

Wollok – Relearning How To Teach Object-Oriented Programming

Javier Fernandes

Universidad Nacional de Quilmes
Universidad Nacional de San Martín
javier.fernandes@gmail.com

Nicolás Passerini

UTN – F.R. Buenos Aires
Universidad Nacional de Quilmes
Universidad Nacional de San Martín
npasserini@gmail.com

Pablo Tesone

UTN – F.R. Buenos Aires
Universidad Nacional de Quilmes
Universidad Nacional del Oeste
Universidad Nacional de San Martín
tesonep@gmail.com

Abstract

Students often have difficulties in learning how to program in an object-oriented style. One of the causes of this problem is that object-oriented languages require the programmer to be familiarized with a big amount of non-trivial concepts. For several years we have been teaching introductory OOP courses using an *incremental learning path*, which starts with a simplified OOP model consisting only of objects, messages and references. This learning path is supported by a customized development environment which enables the creation of programs using this *simplified programming model*, and allows us to postpone the introduction of more abstract concepts like classes or inheritance.

In this work we propose an enhancement to this learning path focusing on the transitions between the stages of the course. We also present a new educational programming language named Wollok, which allows maximizing the accuracy in the selection of concepts to present. Finally, Wollok is accompanied by a programming environment which has lots of tools to guide the student and to help detecting mistakes and at the same time is in line with the most common professional practices.

1. Introduction

Object-oriented programming (OOP) has become the *de facto* standard programming paradigm in industrial software development. Therefore, in the last years software engineering curricula have put more emphasis in object-oriented courses. Still, students often have difficulties in learning how to program in an object-oriented style which show up both in academic and in industrial environments.

Several causes have been blamed for the difficulties in OOP learning. First, OO courses tend to focus too much on syntax and the particular characteristics of a language, instead of focusing on OOP distinctive characteristics. Second, many OO languages used in introductory courses do require to grasp a lot of quite abstract concepts before being able to build a first program. Finally, poor programming

environments are used, although we are at a time where an unexperienced programmer could be making great use of the guidance a good programming environment could provide.

There have been several proposals to address the difficulties in introductory OO courses by defining a specific language which provides a simplified programming model such as Karel++ [5]. This approach has been used even outside the OO world [10, 19, 28]. A step further is to provide a whole programming environment specifically designed to aid novice programmers such as Squeak [14], Traffic [21] and BlueJ [4].

The great differences between these programming languages and environments show that they have to be analyzed in the light of the pedagogical approaches behind them. The tools are of little use without this pedagogical view. For example, some educational languages and environments are designed to be used in *object-first* approaches, *i.e.*, for students without any previous programming knowledge [3, 7]. Other languages are focused on teaching to children or teenagers, such as Scratch [20] and Etoys [16]. Finally, there are many approaches which emphasize the importance of *visualization tools* to simplify the understanding of the underlying programming model [8, 30].

Previous works from our team [13, 17, 18, 32] have described an approach consisting of (a) a novel path to introduce OO concepts, focusing on objects, messages and polymorphism first, while delaying the introduction of classes and inheritance and (b) a reduced and graphical programming environment which supports the order in which we introduce the concepts, by allowing to build OO programs without the need of classes. Our approach focuses on the concepts of object, message, reference and object polymorphism, while delaying the introduction of more abstract concepts such as types, classes and inheritance. These way of organizing a course provides a more gentle learning curve to students and allows them to write completely working programs from the first week.

While this approach proved to be successful in providing the students with a more profound knowledge of OOP at the same time as raising pass rates, we feel that there is still room for improvement, in four areas: (a) integrating object-based and class-based programs together, (b) creating automatic ways to produce a graphical user interface (GUI), (c) enhancing the programming environment with a type inference tool [23] that helps avoiding some common mistakes and (d) narrowing the distance between our language and tools with those more frequently used in industrial development.

The rest of the paper is structured as follows. In Section 2 we present the problems of learning Object Oriented programming, and the consequences of this difficulties to the students. Section 3 describes the proposed language and the design goals and ideas we take in consideration for it. In Section 4 we describe the integrated development environment we have developed for Wollok and all the features it has and how they are useful for the teaching of programming skills. Section 5 analyses the different design decisions we have taken, while Section 6 compares our solution with another similar approaches. Finally, we summarize our contributions in Section 7, along with some possible lines of further work derived from this initial ideas. As an appendix we have Sections A, B and C which give more details about the implementation.

