Teaching English Through Video Gaming

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Research into the use of digital games for educational purposes continues to show promising results. However, the published research to date has focused mainly on using digital games in either extracurricular supplemental activities or as one-off classroom tasks. In this paper, I describe the use of commercial digital games as the core content of an elective university course for English language majors studying at a Japanese university. First, a brief summary of the published research into the use of video games for educational and language-learning purposes is provided. Second, an overview of the course including its students, objectives, and structure is given. Third, the classroom activities that utilize video games for language learning purposes are described in detail along with the pedagogic rationale for their design. Finally, survey data eliciting learner attitudes towards both the course and towards using digital games for language learning are analyzed and discussed.

　教育目的でのデジタルゲームの使用に関する研究は、期待のできる結果を我々に示し続けてきた。しかし、現在までに発表された研究は、デジタルゲームを主に課外での補足学習として使用する事例、または授業内での一度きりのタスクとして使用する事例に焦点が置かれてきた。本論文では、娯楽用デジタルゲームを主な授業内容として使用した授業事例について解説する。なお、この授業はある日本の大学で、英語を専攻する学生向けの選択授業として実施された。本論文の構成としては、まず教育的な語学学習を目的としたビデオゲームの使用に関する研究を簡潔に概説する。次に研究対象となった授業の学生、目的、構成等の概要に触れた上で、語学学習目的でビデオゲームを取り込んだ授業内学習活動の詳細を、教育学上の論理的根拠も合わせて解説する。最後に、三年を通しての当授業全般および授業内で行われた学習活動に対する学生の態度を調査したアンケートの結果について分析および考察する。

SINCE THE 1960s, there has been a great deal of interest in using and researching nondigital games for learning (Cruickshank & Telfer, 1980). It is perhaps unsurprising then that this interest has been extended to digital games as well, so much so that in the United States video games are increasingly being used for educational purposes in higher education (Marklein, 2011). The proposed benefits of using digital games for educational purposes are numerous. For example, Gee (2007) argued that games embody principles of effective learning that educators should study and attempt to incorporate into their classes. Shaffer (2006) suggested that digital games can provide learners with opportunities to think and act both critically and creatively. While both Gee and Shaffer were mostly concerned with primary and secondary school education, Whitton (2010) additionally argued that games can be successfully used "to support learning, teaching, and assessment with adult learners" (p. 1) and provided six case-study examples to support her claim.

However, does the empirical research into the use of digital games for education support this enthusiasm? To a certain extent, the answer is yes. Digital games have been successfully used in a wide range of contexts with a wide variety of learners. For example, in a study of how U.S. Navy recruits learned to use a submarine periscope, Garris and Ahlers (2001) described how the experimental group, trained with a game-like simulation, was more successful in completing distance-estimation tasks than a control group of recruits trained in a more traditional manner. Din and Calao (2001) discovered that kindergarten students who engaged in playing educational video games 40 minutes a day for 11 weeks scored higher on reading and spelling tests than a control group. White (1984) utilized a video game that simulated piloting a spaceship using principles of Newtonian physics and found that high school students who were trained to play the game scored higher on tests of their knowledge of force and movement principles than did a control group.

Despite these preliminary positive results, caution is required when drawing conclusions about the effectiveness of games for instructional purposes. As Hays (2005) stated, "We should not generalize from research on the effectiveness of one game in one learning area for one group of learners to all games in all learning areas for all learners" (p. 53). Rather, Hays suggested that each individual context must be considered separately to determine whether games would be useful to learners.

