

Game-based Language Learning for the Development of Critical  
Thinking and Problem-solving Skills

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**Abstract**

Among MEXT current objectives is the development of learners who are independent thinkers alongside fostering problem-solving skills (Long 2003). Alongside these aims, MEXT also aims to cultivate skills of reflection, judgment, and expression (MEXT, 2011). However, current trends of English education focus primarily on spoken communication (Johnson et al., 2017; Kramersch, 2006). Thus, several researchers have suggested the use of commercial off-the-shelf games as materials to help promote learning enriched with critical thinking and problem-solving skills (Van Eck, 2006; Prensky, 2003; Squire, 2005; Gee, 2004). Also, the incorporation of discussions and writings about the experiences provide an enriched learning experience (Van Eck, 2006; Petranek, 2000). Based on the following research a needs assessment was conducted through the use of interviews and questionnaires. The research will result in the creation of criteria which will be used to develop an effective course for the use of game-based learning materials within the English classroom.

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## **Introduction**

In a proposal to enhance English education in Japanese schools, The Japanese ministry of education, culture, sports, science, and technology (MEXT) aims to cultivate skills of reflection, judgment, expression along with other abilities (MEXT, 2011). In addition, MEXT also strides to develop Japanese students who are independent thinkers while developing problem-solving skills (Long, 2003). As such, one style of learning which is being considered in several other classrooms is game-based learning due to incorporating aspects of critical thinking and reflection into the curriculum. (Gee, 2004; Van Eck, 2006, Prensky, 2003). Game-based learning focuses on using educational games, commercial off-the-shelf games, or game creation software as material to facilitate learning (Van Eck, 2006; Prensky, 2003). Games have the ability to provide the learner with an environment to test assumptions or ideas while providing a structure along with dynamic feedback in their unique experiential form of learning. In addition, while games can carry value during gameplay, incorporation of discussions and reflection truly brings out the potential in game-based learning (Eck Van, 2006). Thus, the goal of this study is to create a curriculum of using games to teach critical thinking skills and problem-solving skills in a Japanese English as a foreign language context. This study will review the core concepts of game-based learning, critical thinking, problem-solving skills, applications of game-based learning, and each of the topics related to the Japanese context. In addition, this study will conduct a needs analysis to determine the which of the before mentioned skills will need to be focused on within the classroom as well as identify what level of these skills are already addressed in EFL courses. After which, results and discussion will be conducted to create criteria which the curriculum will follow to address the needs and goals of this course. Finally, after in

which the course is created, an assessment plan and educational implementation will be addressed.

### **Literature Review**

The development of independent thinkers who possess problem-solving skills is one of the many current objectives for MEXT (Long, 2011). Stroupe (2006) mentions the value of critical thinking skills in the classroom can help students in other aspects of life. In addition to these aspects, Van Eck (2006) and Prensky (2003) suggest that students in the current generation are not aligned with the current method of teaching. Van Eck and Prensky suggest the use of digital games to enrich the classroom with critical thinking and problem-solving skills. While the reasoning behind using games in the classroom has differed, studies have been conducted on motivation, retention, and engagement of materials in various fields. This project focuses on reviewing the current literature on core methodology for English as a second language using communicative approach and the four skills. Afterwards, critical thinking and problem-solving will be defined and classified as course development. Lastly, the use of game-based learning will be broken down through reasoning, and examples. As such, this literature review will examine the various elements of critical thinking and problem solving and the current uses along with the current uses of game-based education in both general classrooms and the second language classrooms.

### **Communicative Approach to Academic Skills**

The learning of English for non-native speakers has developed into various paths throughout the years. While in the very beginning simply translating the grammar or directly learning the language has proven to be successful, various parts are in play

within the current age of English as a second or foreign language classroom (ESL/EFL). Currently, a majority of the focus finds communicative competence and development of the four skills: reading, writing, speaking and listening to take importance in the ESL/EFL classroom (Nation, 2008; Nation & Newton, 2009; Richards & Rodgers, 2014). As such, looking at the communicative-based instruction techniques on how the four skills are taught creates a foundation for which the targeted course will be structured within.

Communicative language teaching is among the current trend for addressing the teaching of language. By focusing on the ability of communication between speakers of the target language and the function with the, a communicative approach to language learning helps provide a learner with opportunities to speak with others to learn and use the target language (Richards & Rodgers, 2014). In this regard, teachers and students focus on how language can be used in daily or specific situations and focus on the grammar and vocabulary to succeed. Lightbrown and Spada (2000) support this claim by regarding communicative courses often emphasize the content the students are learning rather than just learning grammar or other rules which regard information about the target language. In this sense, Communicative language teaching provides a chance for students to utilize a target language while learning the information about a language.

In this regard, rather than focusing on a point of grammar, students are given chances to develop competence in the four skills through communicative activities. However, Johnson, Lyddon, Nelson, Selman, & Worth (2014) and Kramersch (2006) argues that current trends in communicative teaching have developed a weak form of communicative teaching simply focusing on speaking rather than others. While the activities may heavily support the development one of the four skills, the emphasis is to integrate each of the four skills together (Nation, 2009; Nation & Newton, 2009).

Moreover, activities can be further broken down into two different approaches towards processing information: top-down or bottom-up. Top-down focuses on the general idea or concept in the activities such as a theme, ordering at a restaurant, or simply noticing differences in language use. Bottom-up makes grammar or specific rules and language the focus in an activity. In theory, both processes are used to support student development through sequenced activities which focus on providing each skill for development (Richards and Rodgers, 2014). As such, further divulging into the four skills, the importance of teaching each of them is relevant to the development of the curriculum.

Academic reading focuses on the ability of students working understanding of given information and inferences to generate meaning from texts. Richards and Rodgers (2014) note that the use of schema can help with reading certain texts and identify concepts within. Connecting this with the communicative principle mentioned before, using texts in which generate student interaction or would have to use in the real world provide experiences where students can use throughout their language learning. In essence, reading provides opportunities for students to gather language through various senses of information processing.

Academic writing is the output form of a complex thinking process. As a conscious learning activity, students are required to think, organize ideas, and compose works (Brown, 2007). Moreover, students have the opportunity to gain skills which are not naturally developed for all students (Brown, 2007). While the aim of teaching writing may differ between programs, there are several key points which should be examined when considering teaching academic writing. When teaching writing, Nation (2009) suggests the focus of the activity should be orientated to either a genre, a process, or a product approach to academic writing. In addition to the approach, teachers may

also focus instruction to target a more accurate production in terms of grammar or a fluent production of ideas for the aim of their students' writing.

Genre, which focuses on providing the student with the groundwork of understanding the various formats in which writing can occur, can be broken down into several examples: a letter, film review, and even an academic essay (Brown, 2007). Each genre is supplied with their own rules, structure, and language, required for a sample of writing. In this sense, the creation of writing focuses on the reader, giving cues for the audience to distinguish between the different genres of writing. Process focused approach, on the other hand, focuses on the final product through controlled practices leading to a finished product (White & Ardent, 1991). Through the process, writers are gaining feedback on their writing to continually revise and craft the finished paper.

Academic speaking focuses on providing students with the confidence and understanding of the rules which conversations may follow while accounting for the majority of common errors which may cause misunderstanding to other listeners. Listening is also an important factor, due to interacting with others. Whether speaking in a debate, conversation, group discussion, or even engaging in small talk; each of the following situations have a set of rules which students are required to learn for opening, continuing and ending each speaking situation (Nation, 2009). In addition, should pronunciation be focused, comprehensibility between future listeners is suggested in most cases (Celce-Murica, Brinton, Goodwin, & Griner, 2010).

### **Critical thinking**

With an array of definitions and concepts, critical thinking can be a difficult concept to define. When critical thinking was first emerging as a focus in course creation, Devine (1962) suggested the teaching of evaluating evidence, distinguishing

facts or opinions, and recognition of bias and inferences as language abilities. Long (2003) summarizes several definitions into reporting the dependency of evaluation and cognitive processes in critical thinking. Liaw (2007) identifies a connection between thinking and developing language. Liaw further reports Norris and Ennis's (1989) definition "reasonable and reflective thinking that is focused upon deciding what to believe and do (as cited in Liaw, 2007 pg. 50). Alongside defining critical thinking dispositions as "truth-seeking, open-mindedness, analyticity, systematicity, confidence in thinking, inquisitiveness, and maturity;" Gerber & Scott (2011) connect cognitive skills such as "analysis, interpretation, evaluation, explanation and self-regulation" within critical thinking (p. 842). Bloom's taxonomy while originally developed for educational pedagogy has been referenced in several studies as a structuring framework in critical thinking (Forehand, 2005; Stroupe, 2006; Conn, 2008; Liaw, 2007). In addition to Bloom's Taxonomy, Stroupe also references Facione (1998) list of cognitive skills which are vital to the development of critical thinking (p. 44):

1. **Interpretation:** the ability to understand and express the meaning associated with information, experiences, and beliefs.
2. **Analysis:** the ability to identify relationships, intended and inferential, among representations of information, experiences, and beliefs.
3. **Evaluation:** the ability to assess the credibility of representations of a person's perceptions or beliefs, and to assess the strength of the relationships on which those representations are based.
4. **Inference:** the ability to identify and utilize relevant portions of representation in order to draw reasonable conclusions, or form hypotheses or conjectures.
5. **Explanation:** the ability to state and justify one's reasoning.

6. **Self-regulation:** the ability to evaluate one's own process of reasoning, utilizing analysis skills, and through questioning, correcting and validating one's results.

In addition, Atkinson (1997) and Gee (2004) mention a social or cultural aspect to critical thinking, regarding several of the cognitive skills used for critical thinking are situated in contexts. Regarding this, understanding the situation in which skills are based in is required as well when learning critical thinking skills. Aside from these definitions, there are several reasons why teaching critical thinking skills are important.

The development of critical thinking provides students with a different lens to see the world through. Conn (2008) uses critical thinking skills to develop deeper learning of history in activities focused on Rembrandt's creations of art. A deeper and fuller experience of the past is provided to the students in this chance to observe and analyze these paintings. Liaw (2007) draws reference from early educating theorists and their acknowledgment of the connection between language learning and thinking skills (Piaget, 1971; Vygotsky, 1962 as cited in Liaw 2007). Stroupe (2006) argues the need for critical thinking development for students to survive with rapid developing levels of technical information in subjects (Kornhauser, 1993 as cited in Stroupe 2006). Additionally, According to Vacca, Vacca, and Gove (1995) Language as the lens which children develop understanding in their world (as cited in Liaw, 2007 p.46). Moreover, Devine (1962), Stroupe (2006), and Liaw (2007) all claim language and cognitive skills are intertwined supporting development between each set of skills. Ultimately, the development of critical-thinking skills is important in the classroom, providing skills to students such as the ability to: assess a multitude of given information, provide evidence for choices, act upon these choices, and then reflect on their choices (Gerber & Scott,

2011; Devine, 1962; Stroupe, 2006). Thus, several key skills which will be focused on within this project for development will be identified and explained.

**Critical thinking Skills.** From the various definitions, several key skills have also been selected as the foci in teaching critical thinking development. As mentioned before, Bloom's taxonomy has been used for a structural framework for both teaching in general and critical thinking development (Forehand, 2005; Stroupe, 2005; Liaw, 2007; Conn, 2008). Forehand (2005) reports that Bloom's taxonomy is structured in the following six levels: (1) Remembering, (2) Understanding, (3) Applying, (4) Analyzing, (5) Evaluating, (6) Creating. One of the key features of this taxonomy is the incorporation of lower levels in the following higher levels, which means students who show mastery in synthesis should also show signs in application or understanding as well. (Teaching Academy, 2003 as cited in Forehand, 2005). These levels are defined as the following by Anderson & Krathwohl (2001 as cited by Forehand, 2005):

1. **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
2. **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
3. **Applying:** Carrying out or using a procedure for executing, or implementing.
4. **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

6. **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

In addition to Bloom's taxonomy and several key factors which make up critical thinking, problem-solving skills are included as a focus in the development in higher level thinking skills. Problem-solving skills focus on the development of identifying issues, creating solutions and evaluations after acting (Brich, 1986 as cited in Takahashi and Saito, 2013). Due to the difficulty of defining critical thinking, several definitions also include some form of problem-solving skills (Conn, 2008; Devine, 1962; Pogonowski, 1987). Thus, alongside with the development of critical thinking skills, factors which will benefit the growth of problem-solving skills will be included in the proposed course.

Lastly, Atkinson (1997) explores critical thinking as a social practice which can be influenced by one's culture. Gee (2004) further relates to this concept as 'situated cognition' or a person's thoughts are connected to experiences within their world. Meaning all situations are governed by thoughts which relate to a context for understanding. For example, the words *strike* and *turkey* may mean different things depending on the context in which they found in, such as a bowling match or group of workers in a factory. In connection to situated cognition, Pogonowski (1987) views critical thinking as students investing into an experience. Thus, in relation, context and experience play a relation to cognitive skills and critical thinking development.

**Activities for critical thinking development.** Among the activities provided by Stella (2005) for critical thinking skills, a majority focus on developing and understanding a clear line of reasoning within a critical text. Devine (1962) suggests the best strategy for teaching critical thinking is by practice. Hatcher (1999) states that both critical thinking and writing, when taught together, solidifies the learning process for both skills. In addition, the act of critical thinking through writing is suggested by Stella

(2005) to provide a chance to solidify and connect a clear process. As the goal of critical writing is to provide readers solid reasons evident to the writer's line of reasoning.

**Critical thinking assessment.** Several forms of assessment exist for determining critical thinking development. Ennis (1993) reports several key purposes for testing critical thinking such as determining a student's ability, providing feedback, and even evaluating teaching methods used in the course. Ennis further reports published critical thinking assessment may not always be the best choice for determining development within the classroom. Instead, the creation of set criteria for open-ended questions though essay writing is a much more viable alternative. In addition, Hatcher (1999) when comparing writing assessment to other assessments, found written assessments of critical thinking easier and more accurate than multiple choice. Ku (2009) advises assessing critical thinking in one format is inadequate. Thus, the use of multiple response formats is highly suggested.

### **Game-Based Learning**

Game-based learning currently looks at the adaptation of using digital games as materials in the classroom to facilitate learning (Van Eck, 2006; Prensky, 2006). In this process, students when engaged through gameplay, are either receiving embedded content (Sim, Macfarlane, & Read, 2005) provided an environment for learning (Prensky, 2003; Childress & Braswell, 2006) or gain opportunities for utilization of their learning (Baytak & Land, 2011). In addition, games provide several key required aspects of classroom-based learning such as motivation, goals, feedback, challenge, and experience. Thus, from reviewing these aspects of game-based learning while also summarizing the current uses of gaming in the educational world.

However, first, the idea of what is a game and its importance to learning is important. Murray (2006) describe games as “Phenomenologically as a spectrum of play order behavior that can be more or less playful and more or less ordered.” (p. 187) Ideally, from this concept games can be a balance of rules or goals within playful aspects which the engaged deemed enjoyable. Piaget (1953) views the action of play as ways of assimilating (gaining new information) accommodating (learning new rules). In this way, the participator in a game is given a chance to test their knowledge while gaining new experiences. Thus, games give players a chance to experiment and while later reflecting on these outcomes (Kiili, 2005).

In the sense of motivation, many view the gain from the ability to channel flow in games and the classroom (Van Eck, 2006; Kiili, 2005; Egbert, 2006). Flow was coined by Csikszentmihalyi in the 1990’s to describe the feeling optimal performance while losing a sense of self in an activity (Nakamura & Csikszentmihalyi, 2002). To summarize flow, a balance of challenge and skill must be maintained in an environment where clear goals and constant feedback is available (Nakamura & Csikszentmihalyi, 2002; Egbert, 2003). In addition, students have been shown to establish flow in activities with interest or previous knowledge (Egbert, 2003). Kiili (2005) also states the drive of accomplishing the goal is the most important aspect of the state of flow. As such, as Egbert, Nakamura, Csikszentmihalyi, and Kiili state that games are able to induce flow easier than other tasks.

Goals are an important aspect of gaming and set the state in major advancements for players. Effective games have clear objectives when establishing the context for the player (Peter & Vissers, 2004). As such, games require a constant amount of input from the player to be accomplished. As mentioned before, flow requires clear goals to induce flow state. In addition, goals require a constant reply of feedback in

order to assess their progress within the task. Van Eck (2006) suggests good games provide feedback to engage the player.

Squire (2005) looks at this feedback process and the use of failure in games to simulate learning. While traditional learning activities provide observations, which allow students to build ideas and concepts of systems or rules to determine their success or failure, Squire suggests games begin with failure. In as such, students are provided with chances to re-attempt tasks in games with minor setback (Holmes, 2011). In addition, Holmes found when students often would make mistakes in games when tasks were more challenging than their ability, students would opt to overplay easier tasks. Overall, goals and feedback provide an understanding of experience when the task of gaming.

