the SL virtual grid. Students are trained in the skills required to post documentation of their language-learning activities on discussion forums, including screen captures of encounters with their online language-learning partners and the resulting typed chat dialogue. This documentation is then available for final upload onto their e-portfolios for assessment of their Independent Learning activity by their CEAL tutors.

### **Preliminary Observations**

A total of 65 CEAL LCE101 students chose the Global Classroom as their Independent Learning activity and attended one or more workshops training them in the use of SL for communication. About 10% of those students also logged into the virtual world outside of the workshop hours for additional exploration and interaction. They interacted in the virtual environment with an approximately equal number of American students enrolled in two TESOL courses at Texas A&M University in the US.

Their collaboration was facilitated by a Moodle discussion forum where TAMU students could post their availability and intended times of in-world virtual attendance during the workshops. A total of 53 TAMU students posted on this discussion forum at least once, with the top 10 most active students posting a total of 50 requests for meeting times.

Over the five Global Classroom workshops, the average workshop attendance was 13 students. Participating students were trained how to display their online interactions during each workshop by posting screen snapshots of avatar interaction and IM chats on Moodle discussion forums. Of the 65 students who attended one or more workshops, 46 students posted their interactions on the Moodle forums, which is about a 71% participation rate. Table 1 shows that a total of 27 students posted on at least one workshop forum, a core group of 5 or 6 students posted on four of the workshop forums, and 2 students posted on all five forums. At workshop #5, the focus was getting their activity documented on their Mahara ePortfolios, so most of the attending students skipped the intermediate step of posting on the Moodle forums.

The Global Classroom Project	
Workshop forum	Number of Students posting
1	27
2	6
3	5
4	6
5	2

Table 1. Chart of student participation on Moodle forums which display screenshot of avatar interaction and IM chats.

**Analysis**

Figure 5 shows how the majority of the attending students participated in only one workshop, but a core group attended and posted their activity in most of the workshops offered.

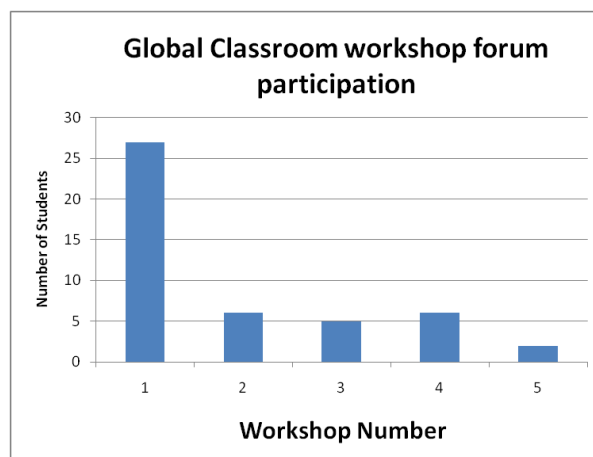


Figure 5. Student participation over the five Global Classroom workshops offered as a CEAL IL language learning activity.

We interpret this participation pattern to indicate that of the total group of students intrigued enough by the idea of language learning in the virtual environment to attend at least one workshop, about 20% of that group were engaged enough to attend almost all of the workshops available to them.



## Discussion

The most popular area on Lingnan University Island for individuals to meet and mingle was the facility designed for language-learning: the Caddy Shack. Here the students can simulate the social activities of serving and drinking various beverages, dancing, playing mahjong and billiards. Within the Caddy Shack, the most popular socializing area was the round patio tables near the front door, which each have four chairs under an umbrella (Figure 6). These chairs were the easiest for new users to navigate their avatars towards and then activate the sit function.



Figure 6. Hong Kong English 101 students using both audio (green arcs above the avatar indicate voice transmission) and chat in a discussion with US TESOL students

Just about the time of the Global Classroom workshops with CEAL students, a new version of the Second Life viewer was released with built-in translation capabilities, powered by Google Translate. This allowed the Lingnan students to get the typed chat presented simultaneously in both English and Chinese text! (Figure 7) Because it was so new it was not fully explored, but the few students that tried it found it to be a very useful supplement to the chat communication medium.



Figure 7. The new automatic machine translation of chat may prove to be a tremendous boon to language learners using the virtual environment.