In the EFL/ESL learning contexts, some evidence exists that digital games can be used to help learners improve their language skills. Rankin, Gold, and Gooch (2006), in a pilot study using the massive-multiplayer online game *EverQuest 2*, found that university ESL student participants demonstrated incidental learning of vocabulary appearing in the game and increasing confidence in their English skills. This correlated with increasing numbers of interactions with native speakers using the in-game chat function. Coleman (2002) successfully used a directions-writing task in *Sim Copter* to raise university ESL learners' awareness of the importance of considering the audience when writing. Additionally, Miller and Hegelheimer (2006) used *The Sims* with a group of 18 university ESL learners and showed that, by providing learners with supplemental materials, adapting a commercial video game for language learning could result in a statistically significant increase in vocabulary acquisition. In a follow-up study to Miller and Hegelheimer, Ranalli (2008) confirmed these results. More recently, Reinders and Wattana (2012) used the multiplayer game *Ragnarok Online* and demonstrated that commercial games can be adapted to improve learners' willingness to communicate in the target language. Furthermore, Suh, Kim, and Kim (2010) discovered that elementary school EFL learners instructed with an educational massive-multiplayer online game showed greater increases in listening, reading, and writing skills than a control group who attended face-to-face classes.

These positive research results seem to indicate that when used properly, digital games can help EFL learners improve their language skills. While all of the studies to date have focused on either game usage outside of the classroom (e.g., Lee & Hoadley, 2007) or as part of one-off classroom tasks (e.g., Coleman, 2002), in this paper, I describe the use of video games as the core content of a university EFL class for English majors. First, a brief overview of the course and its participants is provided. Next, the major classroom activities utilizing games are described in detail. Finally, preliminary findings from survey data inquiring into learner attitudes towards the course as well as towards using digital games for language learning are reported and analyzed.

Course Overview

"Learning English through Video Gaming" is a 15-week elective course that has been offered for the past 2 years to 3rd- and 4th-year English majors at a midsized language university in Japan. As per university policy, all students who enrolled in the course must have achieved a score of 600 or higher on the TOEIC exam. Students ranged in age from 20 to 25 years. Surveys of students' gaming habits indicated that they came from a wide range of gaming backgrounds—hardcore gamers who played popular commercial video games every day mixed with students who rarely, if ever, played games. The majority of students, however, fell somewhere in between these two extremes, and most enjoyed playing games occasionally—on their cell phones, on personal gaming devices, or at public arcades with friends.

The primary goal of the course was to provide learners with a number of fun and novel ways to utilize digital games to practice and improve their English outside of class. This goal stemmed directly from the constructivist theories of learning that underpin the course. Constructivist theories posit that "learning is problem-solving based on personal discovery, and the learner is intrinsically motivated" (Cooper, 1993, p. 17). It was hoped that by the end of the course, learners would see games and game-related activities, such as commenting in the forums of a gaming website, as potential resources for their language learning and proactively use these resources to not only improve their language skills but also to maintain their motivation and find a sense of personal achievement.

A secondary goal of the course was to provide learners with the confidence and experience to communicate comfortably with other speakers of English about games. The course provided opportunities to interact face-to-face with the numerous international and exchange students who visited the university campus every year, many of whom were gamers themselves. Furthermore, learning to communicate about games in English also gave students the opportunity to participate online as a member of the English-speaking worldwide gaming community. These learners would have a variety of opportunities to both use and learn English meaningfully and authentically, by (a) translating Japanese games into English, (b) posting online reviews of games they had played, (c) reading and writing English-language FAQs and walk-throughs for games, and (d) interacting with others on gaming forums.

Classroom Activities

In order to achieve the course goals, five activities were designed that utilized commercial digital games for language learning. Commercial games were chosen for two reasons. First, adapting commercial video games for classroom use is currently the most time-efficient and relatively inexpensive way of incorporating games into a classroom environment (Van Eck, 2006). Second, the goal of providing learners with ways of utilizing games for language study outside of class precluded the use of specialized educational software.

Because video games provide both stimulating cognitive challenges as well as entertainment, it is possible for learners who are attempting to use games for educational purposes to be engaged with and enjoy the activity while still failing to meet the activity's learning objectives (Leutner, 1993). Properly designed support materials and teacher scaffolding can help mitigate this effect, however, as demonstrated by Mayer, Mautone, and Prothero (2002) in their study of the effectiveness of a geological simulation game on learning among university students. Furthermore, the studies conducted by Miller and Hegelheimer (2006) and Ranalli (2008) both demonstrated that language learners learn more effectively from digital games when supplemental learning materials are provided. Therefore, in designing the five activities, careful attention was given to creating activity materials that would focus students on the desired learning objectives.