Van Eck (2006) suggests within the cycle of disequilibrium, or the state which Piaget suggests that previous knowledge does not align with current knowledge, the main goal of gaming is to provide opportunities for the player to be successful at accommodating this new information. In other forms of learning, especially second language learning, Egbert (2003) states most teaching methods show emphasis on the use of a 'threat-free environment.' While Squire (2005) originally states games teach with failure, the main purpose is to provide chances for students to strategize and reattempt at the challenge. Moreover, Amory et al. (1999) state for learning to be fun, a challenge must be present alongside fantasy and curiosity. Effective games balance challenge and difficulty within a virtual environment to provide players the room to experiment (Kiili, 2005).

Lastly, games also provide the learner with opportunities to gain experience. Whether to test their knowledge on a given simulation of a context (Peters & Vissers, 2004) or simply given the opportunity to experience new social rules and identities

(Squire, 2005) games translate experiences to shape thinking (Gee, 2004). Due to this reason, Prensky (2003) states game-based learning has been used to teach recruits in the military. As such, to extract these experiences from gaming, Van Eck (2006) suggests teaching should focus what happens not only in a game but also the feeling and experience afterwards. Thus, considering the importance of these experiences, several researchers supports the use of debriefing in games. Peters, Vissers, and Heijne (2005) suggest that debriefing allows students to translate their experiences in games to real life. In addition, Petranek (2000) states the use of debriefing allows students to see multiple sides of an experience. By allowing students to discuss the experience in a game, students are able to reflectively explore phenomena, test solutions, theorize and construct objects (Peters, Vissers, and Heijne, 2005; Kiili, 2005).

**Examples of game-based learning.** In the world of game-based learning, there are several styles which can be used in the classroom. In addition, student motivation can differ depending on the type of game used in the classroom (Holmes, 2011). As such, these vary from games which are created to drill and practice material, simulations, commercial games and even creation of games of content taught in courses (Van Eck, 2006). The value of each of these games depends on the context and their connection to the learning goals present in the course. Thus, a quick summary with an example of each style will be observed in this study.

Educational games have been known to focus mainly on educational goals rather than focus on gaming goals and playability. In this case, Holmes (2011) and Van Eck (2006) suggest the current state of educational games can be described as chocolate covered broccoli or Shavian reversals, either a fun enjoyable part to cover up the uninteresting learning or unable to provide either learning or enjoyment. However, educational games are important due to their ability of easement to align with educational goals. Holmes (2011) focuses on the use of educational games to help

students falling behind in literacy. While the learning activities and game activities showed no connection, there were some signs of improvement of student's ability from playing these games. Van Eck (2006) suggests this is a potential market for game makers and educators to collaborate in the creation of newer games.

Simulation games focus on providing the player with an explicit set of rules to accomplish a given task (Dorn, 1989). While other games have the opportunity of providing a chance of fantasy of a new life or set of social rules, Peter and Vissers (2004) state that in simulation games a player does not don a new role in this style of game. Players then are bringing themselves into this new experience and expected to react and participate as if the simulation was real. Amory, Naicker, Vincent, & Adams (1999) mention the use of simulation games alongside adventure games being used in education besides educational games. A common example given for simulation games can range from the digital experience of dissecting a frog to discussing peace solutions. Overall, simulation games provide context for students to acquire experience which can be used in classroom activities as well.

Commercial games are made for entertainment and may be found in devices such as computers, phones, and consoles. Commercial games range from various topics and do not always line up with educational goals (Van Eck, 2006). Such examples of this style include teaching history with the use of Civilization III, a real-time strategy game focused on building a civilization from the stone age to the modern age (Squire, 2005). Squire offered two choices to students: play the game to learn or practice using traditional methods of learning. Students who chose to play Civilization III when compared to traditional learning were able to show adequate ability in retention of history concepts. In addition, students mentioned spending time reading the historical notes included within the game.

Lastly, creating games have also been attributed to game-based learning qualities. Students show a deeper understanding of the content being used and the process of creation through developing a game (Kafai,2006; Papert, 1980 in text reference Baytak & Land, 2011). In their study, Baytak and Land (2011) reviewed the process of three students creating games to teach others about nutrition facts. Through this process, students not only learned about the content of nutrition by implementing aspects of nutrition into the game such as gaining negative points for eating too much junk food. Additionally, students were discovered to be communicating with the other creating students and asking other students for feedback to review concepts presented within their game.

Out of the following examples of games used for game-based learning, the purpose of use more often than not defines the selection of games used in the classroom. Within the use of educational games, Sim, MacFarlane & Read (2005) support and assess the development of specific skills. However, these games may not be successful in both providing motivation to the students nor able to achieve the educational goals (Van Eck, 2006). In addition, Van Eck (2006) Squire (2005), and Prensky (2003) suggests teachers should identify already created commercial games and adapt these games into the curriculum. Moreover, York, Hourdequin, and DeHaan (2017) suggest the use of modern board games due to social interaction, engagement, and support for both critical thinking and collaboration skills.

### **Critical Thinking and Problem-Solving in Games.**

Games are known to include the use of critical thinking and problem-solving skills (Gee, 2004; Squire, 2005; Van Eck, 2006; Amory et al. 1999; Gerber & Scott, 2011). Gerber and Scott (2011) even extend this to include the disposition of critical thinking

alongside the concept of learning critical thinking and problem-solving skills through games. Out of the games Gerber and Scott (2011, p.844) define, the following are a list of games genre's which will be focused on the project for critical thinking development:

1. **Adventure:** Player must complete puzzles or tasks by interacting with characters in a scenario. Emphasizes exploration over reflexes and confrontation.
2. **Puzzle:** Player solves logic puzzles or maneuvers through mazes. Often emphasizes fast reflexes.
3. **Roleplay:** player assumes the role of a character and explores a world, gaining new abilities along the way. Many games have a science fiction or fantasy component. Emphasizes story.
4. **Simulation:** the player is involved in a realistic simulation of the world. Simulations may involve life, building or business.
5. **Strategy:** Player has command of units, such as an army, and seeks to defeat opponents. Can either be real-time or turn-based. Emphasizes tactical planning.

Gerber and Scott (2011) suggest that while between gamers and non-gamers critical thinking disposition is not significantly different, regarding differences in context or genre revealed support for games with the relationship for critical thinking. As such, games within the strategy genre show more traits related to critical thinking than other genres. Simulation games as well have been known to be used for higher level thinking skills development (Peter & Vissers, 2004) In addition, games that present ill-structured problems for students to collaborate and solve further supporting the development of higher level thinking skills (Van Eck, 2006; Takahashi & Saito; 2013). Games provide an opportunity for students to develop critical thinking and problem-solving skills.

### **Japanese Context**

Conflicting thoughts reside in the development of critical thinking in Japanese education. Liaw (2007) study reference several teachers who characterize Asian learners as more reserved and lacking critical thinking skills. Atkinson (1997) among them, accounts the factors are due to both the group dependent nature of societal Japan and underlying western individualism within teaching critical thinking skills. However, other researchers state several key advantages for Asian learners of critical thinking and problem-solving skills (Stroupe, 2006; Liaw, 2007). Additionally, Liaw (2007) deems that the problem may come from the lack of opportunities in the classroom to develop critical thinking skills due to teachers underestimating their student's ability. As mentioned before, among the current objectives in MEXT's plan of study is the development of learners who are independent thinkers while developing problem-solving skills (Long 2003). Alongside these aims, MEXT also aims to cultivate skills of reflection, judgment, and expression (MEXT, 2011). As such, the integration of higher-level thinking skills has a place in the EFL curriculum.

In addition to critical thinking development in Japan, several instances of game-based learning are emerging as well. The University of Shizuoka currently researches the development of teaching English through the use of video game and game design (Game Lab, 2017). In addition, several instances of the use of Minecraft to teach Japanese students English and the development of a methodology for the use of board games is currently being researched by James York (Kotoba Rollers, 2017; Game Lab; 2017; Koichi, 2017). This study hopes to add to the current research through supporting the development of critical thinking skills by using games for Japanese students.

## **Conclusion**

This study reviewed key components of current English as a second language methodology, critical thinking, problem-solving, and game-based learning education. Currently, through the integration of the four skills into activities within the communicative classroom, students gaining competence in English use. Critical thinking skills while hard to define, possess elements of reflection, analysis, and evaluation. In addition, Bloom's taxonomy provides a structural model for the development of critical thinking skills alongside educational pedagogy. Liaw (2007) also states the notion that language abilities and cognitive skills are closely related further supporting the development of a critical thinking curriculum. Game-based learning provides a flow like, or intense, focused state to facilitate learning. Successful games provide the learner with clear, obtainable goals, clear and usable feedback, the chance of testing hypotheses, and experience (Eck Van, 2006; Prensky, 2001; Squire, 2005). Lastly, while there are cases of both critical thinking development and game-based learning in Japan, this project aims to integrate these concepts together creating an enriched environment for critical English learning.

## **Rationale for the Project**

### **Purpose of the Project**

Game-based learning has been used in several styles of supplemental learning to teach history, mathematics, and even nutrition (Eck Van, 2006; Prensky, 2007; Squire, 2005; Baytak & land, 2011). The implementation of games mechanics has been used to facilitate practice drills and tests as educational tools (Holmes, 2011; Sim, MacFarlane, & Read 2006). Thus, by incorporating game-based learning into a curriculum, students

will have access to new sources of input which can provide several learning activities inside and outside the game. In addition, game-based learning also provides opportunities for cognitive skills such as critical thinking and problem-solving skills (Amory et al. 1990; Van Eck, 2006; Erhel & Jamet, 2016; Gee, 2004; Prensky, 2001). While several studies have looked at the use of one game as a support to the course, or the effectiveness of gaming in the general classroom, this project focuses on the incorporation of using several games throughout a curriculum as the main source of content for a university English course. The purpose of this project is to meld the key benefits of using game-based learning in the classroom along with current practices for the development of critical thinking and problem-solving skills in addition to English competence building. This project is a course which will direct towards providing an opportunity for students to develop skills of reflection, judgment, and expression while in providing a new and unique experience of learning for students.

### **Statement of the problem**

With the desire of MEXT of developing independent thinkers, Higher-level thinking skills should be an important aspect of almost all courses in the Japanese context. However, defining what critical thinking skills is a challenge for most researchers (Long, 2003; Atkinson, 1997;). Even Stroupe (2006) suggests there are multiple definitions. In addition, some Asian learners of English have been known to show difficulty in developing these skills due to conflicts either in culture or to the format of the course (Liaw, 2007; Long, 2003; Atkinson, 1997). However in both the cases of Chapple & Curtis (2000) and Davidson's studies (1997), teaching critical thinking skills was effective in the English as a foreign language classroom (Liaw, 2007). In addition, Atkinson (1997) mentions that critical thinking is a 'social practice or an action which is embedded within culture. While many disregard this claim (Liaw,

2007; Long, 2003), Gee (2004) states the concept of using language for reading or writing may also be tied to social constructs and use in culture. Thus, understanding the culture which words and phrases are used allow a deeper understanding of the words. Alongside this concept, Pogonowski (1978) also links experience to critical thinking skills and problem-solving. Thus, games provide students opportunities to learn critical thinking and cognitive skills (Amory et al. 1990; Van Eck, 2006; Erhel & Jamet, 2016; Dee, 2004; Prensky, 2001) and provide opportunities to acquire experiences which can be translated to the real world (Peter & Vissers, 2004; Squire, 2005; Kiili, 2005), which can be used to facilitate learning in these regards.

### **Goals and Objectives**

This project will focus on four areas of development for the student to accomplish throughout their attendance. Each of these areas will focus the following sections: (1) English development, (2) game competence development, (3) critical thinking development, and (4) problem-solving development (Appendix A). While games are to be the projected content for the proposed course, English output ability has been emphasized for development. Due to several games requiring a set language use for cooperation within each game, teaching about the games used and their required language is a vital portion of this project as well. Problem-solving and critical thinking skills are each assigned to their categories as well, each goal connected the ability of language and skill use for the focus of the project.

Ideally, each of these categories contains several objectives which support the development of each of the major goals suggested by Graves (2000). Games main purpose when facilitating learning are in creating experiences for students to discuss and write to reflect and evaluate. Critical thinking and problem-solving skills focus on the develop the ability to analyze both gameplay and experiences through writing and

discussion. Writing techniques are focused on both the development of English competence and the effectiveness of assessing writing for critical thinking development.

### **Significance of the study**

From the literature review, game-based learning has been implemented in several classrooms, and framework for use has been created. However, implementation into the embedment of a course, especially one such as an English as a foreign language, there are few. In addition, one of the purposes of this study focuses on addressing the MEXT's (2011) objective in developing skills of reflection, expression, and judgment alongside fostering independent thinkers. Thus, this study will serve two purposes for the rest of the education community. Firstly, this study will serve as support for the development of the previously mentioned skills alongside serving for additional support for those who wish to further test and develop a methodology for game-based learning, and secondly, any activity which is created may be adapted and formatted for classroom and curriculum use. Lastly, concepts discussed in this course may also be used to support other methodology to better support a classroom and the students involved. Thus, through game-based learning, this project focused the creation of a course which further the development of students' ability to think critically thought classroom discussion, the experience of gameplay, and the writing process as well.

### **Methodology**

To determine the focus of the goals and objectives of this course a thorough needs assessment is required. Teachers, students, and potential materials were assessed to create a full understanding of all sides which affect the outcome of this course. Using survey instruments such as questionnaires and interviews students and teachers were asked sets of questions relating to their use of games outside of the classroom and their opinion on the uses of games in the classroom. afterwards, a select number of teachers

and students were interviewed to further develop an understanding of teachers and students' attitudes towards games in the classroom and critical thinking and problem-solving development. Lastly, materials were evaluated through the use of trials in classrooms and evaluated through a reflective questionnaire. Thus, each of these categories will be explained in detail in the following sections: participants, instrumentation, ethical considerations, results, and discussion.

### **Participants**

Since the course focuses on the development of critical thinking skills for Japanese students, the target population of this needs assessment consists of students and teachers currently enrolled in at Soka University a private university which emphasizes the production of critical thinking in several of their courses (Stroupe, 2006). Classes are organized using TOEIC scores. While TOEIC levels may not fully determine a student's proficiency in English, TOEIC is known to involve several uses of critical thinking skills in part of their assessment (Stroupe, 2006). Since Soka university uses TOEIC scores as a determining factor in some cases for classroom enrollment, this limitation has been established. For this reason, teachers and students from Soka University have been asked to volunteer as participants for the series of survey instruments used in this project.

### **Instrumentation.**

Graves (2000) states the basic purpose of a needs assessment is to determine the learner's abilities, attitudes, and preferences before the course. She also makes the notion towards a needs assessment should be ongoing during the course to allow a voice between students and teachers. Thus, this needs assessment will follow a two-fold process: questionnaires and interviews for both student and teachers, and piloting of materials with reflective questioning. Each of these methods will be based on questions

from previous research. As Kitchenham and Pleefer (2000) mention the reuse of instruments due to previous checks of validity and reliability (as cited in Noraddin and Kian, 2014). As such, each of the following survey instruments will be explained, discussing the purpose for both the survey and focus of participants: (1) Teacher Questionnaires, (2) Teacher Interviews, (3) Student Questionnaire, (4) Student Interviews, and (3) Materials Feedback Evaluation

**Teacher Questionnaires.** Focusing on obtaining the opinion of teachers on the use of game-based learning, the teacher questionnaire consisted of questions created by Noraddin and Kain (2014) and Future lab (2005). The questionnaire (Appendix B) consists of eight five-point Likert scale questions (Naddain & Kain 2014), and six multiple choice questions with two follow up questions (Future lab 2005). Each question within the Likert scale refers to several key researchers in the field of game-based learning while also providing a positive and negative aspect to provide consistency. In addition, Noraddin and Kian used questions like ones suggested by Graves (2000) by incorporating a game developer's questionnaire (Future lab, 2005) to determine key factors of the variety of use of games in the classroom. While a few questions directly inquire the opinion of teachers on the use of games in the classroom, several other questions focus on the skills learned in addition to providing an opportunity for open-ended questions. Participants for the Teacher questionnaire were contacted from late September 2017 till mid-October 2017 through email requesting their participation. A mix of female and male teachers who are either currently teaching or have taught classes which required a TOEIC score of 430 or more for students to enroll at Soka university were requested to answer these questions electronically through google forms. A total of five teachers responded to the questionnaire. Data collected from the questionnaire was processed through SPSS to be analyzed.

**Teacher Interviews.** In addition to Teacher questionnaires, several teachers were asked a series of questions relating to questions generated from key points of the literature review. These questions can be found in Appendix C. Again, a mix of female and male teachers who are currently teaching or have taught classes which required a TOEIC score of 430 or more for students to enroll at Soka university were targeted for participation. The questions can be broken down into four categories: (1) Motivation in the classroom (Prensky, 2003; Van Eck, 2006), (2) Games in the classroom (Prensky, 2003; Van Eck, 2006; Squire, 2005; Escudeiro & Carvalho, 2013), (2) Critical thinking (Stroupe, 2006; Atkinson, 1997; Prensky, 2003; Gerber & Scott, 2011), (3) Failure as a teaching tool (Problem Solving) (Squire, 2005). Participants for the teacher interviews were contacted between late September 2017 and the middle of November 2017 through email requesting their participation. Again, five teachers responded and agreed to participate in the interview. During each of the individual interviews, each conversation was recorded. The recordings were selectively transcribed and summarized based on methods described by Saldana (2009).