2. Problem Description

On cause behind the difficulties in learning OOP is that courses often focus on syntax and the particular characteristics of a programming language, leading students to concentrate on these relatively unimportant details rather than the underlying object-oriented modelling skills. Also, the use of industrial languages to introduce OOP requires the student to understand several concepts before being able to run his first program. [15]

By focusing on those details, many students fail to comprehend the essential model that transcends particular programming languages [1]. Figure 1 shows a typical first program, written in Java [2]. To get this program running, the student has to walk through a minefield of packages, classes, scoping, types, arrays and class methods among other complex concepts. However, he is still not able to do more basic OO programming, such as sending a message to an object.

For all these reasons, courses tend to spend too much time concentrated on the mechanistic details of programming constructs, leaving too little time to become fluent on the distinctive characters of OOP, such as identifying objects and their knowledge *relationships*, assigning *responsibilities* and taking advantage of *encapsulation* and *polymorphism* to make programs more robust and extensible.

To make things worse, frequently the students do not have proper tools that could help them overcoming all the obstacles. Already in 1999, Kolling *et al.*, had established the im-

```
package examples;

public class HelloWorld {
    public static void main(String[] args) {
        System.out.println("Hello World");
    }
}
```

Figure 1. Sample initial Java program which diverts student attention from the most important concepts.

portance of environments in introductory courses [15]. He stated that earlier introductory courses focused on the development of algorithms in procedural or functional languages. To do this, an editor and a compiler was all that was needed for the practical part of the work. Modern courses now use object-oriented languages and subject material taught includes testing, debugging and code reuse. This creates the need to deal with multiple source files and multiple program development tools from the very start. To give a beginning student a chance to cope with this increased complexity, better environment support is needed.

The failure of students to understand the essential object-oriented concepts shows both in academy as in industry. In academic environments we find very low completion rates in introductory OO courses. Moreover, students in their very beginning of an informatics career which fail their introductory programming courses, are often likely to give up their studies[22]. In industrial development, we find that these hindrances reduce the opportunity of students to apply the concepts of the paradigm effectively in their further professional practice, resulting in several IT-projects not taking advantage of the possibilities offered by the potential of good object-oriented practices. [17]

Our previous work in this area is based on the proposal to change the order of subjects in OOP introductory courses [17]. To enable this we provide a simplified OO language with an ad-hoc educational programming environment named Ozono¹, in which students can create objects and define their behavior directly, without the need for classes and inheritance [13]. Ozono is based on Smalltalk², and thus it is a *dynamic language*.

We take special advantage of the dynamic characteristic of the language because it allows very simple uses of polymorphism, *i.e.*, any two objects that understand a common set of messages can be treated polymorphically without worrying about inheritance or *interface* implementation. This enables the students to exploit polymorphism already in their programs after only two or three lectures.

¹The name has been changing along these years. Other names for our programming environment have been ObjectBrowser, Loop and Hoope

²The latest version currently in use in universities is based on a Smalltalk dialect named Pharo [6].

This approach produced impressive results and therefore has been adopted in other courses and universities. The simplified programming model, allows the students to spend more time working with the essential concepts of the OO paradigm. This, in turn allows for more practice and more complex exercises, even incorporating more advanced OO techniques such as *design patterns* [12], which in traditional approaches are normally postponed to a second OOP course.

Still, the experience of eight years in four universities³ and thousands of students has provided us with new insights of the learning process, which is what lead us to introduce several adjustments in our approach.

In the first place, starting with a *classless* language mandates a change of language and environment in the middle of the course, which is confusing for some students. To solve this, we propose to integrate *class-based* and *self-defined* objects in the same language.

Second, we think that the absence of static typing information (which Ozono inherits from Smalltalk) prevents our programming environment to aid the students in finding some typical beginner mistakes. Still, we do not want to force the students to add type annotations to their code, because that would distract them from the concepts we want to focus on. We propose to settle this apparent controversy by enhancing our programming environment with a type inferer. By doing so, the student is not required to care about type annotations, and at the same time we can detect some programming mistakes and aid the student in solving them.

Last, we have detected that sometimes the students which seem to understand the main concepts and can apply them in interesting ways to create medium to complex program, then have a hard time translating this knowledge to their professional activity. We think that a good mitigation plan for this problem starts with bringing the activities in the course as close as possible to the professional practice. For that matter, we propose to incorporate industrial best practices such as code repositories and unit tests, adapted to the possibilities of students with little or no programming experience.

The renewed approach is supported with a new programming language, named Wollok, and a programming environment which aids students to write, test and run programs. Wollok is designed to give support to our pedagogical approach; it allows to define both classes and standalone objects, incorporates a basic type inferer and provides a simple syntax to define unit tests.

A big difference with Ozono and other educational OO languages is that Wollok is a *file-based* language. While we recognize the value of the *image-based* approaches, we also are aware that most industrial programming environments are file-based. Therefore, we think that a file-based approach will shorten the distance between the classroom and the pro-

fessional activity, which is one of our main goals. Moreover, image-based environments tend to blur the distinction between the programming environment and the program under development, which can embody great possibilities for advanced programmers but often does not more than confuse beginners. Also, being file-based, Wollok allows for integration for the most popular code repositories.