Empirical research into the use of games for educational purposes informed the creation of these activity materials. For example, deHaan, Reed, and Kuwada (2010) showed that the cognitive demands required for playing a digital game may actually interfere with the noticing of language during gameplay. Therefore, most activities required learners to video record their gameplay sessions. This gave them the opportunity to go back later and more carefully review any English that appeared in the game itself or, in the case of multiplayer gaming, was used by the players while completing the activity. Another way empirical research influenced materials design was the reflection questions that appeared at the end of most classroom activities. Research into the use of nondigital games for learning purposes has shown that guided reflection, also known as *debriefing*, is crucial for learners after the activity is finished in order for learners to relate their experiences playing the game to the educational goals of the activity (Peters & Vissers, 2004). Crookall (1992) even remarked, "Debriefing is perhaps the most important part of a simulation/game" (p. 114). Therefore, the materials for each activity included questions designed to guide learners to consider the usefulness of the activity for their language learning and ways they could modify the activity to make it more useful.

Each activity was designed to follow a similar format. First, the teacher demonstrated the activity in front of the class using the teacher computer and a projector. Second, learners were provided with computers and games to try the activity themselves. Third, learners attempted the activity on their own outside of class, using a game of their choice. Fourth, learners reflected on the activity and its usefulness for language learning using the activity materials. Finally, based on their reflections and classroom performance, the teacher provided feedback to the learners about the activity. While in general every activity followed this five-step format, the particular details of how the activities were conducted at each stage vary, as is discussed in the descriptions of each activity below.

Video Game Diary

The first 2 weeks of the course were devoted to helping students learn to talk about games in English. For example, students learned about game genres and their identifying characteristics. Students also learned important terminology for describing games such as *single-player*, *multiplayer*, *console*, and *platform*. Finally, learners practiced vocabulary for describing players' actions within a game such as *jumping*, *shooting*, and *collecting*.

This work culminated in the game diary (Appendices A & B), which is a written description of a learner's gaming session. Learners played a game while simultaneously video recording what happened in the game. Next, learners watched their video recording and wrote a minimum two-paragraph summary of their gaming session. In the first paragraph, learners described the game—explaining the game's genre, story, characters, and how to play. In the second paragraph, students used their gameplay video to describe what they did in the game during the gaming session.

There are three educational goals for this activity. First, the diaries gave learners the chance to recycle the gaming terminology they learned throughout the semester. As learners had multiple opportunities to encounter and use the new vocabulary, they were more likely to retain the words in memory (Schmidt, 2000). Second, keeping a game diary was one way for learners to personalize their language learning, since learners chose games that interested them and kept a written record of their experiences and thoughts about the game in English. Such personalization is likely to increase their intrinsic motivation for learning (Brophy, 2010). Finally, because the game diaries written for homework were often shared with classmates, the game diary was also useful in the classroom for raising learners' awareness of the importance of considering audience in writing. When first writing their game diaries, learners often left out important information about the game. For example, they would reference

characters or items in the game without fully explaining who or what these were, which lead to problems when classmates who had not played before tried to comprehend the journal. The process of repairing these breakdowns in communication during class helped learners become aware of the problems with their writing and the importance of thinking like a reader while writing.

Vocabulary Journal

While playing digital games, learners are likely to encounter many new lexical items, some of which they may be interested in learning to use productively. SLA research into vocabulary acquisition has shown that to "learn" a new lexical item requires more than simply memorizing its definition: knowing the item's phonological features, connotations, collocations, and contexts of use are important if learners wish to go beyond simply recognizing the word and instead learn to use it accurately and meaningfully (Nation, 2001; Schmidt, 2000). Furthermore, "depth of processing" is important in acquiring new vocabulary. Hulstijn and Laufer (2001) stated that "It is generally agreed that retention of new information depends on the amount and the quality of attention that individuals pay to various aspects of words" (p. 541).