**Student Questionnaires** Students were asked for participation in answering a questionnaire (Appendix D) which adapts questions from Hainey et al. (2013). This questionnaire consists of 11 questions and four, five-point Likert scale sections. The focus of this questionnaire asks students to rank opinions on games in both regular and educational contexts in categories such as motivation and feelings. Initially, teachers who taught classes requiring 430 or above TOEIC scores were contacted through email asking for permission to distribute QR codes or barcodes with embedded web links for students to answer outside of class. A total of 52 participants agreed and responded to the student questionnaire. Data collected from the questionnaire was processed through SPSS to be analyzed.

**Student Interviews.** At the end of the student questionnaires, students were asked for voluntary participation for group or individual interviews. Students who submitted their intent to participate were contacted electronically through email for inquiry. While there were originally eleven students who volunteered for the interview, only two responded to the email inquiry. Students were met individually and asked questions relating to the following categories: (1) Class enjoyment (Prensky, 2003; Van Eck, 2006), (2) Expertise of gaming (Hainey et al, 2013), (3) Use of a foreign language while gaming (Escudeiro & Carvalho, 2013), (4) Failure as a teaching tool (Squire, 2005), and (5) The use of games in the classroom (Squire, 2005; Van Eck, 2006; Prensky, 2003). Participants for the student interviews were contacted between late October 2017 and the middle of November 2017 through email requesting their participation. After gaining confirmation from the volunteered participants, only two were able to establish set times for interviews. While understanding two students are not enough to generalize all students' opinion on games, the two participants opinion on the use of games differed drastically, setting the stage for a comparison between their responses. The two participants were met for individual interviews and recorded. The recordings were selectively transcribed and summarized based on methods described by Saldana (2009).

**Materials feedback.** Lastly, in addition to questionnaires and interviews, activities containing game based materials were piloted in classrooms. After each piloted material finished, reflective questions based on Whitton's (2007) criteria for evaluating educational effectiveness in games were handed to the students to complete (Appendix F). Whitton (2007) through her dissertation crafted several statements to evaluate the following categories: (1) Challenge of motivation, (2) Challenge of clarity, (3) Challenge of achievability, (4) Control, (5) Immersion, (6) Interest, and (7) Purpose. The reliable statements in each category were compiled into five-point Likert scale ranking questions in the materials feedback form in Appendix F. These statements were translated into

Japanese, and a section for additional comments were added to the form. In this regard, unfortunately, one question was translated wrong (Statement 6 *The instructions were clear* was translated into ゲームの説明が不明確であった, the instructions were *unclear*) reversing the responses. All data for this question was omitted from the data analysis process. The results were combined and processed through SPSS for analysis.

Student participants were chosen based on enrolling in a practicum course taught in which the lead investigator also participated as a student teacher. After discussing with the practicum supervisor, a similar class under the same leading professor was also requested for voluntary participation in answering the materials feedback form. Thus, a total of three activities were assessed between the two classes.

**Ethical considerations.** To protect each of the participants in each of the studies, each participant was asked to sign an informed consent which includes the following information: purpose, the intention of use, an overview of data collection, selection process, anticipated risks, benefits, Information protection, level of participation, and contact information. One form has been created for each of the previously mentioned methods of data collection which can be found in Appendix G. To ensure each participant is fully aware of their participation, before administering any survey instrument, the participant was explained in depth verbally before being asked to sign. Each participant was then given a copy of the informed consent form. For the valuable information is kept on an external file storage device with no accessibility from the internet. The methods of data collection require no acknowledgment of any personal or sensitive responses. Therefore, there is no potential physical, psychological or social risk to the participants. In addition, the participants are able to withdraw from the research at any time, making their participation purely voluntary. Lastly, all information is anonymized to protect the identity of teachers and students.

## Results

### Teacher Questionnaires

Out of the five teachers who responded towards the positive aligned five-point Likert scale questions from Naddain & Kain (2014), three of the respondents agreed towards games usefulness in higher education. Only one of the respondents chose to be undecided. In regard to digital games with learning and student focus, the responses were more varied. While three respondents felt digital games with learning focuses more on the student, one respondent chose to stay neutral while another respondent disagreed. When asked about game-based learning as important teaching, two respondents strongly agreed, another two respondents agreed, and one respondent chose to stay neutral. Lastly, respondents responded positively towards the ability of digital games being applied to many different contexts. From this section, teacher support for the use of digital games in the classroom is evident. While there is some disagreement toward the degree in which using digital games is a student-focused activity, overall a majority agreed with prospects of using game-based learning in the classroom.

The next following sets of questions from Naddain & Kain (2014) contain the negative aligned five-point Likert scale questions. Three of the respondents responded against doubtful opinions of using digital games-based learning in higher education while two respondents remained neutral. When participants were asked if learning should not have fun as a necessary requirement, again four respondents disagreed with this statement. One respondent strongly disagreed with the statement while another respondent chose to stay neutral. In the regards of digital games are a waste of time, four respondents disagreed evenly between strongly disagree and disagree while one respondent did state they agreed with the idea that digital games are a waste of time. Lastly, two respondents strongly disagreed with the statement that digital games are

only useful for primary and secondary education. Again, the majority of responses from the teacher questionnaire show support for the use of digital games in the classroom.

In the next section of the teacher questionnaires, teachers answered questions posed by Future Labs (2005) inquiring about the participant's familiarity towards games and their opinion of the use of games for entertainment purposes in an educational context. Among the responses, four out of five respondents reported playing games for leisure ranging between every day or at least once a month. Only one respondent mentioned they have never played games for leisure. In addition, those who responded yes to the previous question where asked if the participant discusses the games they play with pupils shown in table 1. One of the participants agreed, stating they have done so in the past and are expecting to do so again in the future. Among the other three participants, one mentioned while they have not discussed the games they play in the past, there is a chance in the future, and the last two responded with no history or intent to discuss games played in leisure with their pupils. All of the participants responded 'No' when asked if they used games that are primarily designed for entertainment in the classroom for educational purposes. However, when considering the use of such games in the classroom for the future, one participant each responded 'Yes' and 'No' respectively. The three other participants responded, 'Don't Know.'

Table 1

*TQ10: If you said that you have played computer games as a leisure activity, have you ever discussed the games you play with your pupils?*

Question	Number	Percent
Yes: I have done so and expected to do so again	1	25%
No: I haven't done so, but I might do so in the future	1	25%
No: I haven't done so, and I don't expect to do so in the future	2	50%

When asked for reasons of consideration of using games in the classroom, three participants responded. One participant felt there needs to be a clear learning outcome connected with the game, considering the activity which contains the game was

appropriately structured. The second participant after observing their children concentrate on playing games showed interest in adapting games for students' effective learning. Unfortunately, due to their lack of knowledge about the use of games in the classroom feels unable to effectively incorporate games into their curriculum. The last respondent would consider entertainment games as tools to motivate students or address future needs of their students. However, in contrast, when asked reasons for not considering games for educational purposes, the absence of a clear learning outcome or learning objective would make them either a 'waste' of student's time or simply a 'babysitting' tool. Another participant mentioned the learning curve for use would be very steep, deterring the use of games within their classroom.

In addition to considering the use, participants were also to identify learned skills from computer games designed primarily for entertainment (See Table 2). Out of the available list, Skills in information and communication technology were selected the most at four responses, followed by motor/cognitive skills with three responses and higher-order thinking skills such as critical thinking and knowledge in particular areas receiving two responses each respectively. The rest of the following skills received one response: anti-social behavior, a stereotypical view of other people or groups, and social skills. Lastly, one respondent also responded, 'Don't know' leaving area for neutrality.

Table 2

*TQ15: Thinking about computer games designed primarily for entertainment, do you think that the people who play these games learn any of the following through doing so?*

Learned Skill	Number
ICT skills	4
Motor/cognitive skills	3
Higher-order thinking skills	2
Knowledge in particular areas	2
Anti-social behavior	1
A stereotypical view of other people or groups	1
Social skills	1
Don't know	1

Lastly, participants were asked about any practical barriers for the use of computer games in the classroom. Each of the participants responded, offering several examples. These barriers include the following: access to equipment, availability of equipment, technical challenges, poor wi-fi, funding, lack of support from stakeholders, student familiarity with game procedures, sustained student interest, lack of focus or thereof learning objectives, preparing and managing game equipment, and required time for learning and understanding games for developing lesson plans.

To summarize the teacher questionnaires, responses support the use of digital games in the classroom. However, more often than not, issues of simply not knowing how to use the games in the classroom. Additionally, defining the correct purpose of the game to fit in the classroom may be too difficult with the current understanding of games in the classroom. In contrast, most of the respondents showed interest in future adaption if these issues were confronted and a clear learning objective can be identified. Moreover, respondents did support the use of games for the development of higher-order thinking skills, which includes critical thinking and problem-solving skills.

### **Teacher Interviews**

The first section of questions asked of the five interviewees within their individual interviews focused on eliciting information from the participants regarding pupil motivation in the classroom (see Table 3). Focusing on factors which cause students to show less motivation than others (Table 3, Q1 & Q2), four participants focused on intrinsic motivational factors such as students holding a specific goal for enrolling in a course or interest in the subject matter. All five participants focused on demotivational factors such as credit requirement forcing the student to take the course and past experience causing disinterest in the classroom. When asked about fun and enjoyment of learning (see Table 3, Q3), three participants related a fun classroom to intrinsically motivated students. Two respondents disagreed, stating that at times

learning may not always be enjoyable, but rather discipline and focus are more important.

Table 3

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*Teacher interview questions focused on motivation in the classroom.*

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Q1. Do some students show less motivation in the classroom than others?

Q2. What factors would you say account for this? How about fun as a factor?

Q3. Do you think learning is fun?

Q4. Should learning be fun?

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When asked of their opinion of should learning be fun (Table 3, Q4), several respondents again, referred to intrinsic motivation. In disagreement, another respondent mentioned that when studying very hard to learn something may not be considered enjoyable. However, in contrast, a respondent connected this process to ‘Flow,’ again the state in which challenge and skill are balanced based on constant feedback assessed from clear goals (Nakamura & Csikszentmihalyi, 2002). The participant felt students are engaged when challenging a hard yet possible learning task. While engaged, the thought may not be about whether the activity is fun; however, once finished and reflecting on the challenge the student may describe this challenge with a sense of enjoyment. In addition, another interviewee mentioned, developing this intrinsic motivation in order to enjoy the learning process is considered a skill in their opinion. Several students are not taught this in their learning process, and because of this factor, these students are unable to perceive gain from activities losing motivation. In this sense, fostering a skillset which supports intrinsic motivation development is key for students to enjoy learning.

When asked questions regarding about previous knowledge and use of games (see Table 4), all of the participants mentioned having played analog games such as word,

card, and board games. Three respondents mentioned the use of digital games such as console platforms (PlayStation, Nintendo, Xbox) or mobile platforms (iPhone and Android). The participants played games for social interaction, relaxation, or doing mindless activities during leisure time (see Table 4, Q6). The three respondents who currently are able to play games, all play to destress. Two respondents are unable to play games due to lack of leisure time or lack of accessibility of enough players or required time for the case of board games (see Table 4, Q7). As for games to be used in the classroom, responses included language games, memory match games, *sugoroku* games, or race to the finish board games which contain commands or questions for students to complete when they land on a space. Other respondents mentioned the use of parlor games or games which often only require space and willing participants to play such as charades (see Table 4, Q8). While several of the interviewees mentioned games are currently and can be used for language learning, these responses also stressed the importance of aligning a game to either fit the needs of the class or as a tool developed for the achievement of a course goal (see Table 4, Q9 & Q10).

Table 4

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*Teacher interview questions focused on game-based learning.*

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Q5. Have you ever played a video game or a board game before?

Q6. Do you currently play games? If so, why do you play games?

Q7. If not, what reasons do you not play games?

Q8. Have you used games as a tool in the classroom?

Q9. Do you think Games could be used a tool for language learning?

Q10. Are you interested in using games in the classroom?

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Regarding critical thinking development (see Table 5, Q11 & Q12), four the respondents include elements of critical thinking in their classes; however, not all of the participants emphasize their development. The interviewees mentioned the following

elements in their activities: identifying, summarizing, evaluating, comparing, contrasting, and synthesis. One respondent referred to the use of 'Why' in every assignment to elicit higher level thinking. Even for this participant's lesser activities, explanation and supporting evidence is required. Another respondent mentioned while they do include some activities for critical thinking, the main focus for their classes is language. Overall, from the responses for critical thinking use in the classroom, critical thinking development is to help students develop a deeper understanding of the language and material used in the classroom.

When asked about Question 13 (*Do some students show issues with using critical thinking skills in the Classroom?*) the interviewees' responses focused on either the student or the activity. Comments which focused on student issues with critical thinking often related to either the student was never required to use critical thinking skills in previous classes, or a language barrier would present trouble for students to show output when met with opportunities to perform with critical thinking skills. Two other participants responded, mentioning that being analytical is more a personality trait of some students, which pair work often allows students who lack or have issues performing at critical thinking activities to observe others who are able to overcome such challenges. Lastly, two different respondents mentioned that before focusing on critical thinking for their students, the majority of the lower level students require setting a foundation of lower thinking skills which they may not have received in their past. Lastly, while many of the participants believe in the use of games for the development of critical thinking skills, among the participants, responses reiterated the use of either designing 'game-like' activities, aligning games to fit educational goals for critical thinking, or structuring a game into an activity better fitted for eliciting critical thinking skills (see Table 5, Q14).

Table 5

*Teacher interview questions focused on critical thinking.*

Q11. Do you include activities which support critical thinking development?

Q12. What major assignments or activities you have used in class require critical thinking skills?

Q13. Do some students show issues with using critical thinking skills in the classroom?

Q14. Do you think critical thinking skills can be developed through the use of games?

When the participant was asked about students' responses to not succeeding at an activity, participants gave various responses (See Table 6, Q15). Two respondents mentioned often at this time, students would lose motivation on completing an activity and give up. However, the two interviewees also mentioned that the most common issues would be not understanding the current activity. For a solution to this issue, one respondent suggested the regular use of pair work provides students chances to develop comfortable relationships with other students, thus helping them feel more relaxed to discuss amongst each other when a student does not understand. As for other interviewees, identifying the process of learning helps provide students with more chances of noticing success rather than responding to failure. In addition, each of these interviewees mentioned helping students acknowledging the challenge, and provide several chances for students to realize their growth.

When elicited about losing at a game and then asked to compare to students not succeeding in the classroom, responses varied depending on the interviewee's outlook on levels of risk for each activity (see Table 6, Q16 & Q17). A few interviewees mentioned the atmosphere, attitudes of the players and setting, would affect the comparison. As such, for the respondents who could compare losing at a game to not succeeding at an activity, often connected the two experiences through not being able to overcome a

challenge. The respondents who disagreed, stated language classes have more impact on the students' life overall which may require different styles of support than losing at a game.

Table 6

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*Teacher interview questions focused on failure as a teaching tool.*

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Q15. How do your students respond to not succeeding at an activity?

Q16. How do you react to the students during these times?

Q17. Have you ever lost at a game? could you compare these feelings to students when not succeeding in the classroom?

Q18. How do you perceive the use of failure as a teaching tool?

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Lastly, responses to the use of failure as a teaching tool focused on using the failing experience as a teachable moment (see Table 6, Q18). A moment, that once the student or group has finished the experience, is able to look back and analyze their actions to provide support for the next opportunity. One respondent further went on to state that their belief is humans are internally designed to learn from failure. Giving up, for this respondent is a learned behavior from the fear of being wrong. Thus, instead of calling students for wrong answers, asking for additional ideas or support from other classmates helps deter the loss of motivation.

### **Student Questionnaires**

In the first section of the questionnaire, familiarity and use of games were elicited from the participants. Out of the 52 participants, 45 (86.5%) responded that they had played a digital or board games once before in the past. In addition, even though seven responded 'No,' more than 47 of the participants responded to have some experience with games. Out of the 47 participants, four (7.8%) responded to have less than a year of experience, 12 (23.5%) responded to have between three to five years, and

nine (17.6%) responded to have between six to ten years. The largest percentage was participants who had more than six years of experience. However, 33 (63.5%) of the 52 participants do not currently play games contrasting with the other 19 (36.5%) participants who still do. In Table 7, participants were asked if they talk to friends about games. While 'No, and I don't want to' received the most responses from participants at 36.5%, responses which mention students possess intent to speak about games with friends equals to 63.5% representing a majority of the participants hold interest to speak about games to others.

In relation to games played in the classroom, 38 (73.1%) of the participants have not played a computer game or a console game in the classroom while 14 (26.9%) of the participants have. However, 32 (61.5%) of the participants do believe games can be used for learning in a higher education environment while 20 (38.5%) believe otherwise. In addition, many students have offered reasons for their beliefs. Those in support stated games could be a fun medium to help unmotivated students learn, provide social opportunities, and provide engaging active learning. Those who are against the use of games in higher learning, mentioned games are not suited for the university setting, unable to provide deeper knowledge, or only helpful for primary education.

Table 7.