The Cadillac diner booths (made to resemble classic convertibles) in the Caddy Shack received consistently good feedback for interesting novelty. The students liked the way they achieved acoustic isolation from other Voice users, and the four-seat capability successfully limited the group size to more intimate conversations. New users, however, often encountered difficulty in using camera controls to successfully look down into the car seats and then activate the sit function.

Other popular meeting areas included the campfires along the beach, and the rainforest simulation. The most popular non-language activities included dancing on the Caddy Shack rotating dance floor, riding the virtual horses in the meadows (Figure 8), and racing the virtual jet skis around the island perimeter. This rich environment offers a wide range of virtual activities to stimulate possible conversational scenarios between language learning partners.



Figure 8. Riding horses is a popular activity on the Lingnan University Island in Second Life.

Of the workshops, the highest rated in terms of enjoyment was the field trip to other Second Life simulations, such as a Bronx ghetto in New York city (Figure 9), Mauritius Island, the pyramids in Egypt, and Paris in 1900 (Figure 10). These trips provided a range of novel experiences which are typically not available to most students: living homeless on the street, driving a horse-drawn carriage, going for a ride on a giant dodo bird, and posing for snapshots atop the Great Sphinx of Giza. The virtual environment can expose the students to unique experiential learning activities which motivate student engagement and stimulate conversational interactions.



Figure 9. The field trip to the Bronx ghetto was a very novel experience for both the US and Hong Kong students. Here the Hong Kong instructor (MrK Kas) suddenly takes part in the role play as a homeless man sleeping on a mattress in an alley, while the US-based TESOL instructor (Magictwins Littlebird) looks on in surprise.



Figure 10. Here the students drive a horse-drawn carriage around the streets of Paris in 1900. Other favorite activities in this simulation were parachuting off the Eiffel tower and participating in the acrobatic circus!

During the workshops, the Global Classroom students expressed a high level of enjoyment using the virtual environment for their language-learning activities.

Examples of student feedback to answer the Moodle discussion question:

**What did you find interesting / enjoyable about the virtual world?**

*Sep 16, 2010 - "I have found many friends to chat with such as Davix and Light. We introduced ourselves to each other and talked about our hobbies. I think the topic of riding horse inside room is interesting, because it is difficult to do in so small room. I find this Second Life is so interesting and useful for independent learning. I like talking to new friends, walking around and swimming under the water."*

*Sep 17, 2010 - " We chatted about how to use Second Life and shared our feelings about SL. We all thought it interesting to chat with others through this new platform. We really appreciate it."*

*Sep 20, 2010 - "In my first vision of second life, I experienced the Lingnan island , saw a lot of friends there. I talked happily with Shylock and many other fellow students. What's more , I talked with one from Texas. I hope that I will have more opportunities to communicate with American friends."*

*Sep 24, 2010 - "Today, I experienced what really Second Life is. And had a really happy talk with Khloe, Jing and Beth. We talked about the weather, President Obama, our spare time plan, and Khloe's family. We used voice to speak, so it was great to talk rather than just type. In the end, MrK took me on a flight, and it was really cool!"*

*Oct 8, 2010 - " Today I met many new friends in SL. It's quite cool and I chatted with one girl from US. She just one year older than me. We all like the American show Friends. And we went to many places such as Paris together. We all enjoy the trip very much. After that I went to a island and walked all around, I flied again and went to a waterfall with Cristine."*

*Oct 14, 2010 - "Today I chat with Chelsea Kulbaba and Kirsti Oodies who are all Texas A&M ESL graduate student-teachers. I chat with them by using the chat board and microphone since they also need to hand in a physical evidence to prove that they actually talk with a Hong Kong student. They would like to be a kindergarten teacher because they love kids and school themselves. Also, being able to teach kids through 6th grade so they are hard-working to study just like I prepare my mid-term examination. I enjoy talking with them because their sounds are very, very sweet. Especially Kirsti Oodies."*

*Oct 28, 2010 - "tonight very lucky that I talked with 3 American students. And they even got up before 7am in order to come to SL! Those guys are great and we spent a good time together. We refered to many things from weather to reading even some class we attend. The process was very confortable and joyful."*

*Oct 28, 2010 - "I think using a voice conversation is easier, and we can talk more by using a voice conversation."*

The most effective attractor for the Lingnan students is the use of audio voice capabilities in order to practice their spoken / listening English skills. The language computer labs used for the Global Classroom workshops have high-quality headphone / microphone setups at every workstation. When audio voice transmission is achieved using Second Life, it is typically of a fairly good quality (similar to Skype). The limiting factor of this attractor is the lack of reciprocal voice capability on the part of the TAMU students. Of the approximately 70 TAMU students who participated in the Global Classroom, only about 10% have the headphone / microphone equipment required to enable voice. Another 10% are willing to try voice, but could only do so using their laptop webcam microphone array, which often resulted in a severe echoing feedback, reducing the audio experience for everyone within "earshot" of them.