The vocabulary journal activity (see Appendices C & D) was designed with these principles in mind to help learners acquire new lexical items. To promote depth of processing, learners were asked to research and record a variety of information about the lexical item they were interested in studying. For example, in addition to including the pronunciation and defini-tion of a word, learners were to consider the context in which the lexical item first appeared: Who said it? Who were they saying it to? In what kind of situation was it used, more formal or informal? Learners were also trained in using the *Corpus of Contemporary American English* (Davies, 2008) to help them find common collocations for each lexical item. Depth of processing was further enhanced by having learners write their own exam-ple sentence using the word. Learners were further encouraged to check the accuracy of the information they recorded in the journal with a proficient speaker of English.

Another goal of the vocabulary journal activity was to promote learner autonomy in vocabulary learning. As Nation (2001) stated, "Vocabulary notebooks . . . aim at learners taking responsibility for their own learning and developing the neces-sary skills to do so" (p. 230). By allowing students to personalize their language learning through self-selection of the words they were interested in using, the journals helped learners take more initiative in improving their English vocabulary.

Cooperative Multiplayer Activity

The game diary and the vocabulary journal activities were single-player activities in the sense that they were activities learners could do by themselves outside of class. However, soci-ocultural theories of learning, inspired by Vygotsky (1978/1935), stipulate that we can often learn more effectively when work-ing together and cooperating with others (Lantoff, 2000). In the cooperative multiplayer activity (see Appendices E & F), two learners chose a game with which they were both unfamiliar. While one learner attempted to play the game, the other learner used an online English FAQ or Walkthrough to coach his or her partner in how to play.

FAQs and Walkthroughs are text documents freely available online that contain detailed information about a game, includ-ing how to play, a step-by-step guide to completing the game, and the location of in-game secret areas or objects. As these documents are written by gamers for other gamers, they often contain a large number of cultural references, informal lan-guage, and idiomatic expressions. They are therefore challeng-

ing, yet rich, authentic texts for English language learners to work with.

While completing the activity, learners switched roles every 15 minutes, which allowed both participants time to practice and integrate their reading, speaking, and listening skills. The primary goal of the cooperative multiplayer activity, however, was to provide learners with opportunities for negotiation of meaning. As Savignon (2002) stated, negotiation of meaning is important for learners because "by encouraging learners to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could muster to negotiate meaning, to stick to the communicative task at hand, teachers [are] invariably leading learners to take risks, to venture beyond memorized patterns" (p. 3). In this activity, as the learner reading the FAQ or Walkthrough attempted to use English to coach the learner playing the game, ample opportunities to ask for clarifications and repair misunderstandings arose, providing both learners with several chances to practice and improve their communicative competence.

Team Multiplayer Activity

In the Team Multiplayer Activity (see Appendices G & H), learners picked a game that they could play together simultaneously. Next, they decided on a *gameplay challenge* that they would undertake while playing the game. The gameplay challenge is a rule or goal external to the game that will force the learners to communicate with each other while playing. For example, in a shooting game in which players must rescue hostages from the terrorists who have kidnapped them, players might decide on the following gameplay challenge: The first player is the only player allowed to shoot enemies whereas the second player is the only player allowed to rescue hostages or perhaps draw enemy fire. Such a gameplay challenge is likely to elicit a great deal of dialogue between the players during play as they will

need to work together closely in order to successfully defeat the enemies and rescue the hostages.

Similar to the cooperative multiplayer activity, the primary educational goal of this activity is to promote negotiation of meaning. Learners had to literally negotiate the gameplay challenge they would use before gameplay even began. Once the game had begun, the unfolding events in the game forced learners to communicate quickly and efficiently in order to adapt to the rapidly changing circumstances onscreen. This pressure for learners to produce speech more quickly than they are accustomed to is one condition for developing oral fluency (Nation & Newton, 2008), and therefore a secondary goal of the activity was to help learners improve their oral fluency skills.