*Student questionnaire question 7. Do you talk to your friends about games?*

Question	Response %
Yes, I do so often	9.6%
Yes, but only with certain friends	25%
No, But I would like to	28.8%
No, and I don't want to	36.5%

In Tables 8 9, participants were asked to rank the following categories based on self-motivation in a regular context. Among the following categories, excitement received the highest score among other motivations as the most agreed at 26%. Leisure time, feeling good, fantasy and prevention of boredom were agreed to motivations to play

games. Control and competition were among the highest selected to be least agreed with as motivation for playing digital games regularly. From this data, participants seem to be motivated based the availability of free time and enjoyment, rather than being in a position requiring to work with others.

Table 8.

*Student questionnaire question 10. Please rank your motivations for playing games for the categories below on a scale of 1 -5.*

Motivation	1	2	3	4	5
Pleasure	5.9	21.6	37.3	13.7	21.6
Relaxation	11.5	32.7	26.9	17.3	11.5
Excitement	6.0	18.0	26.0	24.0	26.0
Challenge	16.0	26.0	32.0	20.0	6.0
Leisure time	9.6	13.5	30.8	32.7	13.5
Prevention of boredom	12.5	20.8	29.2	22.9	14.6
Relieve stress	12.0	36.0	34.0	10.0	8.0
Curiosity	8.3	35.4	27.1	18.8	10.4
Feeling good	7.8	27.5	25.5	25.5	13.7
Release tension	14.0	32.0	28.0	16.0	10.0
Fantasy	20.8	25.0	16.7	25.0	12.5
Emotional stimulation	14.3	26.5	30.6	14.3	14.3
Competition	22.9	16.7	25.0	20.8	14.6
Cooperation	20.0	26.0	28.0	14.0	12.0
Control	24.0	24.0	24.0	20.0	8.0
Avoidance of other activities	20.0	28.0	22.0	18.0	12.0
Recognition	16.0	34.0	32.0	10.0	8.0

*Note:* 1 indicates least agree and 5 indicates most agree

In the context of playing games for educational use participants mostly agreed with excitement and challenge as strong motivations (See Table 9). Next was cooperation, competition, curiosity, and pleasure as motivations of game use in education. Ideally, from these two statements, participants desire purpose from their games. To further support this indication, release of tension, fantasy, and avoidance of other activities shown to be unmotivating factors when using games in the classroom. Thus, data indicates that students in addition to teachers value the game's purpose of use within the classroom.

Table 9.

*Student questionnaire question 11. Please rank your motivations for playing games in an educational context for the categories below on a scale of 1-5.*

Motivation	1	2	3	4	5
Pleasure	8.3	22.9	33.3	22.9	12.5
Relaxation	6.3	31.3	39.6	14.6	8.3
Excitement	8.0	18.0	32.0	18.0	24.0
Challenge	8.0	18.0	26.0	28.0	20.0
Leisure time	14.0	24.0	32.0	22.0	8.0
Prevention of boredom	10.2	28.6	40.8	12.2	8.2
Relieve stress	16.3	28.6	34.7	16.3	4.1
Curiosity	12.5	16.7	35.4	25.0	10.4
Feeling good	18.0	20.0	32.0	16.0	14.0
Release tension	20.4	18.4	38.8	14.3	8.2
Fantasy	25.0	31.3	18.8	18.8	6.3
Emotional stimulation	18.8	20.8	29.2	22.9	8.3
Competition	14.3	18.4	26.5	24.5	16.3
Cooperation	16.0	14.0	30.0	22.0	18.0
Control	14.3	26.5	36.7	12.2	10.2
Avoidance of other activities	20.0	30.0	24.0	18.0	8.0
Recognition	18.4	26.5	34.7	14.3	6.1

*Note:* 1 indicates least agree and 5 indicates most agree

In Table 10, participants were asked to rank their feelings on towards digital games based on statements such as problem-solving, critical thinking, and reflection. the responses tended to stay neutral towards most of the responses, creativity (17.3%) received the majority of most agreed from the statements. Participants felt leading/motivated (33.3%) and management (30.0%) were important to digital games. recollection (35.3%), reflection (36%), and problem solving (29.4%) received a neutral response. Participants felt less towards collaboration/teamwork (33.3%), critical thinking (32.7%), and analyzing/classifying in the use of digital games. Overall, from these results, participants generally feel games provide management skills and opportunities of reflection; however, data also indicates students hold critical thinking and problem solving to a lesser degree of importance when thinking about digital game

Table 10

*Student questionnaire question 12. Please rank the below statements about your feelings towards digital games on a scale of 1 – 5.*

Statements	1	2	3	4	5
Problem solving	21.6	15.7	29.4	17.6	15.7
Creativity	9.6	23.1	25.0	25.0	17.3
Collaboration/ teamwork	9.8	33.3	23.5	25.5	7.8
Critical thinking	15.4	32.7	28.8	13.5	9.6
Analyzing/classifying	15.7	27.5	23.5	25.5	7.8
Recollection	13.7	29.4	35.3	17.6	3.9
Management	10.0	28.0	26.0	30.0	6.0
Leading/motivating	17.6	15.7	23.5	33.3	9.8
Reflection	14.0	14.0	36.0	30.0	6.0

*Note:* 1 indicates least agree and 5 indicates most agree

In Table 11 participants were asked to rank their feelings towards video games based on descriptive sentences. Many participants felt digital games are mostly enjoyable (32.7%) and interesting (34.6%); however, games were also considered to be time-consuming (29.4%) as well. On average, participants felt gamers could be a could be a social activity, though tended to rank this statement lower than others. Moreover, playing games as a lonely activity received a lower rank, which may indicate that the social aspect of games differs from various games. Lastly, participants' feeling towards games being a waste of time were ranked in the middle of the scale, indicating depending on the context games can be a waste of time. Overall, students find games enjoyable with limitations.

Table 11

*Student questionnaire question 13. Please rank the below statements about your feelings towards digital games on a scale of 1 – 5.*

Playing games is...	1	2	3	4	5
Enjoyable	3.8	13.5	23.1	26.9	32.7
Interesting	0.0	15.4	21.2	28.8	34.6
time consuming	5.9	11.8	25.5	27.5	29.4
a sociable activity	11.8	33.3	25.5	23.5	5.9
help develop useful skills	13.7	25.5	27.5	21.6	11.8
a lonely activity	6.0	34.0	26.0	24.0	10.0
a waste of time	7.8	15.7	31.4	23.5	21.6

*Note:* 1 indicates least agree and 5 indicates most agree

Lastly, students were asked to provide both comments about games in general and using games for education. Within the comments about games in general, several participants reported support such as games are enjoyable, creative, helpful for social networking, and provide opportunities to learn new skills. In contrast, several participants commented against games stating games are a waste of time, effort is required to learn new rules, and addictive if played too much. In regard to education, several participants offered support mentioning creative thinking opportunities, and teamwork related skills development. Two participants mentioned the use of games should be situational, such as helpful for newer learners to build interest in learning the target material, but include other styles as well. Lastly, one participant felt strongly against the use of educational style quiz games for learning. Overall, participants against the use of games in educational settings indicate playing games for education forces students to compete or change their study pace.

### **Student Interviews**

As mentioned before, only two students were able to participate in the student interviews. Each will be assigned a pseudonym to keep their anonymity. The first student (S1) is currently an international student from the Southeast Asia region. The second student (S2) is a native Japanese student. These students were met individually and were asked the same questions which were derived from key points in the literature review (see Appendix E).

The first section of the student interviews, participants were elicited for important factors on their motivation in their classes (See Table 12). S1 responded classes in which they enjoyed often have interesting topics. In addition, being able to understand the teacher was an important factor of enjoyment for S1. S2 reported

enjoying classes which focus group discussion and additional skills alongside English development. Both participants feel learning is fun and should be fun and enjoyable. S2 again emphasized discussion between classmates and the teacher as a major factor for their enjoyment in the classroom. While S1 responded that a stressful classroom is less motivating making learning harder.

Table 12

*Student interview questions focused on class enjoyment.*

---

Q1. Do you enjoy any of your classes more than other classes? Why so?

Q2. What makes them enjoyable?

Q3. Are they fun?

Q4. Is learning fun for you?

Q5. Has it ever been fun for you?

Q6. What were some reasons that made it fun?

Q7. Should learning be fun?

---

Next S1 and S2 were asked about their use of games (See Table 13). S1 responded that they often play several commercial board games such as Monopoly, Scrabble. As for digital games S1 mentioned to play Call of Duty, a first-person shooter where players simulate military and modern warfare situations. S2 mentioned they often play chess, and *shogi* which is often referred to as Japanese Chess. S2 also has played on a Nintendo Wii; however, reported the reason was due to lack of activities for a new year's party. Both referred to playing with friends as a major motivation factor for playing games. S1 also included being able to learn creative ways to solve problems.

Table 13.

*Student interview questions focused on the expertise of gaming.*

---

Q8. Have you ever played a TV game or a board game before?

Q9. Do you currently play games now? If so, what type of games?

Q10. Why do you play games?

---

In addition to inquiring about their use of games, participants were asked if they have played a game in a different language than their native language (see Table 14). S1 reported while they have only played games in their native language, playing games in a different language would be similar due to the rules of the game staying the same. To S1, the language barrier could be the only barrier in this regard. S2 also has never played a game in another language, and connected playing a game in a different language would also include playing with someone from a different country.

Table 14.

*SI Questions focused on foreign language use while gaming*

---

Q11. Have you played a game in English or another language before?

Q12. How would playing a game in English be different playing in Japanese?

---

When elicited about not being successful in a game and the classroom (see Table 15), S1 and S2 both responded with frustration in both contexts. S1's frustration in both contexts contrasts that within a game, players can often put the game down and take breaks before attempting again. S1 mentioned not succeeding in the classroom often leaves regret, due to being unable to try again after making mistakes. In addition, when asked if S1 wanted the same opportunity in the classroom to retry failed activities, S1 strongly supported this idea. S2's frustration contrasts in the sense that when playing a game, S2 would have the intent to play again when not succeeding. When asked to compare their experiences between not succeeding in the game and in the classroom, S1 and S2 reported while some elements are present, they are not similar. S1 in addition

responded to failing in a class or doing poorly in the class might have longer lasting effects than a game would, representing lower and higher stakes of the risk of failure.

Table 15.

*Student interview questions focused on failure as a teaching tool.*

---

Q13. How do you feel when you are not successful in the game?

Q14. Have you ever not been successful in the classroom? how does that feel?

Q15. Does not succeeding in the classroom feel any different in a game? why or why not?

---

Lastly, when elicited about experience of playing games in the classroom (See Table 16) S1 and S2 both reported previous experience of using language games for English vocabulary support, such as Hangman and *Shiritori*, a Japanese game which requires players to say a word which beginnings with a matching syllable from the ending of a previous word. However, while S1 supported the idea of playing games in the classroom, S2 felt they were not able to fully enjoy the experience due to imposed time limits in games. In addition, S1 felt playing games in the classroom would offer support for peers who struggle with obtaining communication skills from lecture-style classes.

Table 16

*Student interview questions focused on the use of games in the classroom.*

---

Q16. Have you played a game for class before?

Q17. If so, was playing the game fun? Do you still remember anything about the game or what you learned?

Q18. How would you compare learning from a game to learning in the classroom?

Q19. Would you like to learn from games in the classroom more often?

Q20. If not, would you like to play games in the classroom?

---

In summary, both participants showed different responses to the use of games in the classroom. S1 felt games provide chances for discussion on strategy and offer an

alternative style of learning for students who have difficulties with the current style of lecture classes. S2 felt games can be fun; however, due to time limits games cannot be enjoyed in the classroom. additionally, S2 felt discussion among students and the incorporation of additional skills besides just English make the class more enjoyable. Lastly, both students felt while a challenge could be frustrating at times, if the student enjoys the experience, then reattempting the challenging can be motivating.

### **Materials Feedback**

The first activity which was piloted was a digital game simulating an information gap between the two groups of players. One player is on the computer providing vital information of a series of puzzles to another player or group of players using a manual to discover the correct sequence to solve the puzzle. A class of 14 students was given the opportunity to play this game and then asked to fill out the following reflective questionnaire adapted from Whitton (2007). Further charts which reference this activity will include Activity 1 (A1). The second activity which was piloted was a hidden role game adapted from the rules of Werewolf, or a parlor game where a team of villagers must determine and reveal the werewolves before the werewolves conquer the town. Two classes, the previously mentioned class of 14 students and an additional class of 22 students, were given a chance to play this game, and provide a response by using the reflective questionnaire. Thus, further charts which reference these two activities will include Activity 2 (A2) and Activity 3 (A3) respectively.

Participants involved with the first activity (A1) responded very highly to the activity. Regarding statements regarding the challenge of motivation three statements were presented towards the students. Participants strongly agreed (71%) with the intent of completing the activity and interest of exploring the available options (See Table 26). On top of this, half of the participants disagreed with not caring how the activity ended

with an additional seven percent strongly disagreeing. Overall, participants from the first class showed high levels of motivation towards the challenge presented within this game.

Table 17.

<i>A1 Materials Feedback Questions (MFQ) on Challenge of Motivation</i>					
Statements	1	2	3	4	5
Q1. I wanted to complete the activity.	0%	0%	14%	14%	71%
Q2. I wanted to explore all the options available to me.	0%	0%	14%	14%	71%
Q3. I did not care how the activity ended.	7%	50%	21%	7%	14%

*Note:* 1 means strongly disagree and 5 means strongly agree

Table 18 focused on the participant's opinions on the clarity of the activity, including the objectives, goals, and instructions. Students strongly felt the goal of the activity was clear. Again, due to a mistranslation of question six, the results have been omitted, resulting in the reporting of questions four, five, and seven. In regard to question four, 86% of students strongly agreed with knowing what had to be done to complete the activity. Additionally, a majority of participants strongly disagree with the goal of the activity not being clear. However, only a slight majority of participants felt the activity was easy to start, while 29% of participants felt neutral about how the activity began. Overall, participants understood the requirements needed to achieve the activity.

Table 18.

*A1 MFQ on Challenge of Clarity.*

Statements	1	2	3	4	5
Q4. I knew what I had to do to complete the activity.	0%	0%	7%	7%	86%
Q5. The goal of the activity was not clear.	79%	14%	0%	7%	0%
Q7. I did not find it easy to get started.	36%	21%	29%	14%	0%

*Note:* 1 means strongly disagree and 5 means strongly agree

When asked questions towards the challenge of achievability in the activity, participants responded mostly positive. Several participants agreed they could achieve the goal of the activity (see table 19). While not all participants felt that had all the required materials to complete the activity, several respondents felt they had a fair chance at completing the activity successfully. In addition, all participants no to little frustration when engaged in the activity. However, for most students felt uneasy about being able to complete the activity from the start.

Table 19  
*A1 MFQ on Challenge of Achievability.*

Statements	1	2	3	4	5
Q8. I felt that I could achieve the goal of the activity	0%	7%	14%	64%	14%
Q9. I had all the things I required to complete the activity successfully.	7%	21%	29%	29%	14%
Q10. I had a fair chance of completing the activity successfully.	0%	7%	7%	43%	43%
Q11. I found the activity frustrating.	86%	14%	0%	0%	0%
Q12. From the start, I felt that I could successfully complete the activity.	7%	43%	36%	7%	7%

*Note:* 1 means strongly disagree and 5 means strongly agree

Table 20 focuses on the responses of participants on their opinions about control within the activity. Responses in this category were mostly positive. Most participants were clear on what was possible and not possible in the activity, while 36% of responses felt neutral. In contrast, however, regarding if the activity was too complex, 64% strongly disagreed. In addition, when asked if the activity wouldn't allow them to do what the participant wanted to do, 50% strongly disagreed and 14% simply disagreed.

For the last question regarding control (Question 17, I could not always do what I wanted to do) within the activity, participants answers were more across the board. Fifty percent of participants disagreed, among them 36% of them strongly so. However,

21% of participants were neutral while another 29% agreed with this statement. This could be because of many factors such as not possessing the required language or understanding the controls required within the activity. Overall, addressing these factors would come from before or outside the actual activity.

Table 20.  
*A1 MFQ on Control.*

Statements	1	2	3	4	5
Q13. It wasn't clear what I could and couldn't do.	29%	29%	36%	7%	0%
Q14. The activity was too complex.	64%	21%	14%	0%	0%
Q15. The activity would not let me do what I wanted.	50%	14%	14%	21%	0%
Q16. I could not tell what effect my actions had.	43%	21%	14%	21%	0%
Q17. I could not always do what I wanted to do.	36%	14%	21%	29%	0%

*Note:* 1 means strongly disagree and 5 means strongly agree

Participants felt very immersed indicated from the data in table 21. Each of the questions within this category participants strongly agreed with. Eighty-five percent of the participants strongly felt the activity was satisfying. Ninety-three percent felt absorbed into the activity. All the participants felt time passed quickly and felt excited during the activity. Overall, suffice to say the participants felt very engaged in the activity.