When a good audio discussion was achieved, however, it proved to be extremely rewarding for most students. When Lingnan students managed to participate in an intimate hour-long heartfelt discussion with a native speaker, they often heaped glowing praise on the Global Classroom as a language learning activity! These intimate discussions were typically achieved by a pair of female students who generally gave feedback that useful practical learning had been accomplished from both the TESOL and ESL perspectives.

About 50% of the US-based TAMU students managed to get online at a very early hour in order to achieve real-time interaction with the Lingnan students. In order for the US students to synchronously match to the Hong Kong 7 to 9pm workshops, they must be online from 6 to 8am! This has proved to be a very difficult hurdle for most of the TAMU students, some of whom must drive onto the campus in order to login using Second Life by 6am.

### **Conclusion**

The Global Classroom has made a good start as an introductory language-learning activity, with a reasonable number of total participants and average weekly workshop attendance. The most limiting factor was the time zone difference between Hong Kong and Texas in the US: 13 hours proved to be a very high barrier to achieving synchronous interaction between the two groups. Combined with the use of advanced technology, the time zone barrier also proved prohibitive for the language instructors. While the US-based TESOL students were eager to support the language interactions, they are not

qualified teachers. In order to achieve the level of educational support that Reyes and Vallone (2008, p.21) stipulate as a requirement for achieving an effective immersive teaching environment, the Global Classroom project needs more involvement from the instructors of the courses involved.

Chat proved to be an extremely useful form of interaction for new users: the typing medium allows additional time for second language learners to compose their responses, and the tolerance for misspellings or poor syntax was much higher than for incorrect pronunciations or syntax in the spoken form (Beauvois, 1997, p.66). In order to address oral competence, however, the ultimate goal remains the achievement of audio voice communications. The immersive virtual environment offers a very good simulation of face-to-face interaction, with its fast-paced small talk and informal language style. When students have been trained how to use the machine translation recently built into the chat function to supplement voice communications with term definitions, this may become the dominant method of communication between disparate cultures.

### **Directions for future study**

Continued exploration of this virtual world technology for language acquisition should include making the Global Classroom an activity available to the general student population, thus opening it up to all Lingnan University students in all courses. An investigation of a possible correlation between student learning style and subjective enjoyment of learning in the virtual environment may shed additional light on ways to improve the implementation of this educational technology.

Future collaboration with TESOL courses at universities located in more compatible time zones should be explored: Australia and New Zealand. Further integration with instruction should include participatory theatre / immersive learning projects with History, Academic English, Management, Sociology, and Philosophy courses.

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**Appendix I**

(insert Global Classroom schedule here)



## **Appendix II**

Transcript of a typed IM chat during a Global Classroom workshop between Lingnan English 101 students and TAMU TESOL students on Sep 30, 2010. Also present are the project coordinator (MrK Kas) and the two project assistants (MrAndric Jillybean and YCY Rain).