Video Game Review

In the final activity of the course, students learned how to write a video game review by analyzing actual examples of professional and customer game reviews, such as those found on the website Amazon.com, using a discourse analysis approach. Having learners engage in discourse analysis in the classroom encourages them to take an active role as analysts of language (Wennerstrom, 2003) and allows them to identify the key characteristics of the genre. For example, game reviews are often written in an informal, almost conversational style. In fact, they often include features normally associated with spoken English, such as the use of personal pronouns like *I* and *you*, incomplete sentences, and intensifiers such as *very*. Yet, because they are published, written texts, more formal language is often interwoven into the review. For example, transitions such as *moreover* or *furthermore*, which are normally too formal for conversational, spoken English, appear naturally in game reviews.

Once learners were aware of the defining features of game reviews, they played a game outside of class and wrote their

own review of the game (see Appendix I). They then compared their own review with an actual online review and noted differences in both content and English language usage. The primary educational goal of the video game review activity was to raise learner awareness of how differences in author, audience, and purpose affect the linguistic choices made in a text. For example, professional game reviews differ from customer game reviews in several important ways, even though both belong to the game review genre. The authors of professional game reviews are experienced writers who write for a living. Their main purpose in writing is to entertain and inform their readers, who may or may not have much background knowledge about the game being reviewed. Therefore, professional reviews tend to provide a holistic description of a game and often contain humor, in the case of a positive review, or sarcasm, in the case of a negative review.

Customer reviews, on the other hand, are written by consumers who usually do not have much professional writing experience. The reviewer's purpose is to inform their audience, prospective buyers of the game, about their own personal experiences with the product. Because of this, authors of customer reviews usually assume their audience has a great deal of background information about the game already and therefore focus the writing more concretely on what they liked or disliked about the game being reviewed. In comparison with professional game reviews, they tend to be shorter in length but also blunter in their criticism.

A secondary objective of the game review activity was to provide learners with the confidence and language skills needed to publish their own English reviews of games online. Up to this point in the course, learners had focused mainly on using digital games for their own personal English development. However, learners can benefit greatly from not only using games as language learning tools but also from participating in English as a member of a global community of gamers who interact daily online. Writing and posting online game reviews in English are ways that learners can enter into a dialogue with this community.

Student Reactions to the Course

Learners who enrolled in the course were invited to take an entrance survey at the beginning of the course and an exit survey after completing the course. The entrance survey elicited biographical information such as the learner's sex, age, and gaming experience as well as his or her attitudes towards using games for learning English. The exit survey again asked learners about their attitudes towards using games for English language learning and more specifically their feelings about the course and its activities. In total, 34 of the 38 students who have taken the class have completed both surveys. It is clear from their responses that learners are overwhelmingly positive about both the course and using digital games for language learning in general.

For example, 24% of respondents were skeptical of the value of using digital games for language learning at the beginning of the course. Reasons for skepticism included fears that the vocabulary learned would not be useful, that the words which appeared would be too difficult to understand, and that it would be possible to play and enjoy the game without actually understanding the English that appeared. After engaging in the activities described in this paper, however, all respondents believed using digital games to be useful for language learning.

In fact, all respondents found the course to be both fun and useful to their studies. The most frequent reason given for this positive response was that the class offered learners multiple opportunities to interact with their classmates in English in a fun atmosphere. The second most frequent reason given was that the class afforded respondents opportunities to improve in

specific language skill areas such as reading, vocabulary, and listening.

In terms of the activities themselves, 39% of respondents found the cooperative multiplayer activity to be most useful to their studies. Reasons given included the fact that learners were able to use a variety of language skills during the activity and that the activity encouraged them to communicate actively with their partner. Another 39% of respondents felt the game review activity to be the most useful. Several respondents who chose this activity mentioned that analyzing the English game reviews and thinking about how to write their own review in a similar style was the most cognitively challenging activity in the course. Finally, 10% of respondents found either the team multiplayer or video game diary as the most useful activity for their studies, with only 2% of respondents choosing the vocabulary journal.