Table 21  
*A1 MFQ on Immersion*

Statements	1	2	3	4	5
Q18. I found the activity satisfying	0%	0%	8%	8%	85%
Q19. I felt absorbed in the activity.	0%	0%	0%	7%	93%
Q20. I felt that time passed quickly.	0%	0%	0%	14%	86%
Q21. I felt excited during the activity.	0%	0%	0%	14%	86%

*Note:* 1 means strongly disagree and 5 means strongly agree

Based on Table 22, participants were interested in the activity. All the participants strongly felt the activity was not boring and enjoyed the activity. In addition, participants felt interested in exploring all the environment of the activity. Moreover, a majority felt the game aesthetically pleasing with only 21% feeling neutral to the aesthetics of the game. Overall, there were no negative responses within this category showing high levels of interest towards this activity.

Table 22  
*A1 MFQ on Interest*

Statements	1	2	3	4	5
Q22. I found the activity boring.	100%	0%	0%	0%	0%
Q23. I was not interested in exploring all of the environment	100%	0%	0%	0%	0%
Q24. I did not enjoy the activity.	100%	0%	0%	0%	0%
Q25. The activity was aesthetically pleasing.	0%	0%	21%	29%	50%

*Note:* 1 means strongly disagree and 5 means strongly agree

As for the final category for the first activity, participants were asked questions based on their opinion of the activities purpose in the classroom (see Table 23). All the participants disagreed with the activity being pointless, with 97% strongly feeling so. A majority felt the feedback from the activity was useful while only seven percent felt neutral. However, regarding the timing of this feedback, only a slight majority felt feedback was given at appropriate times, with 31% feeling neutral and 15% disagreeing. Moreover, most participants felt the learning objective was clear. While none of the participants felt the learning objective was not clear, 29% of participants were neutral. Lastly, participants felt the activity was worthwhile, with 79% strongly feeling so. Overall, participants could identify and recognize the purpose of the activity within the classroom.

Table 23.  
*A1 MFQ on purpose*

Statements	1	2	3	4	5
Q26. The activity was pointless.	93%	7%	0%	0%	0%
Q27. The feedback I was given was not useful.	79%	14%	7%	0%	0%
Q28. I was given feedback at appropriate times.	0%	15%	31%	38%	15%
Q29. It was not clear what I could learn.	29%	43%	29%	0%	0%
Q30. The activity was worthwhile.	0%	0%	7%	14%	79%

*Note:* 1 means strongly disagree and 5 means strongly agree

From the results of the first activity, suffice to say, participants enjoyed and were engaged in the first activity, the digital game. All of the participants felt immersed. Even one participant responded within the additional comments stating that due to their interest in the game, this participant was unaware of their use of English in the class. (ゲームが面白かったので知らない間に英語を使っていました。). In addition, since this activity may have been the first-time several participants were introduced using a digital game in the classroom, many may not have a full understanding of either the full extent of what is possible or not possible in the game. Overall, the success of this game shows potential use of this game within the classroom.

Moving on to the second activity (A2) contains data gathered from the same group of participants as the first activity (A1). The focus of second activity, the hidden role card game, was broken into segments between 7 to 10 minutes long. The participants were assigned to groups of four and five participants. The game rules were explained by the investigator verbally, and materials needed to play the game were given to each group. Once each group was ready to play, the investigator moderated the setup phase of the game. After which each group was given 5 minutes to discover the members of the opposing team.

From this activity, participants were strongly motivated by the use of this activity (see Table 24). Eighty-five percent of the participants strongly wanted to complete the activity. Along with 77% of participants wanted to explore the possible options. Lastly, 76% of students did care how the activity ended, split evenly between strongly agreeing and simply agreeing. Overall, participants were invested into playing the game.

Table 24  
*A2 MFQ on Challenge of Motivation*

Statements	1	2	3	4	5
Q1. I wanted to complete the activity.	8%	0%	8%	0%	85%
Q2. I wanted to explore all the options available to me.	0%	8%	8%	8%	77%
Q3. I did not care how the activity ended.	38%	38%	8%	0%	15%

*Note:* 1 means strongly disagree and 5 means strongly agree

Focusing on the questions of clarity, participants responses gave mixed results (See Table 25). Almost all of participants understood what was needed to complete the activity. In addition, a majority of participants felt the goal of the activity was clear. However, in contrast, 46% of participants felt the activity was not easy to start. Being that the hidden role relies more on the use of language for both set up and play, and for this group of participants, if this was the first time playing this style of game in English these results are logical. Moreover, to account for this issue, more scaffolding and language support may be required for the use of this game in the classroom.

Table 25  
*A2 MFQ on Challenge of Clarity.*

Statements	1	2	3	4	5
Q4. I knew what I had to do to complete the activity.	0%	8%	0%	38%	54%
Q5. The goal of the activity was not clear.	46%	23%	15%	15%	0%
Q7. I did not find it easy to get started.	23%	0%	31%	31%	15%

*Note:* 1 means strongly disagree and 5 means strongly agree

Many of the responses towards achievability within the activity gained positive results (See Table 26). Participants agreed that the goal of the activity was achievable. In addition, most participants felt they had all the required items to complete the activity successfully. Participants also felt there was a fair chance at within the activity. Moreover, Participants strongly felt the activity was not frustrating.

One question from Table 26 did, however, result in the majority of neutral responses. Question 12 (From the start, I felt that I could successfully complete the activity) responses totaled to 54% for a neutral stance. These results again are most likely due to the fact the game which was used for the second activity requires more language for setup and exhibition compared to the previous activity, requiring more language scaffolding and support before actual gameplay. In addition, while a few students fully understood the concept of the game, the rules for this rendition were slightly different from the original game, which may have caused early confusion for some participants. Nonetheless, the majority of the participants were able to adapt based on the other questions within this category.

Table 26.  
*A2 MFQ on Challenge of Achievability.*

Statements	1	2	3	4	5
Q8. I felt that I could achieve the goal of the activity	0%	0%	23%	46%	31%
Q9. I had all the things I required to complete the activity successfully.	15%	0%	15%	23%	46%
Q10. I had a fair chance of completing the activity successfully.	0%	0%	8%	23%	69%
Q11. I found the activity frustrating.	85%	8%	8%	0%	0%
Q12. From the start, I felt that I could successfully complete the activity.	0%	15%	54%	15%	15%

*Note:* 1 means strongly disagree and 5 means strongly agree

In this second activity, issues of control within this game can be seen in the responses from the participants (See Table 27). While 31% strongly disagreed with question 13 (it wasn't clear what I could and couldn't do.). 46% felt neutral towards this

statement. However, in contrast, 74% of the participants did not think the activity was too complex. In connection to these responses, due to the language dependence of the hidden role genre, these issues could account from not understanding each rule required for each specific role in the game or understanding the required language for effective gameplay.

Question 15 (the activity would not let me do what I wanted) gave mixed results as well. While there was a noticeable amount of responses aligned to disagree with this statement, the majority of responses were split between a neutral stance and agreeing with the statement. Due to the nature of the game in which was played for this activity, each player is assigned a role for gameplay often allowing other players more power within the game rules. After understanding the roles in the game, players tend to strategize better as certain roles and start to desire these roles. Getting an undesired role could be the cause of these responses shifting neutral.

The last two questions within Table 27 also support participants were able to have control for most of the activity. For Question 16 (I could not tell what effect my actions had) a majority of participants strongly disagreed (62%) as well an additional 15% simply disagreed. Moreover, in regard to Question 17 (I could not always do what I wanted to do), a majority of participants disagreed. While both questions 15 and 17 focus on participant's desire of control within the activity, data would suggest that while some students were hindered by the activity since a majority of students were able to do actions based on their desires. Overall, participants were able to understand what actions were possible and the result of those actions in their gameplay.

Table 27  
A2 MFQ on Control

Statements	1	2	3	4	5
Q13. It wasn't clear what I could and couldn't do.	31%	8%	46%	15%	0%
Q14. The activity was too complex.	38%	38%	15%	8%	0%
Q15. The activity would not let me do what I wanted.	38%	8%	31%	23%	0%
Q16. I could not tell what effect my actions had.	62%	15%	8%	15%	0%
Q17. I could not always do what I wanted to do.	33%	25%	8%	25%	8%

*Note:* 1 means strongly disagree and 5 means strongly agree

Table 28 reports how immersive the second activity was to the participants. Majority of the participants strongly felt the activity was satisfying. In addition, all the participants felt absorbed into the activity. Moreover, again all of the participants agreed that time passed quickly during the activity. Lastly, a majority of the students were excited during the activity. Overall, even with minor issues from initial play, the majority of the participants were immersed in the activity.

Table 28.  
A2 MFQ on Immersion.

Statements	1	2	3	4	5
Q18. I found the activity satisfying	0%	0%	8%	15%	77%
Q19. I felt absorbed in the activity.	0%	0%	0%	23%	77%
Q20. I felt that time passed quickly.	0%	0%	0%	23%	77%
Q21. I felt excited during the activity.	0%	0%	23%	15%	62%

*Note:* 1 means strongly disagree and 5 means strongly agree

When asked about their interest in the activity, All the participants disagreed that the activity was boring (See Table 29). Among them, 85% of the participants strongly felt so. In addition, all the participants disagreed with not exploring the environment of the game. Ninety-two percent of the participants enjoyed the activity. Moreover, 84% percent of the participants felt the activity was aesthetically pleasing. Overall, based data collected, several students showed a high level of interests for this activity.

Table 29.

*A2 MFQ on Interest*

Statements	1	2	3	4	5
Q22. I found the activity boring.	85%	15%	0%	0%	0%
Q23. I was not interested in exploring all of the environment	69%	31%	0%	0%	0%
Q24. I did not enjoy the activity.	92%	8%	0%	0%	0%
Q25. The activity was aesthetically pleasing.	8%	8%	0%	38%	46%

*Note:* 1 means strongly disagree and 5 means strongly agree

Majority of the responses in regard to participants opinion towards the purpose of the activity were mostly positive (See Table 30). All the participants disagreed with 85% strongly disagreeing in regard to the activity being pointless. As for feedback on the activity, all of the participants felt the feedback was useful. However, while a majority felt this feedback was given at appropriate times, 31% of the participants felt neutral towards the timing of the feedback within the activity. Additionally, many of the participants felt the learning objective was clear. Moreover, most participants felt the activity was worthwhile. Overall, participants for the second activity were able to grasp the overall purpose of the use this game in the activity.

Table 30.

*A2 MFQ on purpose*

Statements	1	2	3	4	5
Q26. The activity was pointless.	85%	15%	0%	0%	0%
Q27. The feedback I was given was not useful.	77%	23%	0%	0%	0%
Q28. I was given feedback at appropriate times.	0%	0%	31%	23%	46%
Q29. It was not clear what I could learn.	62%	15%	23%	0%	0%
Q30. The activity was worthwhile.	8%	0%	0%	31%	62%

*Note:* 1 means strongly disagree and 5 means strongly agree

The response from the second activity shows the importance of student understanding of the rules and mechanics of the game. By scaffolding these rules and mechanics for students in earlier lessons or the use of easier games, students may have an easier time understanding and identifying the patterns within the game genres. In addition, several students showed intent to continue playing even after the games were finished, showing a desire to continue building the skills required to play the game. As

such, providing practice activities or scaffolding the rules as an activity could prove useful as support when using games in the classroom. Overall, as the data reports the use of the hidden role game for this class was a success for the majority of the students.

In addition to testing these two games with one class of students, another class containing 22 students (A3) were asked to participate in playing the same hidden role game as the previous activity. Out of these 22 students, only 14 students responded. Participants were assigned to groups of four to five. Then, the rules of this game were explained verbally. Next, participants were given time to confirm understanding with their group members before the actual game started. The investigator ran the step-up phase for each group in unison. After which participants were given seven minutes to determine members of the opposing team based on the information gained during the setup phase.

Table 31 focuses on the results of participant's responses towards motivation within this third activity. For this second group of participants, a majority agreed to wanting to complete the activity. Moreover, 74% of participants wanted to explore all the options available, split evenly between simply agreeing and strongly agreeing. In addition, a majority of students disagreed with not caring how the activity ended. However, 28% of students did not care how the activity ended. Overall, most students within this activity were motivated to participate throughout the activity.

Table 31  
*A3 MFQ on Challenge of Motivation*

Statements	1	2	3	4	5
Q1. I wanted to complete the activity.	0%	0%	21%	36%	43%
Q2. I wanted to explore all the options available to me.	0%	0%	29%	36%	36%
Q3. I did not care how the activity ended.	29%	36%	7%	21%	7%

*Note:* 1 means strongly disagree and 5 means strongly agree

Regarding the clarity of the activity, participants responded mostly positively (see Table 41). Many of the participants felt they understood what was needed to complete the activity. All of the participants felt the goal of the activity was clear, split evenly between strongly disagreeing and simply disagreeing. In connection with the previous activities, students within the third activity also seemed to have trouble finding the game easy to get started. Twenty-nine percent agreed to have trouble when starting and another twenty-nine percent felt neutral. Again, further supporting the need for pre-game rule support for within the use in a classroom.

Table 32.

*A3 MFQ on Challenge of Clarity*

Statements	1	2	3	4	5
Q4. I knew what I had to do to complete the activity.	0%	0%	0%	29%	71%
Q5. The goal of the activity was not clear.	50%	50%	0%	0%	0%
Q7. I did not find it easy to get started.	21%	21%	29%	29%	0%

*Note:* 1 means strongly disagree and 5 means strongly agree

As for achieving the goals and objectives of the activity, again participants responded mostly positively towards the activity (see Table 33). 71% of participants strongly felt they could achieve the goal of the activity. An additional 21% simply agreed with the previous statement. A majority of participants felt they possessed the required items for the activity. Moreover, 86% of participants within the third activity either simply agreed or strongly agreed there was a fair chance at the successful completion of the activity. Additionally, none of the participants felt the activity was frustrating.

However, when regarding from the start of the activity, many of the responses varied when reporting on if the participant felt they could successfully complete the activity. Thirty-six percent of participants responded neutral, with an additional 21% disagreeing with the statement. Due to the nature of a hidden role game, playing a tutorial round or a practice round is very important to teach the format of the overall

game. Due to this, many players may not fully understand what is required until several steps into a game because of the scaffolding present for teaching the rules. Which may result in the varied responses from the participants.

Table 33.

<i>A3 MFQ on Challenge of Achievability.</i>					
Statements	1	2	3	4	5
Q8. I felt that I could achieve the goal of the activity	0%	0%	7%	21%	71%
Q9. I had all the things I required to complete the activity successfully.	0%	7%	7%	29%	57%
Q10. I had a fair chance of completing the activity successfully.	0%	0%	14%	36%	50%
Q11. I found the activity frustrating.	79%	21%	0%	0%	0%
Q12. From the start, I felt that I could successfully complete the activity.	0%	21%	36%	29%	14%

*Note:* 1 means strongly disagree and 5 means strongly agree

Regarding control, participants responded mostly positive to the questions (see Table 34). A majority of the participants disagreed that the activity was not clear on what the participant could and could not do. However, 36% of the participants were neutral about the clarity of ability in the activity. In addition, many of the participants felt the activity was not too complex. Moreover, 71% of the participants felt the activity allowed them to do actions within based on their desire. Most the participants felt they understood what their actions had on the activity, with only 21% of the participants feeling neutral towards their actions. Lastly, a majority of the participants felt they were able to do what they wanted to in the activity, contrasting with the results of the second activity.

Table 34.  
*A3 MFQ on Control.*

Statements	1	2	3	4	5
Q13. It wasn't clear what I could and couldn't do.	29%	36%	36%	0%	0%
Q14. The activity was too complex.	36%	21%	36%	7%	0%
Q15. The activity would not let me do what I wanted.	21%	50%	29%	0%	0%
Q16. I could not tell what effect my actions had.	50%	29%	21%	0%	0%
Q17. I could not always do what I wanted to do.	36%	43%	7%	7%	7%

*Note:* 1 means strongly disagree and 5 means strongly agree

In the previous two activities, participants were quite immersed and there is little different in the third activity as well (see Table 35). 71% of the participants strongly felt the activity was satisfying. Additionally, 71% reported being strongly absorbed into the activity. Moreover, again 71% of participants strongly felt as if time went quickly during the activity. lastly, while none of the participants disagreed or felt natural, only 64% of the participants strongly agreed to feeling excited during the activity. Overall, participants in the third activity were actively immersed in the activity.

Table 35.  
*A3 MFQ on Immersion.*

Statements	1	2	3	4	5
Q18. I found the activity satisfying	0%	0%	0%	29%	71%
Q19. I felt absorbed in the activity.	0%	7%	0%	21%	71%
Q20. I felt that time passed quickly.	0%	0%	7%	21%	71%
Q21. I felt excited during the activity.	0%	0%	0%	36%	64%

*Note:* 1 means strongly disagree and 5 means strongly agree

Table 36 reports participants opinions from the third activity based on their answers from questions relating to their interest in the activity. None of the participants found the activity boring. Moreover, all of them disagreed, with 79% strongly disagreeing to be uninterested in exploring the environment of the activity. Additionally, All the participants enjoyed the activity. lastly, most of the participants felt the activity

was aesthetically pleasing. Overall, according to the data, the activity kept the student's interests high.