Finally, the programming environment incorporates several advanced characteristics from professional environments, which improves the coding experience, and at the same time allows the student to familiarize himself with the kind of tools he will face in his later professional activity. For that matter, the environment incorporates content assist, automatic refactorings, advanced code navigation, language semantics-aware search tools and error highlighting *while-you-type*

It is important to notice that neither the Wollok language nor the programming environment contain novel features that are unseen in industrial tools. Therefore, the distinctive characteristic of these tools is the search for a programming environment which (a) supports our pedagogical approach, (b) feeds the student with a set of tools which are adequate to his current knowledge and (c) gently prepares him to be using industrial-level tools.

A big amount of effort in our research has been put in looking for solutions that can solve the apparent controversy between the objectives (b) and (c). Often, the rich set of tools an industrial language or programming environment offers, cannot be exploited by an unexperienced programmer or even confuses him. On the other end, we think that poor programming environments fail to help the students to make his first steps in programming and so trims the possibilities of introductory courses. Therefore, there is much to gain from a language that has the exact features a teacher wants to teach and a programming environment which provides the exact tools a student can take advantage off at each time of his learning process.

So far we have focused on university students which have had a previous subject on imperative programming. It is a pending job to adapt these ideas to teenagers or more generally students without any prior programming experience.

3. Wollok: The Language

Wollok is a brand new language, built to specifically give support to our pedagogical approach. Many ideas have been inherited from our previous projects, such as Ozono or Loop. The most important of these inherited characteristics is the ability to create objects and treat them polymorphically without the need of type annotations, classes or inheritance. Also, as its predecessors and unlike other pedagogical tools, Wollok is a *general purpose* language, *i.e.*, it is not tied to any specific domain.

One of the main objectives of building a new language is to provide a smoother transition from the first phase of

³Ozono is currently used in Universidad Tecnológica Nacional, F. R. Buenos Aires and F.R. Delta, Universidad Nacional de Quilmes, Universidad Nacional de San Martín and Universidad Nacional del Oeste.

the course, in which students use a simplified programming model and the second phase, in which they use a full-fledged OOP language. With our previous programming tools students were required to discard, in the middle of the course, the programming model and environment they already knew and were used to. This transition has sometimes been traumatic, because the process to define an object has to be re-learned and the tools they had been using up to that point are no longer available. With our new approach, the tools they first learnt are going to continue being available through all the course, together with the new ones that are incorporated in later lectures. This is also consistent with some modern industrial OO languages that allow to define both classes or standalone objects, such as Scala [26].

Also we reduced to a minimum the syntax and the most basic constructs of the language. While this objective was already present in our previous work, the implementation strategy of Wollok allows us to go much further in accomplishing this goal, cf. Sec. A. The example in figure 2 shows how the classical hello world would look in Wollok. To build this first program students are not required to know about typing, scoping or packaging. The only required construct is the `program` and the only command is a message send. Both the receiver and the parameters are built-in objects which will be handled in the same way as user-defined objects. The concepts required to understand this program are no more than program, object, message and argument passing.

```
program {
  console.println("Hello World!")
}
```

Figure 2. Sample initial Wollok program.

Another concept we propose to emphasize in the first programming courses is the control of side effects, *i.e.*, a programmer should be aware of the potential side effects of each portion of code. The most basic feature in Wollok to control side effects is the ability to differentiate variables (defined using `var`) from constants (defined using `val`). One step forward is to incorporate an *effect system* [25], cf. Sec. 7.

To sum up, there are several simple features which help structure the way a student sees his programming activity. *Object literals* and *collection literals* reduce boilerplate on object creation, since we think that the excess of bureaucracy to create an object helps to build up the belief that using objects or collections is far more complicated than using numbers or strings, which in turns leads to *primitive obsession* [11].

Each Wollok file has to be defined as *program*, *library* or *test*. Only programs and tests can be run. Libraries can only be *imported* from programs, tests or other libraries. This

concepts push students onto modularizing their programs into smaller units that can be reutilized.

Figure 3 shows some of the mentioned features. The programs includes two objects which are treated polymorphically, collections and block closures. Students should be able to build such a program after four lectures. In the first lecture we introduce objects, messages, methods and references; in the second one we focus on polymorphism; and in the following two we work with blocks and collections.

```
program myProgram {
  val optimistic = object {
    method hiThere() {
      "Hi, what an amazing day !"
    }
  }

  val pessimistic = object {
    method hiThere() {
      "Don't talk to me, it's a terrible day!"
    }
  }

  val all = #[optimistic, pessimistic]

  console.println(all.map[p | p.hiThere()])
}
```

Figure 3. Simple polymorphism example.