According to the surveys, 90% of respondents plan to continue to use digital games for language learning even after the completion of the course. The primary reason given for continuing to use games is that it is a fun way to study English. The 10% of respondents who do not plan to continue to use games stated that, while they enjoyed the class, they did not normally play games as a hobby and did not intend to pursue digital gaming for either recreational or educational purposes any further.

Conclusion

In this paper, I have described the use of digital video games as the core content of a university EFL elective class. The primary focus of the course was empowering learners to use digital games, which many of them already played outside of class, to practice and improve their English skills. The classroom activities, developed with both principles of SLA and empirical research into utilizing games for educational purposes in mind,

provided learners with opportunities to target a variety of English skills while also communicating authentically and meaningfully in English. Survey data showed that learner response to this course and its activities was incredibly positive. Because research into the use of digital games for language learning is still in the early stages of investigation, I hope that the information shared in this paper will inspire others to explore and report on how digital games might be useful in their own teaching settings.

Bio Data

Jared R. Baierschmidt has been a lecturer at Kanda University of International Studies since receiving his Master's degree in TESOL from San Francisco State University in 2009. His primary research focus is investigating how to best leverage digital games for language learning purposes. Other research interests include vocabulary acquisition, learner autonomy, and constructionist theories of learning.

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Appendix A

Gameplay Diary Instructions Worksheet

- **Activity Type:** Single-player (requires only yourself)
- **Skills Practiced:** Writing, Speaking (optional)
- **Estimated Time Needed to Complete This Activity:** 1 hour

Directions:

1. Pick a game you think you will enjoy playing.
2. Set up the video recorder so that you can record your gameplay.
3. Play the game.
4. At any point, start recording your gameplay and continue recording for at least 15 minutes.
5. When you are ready, stop playing and watch the recording of your gameplay.
6. Using the questions on the next page, write a paragraph description of the game you played today.
7. Using the questions on the next page, write a paragraph about what you did during the game today.

Bonus Practice:

8. Take your gameplay diary to the practice center.
9. Explain to the ELI teacher about the game you played, what you did in the game, and what you learned.
10. Ask the teacher to tell you more about any interesting words/phrases/grammar you noticed in the video game.
11. Ask the teacher's opinion about video games and about using video games as a tool to study/learn English.

Appendix B

Gameplay Diary Suggested Questions Worksheet

DESCRIBING YOUR GAME

Here are some questions you should definitely try to answer when describing a game to someone who has never played it before.

1. What is the game's title?
2. What is the genre?
3. How many players can play the game?
4. Briefly, what is the main story/who are the main characters (if any)?
5. How do you play the game? In other words, what does the player actually do in the game?
6. What is the goal of the game?
7. How do you lose the game? Can you continue?

Other questions you might want to answer:

1. How many levels are in the game?
2. Which company made this game?
3. When was this game released?
4. What game platforms can you play this game on?
5. Is there downloadable content?
6. Does the game require a subscription?

DESCRIBING WHAT YOU DID IN THE GAME

Here are some questions you should try to answer when describing what you did in the game.

1. How long did you play for today?
2. What did you do in the game? Describe your actions and what happened.
3. Did you have a goal or something you were trying to achieve while playing? Were you successful in achieving it?

Other questions you might want to answer:

1. Did you have fun? Why or why not?
2. What interesting new words, phrases, grammar (if any) did you notice while playing?
3. If you were going to play this game again, what would you do differently?

Appendix C
Vocabulary Journal Instructions Worksheet
- **Activity Type:** Single Player (requires only you)
- **Skills practiced:** Vocabulary, Speaking (optional)
- **Time Needed to Complete This Activity:** 30 minutes to 2+ hours (depends on the number or words you choose to study)

Directions:

1. Pick a game you think you will enjoy playing.
2. Set up a video recorder so that you can record your gameplay.
3. Play the game.