[05:15] Jessca Starspear: hello! my name is jessica and i go to a&m  
[05:15] Chan Antiesse: o i see  
[05:15] Jenniferangie Lycour: hey jessica! I am from A&M too.  
[05:15] Edmond Hema: Hello jessica  
[05:15] MrK Kas: hello Jessca  
[05:16] MrK Kas: glad you could make it online so early in your morning!  
[05:16] MrK Kas: we're in a new lab today  
[05:16] MrAndric Jillybean: hello jessca  
[05:16] MrK Kas: and we're having some audio problems on the PCs  
[05:16] Jessca Starspear: me too! it was a little hard getting out of bed  
[05:16] Jenniferangie Lycour: i was the same way.  
[05:17] Chan Antiesse: what are your hobbies?  
[05:17] Jessca Starspear: i play a lof of soccer  
[05:17] MrAndric Jillybean: oh  
[05:18] Jessca Starspear: and love spending time with my family  
[05:18] Chan Antiesse: o i see  
[05:18] Jessca Starspear: how about you?  
[05:18] MrAndric Jillybean: i like reading  
[05:18] MrK Kas: Chan, do you do any sports?  
[05:18] YCY Rain: Hi Jessca  
[05:18] Chan Antiesse: I like running  
[05:18] MrAndric Jillybean: i heard he like math  
[05:18] Jessca Starspear: hi!  
[05:19] YCY Rain: where are you from? ^^  
[05:19] MrAndric Jillybean: who  
[05:19] Jessca Starspear: oh ok! do you run cross country?  
[05:19] Chan Antiesse: haha..  
[05:19] Jessca Starspear: I am from a&m  
[05:19] YCY Rain: oh i see  
[05:19] Jenniferangie Lycour: does everyone here go to the same school?  
[05:19] MrK Kas: now that sounded like good audio !  
[05:19] Jenniferangie Lycour: I mean the people from HK?  
[05:20] MrK Kas: yes, they all go to Lingnan University  
[05:20] Chan Antiesse: what is a&m meant? I dont know  
[05:20] Jessca Starspear: oh it is texas a&m university  
[05:21] Jenniferangie Lycour: Agriculture and Mechanics. I think that's what it stands for, at lease I think that's what it used to stand for.  
[05:21] Jessca Starspear: yeah i think thats right  
[05:21] Chan Antiesse: anyone studies logic ?  
[05:22] Jessca Starspear: no sorry... it sounds very interesting though  
[05:23] Jessca Starspear: chan, are you studying logics?  
[05:23] Chan Antiesse: of course  
[05:23] Chan Antiesse: otherwise i will not ask  
[05:24] MrAndric Jillybean: logic and critical thinking?  
[05:24] Jessca Starspear: thats what i thought!  
[05:24] Jenniferangie Lycour: Jessica, what class are you in?  
[05:24] Chan Antiesse: introduction to logic  
[05:24] MrAndric Jillybean: what is your major  
[05:24] Chan Antiesse: it is quite easy

[05:24] Chan Antiesse: i recommend you to choose

[05:25] MrAndric Jillybean: i'm beth

[05:25] Jessca Starspear: i'm in inst 462

[05:25] Jenniferangie Lycour: what section?

[05:25] MrK Kas: ok, have fun y'all, I need to go to a different part of the island

[05:26] MrK Kas: and tutor the Visual Studies students

[05:26] Jessca Starspear: oh its 502 i think

[05:26] Edmond Hema: ok, thanks

[05:26] Jessca Starspear: yes 502, how bout you?

[05:26] Jenniferangie Lycour: I'm in that one too. the one that starts at 2:20.

[05:26] Jessca Starspear: yes! where do you sit?

[05:27] Jenniferangie Lycour: if you're looking at the class, I'm on the far left.

[05:27] Jenniferangie Lycour: I am the one that has the baby. smile

[05:27] Jessca Starspear: oh ok! how is she doing?

[05:27] Chan Antiesse: Get lost!

[05:28] Jenniferangie Lycour: she'd doing great. asleep right now, but I think she may be wakigng up soon.

[05:28] Chan Antiesse: wrong typing

[05:28] Jenniferangie Lycour: waking\*

[05:28] Jessca Starspear: aw well i guess it is about that time. does she sleep through the night?

[05:29] Chan Antiesse: when do you sleep?

[05:29] Jenniferangie Lycour: sometimes she does, but not really because we have really noisy neighbors.

[05:29] Jenniferangie Lycour: I sleep at night, Chan. smile

[05:29] Chan Antiesse: i means what time usually

[05:30] Jenniferangie Lycour: I usually go to bed around 11.

[05:30] Jenniferangie Lycour: what about you?

[05:30] Edmond Hema: awesome answer

[05:30] Jessca Starspear: oh well noisy neighbors don't help

[05:30] Jenniferangie Lycour: i know. they aren't very nice either because i complain but they don't really stop.

[05:30] Jessca Starspear: ugh!

[05:31] Edmond Hema: terrible

[05:31] Edmond Hema: terrible

[05:31] Jenniferangie Lycour: definitely!

[05:32] Jenniferangie Lycour: speaking of my daughter. she's awake! I've gotta run. I'll see you in class jessica!

[05:32] Chan Antiesse: 1,2,6,42, ? what is the next number, anyone knows?

[05:32] Jessca Starspear: ok sounds good!

[05:32] Jessca Starspear: 48

[05:32] Jessca Starspear: ?