4. A Customized Programming Environment

Beginner programmers are likely to require more guidance and make more mistakes than experienced programmers. Therefore, we think that is much to gain from a good programming environment which structures the programming experienced and helps the students to identify common mistakes.

The Wollok programming environment includes a lot of features that provide guidance to the student. *Content assist* shows the students what are his possibilities at any moment and feeds automatically into the code the most usual constructs, allowing the student to concentrate less on syntax and more in the modelling of the exercise problem. *Quick-fixes* allow Wollok not only to highlight problems in the student's code but also to propose automatic solutions for some usual mistakes. *Advanced code navigation* and *smart reference searches* allow the programmer to better understand the dependencies in his program. Moreover, *automatic class diagrams* provide a high level view of the program and also helps understanding.

Also, the programming environment has many tools intended to help detecting mistakes, even while the student is writing code. *Syntax highlighting* helps identify the most simple mistakes by providing immediate feedback when something is not right. Moreover, the environment provides *real-time highlights* for syntactic mistakes. Finally, the *type*

inferer allows to detect more subtle mistakes. All these tools allows the student to gain more control of his code, keeping him away from feeling lost, which is otherwise a common situation for a student walking his first steps into programming.

The type inferer is one of the most distinctive characteristics of the Wollok programming environment. We think that type inference is key to a simple programming environment. On one side, it allows to detect lots of common mistakes *before running the program*: if an object does understand a message, if a wrong argument is passed, if incompatible types are mixed or even miss-spellings. In environments without this capability it takes more time to detect errors. Moreover, it is not uncommon that a type mistake produces a runtime error in a place different from where the mistake was done, producing confusion.

Still, providing a type inferer for a language such as Wollok has many subtleties, which deserves an independent study [27]. On one side we require it to be able to work without type annotations and at the same time provide feedback useful for an inexperienced programmer. On the other side, the type system is rather complex; for example, the presence of stand-alone objects requires the type system to handle *structural types*, since a named type system would not allow them to be treated polymorphically. Also, we want to be able to treat polymorphically stand alone objects with class-based objects.

Implementation details are described in Section A.

4.1 Checks and Validations

The IDE provides a way of showing some interesting checks and validations. This validations are organized and showed in a common way, using a dedicated section of the user interface for their display. In this way the IDE can be used to teach main concepts, not only showing syntax errors. Some of the errors are described in the Section C

5. Discussion

There are number of discussions that arised while evaluating the experiences with our previous tools in courses, and that were taken into account in Wollok's design.

One of them is whether the learning experience should provide a way to reuse code while still in the form of stand-alone objects without classes. We detected that while working only with objects, on the first part of the course, it's common to end-up with excersices where there will be at least some sort of duplicated code between objects. Therefore, later versions of Ozono introduced a mechanism based on prototypes, similar to that found in Self language[33, 34]. That allowed full reuse of code (both behavior and state definition).

However, practice has shown that introducing prototyping did not smooth the transition between objects and classes. Actually it made it harder. Therefore, we decided

that Wollok should not provide a way of code-reuse between stand-alone objects. Examples have to be carefully selected to avoid confronting students to problems they will not be able to solve gracefully.

Another interesting point of discussion is the way to integrate a visual tools to improve the understanding of the program. There are many different solutions to this problem. One approach used by several tools, like BlueJ [4] involves strict UML as a diagram format for showing the information. We think that this decision is not the best option, because UML includes a lot of information that is not relevant for the inexperienced programmer. We are exploring the idea to have custom diagram formats only showing information that is relevant to the teaching process. Furthermore, we are analysing the possibility of adding more attractive diagrams, like board games, or adding custom images and animations to objects. Allowing the creation of basic board games, and presenting the information in a more attractive way. This idea is explored in Gobstones [19] but with a fixed board.

Regarding the language grammar and syntax we have at least two points that need to be discussed. One is whether Wollok should introduce alternative advanced syntax for several constructions like property access, or message sending. The objective of this alternative syntax would be to reduce the amount of code and syntax elements (*e.g.*, parenthesis, dot for sending messages, or calling getters and setters). Modern languages such as Scala[26] and XTend⁴ provide such syntax sugar. Although we need to be careful because this shouldn't confuse novice programmers.

The second point regarding syntax (and actually the whole language) is whether the language should support some kind of type-level programming. Starting from type annotations (to fix types for example for parameters, or variables), but also type aliases, which could come handy given the fact that Wollok has structural-types. This of course would be an advance topic for the course. Probably the last topic. Again this concern shouldn't confuse the student all over the course until reached the point where types are introduced.