Table 36.  
*A3 MFQ on Interest.*

Statements	1	2	3	4	5
Q22. I found the activity boring.	71%	29%	0%	0%	0%
Q23. I was not interested in exploring all of the environment	79%	21%	0%	0%	0%
Q24. I did not enjoy the activity.	86%	14%	0%	0%	0%
Q25. The activity was aesthetically pleasing.	7%	0%	36%	29%	29%

*Note:* 1 means strongly disagree and 5 means strongly agree

Participants in the third activity responded positively to the questions on the activities purpose in the classroom in Table 37. Most of the participants felt the activity was not pointless. In addition, a majority of participants felt feedback was useful and given at appropriate times. Moreover, most of the participants felt that the learning objective was clear. Lastly, all the participants felt the activity was worthwhile. As such, most of the students could understand and identify the purpose of the activity.

Table 37.  
*A3 MFQ on purpose*

Statements	1	2	3	4	5
Q26. The activity was pointless.	71%	21%	7%	0%	0%
Q27. The feedback I was given was not useful.	64%	14%	21%	0%	0%
Q28. I was given feedback at appropriate times.	0%	0%	29%	43%	29%
Q29. It was not clear what I could learn.	43%	29%	21%	7%	0%
Q30. The activity was worthwhile.	0%	0%	0%	36%	64%

*Note:* 1 means strongly disagree and 5 means strongly agree

Again, the third activity showed very similar results as the previous activities about the use of games in the classroom. Games have the ability to engage and keep the

interest of the students within the initial stages of introducing and structuring the game into an activity. In addition, all three activities showed issues of students unable to feel comfortable about completing the activity from the beginning. As such, while each of these activities only consisted of a few minutes of setup and scaffolding, providing more time for developing skills or understanding rules may be beneficial. However, overall each of these games were successful in providing a unique learning experience to the participants.

## **Discussion**

### **Critical thinking**

From the needs assessment, several of the teachers when interviewed mentioned the support of critical thinking development within their classroom. While each of the teachers' levels of support for critical thinking varied, a majority of the participants felt developing either critical thinking or a foundation of thinking skills was required to achieve the goals and objectives of their course. In addition to these activities, teacher's and student's responses differed from Atkinson's perception of Asian learners. Moreover, these teachers also reported several strategies for supporting critical thinking development within their classes. Accordingly, these topics will be discussed in the following sections.

While critical thinking development was not the focus of courses taught for the participants in the teacher interviews, several participants included activities which fostered critical thinking. These activities ranged from asking students to compare and contrast information in readings and peer review for editing. Additionally, one respondent often felt giving more open-ended questions and requiring examples in every activity is an effective way to support critical thinking development, which supports

Liaw's (2007) claim that English as a foreign language student simply require more opportunities to show critical thinking output. Further activities relate to the use of Bloom's taxonomy as the base system of critical thinking development, focusing on Remembering, Applying, and Analyzing (Forehand, 2005). The majority of these activities related to one aspect of writing as well, such as identifying parts of a paragraph or finding commonalities in articles for case studies. This leads to further support Hatcher's (1999) suggestion to meld critical thinking with writing instruction. In addition to fostering critical thinking skills, several instances suggested the development of a foundation of thinking skills for future critical thinking development.

In regard to developing a foundation of thinking skills, one strategy which shows support is repetition of activities. One of the participants in the teacher interviews mentioned their requirement of providing repetitive opportunities for students to perform both thinking skills and academic skills within his course. While this participant does not focus on explicitly teaching critical thinking skills, providing the opportunity for practice is deemed important. In connection, Devine (1965) as mentioned before also relates learning critical thinking skills to repetitive practice allowing students to gain competence in the desired skill. Overall, by using repetition in the classroom students are provided more chances to practice and develop critical thinking skills.

While mentioned in the literature review, several researchers felt the development of critical thinking skills were difficult for Asian students to develop; however, both responses from teachers and students deemed this is not the case. In actuality, students may be eager for the development of academic skills alongside language skills as seen from the student interviews. In addition, teachers felt from their interactions with students that language caused more issues with comprehension of required critical thinking skills than being able to perform at the task. Moreover,

students who showed resistance or inability simply required more instruction towards the task. Lastly, if in case a student's personality was more reserved, showing less output of critical thinking, pairing students was suggested to support growth by collaboration.

### **Game-based learning**

The responses compiled from the needs assessment accumulate to a very complex view of games in the classroom. While a majority of the respondents from the various surveys mentioned the use of games could be beneficial in the university setting, limitations are notwithstanding. Clear learning objectives and purpose are required to be established. In addition, from the evidence of the material feedback many students deem the use of games as motivating, especially commercial games. However, several students, in contrast, found that playing games for them was a leisure activity rather than a form of study. An additional key factor to include is while there was a claim that games could promote anti-social behavior, most teachers and students both acknowledged games can provide social interaction.

The student questionnaires, student interviews, and material feedback gave a mixed result to student's response towards the use of games as content within the course. From the student questionnaire, the majority of the students felt games could be beneficial for higher learning; however, several showed varying opinions towards the application. Additionally, students argued that motivation for learning should come intrinsic factors rather not from the game. Moreover, which games to apply was also important. Students interviewed as well, when asked about games, were divided between classic strategy games such as chess and commercial games. In addition, after receiving feedback from students on piloted materials, many of the students showed positive opinions of the use of commercial games in the classroom.

Several researchers suggest the use of adapting commercial games over the use of premade educational games due to engagement, culture, and immersion (Van Eck, 2006; York et al. 2107; Squire, 2005). In addition, Van Eck (2006) warned against the use of educational games due to lacking both enjoyment and educational focus in some cases. Responses from the student questionnaire also supported this claim by discouraging the use of quiz-like educational games. Moreover, from the student's responses within the material feedback section, almost all the students felt immersed, engaged and interacting with the games used. While future piloting of educational games is needed for comparison, the current use of adapting commercial games into activities shows positive results.

In addition, when considering the use of commercial games, scaffolding and support activities are required for the use of commercial games as content in a course. York et al. (2017) stated that "games are not a magic bullet (slide 11)," Meaning that simply requiring students to play a game does not support learning. Van Eck (2006) further suggests that when commercial games when analyzed for classroom use may not always be useful and abandoning the game is more important than adapting the course to fit the game. Lastly, even among the materials feedback, while pre-activities were created for support of gameplay, some students showed difficulty in understanding rules, goals, and game mechanics. Thus, furthering the need for support activities when using commercial games in the classroom.

Lastly, from both the interviews and material feedback, strategic play within games showed promise in promoting the use of games for critical thinking. Squire (2005) notes that games often start with failure as a main teaching tool, provide feedback, and offer multiple chances for attempting to achieve a goal. During this time, students should be influenced to think strategically about their actions in the game and apply these hypothesizes when attempting another time (Squire, 2005; Kiili, 2005). Further

supporting this, students when asked about reattempting a game, showed strong agreement to the possibility of reattempting frustrating activities. One of the participants, noted the importance of being able to think and strategize, creating a new plan for the next attempt. Following Bloom's model, skills of remembering, analyzing, and evaluation are all coexisting during this event of strategizing (Forehand, 2005.) Thus, being able to adapt and use strategic elements from games could help promote the development of critical thinking skills.

### **Criteria of the Proposed Course**

Based on the literature review, the needs analysis, and the discussion 13 criteria have been established for the development of the proposed course.

#### **Course Design Criteria**

1. Commercial off-the-shelf games will be used as the main content of the course.

After reviewing the advantages and disadvantages of the use of different styles of games in the course from the literature review and gathering the responses from the needs analysis, this project will propose examples on the use of commercial off the shelf games within the classroom due to the advantages of commercial games such as immersion and engagement. Moreover, while educational games in some cases can be more aligned with educational goals, adapting commercial games has shown to be enriched with social interaction, critical thinking skills, and culture (Van Eck, 2006; Squire, 2005; York et al. 2017). Thus, this project will adapt the use of commercial games as the main content of the course.

2. Each game will include an explicit reason for use in the course.

Several responses from the needs assessment suggested the use of games in the classroom may neither be professional or worth the time spent. Thus, during each game

unit introduction, explicit reasoning will be provided for the students. As each game unit concludes, students are given a chance to review and analyze each game providing a chance for students to evaluate the effectiveness of each game. In addition, criteria for which games to use will be established in next section.

3. Gameplay will be followed up with a quick write and a discussion activity.

This criterion purpose is two-fold. Firstly, a quick write and discussion activity after each game will provide an opportunity for students to extract language, experience, and reasoning from with the gameplay based on evidence of debriefing with games (Kiili, 2005; Petranek, 2000). Secondly, each of these skills acts towards prewriting and gathering information tasks for student's major assignments: Game Review and Game Analysis.

4. Students will be introduced to competitive and cooperative styles of games.

From the student interviews, teamwork and strategizing were two major focuses of gameplay. York et al. (2017) also suggest using both cooperative and competitive games in the classroom. Providing both styles of gameplay for students to experience and analyze gives more depth knowledge of games for students to use in their writing. In addition, several games can include elements of both cooperative and competitive styles thus scaffolding the skills required for both games are important.

5. Students will be allowed to choose the last game to analysis in the course.

To provide student choice, after experiencing three different styles of games used in the course, students will be asked to identify a game based on certain criteria or select a game from a pre-approved list of games for analyzation.

6. To support the development of problem-solving and critical thinking, discussion questions focusing strategic play will be used as a post-game activity.

Strategic play was deemed important in the discussion section, focusing on the ability to extract elements of critical thinking and problem solving from the gameplay.

Focusing on the questions after each game, allows students to reflect, analyze, and develop new strategies for new instances of play. Additionally, Kiili (2005) and Squire (2006) suggest the opportunity to re-evaluate what happens in games provides more chances to develop critical thinking and problem-solving skills.

7. Critical thinking will be developed through the use of repetitive opportunities.

Liaw (2007) states that English students may not be given a chance to show or develop critical thinking due to the lack of opportunity in the classroom. In addition, one of the participants suggested the use of including more open-ended questions and requesting examples for the support of critical thinking development. Moreover, Devine (1962) suggests the development of critical thinking through practice. Thus, incorporation of critical thinking will be included in the activities presented within the proposed course.

8. To emphasize the importance of reflection, students will be provided chances to keep a reflective journal throughout the course.

Since the focus of this course is to extract experiences from gameplay for evaluation, providing reflective writing opportunities allows students to take the experience at their own pace outside of the classroom. In addition, Petranek (2000) suggests the use of a reflection journal as an effective tool for written debriefing. Overall, the reflection journal provides students the opportunity to revisit and address information from the classroom at a more comfortable pace.

9. Throughout the course, themed journal entry relating in-game experiences to real-life situations will be assigned to students.

To further the connection of experience gained from gameplay and students learning objectives, connecting experiences of strategizing, teamwork, coping with loss,

and language use to real life situations helps provide students with a grounded look at the potential of learning within gaming.

10. Writing skills are taught in this course.

Both the literature review and need analysis brought forth data supporting the importance of teaching writing alongside critical thinking to support development in both (Hatcher, 1995). Additionally, the majority of the activities which are used to extract the experience from the game are done through writing, furthering the need for writing skills.

11. The first half of the course will focus scaffolding activities for writing.

To ensure students can understand and are able to perform the major assignments in the course, activities which scaffold the skills required for writing are taught. After which, each of these skills are incorporated into the process of writing the game review and the game analysis.

12. Students will provide peer feedback on written assignments.

The emphasis from this criterion is to provide an opportunity for students to actively use analyzing skills gained from the course and apply them to help others in the class. From the responses gave from the teacher interview, allowing peer editing and team work provides a level of scaffolding for students in activities. In addition, peer review allows students an additional chance to gain support and revise their writing furthering the writing process.

13. Key activities for assessment will be repeated to allow opportunities for improvement.

From both sets of the interviews, repetition of both activities and chances were emphasized from two of the participants. Thus, each activity will be repeated or will incorporate multiple chances of success for students. additionally, when in case the

activity is for a final summation of the skills taught, such as the final presentation, the structure of the activity will allow several instances of performing to allow repetition.

### **Game Selection Criteria**

In addition to the course criteria, five criteria have been created to determine appropriate games to be used within the proposed course. The purpose of these criteria is two-fold. Firstly, if in case the games which are used the course are not accessible, different games which match these criteria may be used as a substitute. Secondly, teachers who wish to adapt games to a different course can use this list of criteria as a base to determine the effectiveness of the game for their course.

1. Each game must include an aspect of social interaction.

As seen from both the teacher questionnaire and student questionnaire, both social interaction and anti-social behavior can be identified within games. This project wishes to identify the games which foster social interaction within players of the game. In addition, to help with the practice of face to face communication, games which promote social interaction help provide opportunities for practice.

2. Language use is a required use of the game mechanics.

Since the course of creation focuses on the development of English in both spoken and written form, providing a game in which creates the opportunity for English use to achieve the games win conditions has been deemed desirable. In addition, Van Eck (2006) suggests aligning the game within the curriculum in order to avoid compromising learning outcomes. In most cases, language use may come from teams collaborating on optimal plays within the game or a specific structure of reading text from required pieces from the game.

3. Optimal game time must be between 5-20 minutes with a maximum of 40 minutes of gameplay.

Games are often known for taking lots of time for actual gameplay, which can be daunting to both teachers and students when introduced into the classroom. In addition, responses from the student interview showed that putting time limits on gameplay could be demotivating. Thus, games within this course should be no more than 5-20 minutes to complete in a normal match. When in case a game is slightly longer than this optimal time, no game should ever be played for one game session no more than 40 minutes from start to finish. Ideally, shorter games provide more chances of playing the game, so if in case a player gets bad luck, motivation to complete the game should not be lost.

4. The game promotes strategic thinking among the players.

Effective games are the tools to create experiences enriched with reasons and choices (Prensky, 2003; Squire, 2005). To make sure the student has the opportunity to develop such experiences, determining which games promote strategic thinking is vital. In most cases, games which foster teamwork, and or cooperation often target strategic thinking with the actions of and between the players.

5. The game motivates students to challenge themselves.

From the teacher's interviews, a challenge should be something which should be motivating for the student. In this regard, determining the level of difficulty of a game is just right for student's ability is important. Choosing a game which is impossible or extremely below the level of the students may demotivate and ultimately misdirect them away from the objective of the game.

Thus, to demonstrate the use of the mentioned game criteria, three of the main games which are used in the course will be represented based on the previously stated criteria. From each game, a main purpose of reason will be designated, along with examples of the application within the proposed course.

The first of the three main games used in the proposed course is Uno, a commercial card-shedding game requiring the players to match cards based on color, number or symbol. An average game of 'Uno' can last between 15 to 30 minutes of game time. While Uno has been released in various formats among different platforms, players are required to interact amongst each other to achieve the goal of the game, by being the first player to finish the game. Players do this, by strategizing what order to play their cards in their hand, and by saying 'Uno' when there is one last card in their hand. Uno can be played as a team game as well, allowing for players to discuss strategies amongst the team. The challenge within Uno comes from the engagement of other players and determining what cards opponents will play.

Activities for Uno can focus on a range of topics. Reviewing language activities can focus on reviewing numbers and colors, as well as focus towards providing new language which students may not be familiar with such 'draw a card' and 'opponent.' The elements of strategy while present, are limited to choosing to play or not play certain cards, which can be used as questions regarding toward analysis of game mechanics or a topic in a reflection journal. For scaffolding simple strategy, Uno has been selected for this course. Lastly, there is still a possibility to include activities which support teamwork and collaboration among students.<sup>1</sup>

The next game to be evaluated in the proposed course is Keep Talking and Nobody Explodes, a digital game which requires players to exchange information to solve puzzles within a designated time limit. An average game in Keep Talking and Nobody Explodes lasts between five to eight minutes. Keep Talking and Nobody Explodes is a unique game due to the fact that while being a digital game, required information to complete the game comes from a printable bomb manual located on the creator's main site for the game. With this information, players are asked to don roles of a bomb defuser and bomb expert. Players form teams of one bomb defuser (using the

computer) with one or two bomb experts (using the bomb manual) to achieve the goal of the game, defusing the bomb by sharing information verbally between the players.

Language requirement for this game involves not only spoken language but reading skills are also important. Strategizing components can focus on effectively reading a text for important information, how to relay information between players, and prevention of misunderstandings while relaying information.

Keep Talking and Nobody Explodes requires both pre-game and post-game activities to properly scaffold the skills required for play in the classroom due to the dependence of the bomb manual for play. Activities focusing on skimming and scanning can help students identify key important information which supports the skills needed for summarizing and paraphrasing. After a few games, discussions or reflection journals about common patterns in the bomb manual can help the development of identification of patterns which can be used for reading development. In addition, after a few games, discussion questions can be focused around game strategies such as how to divide information of two different puzzles on the computer to each of the players managing the bomb manual or effective note taking for both roles. Overall, due to the importance of how to strategize the exchange of meaning communication, Keep Talking and Nobody Explodes has been selected for this course.

Last of the three games to be evaluated is One Night Ultimate Werewolf, a hidden role game which splits players into two teams talking with other players to determine which of the players is an ally, and which of the players is a traitor. (York et al., 2017). Due to the game consisting a setup phase, the gameplay of One Night Ultimate Werewolf lasts between six to eight minutes. During the setup phase, players are assigned roles which allows them to gain information about other players. After this phase is finished, players are asked to exchanged information to determine the traitor(s) among the group. Language use is a required mechanic of One Night Ultimate Werewolf

and encourages players to exchange information purposefully in order to achieve their role-specific win condition.

