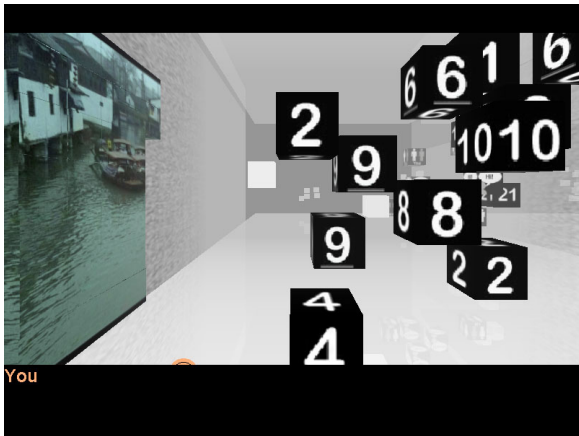


Polyglot Cubed

Lindsay Grace, Miami University, 800 High Street, Oxford, Ohio, Email: LGrace@MUohio.edu

Polyglot³
Πολυγλωττίζω



Overview

Polyglot Cubed is an educational game to facilitate listening comprehension skills for a variety of languages. The modular language learning game works interchangeably with a variety of languages. The game relies on a matching mechanic intended to balance comprehension based language recognition with a casual game play mechanic. It is designed to entertain while enforcing language comprehension. The highly modular system was designed at the University of Illinois, Chicago and enhanced at Miami University. It works to aid in the retention of listening vocabulary with minimal training.

The game is designed around 6 rooms of floating, cubicle tiles. Each tile is assigned a foreign language word or sound and a pictographic representation of that word. For teaching language, the cubes are clustered by topic, usage, or form of speech to encourage contextual recognition and aid visual memory. The player must match the spoken word with the cube that corresponds to it.

The game has been demonstrated to a variety of international audiences and has been praised for its potential. It has been awarded at Michigan State University's Meaningful Play Conference (2008), recognized at the National Training Systems Association Serious Game Showcase (2009) and exhibited at the 5th ACM Advances in Computer Entertainment Conference (2009) and DevLearn (2009).

Polyglot Cubed has been implemented for Mandarin Chinese and Portuguese Criolu. Experimental versions have also been created to teach the language of anatomy, music and chemistry (Grace, 2011). The tool offers a basic modification tool designed to aid researchers in the development of their own educational experiments.

The game is available for download at <http://www.PolyglotGame.com>.

References

- Grace, L. & Castaneda, M. (2011). *Polyglot Cubed: a Multidisciplinary Listening Comprehension and Recognition Tool*. In Proceedings of Society for Information Technology & Teacher Education International Conference 2011 (pp. 3219-3223). Chesapeake, VA: AACE.