Finally, an important design issue addressed by Wollok is the use of text files instead of image based as a way of storing the programs. This decision was taken with the objective of ease the process of switching to an industrial language, as most of them use this way. This also allows the use of industrial tools like Version Control Systems, collaborative tools and code revisions.

6. Related Work

The first aspect to analyse is the shape of OOP introductory courses. Vilmer *et al.*, [35] presents a work exposing the advantages of the implementation of object-first introductory

⁴ <http://www.eclipse.org/xtend/>

courses. Also, Moritz *et al.*, [24] presents a way of starting the learning of a programming language using an object-first way using multimedia and intelligent tutoring. Another interesting work in this area is the one from Sajaniemi *et al.*, [31] who presents another way to introduce the main concepts. All this authors propose to use an industrial language, such as Java or C#, but they do not address the problems arising from the use of these languages. On the other hand, Lopez *et al.*, [19] present a successful way of teaching using functional-first in an introductory course.

Another aspect to analyse is the use of an industrial programming language or a custom one. In this subject, the approach of Lopez *et al.*, [19] is similar to ours, but in a functional-first solution. As Wollok, his language is focused on the main concepts of the paradigm. Another custom language specifically built to focus on the main concepts of OOP is BlueJ [4]. This implementation shares with Wollok the idea to simplify the language, but it is class centered. Wollok is both class and object centered, so we avoid need to teach classes to start learning the basic concepts of the paradigm.

There are interesting works in the Visual languages as a way of teaching OOP: Scratch [20], Etoys [16] and Kodu [29]. Still, all of them are far away of a professional development environment, so the transition to a industrial level work is not so easy as with Wollok.

7. Conclusion

Wollok is an educative, object-oriented programming language which is accompanied by an advanced programming environment. Both tools are highly customized to give support to an introductory OOP course. Our approach consists of the combination of these three cornerstones: incremental learning path, customized language and specialized programming environment.

First, we defined an *incremental learning path* choosing exactly which are the concepts we want to teach and the order we want to teach them. The learning path starts with a *simplified programming model* (SPM), *i.e.*, one which uses less concepts than a full-fledged OOP language. The SPM allows the student to build simple programs without requiring more advanced concepts. The path should attach the SPM with a good set of programming exercises, specifically oriented to be easy to build in the selected SPM. Once the student has mastered the concepts on the SPM, we can go a step further and introduce the next set of concepts.

Next, defining our own programming language, allows us to give full support to the selected learning path, avoiding the need of explaining complex concepts too soon in the course or forcing the student to write *boilerplate code* which he cannot yet understand.

Finally, a good programming environment, helps detecting errors, provides guidance and most significantly allows the student to *explore*. We have found that often students are

afraid to search for solutions not seen in the class or test their own ideas, which leads them to restricting themselves into a smaller set of concepts and tools they feel more secure about. A controlled environment empowers students to look around and explore new possibilities.

One major objective in our future work is the integration of more *automatic user interaction* tools into the Wollok environment. Our objective is to enable the students to have visual and interactive programs without requiring them to learn the subtleties of GUI building, extending the ideas in Gobstones [19] to object-oriented domains. Some advances in this area can be seen in our previous work named Hoope [9].

The second major objective is to continue improving the detection of programming errors. A cornerstone to achieve this goal is the type inferer, which is our current focus. The other half of our future work in this area is a powerful *effect system* [25].

Another characteristic of programming in the real world is the need to work in teams. The success of object-oriented languages is partly due to their advantages in group projects. It is necessary teach our students about the techniques needed for teamwork, right from the beginning. To do this, it is essential that the environment has some form of support for group work [15]. Therefore, we plan to create simplified tools to integrate wollok to *version control systems*.

Also we are working in adding more automatic refactor tools, and a better type inference implementation. Even working on adding an effect system to detect correct usage of the language and the code conventions.

One of the important development steps to be done is the implementation of a web version or a lighter version, using less hardware requirements, with the aim to run the solution in small netbooks like the ones in the program Conectar Igualdad⁵

Finally, in the educational use of the tool, we will be testing it in different educational environments to get feedback about the learning experience; generating learning material (*e.g.*, examples, exercises, guides). As the focus of the tool is to provide a new way of teaching programming skills. For this objective, we will be working in collaboration with Universities, Teachers and non profit organizations.

7.1 Acknowledgements

We want to thank all the people who participated in the ObjectBrowser, Loop, Hoope and Ozono projects, as well as the teachers and students that provided feedback from their use of those tools, leading us to the ideas presented here.

References

- [1] Computing curricula 2001. *J. Educ. Resour. Comput.*, 1(3es), Sept. 2001.