[05:32] Chan Antiesse: no

[05:32] Jessca Starspear: haha! never mind then

[05:33] Jessca Starspear: what is it?

[05:33] Chan Antiesse:  $(1+2)*2=6$

[05:34] Chan Antiesse:  $(1+6)*7=42$

[05:34] Jessca Starspear: oh ok i missed that part.. its early here

[05:34] Chan Antiesse:  $(1+6)*6=42$

[05:34] Jessca Starspear: yes that makes sense

[05:34] Chan Antiesse:  $(1+42)*42$  is the answer

[05:34] Chan Antiesse: - -

[05:35] Jessca Starspear: there is this televiision show here called lost.. and i thought thats what you were referring to at first...

[05:35] Jessca Starspear: its really early

[05:36] Jenniferangie Lycour: what did you say Edmund?

[05:36] Edmond Hema: well, the sound of a little girl

[05:36] Jenniferangie Lycour: yeah. let's see if she says anything else.

[05:37] Jessca Starspear: oh i can hear her a little bit

[05:37] Jenniferangie Lycour: really?

[05:37] Mi Shinn: sorry

[05:37] Jenniferangie Lycour: she's actually being good smile

[05:38] Jessca Starspear: yay!

[05:38] Edmond Hema: that cute girl

[05:38] Jenniferangie Lycour: did you guys hear her?

[05:38] Edmond Hema: yes

[05:39] Jenniferangie Lycour: haha. she's pretty funny. she's in a good mood.

[05:39] Chan Antiesse: haha

[05:39] Jessca Starspear: babies seem to be morning people

[05:40] Chan Antiesse: i just hear the baby

[05:40] Jenniferangie Lycour: yeah. she's great in the morning, most of the time.

[05:40] Jessca Starspear: do you send her to a day care when you are in class?

[05:41] Jenniferangie Lycour: no. my husband takes care of her.

[05:41] Jessca Starspear: oh thats perfect smile

[05:42] Jenniferangie Lycour: yeah. we stress out though... it's pretty hard

[05:42] Jessca Starspear: i bet!

[05:43] Jenniferangie Lycour: bye jessica!

[05:43] Jessca Starspear: bye!

[05:43] Edmond Hema: byb

[05:43] Edmond Hema: bye

[05:45] Jessca Starspear: are you all from hong kong?

[05:45] Chan Antiesse: me yes

[05:45] Jessca Starspear: oh thats right and you are studying logics corret?

[05:45] Beth Demen: metoo

[05:46] Beth Demen: can you hear our voice

[05:46] Edmond Hema: Beth and I come from mainland China, and we study in Lingnan, Hong Kong now

[05:46] Chan Antiesse: logic is wonderful

[05:46] Jessca Starspear: oh ok!

[05:46] Jessca Starspear: what are you both studying?

[05:47] Edmond Hema: for me, it;s social science

[05:47] Jessca Starspear: oh thats interesting.. i would love to take some of those classes

[05:48] Beth Demen: Jessca .can you hear our voice

[05:48] Jessca Starspear: a little bit

[05:48] Edmond Hema: It seems that the politiacl science is really popular in American

[05:48] Chan Antiesse: may be

[05:48] Jessca Starspear: i get bits and pieces

[05:49] Edmond Hema: political

[05:49] Jessca Starspear: oh yes.. i think a lot of people who go into law study political science

[05:49] Jessca Starspear: i can try speaking.. lets see if you can hear me

[05:51] Jessca Starspear: ok i can't hear you very well

[05:52] Beth Demen: yes

[05:52] Beth Demen: may be it doesn't work well

[05:52] Jessca Starspear: i'm sorry, what did you say you were studying?

[05:54] Jessca Starspear: do you all spend a lot of time in second life?

[05:55] Edmond Hema: no actually

[05:55] Jessca Starspear: oh ok

[05:55] Jessca Starspear: i'm trying to figure it all out

[05:55] Jessca Starspear: as i'm sure you all have to do as well

[05:58] Jessca Starspear: welli think i'm going to go make myself some breakfast and get a little bit of reading done.

[05:58] Jessca Starspear: it was wonderful meeting you all!

[05:58] Edmond Hema: yes, it's great

[05:58] Edmond Hema: have a nice day

[05:59] Jessca Starspear: thank you! enjoy the rest of your night

[05:59] Edmond Hema: ha, that is

[05:59] Edmond Hema: thank you