Activities for One Night Ultimate Werewolf focus on providing language support to better enrich the experience within the game. Providing how to give examples, and offer advice can be targeted language activities for pre-game scaffolding. Strategizing discussions may focus on being able to determine which player is lying in the game, or how to effectively use language to deceive another player. Moreover, due to the abundance of roles included with the game, strategy changes based on the role assigned to the player. In addition, once students have mastery of the game, creation of new roles is highly possible. Lastly, reflections on opinions of how students feel about lying and being deceived can be emphasized.

## **Course Design**

### **Content**

Much like the use of art or other forms of media for the support of critical thinking, games can be used as a source of content for a course. For example, Conn (2008) focuses on teaching history with critical thinking support using Rembrandt's art, by the development of questions which focus on each of the skills. Students are provided examples of art to comment, analyze, and infer meaning from this style of media. Games in the same sense can serve as a medium providing culture, themes, or language for the students. In addition, games are dynamic, interactive styles of art which engage the player's mind.

Noting from the materials feedback section participants were being challenged while actively engaged with commercial games. Constantly reminded of win-conditions or game objectives, students are required to strategize, practicing the skills required of the course. In this sense, using commercial games as the main source of content creates an experience which can be unique to each student. Furthermore, an adaptation of

commercial games focuses on the concept of “Learn to play” or in other words, support concepts used in the game in activities for creating successes (York et al., 2017). By these reasons, commercial games have been selected as the main source of content for the proposed course.

However, in the same regard, the teacher must be familiar with the content as well to fully understand how to use the context effectively. This statement stands strongly with the use of games in the classroom as well. This project suggests teachers who are interested in implementing this course, become familiar and play the games listed in the syllabus before utilizing them in the course. If in case this is impossible, video links for each game describing step-up and rules have been included as support for both the teacher and the students. Additionally, teachers can readily find numerous tutorials and examples of gameplay for additional information.

### **Critical Thinking Skills**

Hatcher (1999) further supports that teaching writing and critical thinking together works due the repetitive action of using a set of critical thinking skills when students read and write. By incorporating games as the main content of an English as an academic purpose course, students are presented with a media which constantly requires repetition of using critical thinking and problem-solving skills. Furthermore, Devine (1962) supports this by stating that critical thinking requires practice, which games can provide through repetition. As such, providing writing assignments that collaborate with these skills is important.

Moreover, this course emphasizes extracting the language and critical thinking skills through activities, writing, and discussion. Stress is directed towards key grammar and vocabulary for both in-game use and the writing process such as conditionals or transitions to be incorporated into activities. Discussion questions

supporting strategizing components of the game look at how to analyze parts of a system, providing implicit support for the later activities. Lastly with the use of experience extracting activities such as debriefing, gives a series of topics for students to address in their written assignments and final presentation.

### **Strategy Use**

Strategy also plays an important role in the course design as well. Incorporating both the use of critical thinking and problem solving, Strategy also helps prepare both players and students with skills to plan and address situations. Both teachers and students felt that strategy is an important aspect when playing a game, even highlighting the importance of strategy discussions within team-based activities. Thus, this course focuses supporting students and the development of strategic skills through discussion. As such, the use of in-class time to play games is vital to the creation of the course.

The proposed course focuses on providing in-class time for students to strategize and play games rather than to ask students to meet up and play games outside of class due to several factors. First, while there is support for the use of games in the classroom, Van Eck (2006) suggests that for game-based learning to thrive outside the classroom there needs to be technical and financial support from the institution. Understanding that this scenario is unlikely at best, this course is modeled as if there is little to no support for the proposed course, ultimately leaving this decision to the teacher in question.

### **Communicative Approach**

Lastly, while much of the research used promotes the use of digital games in the classroom (Squire, 2005; Van Eck, 2006), the majority of the games used in this project are analog board games for the purpose of immediate real-time communication of the

players (York et al., 2017). The expectation to this is Keep Talking and Nobody Explodes. Besides being a digital game on the computer, Keep Talking and Nobody Explodes includes opportunities of reading and communication which are required to complete the game. Otherwise, the majority of the games which have been selected are modern board games. Additionally, if in case the game does not require the use of the four skills, extra activities have been developed to incorporate.

As such, while some digital games can focus on providing a social environment for each of the players, the cost to make such a world is possible can be quite high. Therefore, when taking in the factor of digital games, cost of managing computers or video game consoles may outweigh the effort of including them into the curriculum if there is no institutional support (Van Eck, 2006). Thus, with this consideration, Keep Talking and Nobody Explodes is an example of the use of a digital game if these conditions are met. However, the rest of the games which are used will take into the consideration of lack of technical support from the institution.

### **Academic Focus**

Lastly, activities created for the course focus on supporting students for various academic skills. Out of the goals of this course these include the following: language use to be used inside the game and class discussions, language and skills required for writing multiple paragraph essays, analyzing elements in a system, and presenting ideas to an audience. As suggested to from the teacher interviews, the use of repetition has been implemented to develop reflective progression. Additionally, once an academic skill has been presented and practiced in the course, the use of the major writing assignments allows for further practice and reflection of the skills. Moreover, each activity requires peer review and revision allowing students to identify errors and provide the opportunity for development in these skills.

Based on the criteria and the reasoning of use of games above, an academic course using games as the main content has been developed. In this course, critical thinking, problem-solving, and writing skills are focused using reflection, debriefing, and analysis to achieve the goals and objectives stated in Appendix A. In addition, required language and grammatical functions for both gameplay and writing is emphasized. The following sections will describe the course, assignments, syllabus, and assessment. A syllabus with assessment percentage breakdowns and a grading rubric for the game analysis are provided in Appendix H.

### **Course Description**

To develop critical thinking, problem-solving and writing skills, this course uses a variety of games to draw experiences from. Through this course, students will learn and develop skills of reflection, judgment, evaluation while writing about their experiences, and opinion of games. In addition, this course focuses providing the knowledge required to write effective reviews and analysis which boast skills useful in future academic settings. This course is open to all students. The maximum number of student is 20 and the recommend TOEIC score for this course is between 400-450.

### **Assignments**

For this course, students are expected to complete a series of assignments meant to extract the experience of games throughout the course. In each instance of gameplay, students are asked to keep a log of gameplay, recording the time, players in the group, interesting moments, and challenging moments. After which, students are given time to quickly write about their experience from the gameplay, which serves two purposes: (1) to act as a written debriefing session, and (2) to provide support for the next activities. Once the quick write is finished, students are grouped to discuss questions based on language use, strategizing, and evaluating. Lastly, each week

consists of revising these experiences through reflective journal writing to allow students to reprocess information at their own pace.

About halfway through the course, students will be presented with the game review assignment focusing on identifying rules and elements of the games which are played in classes. After a few more games have been played, Students will be assigned a game analysis, which asks students to take one aspect of a game and relate how that part helps or hinders the game. Lastly, students are asked to perform a poster presentation one of the before mentioned writing assignments or a game not played in class.

### **Syllabus**

From the criteria, the course syllabus was created (see Appendix H). This syllabus is broken down into 4 categories: game, tasks and assignments, critical thinking skills, and writing skills. In the first part of the course, the elements of a paragraph and useful skills for writing are emphasized such as outlining and summarizing. In addition, to teach the format of the use of games in the classroom Uno, a popular card-shedding matching game is used. Grammar for both the game and writing is emphasized during this stage of the course. near the next of the Uno unit, students are introduced to the Game review assignment.

After completing gameplay on Uno, students are introduced to a cooperative digital game, Keep Talking and Nobody Explodes. During this point of the course, grammar and language focus shift towards the support of required language for gameplay to emphasize the importance of new language which are used in future activities. Next, students are repeating the process of writing a game review for Keep talking and nobody explodes to solidify the concepts required for the assignment. Near

the end of Keep Talking and Nobody Explodes, the second major writing assignment, the game analysis is introduced.

The last game in which is chosen for the students is called One Night Ultimate Werewolf, a hidden role game, or a genre of games which splits players into two uneven groups trying to establish the players in each group mixing the elements of cooperative and competitive play. Strategy becomes very important during this section. Thus, discussion and reflection journal questions reflect more strategizing and evaluating. Moreover, the two major writing assignments are practiced further solidifying the concepts in both. Leading the class into the last two activities, the student choice game and final presentations.

In the Student choice section, students are given a choice of games approved based on the game criteria. Much like in the previous sections of the course, students are given time to identify important language, rules, and win-conditions for gameplay. Next, students then are given the time to focus on extracting the experience form each of these games with their group members and focusing on writing a final game analysis. Lastly, students are asked to prepare a short script and a poster from a previous writing assignment or a game used in the course for the final presentation.

### **Assessment**

In this project, several different components are brought together to create an effective curriculum for the development of both English competence and critical thinking skills. In this regard, the goals for each component must be able to be assessed to truly represent this development possible for the student (Graves, 2000). Thus, students will be assessed on these categories: (1) Continuous Assessment, (2) Reflection Journals, (3) Major Writing Assignments, and (4) final presentation. The assessment chart with the percentages broken down can be found in the course syllabus in Appendix H.

Within the continuous assessment block, students will be required to maintain several different areas: Gameplay logs, participation, activities, and homework.

Gameplay logs will be maintained for students to refer to when writing their reflection journals, discussions and debriefing sessions, game reviews, and game analysis.

Information such as teammate names, interesting and challenging moments will be recorded. Lastly, students will evaluate their own use of English allowing for self-reflection.

Participation within in the class and playthroughs are vital for this course to succeed. Thus students will be assessed based on their willingness to participate in each activity and discussion. Since a lack of participation can lead to confusion and dissonance for each group later in the activities and playthroughs, each of the students will be responsible for representing their best in participation. While this course is focused on the use of English, the use of other languages in playthroughs will be permitted for procedural cases.

Assignments will be given for the development of academic writing skills, critical thinking, and reflection/evaluation of activities. Such assignments will be focused to require students to identify new sets of skills and strengthen previously learned ones as well. While students will be expected to complete the tasks assigned, students will be given chances to work together to acquire feedback as well. Majority of the writing assignments will be delivered as homework to account various writing skills of students. In as such, since several in-class assignments may require outside time for preparation or material for evaluation such as peer feedback sessions; completion of homework is also deemed important by this section.

In addition to continuous assessment, students will be required to maintain a reflection journal, writing several paragraphs on their experiences from the class. This

reflection journal serves as both a chance to reflection on the course and act as a debriefing session suggested by Petranek (2000). Each journal will focus on either the following: a reflection of gameplay done in class, peer feedback done on writing in the course, or special topics relating the in-class experience to outside situations. Students will be expected to write a reflection journal each week. On the following week, students will be asked to discuss the contents with partners. Journals will be collected twice during the course for completion.

As the major focus for the class, students will be asked to provide two styles of major writing assignments for this class: a game review and a game analysis. The game review consists of identifying and reporting the rules and setup for the focused game, as well as the process of gameplay. In addition, students are required to summarize the last two sections closing with their overall opinion of the game. the game analysis focuses on how one factor such as setting, mechanics, or language fits into the overall structure of the game. Each step of writing will be broken down into assignments such as the following: outlining, peer reviewing, drafting, and peer reviewing again. Students will collect their thoughts from various sources such as their gaming logs, debriefing discussions, and reflection journal to develop both the game review and game analysis, which provides an assessment for both the student's critical thinking ability and the game's effectiveness in developing these skills. Once fully drafted, game reviews will be evaluated based on an understanding of the material and use of writing skills taught in the course while critique will be assessed through a critical thinking rubric developed by Rita (2012). The rubric can be found in Appendix H.

As for the final presentation, students will be asked to report one of their previous written assignment, or present a favorite game which was played during the course. Each presentation will consist of a five-minute speech about their topic and a poster summarizing the key points of their presentation. Several presentations will

happen simultaneously, with students who are not presenting will evaluate their fellow peer's presentation. After each presentation, observing students will move to another presenting student to observe, which allows repetition for each student.

### **Educational Implementation**

While the current researchers in game-based learning suggest that students are eager and willing to engage with games as a classroom material (Van Eck, 2006; Prensky, 2003) the needs assessment has drawn a complex conclusion for Japanese context. Initial and sustained motivation may not always be guaranteed. There are also several goals and objectives that take precedence when considering the skills which could be fostered through the use of games as materials. Additionally, an adaptation of games into the classroom does not have to dominate the course. Thus, these issues will be addressed in the following section.

Change is not always easy for students, and providing a new style or system of learning can be difficult for most. Engaging in a classroom with unfamiliar activities may cause demotivation for some students, especially when presented with material which is not normally considered academic in regular settings. Other students may initially be motivated to engage with the material, but could potentially lose interest once the new fresh feeling is over. One solution for this is the use of game-based learning can be adapted into a self-access center "game lab" such as cases presented by York, Dehaan, and Hordequin (2017). Since student attendance is not mandatory, there could be a chance of students who are genuinely interested the activities in attending lessons. Van Eck (2006) also suggests that by providing an area with the required equipment, such as computers and gaming consoles able to run game software would benefit courses using game-based learning.

Additionally, while this proposed course uses a series of games as the main content of the course, adapting just one game to a unit by aligning course goals or theme can be done. For instance, the game *Keep Talking and Nobody Explodes* focuses on exchanging information between the sets of players. Focusing on just the language aspect of the game, conditionals, commands, advice modals can be practiced and performed. However, Van Eck (2006) states a game focus or lack of focus on or a subject can be turned into a teachable moment. In this same example, due to the game's focus on cooperative gameplay, students can be asked to identify key language or strategies which promote teamwork, collaboration, and effective communication.

Teachers when considering the use of game-based learning, selecting different games rather than the ones used in the course can be done as well. In this situation, the game selection criteria should focus on identifying use language, strategic components, and social interaction. Due to the nature of this criteria, adaptation of any game: educational, simulation, commercial off the shelf, digital, or board game is possible if the criteria are satisfied. Additional criteria should be developed based on the goals and objectives of the course for alignment. Key identification of elements within the game should come from observation and practice of the game. Lastly, if in case a game shows to be ineffective for the course, Van Eck (2006) suggests abandoning the game versus changing the goals of the course.

Although this project focused on allotting time for gameplay in the classroom, incorporating games as self-study or as homework assignments is possible; however, access to games in the target language leveled for the student or rich in language use can be scarce. In addition, if in case a teacher would like to include a component of self-study, one such example would be the adaptation of a gaming log to be used for students to record information of sessions done out of class and turned in periodically for assessment. Thus, developing a system of extensive gameplay, requiring students to

identify and succinctly analyze elements of the the game played. If there is support from the intuition, or the teacher themselves developed a library of games for the student to borrow would provide support in providing effective games. Moreover, if students are found to be simply playing games in their L1, using in-class discussion report sessions in the target language would offer another solution both this problem and to the limited access to games in the target language. In addition, a majority of the pervious mentioned activities could be incorporated into the final presentation as a final topic.

Additionally, instead of allotting in-class time for gameplay, teachers can assign gameplay as homework activities. Students would be required to meet up as a group, record their session through the use of a recorder, play the game, and be asked to answer questions through a writing prompt. If in case there are not enough group members to play the game at the scheduled time, encouraging students to ask friends to play is an option as well. Digital games as well can be useful during this component, asking students to play the as homework while taking notes of game mechanics or important elements for in class discussions, activities, or writing assignments. Again, when factoring the use of digital games, access and cost for both the student and the teacher should be considered.

One final suggestion which is not utilized in this course is allowing students to choose games outside of the parameters of the course. Students would be given the task of identifying an effective game using the game evaluation form based on the game selection criteria (see Appendix I). Students then would bring in their identified game for groups of students to review and analyze. Issues with this would include issues of bringing required equipment such as televisions, game consoles, computers, and controllers if the game is digital. Otherwise, students would follow the same process of identifying grammar or required language from the game, which can be used in later activities to support academic development and analyzing the game for strategic

components. Group discussions may become more enriched with comparisons of games, and students later can present the game to other groups to encourage play. If in case the game which was brought was in their native language, translation of the rules and important components can be turned into activities. Lastly, teachers can adapt any of the games which the student brings to the course for future renditions.

### **Conclusion**

This Teaching and learning project aimed to develop a course which utilizes the experiences of games as content for developing English and academic skills. Key literature was addressed to report the current issue of MEXT's (2011) desire of developing learners with the ability of reflection, judgment, and expression. By reporting current trends and recent issues of communicative language teaching supporting only speaking development (Johnson et al, 2014; Kramcsh) along with descriptions on critical thinking activities for development (Stroupe, 2006; Long, 2003; Liaw, 2007), this project aims to address these issues with incorporating the use of commercial off the shelf games as materials in the language classroom (Van Eck, 2006; Prensky, 2003; York et al, 2017).

Based on these factors, a needs assessment was conducted to determine a connection between skills learned in games and critical thinking activities and the opinion of the use of games as materials in the higher educational setting. Data was collected through interviews and questionnaires from both teachers and students. Additionally, students were asked to pilot and review the use of games in the classroom. The findings suggested the scaffolding of thinking skills for critical thinking development, defining a clear purpose when using games as content, and incorporation of writing activities to further develop critical thinking. From these findings, criteria

were created which led to the development of a 15-week course academic writing course with the use of games and their experience as content.