⁵ <http://www.conectarigualdad.gob.ar/>

- [2] K. Arnold, J. Gosling, and D. Holmes. *The Java programming language*, volume 2. Addison-wesley Reading, 1996.
- [3] D. M. Arnow and G. Weiss. *Introduction to programming using java: an object-oriented approach*. Addison Wesley, 1998.
- [4] J. Bennedsen and C. Schulte. BlueJ visual debugger for learning the execution of object-oriented programs? *Trans. Comput. Educ.*, 10(2):8:1–8:22, June 2010.
- [5] J. Bergin, J. Roberts, R. Pattis, and M. Stehlik. *Karel++: A Gentle Introduction to the Art of Object-Oriented Programming*. John Wiley & Sons, Inc., New York, NY, USA, 1st edition, 1996.
- [6] A. P. Black, S. Ducasse, O. Nierstrasz, and D. Pollet. *Pharo by Example (Version 2010-02-01)*. Square Bracket Associates, 2010.
- [7] K. B. Bruce, A. Danyluk, and T. Murtagh. A library to support a graphics-based object-first approach to CS 1. In *ACM SIGCSE Bulletin*, volume 33, pages 6–10. ACM, 2001.
- [8] S. Cooper, W. Dann, and R. Pausch. Teaching objects-first in introductory computer science. *SIGCSE Bull.*, 35(1):191–195, Jan. 2003.
- [9] Estefania Miguel, Miguel Carboni, and Nicolás Passerini. Hoope, construyendo un lenguaje para enseñar, Nov. 2013.
- [10] W. Feurzeig, S. Papert, M. Bloom, R. Grant, and C. Solomon. Programming-languages as a conceptual framework for teaching mathematics. *SIGCUE Outlook*, 4(2):13–17, Apr. 1970.
- [11] M. Fowler. *Refactoring: Improving the Design of Existing Code*. Addison-Wesley, Boston, MA, USA, 1999.
- [12] E. Gamma and K. Beck. *Contributing to Eclipse*. Addison Wesley, 2003.
- [13] C. Griggio, G. Leiva, G. Polito, G. Decuzzi, and N. Passerini. A programming environment supporting a prototype-based introduction to OOP. In *Proceedings of the International Workshop on Smalltalk Technologies, IWT ’11*, pages 5:1–5:5, New York, NY, USA, 2011. ACM.
- [14] D. Ingalls, T. Kaehler, J. Maloney, S. Wallace, and A. Kay. Back to the future: The story of squeak, a practical smalltalk written in itself. *SIGPLAN Not.*, 32(10):318–326, Oct. 1997.
- [15] M. Kölling. The problem of teaching object-oriented programming, part i: Languages. *JOOP*, 11(8):8–15, 1999.
- [16] Y.-J. Lee. Empowering teachers to create educational software: A constructivist approach utilizing etoys, pair programming and cognitive apprenticeship. *Comput. Educ.*, 56(2):527–538, Feb. 2011.
- [17] C. Lombardi, N. Passerini, and L. Cesario. Instances and classes in the introduction of object oriented programming. DC - FCEN - UBA, Buenos Aires, Argentina, Dec. 2007.
- [18] Lombardi, Carlos and Passerini, Nicolás. Alumnos, docentes y recorridos en una materia de programación informática. UNQ – Bernal, Buenos Aires, Argentina, Oct. 2008.
- [19] P. E. M. López, E. A. Bonelli, F. A. Sawady, U. M. de Terra-mar, and U. K. Le Guin. El nombre verdadero de la programación. Aug. 2012.
- [20] D. J. Malan and H. H. Leitner. Scratch for budding computer scientists. *SIGCSE Bull.*, 39(1):223–227, Mar. 2007.
- [21] B. Meyer. The outside-in method of teaching introductory programming. In M. Broy and A. Zamulin, editors, *Perspectives of System Informatics*, volume 2890 of *Lecture Notes in Computer Science*, pages 66–78. Springer Berlin Heidelberg, 2003.
- [22] I. Milne and G. Rowe. Difficulties in learning and teaching programming—views of students and tutors. *Education and Information Technologies*, 7(1):55–66, Mar. 2002.
- [23] R. Milner. A theory of type polymorphism in programming. *Journal of Computer and System Sciences*, 17:348–375, 1978.
- [24] S. H. Moritz, F. Wei, S. M. Parvez, and G. D. Blank. From objects-first to design-first with multimedia and intelligent tutoring. *SIGCSE Bull.*, 37(3):99–103, June 2005.
- [25] F. Nielson and H. R. Nielson. Type and effect systems. In *ACM Computing Surveys*, pages 114–136. Springer-Verlag, 1999.
- [26] M. Odersky, P. Altherr, V. Cremet, B. Emir, S. Maneth, S. Micheloud, N. Mihaylov, M. Schinz, E. Stenman, and M. Zenger. An overview of the Scala programming language. Technical Report 64, École Polytechnique Fédérale de Lausanne, 1015 Lausanne, Switzerland, 2004.
- [27] Passerini, Nicolás, Tesone, Pablo, and Ducasse, Stephane. An extensible constraint-based type inference algorithm for object-oriented dynamic languages supporting blocks and generic types. Cambridge, England, Aug. 2014.
- [28] R. E. Pattis. *Karel the Robot: A Gentle Introduction to the Art of Programming*. John Wiley & Sons, Inc., New York, NY, USA, 1st edition, 1981.
- [29] M. Research. Kodu.
- [30] E. Roberts and A. Picard. Designing a java graphics library for CS 1. In *ACM SIGCSE Bulletin*, volume 30, pages 213–218. ACM, 1998.
- [31] J. Sajaniemi and C. Hu. Teaching programming: Going beyond “objects first”.
- [32] Spigariol, Lucas and Passerini, Nicolás. Enseñando a programar en la orientación a objetos. UTN FRC, Córdoba, Argentina, Nov. 2013.
- [33] D. Ungar, C. Chambers, and B. wei Chang. Organizing programs without classes. In *Lisp and Symbolic Computation*, pages 223–242. Kluwer Academic Publishers, 1991.
- [34] D. Ungar and R. B. Smith. Self: The power of simplicity. pages 227–242, 1987.
- [35] T. Vilner, E. Zur, and J. Gal-Ezer. Fundamental concepts of cs1: Procedural vs. object oriented paradigm - a case study. *SIGCSE Bull.*, 39(3):171–175, June 2007.