4. At any point, start recording your gameplay and continue recording for at least 15 minutes.
5. When you are ready, stop playing and watch the recording of your gameplay. In particular look and listen for any new words or phrases.
6. Make a list of the new words or phrases you are interested in learning.
7. Fill in a Vocabulary Journal Worksheet for each new word or phrase you plan to learn. Try to fill in as much information as you can for each section.
8. Record any new vocabulary words or phrases which interest you on the Vocabulary Journal Worksheets. If there aren't any new words or phrases which interest you, try continuing to play for another 15 minutes or choose a new game and start over.

Bonus Activity:

9. Go to the practice center. Show the teacher the original sentences you wrote in your Vocabulary Journal Worksheets and ask the teacher if you've used the words correctly. Also ask if they can tell you any other useful information about the words that you haven't already written down on your vocabulary worksheet.

Appendix D

Vocabulary Journal Worksheet

Your name:

Game played:

Part 1: About the Word…

Write the word or phrase here:

What is the Japanese translation/definition of the word/phrase?

What words or phrases in English do you already know that have a similar meaning?

What is the pronunciation of the word/phrase? Write the phonetic spelling here:

What is the part of speech (circle the answer below) for how this word is used in the game?

Noun	Adjective	Preposition
Conjunction	Verb	Adverb
	Phrase	

Part 2: About the Context…

Write the entire sentence in which the word/phrase appeared:

Where was this word/phrase used?

Menu screen	In-game instructions
Dialogue between characters	In-game music

Other (describe the situation in which you saw/heard the word/phrase):

In what kind of sentence was this word/phrase used?

Statement	Question	Command
Request	Offer	Invitation
	Exclamation	

Other (write the kind of sentence used here):

If it is a verb, what tense and aspect was used (circle all that apply)?

Tense	**Aspect**
Present	Simple
Past	Perfect
Future	Progressive

Was this word spoken or written in the game?

Spoken	Written

Was this word used in a more informal or a more formal setting? Mark the formality on the line below:

|--|

Very informal	Very formal
(Ex.: Text message to a friend)	(Ex.: Letter to a teacher)

Part 3: Using the Word…

Where might you be able to use this word (circle all that apply)?

Lecture/Class	Email	Homework/Essay
Chatting with friends	Talking to a professor	Playing another game

Other (write where you might use the word here):

Write your own original sentence using this word. Your sentence should use the word correctly and make it clear that you understand the meaning of the word.

Part 4: Collocations…

What words most frequently appear next to or near this word/phrase in a sentence? Use a website such as http://corpus.byu.edu/coca/ to find collocations and write them below.

Appendix E

Multiplayer Cooperative Play Instructions Worksheet

- **Activity Type:** Multiplayer (requires at least 2 people)
- **Skills practiced:** Reading, Writing, Speaking, Listening
- **Estimated Time Needed to Complete This Activity:** 30 minutes to 1.5 hours

Directions:

1. Find a partner that you will enjoy working together with.
2. Pick a game that both of you will enjoy playing.
3. Decide who will be the "player" and who will be the "helper."

4. The helper should use the Internet to find a "FAQ/Walk-through" of the game you have chosen to play. A FAQ/Walkthrough is a web page that provides hints and an explanation of how to successfully play the game. Some websites you can use to find walkthroughs:
   » Gamespot: http://www.gamespot.com/gameguides.html
   » GameFAQs: http://www.gamefaqs.com
   » ignFAQs: http://faqs.ign.com/
5. Using the walkthrough, the helper should give the player advice for how to successfully proceed through the game.
6. After 15 minutes, the helper and the player should switch roles so that both partners have a chance to play the game.
7. You can continue to switch partners every 15 minutes as many times as you like.
8. When you are finished, fill in the Multiplayer – Cooperative Play Reflection and discuss your answers with a partner.