A. Implementation

Wollok language is developed on top of Xtext⁶, which is an Eclipse⁷ project aiming to provide a set of tools for language development. It's what is now called a Language Workbench⁸. This allows us to get rid of all the necessary effort required to build a language from scratch, like coding a parser or lexical analyser. But also it also gives us seamless integration with the Eclipse IDE. Being a language workbench means that it already addresses concerns we already mentioned would be really useful for new programmers, like: content assist (Figure 6), quick fixes (Figure 8), cross-references searches, etc.

A.1 Backend

Given our Wollok grammar in a pseudo BNF form, Xtext then provides us with the parser and AST represented as Java ECore models part of the EMF project⁹. Then there are several options for the backend when working with XText. The three most classics are: (1) to generate code through templates, (2) to generate Java code through an specific API, (3) to make your own way with a Java interpreter.

All three have their pro's and con's. For Wollok we decided to go on with option 3, meaning that Wollok is a fully interpreted language, with its backend being a Java application. We prioritized simplicity for developers, *e.g.*, avoiding java code generation, and also full control of the execution in backend.

The price for this is that we've lost the *out-of-the-box* type checking code generation through API would give us, and also the XText debugger. Although the first one wouldn't have applied anyway without some effort for customizing XText, since Wollok is a completely type annotations-free language, and XText bases its default type system on some sort of annotations.

For the debugger, we have just developed a custom eclipse plugin which already provides around 80% of any industrial type language debugger.

This debugger can even be abstracted into a reusable XText component for any other interpreted language.

A.2 Type System

XText type system is currently implemented on top of XSemantics¹⁰, a DSL for writing rules for XText languages. XSemantics is itself made with XText. This allows us to develop our type system in a declarative way. The type system can be seen in action in Figure 10.

⁶ <http://www.eclipse.org/Xtext/>

⁷ <https://www.eclipse.org/home/index.php>

⁸ <http://martinfowler.com/articles/languageWorkbench.html>

⁹ <http://www.eclipse.org/modeling/emf/>

¹⁰ <http://xsemantics.sourceforge.net>

A.3 Development

As with any software testing is really important, but unlike any common application, testing a language has many difficulties. Wollok mixes up several techniques for testing its development. Part of the interpreter logic is being tested with unit test in JUnit. While for some other aspects that are more tied up with xtext and eclipse components we are using XPECT¹¹, a unit and integration-testing framework for Xtext languages. XPECT is in turn also developed as an XText language. It provides a declarative way to annotate Wollok programs with expected behaviour like validator's errors/warnings, or code completions, etc.

B. The Wollok Software

B.1 Features

The Wollok Development Environment provides a number of feature for a rich programming experience, like:

- Text editor with syntax highlight.
- Content assist
- Code templates
- Auto-build and checks along with quick fixes.
- Problems and warning (markers) tracking both in editors, files, and view problems. See section Section C
- Run and debug integration with eclipse launcher framework. Providing a debug perspective integration, as well as a console.
- Code navigation and cross-references searches working almost as an explicitly typed language.
- UI Wizards for creating projects other Wollok entities.