Appendix F

Multiplayer Cooperative Play Reflection Worksheet

Your name:

Your partner's name:

Game played:

Web address of FAQ/Walkthrough you used:

In terms of English usage, what did you do well during today's activity?

In terms of English usage, what didn't go so well during today's activity? Why?

Was this activity fun? Why or why not?

Was this activity useful to your English learning? Why or why not?

What advice would you give to other students who want to play this game cooperatively?

Appendix G

Multiplayer—Team Play Instruction Worksheet

- **Activity Type:** Multiplayer (requires at least 2 people)
- **Skills Practiced:** Speaking, Listening, Writing
- **Estimated Time Needed to Complete This Activity:** 30 minutes to 1.5 hours

Directions:

1. Pick a game both you and your partner will enjoy playing.
   » When choosing a game for this activity, it is helpful if the game allows both players to play together at the same time and on the same team. For example, most sports games allow both players to play together on the same team.
2. Before you start playing, decide on a **gameplay challenge**. A gameplay challenge is a rule or set of rules you will follow when playing the game that will force you to communicate with your partner while playing. The gameplay challenge can be as complex as you like, but remember it should encourage you to talk with your partner while playing. An example challenge for a soccer game is listed below:
   » One person is allowed to shoot goals, but is not allowed to move when they have the ball. The other person is allowed to move when they have the ball, but not allowed to shoot goals.
3. Set up the video recorder so that you can record your gameplay.
4. Begin recording and play the game.
5. During the game, be sure to communicate with your partner and work together to try to meet the gameplay challenge.
6. When you are finished playing the game, watch the recording of your gameplay and answer the questions on the Multiplayer Team Play Reflection worksheet below.

Appendix H

Multiplayer – Team Play Planning and Reflection Worksheet

Your Name:

Your Partner's Name:

Game Played:

Part 1: Pre-game planning – Decide on a "gameplay challenge" that will ensure you and your partner will communicate often in English during the activity.

Your Gameplay Challenge(s):

Part 2: Post-game reflection

With your partner, watch the video of you playing the game. Discuss the following questions in English:

Were you able to successfully complete you gameplay challenge?

Yes   No

If yes: Was it easy? Why or why not? If no: What went wrong? What can you do the next time you play to achieve the challenge?

In terms of English usage, what did you do well during today's activity?

In terms of English usage, what didn't go so well during today's activity? Why?

Was this activity fun? Why or why not?

Was this activity useful to your English learning? Why or why not?

Appendix I

Video Game Review Final Project

Step 1: Choose a game that you would like to write a game review for. You must choose a game for which there are English reviews, although the game itself can be in Japanese. It will help if you choose a game that you are already familiar with rather than a new game (choosing a game you have played for this class for a previous project is fine).

Step 2: Play the game until you are familiar with all aspects of the game (you should play for several hours).

- You don't have to get good at the game, but you should play long enough so that you have a good idea of what the game is about.
- Use online FAQs or hint guides to help you if you get stuck; cheat codes might be useful as well.

- Make sure you play all the different game modes (single-player, multiplayer, etc.); unfortunately we don't have Internet access so you won't be able to play online if you choose to use the PS3.

Step 3: Using the information you've collected from the previous steps, write a review of the game. At a minimum, your review should contain:

- A rating score: for example, how many stars (out of 5) would you give this game?
- Information about the game's background (genre, platforms, publisher, etc.)
- Information about the game's story and characters
- Information about how to play the game
- Your opinion of the game's graphics, audio, gameplay, and single and multiplayer features
- The length of the review should be as long as it takes to provide all of the above information (but don't go beyond three double-spaced pages)

Step 4: Find an actual English review of the same game you played. Copy the web address of the English review and paste it underneath your game review.

Step 5: Write a two-paragraph reflection explaining the similarities and differences between your review and the English review. In the first paragraph, write about what information was similar and what was different between the reviews. In the second paragraph, write about how the language you used in your review was similar or different to the English reviewer's in terms of vocabulary, grammar, and writing style.