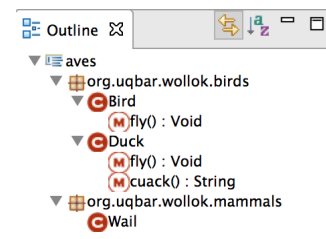


Figure 4. Outline View: This view shows the structure of the file.

B.2 Software availability

Wollok is open-sourced and distributed under LGPLv3 License¹². Source code and documentation can be found in Bitbucket (<https://bitbucket.org/uqbar-project/wollok>) And mirrored at Github (<https://github.com/uqbar-project/wollok>)

¹¹ <http://www.xpect-tests.org>

¹² <http://www.gnu.org/copyleft/lgpl.html>

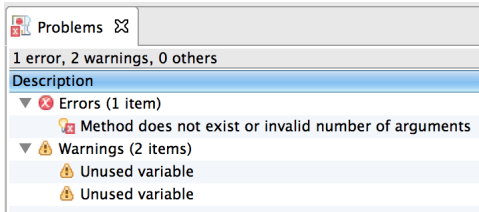


Figure 5. Problems View: shows the different problems detected by the IDE

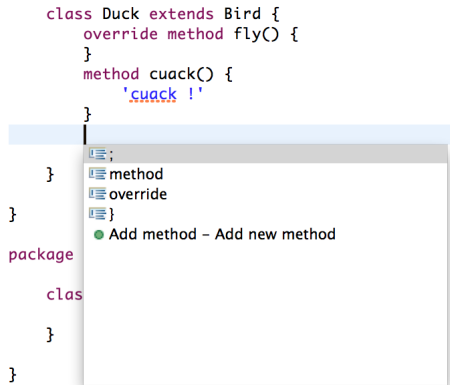


Figure 6. Code Assist: code templates for easy edition

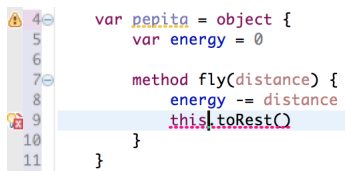


Figure 7. Detection of an error on sending a message to *this*

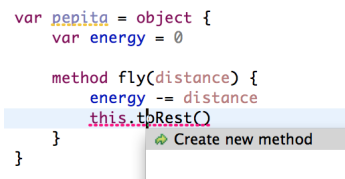


Figure 8. Quick fix tool for common errors and mistakes

C. Examples of Checks and validations

All the results of the checking and the validation of the program is shown in one integrated view, it is called *Problems*. The figure Figure 5 shows a view of this feature. There are different types of problems, because these checks and validations are not only used to show type errors or syntax errors, but also to encourage some properties of the program we consider as main topics in the learning process of an OO language.

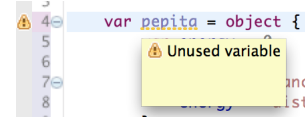


Figure 9. Detection of unused variables

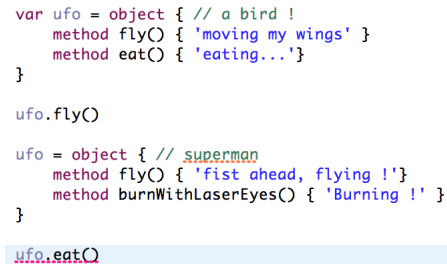


Figure 10. Type system in action, detecting not defined method for the message sent

Here is a list of all the validations and checks the tool supports, and a brief reason why they are useful while teaching object oriented programming.

- **Syntax Errors:** this category involves all the errors detected by the parser and the lexical analyser of the language.
- **Style Errors:** this category is useful to teach good practices and to start to talk about code quality, reuse and code sharing.
 - *Case in Names:* respecting the difference case conventions for names (e.g., using *camelCase* starting with lower case for variables, using camel case starting with upper case for classes).
 - *Order and grouping:* inside the definition of an object or class the internal references are declared first, then the constructors and finally the methods.
 - *Modularization:* the classes can only be defined in a library and not in the main program.
 - *Duplicated references:* it is impossible to declare a reference using a name already used. This encourage the idea of not having shadowing and improves the readability of the program.
- **References resolution problems:** this errors are useful to detect and avoid references to undeclared variables and also errors in the sending of messages.
 - *Undeclared references:* from local variables, parameters or internal fields of objects and classes.
 - *Undefined constructors:* checking for the number and type of the parameters.

- *Messages to this*: sending messages to this is a special case, here we can check the existence of the correct method by the number and type of the arguments, even without using type inference.
- **Reference usage**: these errors are useful for the detection of erroneous or *dead code* (e.g., unused variables or references, sending messages to never assigned variables, using variables instead of values, existence of the over-ridden method).
- **Type Errors**: the errors are useful for the validation of the compatibility between the references, its possible types, and the messages sent to them, this is performed by the type system and its inferer (e.g., message sending, assignation of variables).