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## Appendix A

### Goals and Objectives

- **English focused goals**
  - Students will be able communicate their experiences with others.
  - Students will be able to write multiple paragraph essays.
- ***English focused objectives***
  - Students will be able to discuss in a group setting.
  - Students will be able to sequence events in an experience.
  - Students will be able to create outlines.
  - Students will be able peer evaluate written drafts.
  - Students will be able to summarize and experience.
  - Students will be able to analyze an experience through writing.
- **Game-focused goals**
  - Students will be able to achieve full playthroughs of games used throughout the course.
- ***Game-focused objectives***
  - Students will be able to understand language used in each game.
  - Students will be able utilize discussion skills in game.
  - Students will be able to understand basic game mechanics.
- **Critical Thinking focused goals**
  - Students will be able to analyze elements of a procedure.
  - Students will be able to students will be able to reflect on their experiences.
- ***Critical Thinking objectives***
  - Students will be able to identify connections between information.
  - Students will be able to negotiate within a group.

- Students will be able to identify fact vs opinions.
- Students will be able evaluate experiences.
- Students will be able to reflect through writing.
- Students will be able to reflect though discussions.
- **Problem-Solving focused goals**
  - Students will be able to create strategies for solving problems.
- ***Problem-Solving objectives***
  - Students will be able identify the problem presented in a game.
  - Students will be able to develop solutions for the problem
  - Students will be able to discuss possible solutions
  - Students will be able to test solutions
  - Students will be able to reflect on solution.

**Appendix B**

**Teacher Questionnaire**

1. Please rank your feelings on the following statements based on a scale of 1 -5, 1 meaning least agree and 5 being most agree. \*The Term “digital games” refers to games played on a computer, mobile device, or console device\* (Naddain & Kian, 2014)

	1	2	3	4	5
I think using digital games is useful in higher education.	<input type="checkbox"/>				
I believe that using digital games with learning focuses more on the student	<input type="checkbox"/>				
I believe that game based learning in higher education will be an important teaching tool in years to come.	<input type="checkbox"/>				
I think digital games can be applied to many learning contexts	<input type="checkbox"/>				
I am doubtful about the benefits of using digital games based learning in higher education.	<input type="checkbox"/>				
I think learning shouldn't have fun as a necessary requirement.	<input type="checkbox"/>				
I feel using digital games for education is a waste of time	<input type="checkbox"/>				
I feel the usage of digital games is only useful in primary or secondary education not in higher education.	<input type="checkbox"/>				

Please answer the following questions (Future labs, 2005)

2. How often do you play computer games in your leisure time? By ‘computer games’ we mean games designed primarily for entertainment, played on PCs, consoles, mobiles and internet browsers.

Every day	<input type="checkbox"/>
At least once a week	<input type="checkbox"/>
At least once every two weeks	<input type="checkbox"/>
At least once every month	<input type="checkbox"/>
Less than once a month	<input type="checkbox"/>
I never play	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

3. You say that you have played computer games as a leisure activity. Have you ever discussed the games you play with your pupils?

Yes: I have done so and expect to do so again	<input type="checkbox"/>
Yes: I have done so, but don't expect to again	<input type="checkbox"/>
No: I haven't done so, but I might do so in the future	<input type="checkbox"/>
No: I haven't done so, and I don't expect to do so in the future	<input type="checkbox"/>
Don't know/can't remember	<input type="checkbox"/>

4. Thinking about computer games that are primarily designed for entertainment, have you ever used them in the classroom for educational purposes?

5. Again, thinking about computer games that are primarily designed for entertainment, do you think that in the future you would consider using them in the classroom for educational purposes?

6a. Why would you consider using them in the classroom for educational purposes?

7b. Why would you not consider using them in the classroom for educational purposes?

8. Thinking about computer games designed primarily for entertainment, do you think that the people who play these games learn any of the following through doing so?

Motor/cognitive skills	<input type="checkbox"/>
ICT skills	<input type="checkbox"/>
Anti-social behavior	<input type="checkbox"/>
Higher-order thinking skills	<input type="checkbox"/>
Knowledge in particular areas	<input type="checkbox"/>
A stereotypical view of other people or groups	<input type="checkbox"/>
Social skills	<input type="checkbox"/>
Other	<input type="checkbox"/>
None of these	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

9. What practical barriers, if any, do you envisage there being to the use of computer games in the classroom?

10. Would you like to participate in the interview? \*This is strictly voluntary. \*

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, please provide your name and email so that the interview can be set up at a later convenience for you.

Name		Email	
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**Appendix C**  
**Teacher Interview Questions**

Questions	Sources
<ul style="list-style-type: none"> <li>• Do some students show less motivation in the classroom than others?</li> <li>• What factors would you say account for this? how about fun as a factor?</li> <li>• Do you think learning is fun?</li> <li>• Should learning be fun?</li> </ul>	(Prensky, 2003)
<ul style="list-style-type: none"> <li>• Have you ever played a video game or a board game before?</li> <li>• Do you currently play games? if so, why do you play games?</li> <li>• If not, what reasons do you not play games?</li> <li>• Have you used games as a tool in the classroom?</li> </ul>	(Prensky, 2003; Van Eck, 2006; Squire, 2005)
<ul style="list-style-type: none"> <li>• Do you think Games could be used a tool for language learning?</li> </ul>	(Escudeiro & Carvalho, 2013)
<ul style="list-style-type: none"> <li>• Are you interested in using games in the classroom?</li> </ul>	(Prensky, 2003; Van Eck, 2006; Squire, 2005)
<ul style="list-style-type: none"> <li>• Do you include activities which support critical thinking development?</li> <li>• What major assignments or activities you have used in class require critical thinking skills?</li> </ul>	(Stroupe, 2006)
<ul style="list-style-type: none"> <li>• Do some students show issues with using critical thinking skills in the classroom?</li> </ul>	(Atkinson, 1997)
<ul style="list-style-type: none"> <li>• Do you think critical thinking skills can be developed through the use of games?</li> </ul>	(Prensky, 2003; Gerber & Scott, 2011)
<ul style="list-style-type: none"> <li>• How do your students respond to not succeeding at an</li> </ul>	(Squire, 2005)

<p>activity?</p> <ul style="list-style-type: none"><li>• How do you react to the students during these times?</li><li>• Have you ever lost at a game? could you compare these feelings to students when not succeeding in the classroom?</li><li>• How do you perceive the use of failure as a teaching tool?</li></ul>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Appendix D**

**Student Questionnaire (Hainey et al, 2013)**

1. Have you played a digital game or a board game before?

Yes

No

2. How many years of experience do you have playing games?

1 – 2 years

3 – 5 years

6 – 10 years

More than 10 years

None

Other (please specify)

--

3. Do you play games currently?

Yes

No

4. How many hours per week do you play games?

Never

Less than an hour

1 – 3 hours

4 – 5 hours

6 + hours

5. Expertise with games

How would you rate your skills and experience playing games 1 – 5, where 1 indicates amateur and 5 indicates expert

1	2	3	4	5
<input type="checkbox"/>				

6. On what platform or devices do you play games on?

Console (PlayStation, Nintendo, Xbox)

Mobile (iPhone, Android)

Computer games

Board games

None

7. Do you talk to your friends about games?

Yes, I do so often.

Yes, but only with certain friends.	<input type="checkbox"/>
No, but I would like to.	<input type="checkbox"/>
No, and I don't want to.	<input type="checkbox"/>

8. Have you played computer games or TV games in the classroom before?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

9a. Do you think games can be used for to learn in a higher education/university environment?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
9b. Please provide a reason why if you would like.	

10. Please rank your motivations for playing games for the categories below on a scale of 1 -5, where 1 indicates least agree and 5 indicates most agree:					
	1	2	3	4	5
Pleasure	<input type="checkbox"/>				
Relaxation	<input type="checkbox"/>				
Excitement	<input type="checkbox"/>				
Challenge	<input type="checkbox"/>				
Leisure time	<input type="checkbox"/>				
Prevention of boredom	<input type="checkbox"/>				
Relieve stress	<input type="checkbox"/>				
Curiosity	<input type="checkbox"/>				
Feeling good	<input type="checkbox"/>				
Release tension	<input type="checkbox"/>				
Fantasy	<input type="checkbox"/>				
Emotional stimulation	<input type="checkbox"/>				
Competition	<input type="checkbox"/>				
Cooperation	<input type="checkbox"/>				
Control	<input type="checkbox"/>				
Avoidance of other activities	<input type="checkbox"/>				
Recognition	<input type="checkbox"/>				

11. Please rank your motivations for playing games in an educational context for the categories below on a scale of 1 -5, where 1 indicates least agree and 5 indicates most agree:					
	1	2	3	4	5
Pleasure	<input type="checkbox"/>				
Relaxation	<input type="checkbox"/>				

Excitement	<input type="checkbox"/>				
Challenge	<input type="checkbox"/>				
Leisure time	<input type="checkbox"/>				
Prevention of boredom	<input type="checkbox"/>				
Relieve stress	<input type="checkbox"/>				
Curiosity	<input type="checkbox"/>				
Feeling good	<input type="checkbox"/>				
Release tension	<input type="checkbox"/>				
fantasy	<input type="checkbox"/>				
Emotional stimulation	<input type="checkbox"/>				
Competition	<input type="checkbox"/>				
Cooperation	<input type="checkbox"/>				
Control	<input type="checkbox"/>				
Avoidance of other activities	<input type="checkbox"/>				
Recognition	<input type="checkbox"/>				

12. Please rank the below statements about your feelings towards digital games on a scale of 1 – 5, where 1 indicates least agree and 5 indicates most agree:

	1 – least agree	2	3	4	5- most agree
Problem solving	<input type="checkbox"/>				
Creativity	<input type="checkbox"/>				
Collaboration/ teamwork	<input type="checkbox"/>				
Critical thinking	<input type="checkbox"/>				
Analyzing/classifying	<input type="checkbox"/>				
Recollection	<input type="checkbox"/>				
Management	<input type="checkbox"/>				
Leading/motivating	<input type="checkbox"/>				
Reflection	<input type="checkbox"/>				

13. Please rank the below statements about your feelings towards digital games on a scale of 1 – 5, where 1 indicates least agree and 5 indicates most agree:

	1	2	3	4	5
Playing games. . .					
is enjoyable.	<input type="checkbox"/>				
is interesting.	<input type="checkbox"/>				
is time-consuming.	<input type="checkbox"/>				
is a sociable activity.	<input type="checkbox"/>				
help develop useful skills.	<input type="checkbox"/>				
is a lonely activity.	<input type="checkbox"/>				
is a waste of time.	<input type="checkbox"/>				

14. Do you have any general comments about using games?

15. Do you have any general comments about using games for education?

Would you like to participate in the interview? \*This is strictly voluntary. \*

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, please provide your name and email so that the interview can be set up at a later convenience for you.

Name		Email	
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**Appendix E**  
**Student Interview Questions**

Student Interview Questions	
Questions	Sources
<ul style="list-style-type: none"> <li>• Do you enjoy any of your classes more than other classes? Why so?</li> <li>• What makes them enjoyable?</li> <li>• Are they fun?</li> <li>• Is learning fun for you?</li> <li>• Has it ever been fun for you?</li> <li>• What were some reasons that made it fun?</li> <li>• Should learning be fun?</li> </ul>	<p>(Prensky, 2003; Van Eck, 2006)</p>
<ul style="list-style-type: none"> <li>• Have you ever played a TV game or a board game before?</li> <li>• Do you currently play games now? If so, what type of games?</li> <li>• Why do you play games?</li> </ul>	<p>(Hainey et al, 2013)</p>
<ul style="list-style-type: none"> <li>• Have you played a game in English or another language before?</li> <li>• How would playing a game in English be different playing in Japanese?</li> </ul>	<p>(Escudeiro &amp; Carvalho, 2013)</p>
<ul style="list-style-type: none"> <li>• How do you feel when you are not successful in the game?</li> <li>• Have you ever not been successful in the classroom? how does that feel?</li> <li>• Does not succeeding in the classroom feel any different</li> </ul>	<p>(Squire, 2005)</p>

<p>in a game? why or why not?</p>	
<ul style="list-style-type: none"> <li>• Have you played a game for class before?</li> <li>• If so, was playing the game fun? Do you still remember anything about the game or what you learned?</li> <li>• How would you compare learning from a game to learning in the classroom?</li> <li>• Would you like to learn from games in the classroom more often?</li> <li>• If not, would you like to play games in the classroom?</li> </ul>	<p>(Squire, 2005; Van Eck, 2006; Prensky, 2003)</p>

## Appendix F

## Material Feedback Form

**\*\* This form is voluntary and will not have any influence over your grade\*\***

このアンケート調査にご協力を宜しくお願い致します。成績には全く影響いたしません。

Please rank your feelings on the following statements based on the previous activity on a scale of 1 – 5, where 1 means least agree and 5 means most agree.

やっていた活動に基づいて、以下の項目についてあてはまるものにチェックを入れてください。

1 は強く反対を、5 は強く賛成を意味します。

	1	2	3	4	5
I wanted to complete the activity. ゲームを完了させたかった。					
I wanted to explore all the options available to me. ゲームのオプションを全部試してみたかった。					
I did not care how the activity ended ゲームがどう終了したかは気にならない。					
	1	2	3	4	5
I knew what I had to do to complete the activity ゲームを完了するのに何をしなければいけないのかは理解できた。					
The goal of the activity was not clear ゲームのゴールが不明瞭であった。					
The instructions were clear***** ゲームの説明が不明確であった。	/	/	/	/	/
I did not find it easy to get started ゲームの始め方が難しかった。					
	1	2	3	4	5
I felt that I could achieve the goal of the activity ゲームを完了できると思った。					
I had all the things I required to complete the activity successfully ゲームを完了するために必要な情報・知識を自分は持ち合わせていた。					
I had a fair chance of completing the activity successfully ゲームを完了させるチャンス(可能性)は十分にあった。					
I found the activity frustrating ゲームは面倒でイライラした。					
From the start, I felt that I could successfully complete the activity ゲームを始めた最初から、完了できると思った。					
	1	2	3	4	5
It wasn't clear what I could and couldn't do ゲームで、可能なことと不可能なことが不明確であった。					
The activity was too complex					

ゲームは複雑すぎた。					
The activity would not let me do what I wanted ゲーム設定のために、自分の思ったとおりのゲームを進めることが出来なかった。					
I could not tell what effect my actions had 自分の選択がゲームの進展・結果にどのような効果があるか解らなかった。					
I could not always do what I wanted to do 自分の情報・知識量が不足していて、ゲームを進めることができなかった。					
	1	2	3	4	5
I found the activity satisfying ゲームに満足した。					
I felt absorbed in the activity ゲームに夢中になれた。					
I felt that time passed quickly ゲーム中、時間が速く過ぎた。					
I felt excited during the activity ゲームには興奮した。					
	1	2	3	4	5
I found the activity boring ゲームはつまらなかった。					
I was not interested in exploring all of the environment ゲームの設定が面白くなかった。					
I did not enjoy the activity. ゲームを楽しめなかった。					
The activity was aesthetically pleasing. ゲームのビジュアルに興味を持てた。					
	1	2	3	4	5
The activity was pointless この活動（ゲームを含んだ）をすることには意味がない。					
The feedback I was given was not useful この活動中のフィードバックは役に立たなかった。					
I was given feedback at appropriate times フィードバックのタイミングが良かった。					
It was not clear what I could learn この活動をどうして何を学んだのかが解らない。					
The activity was worthwhile. 活動は実践してみる価値があった。					

その他

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## Appendix G

### Informed content

# Informed Consent Form

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- ❖ Investigator: Johnathan Eckstein
- ❖ Supervising professor: Richmond Stroupe

1) Objectives of the study:

- This study aims to identify useful techniques from using games in the classroom as a learning activity. This study also will identify teachers' attitudes towards game-based learning in general and the use of games in a class curriculum. In order to meet the goals of this study, Teachers will be given the opportunity to respond through an online questionnaire. Lastly, on a voluntary basis, teachers will be recruited for interviews to deepen understanding on perspectives on game-based learning.

2) Releasing study results:

- Results may be used for the following:
  - (1) Published in a Graduate thesis
  - (2) Published in International published peer-reviewed publications
  - (3) Published in the Graduate Bulletin
  - (4) Presented at international conferences.

3) Data collection method:

- Teachers then will be given the chance to fill out a questionnaire at their convenience by September 30th, 2018. The questionnaire should approximately take 10 minutes to complete. The questionnaire will be filled with 1 Likert scale section followed by 9 questions. Lastly there will be an inquiry for interest of interviews at the end of the questionnaire

4) Selection of participants:

- Current Soka university Faculty members who are teaching English medium courses requiring 430+ TOEIC scores.

5) Anticipated risks:

- The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological or social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

6) Benefits of the research to the participants:

- Participants will be able to voice their opinions about games in both recreational and educational context.
- 7) Protecting personal information
- All information collected in this study will be considered strictly confidential.
  - Data will be anonymized before analysis to ensure anonymity
  - Only the Investigator, Johnathan Eckstein and Supervising Professor, Richmond Stroupe will handle the data collected in this study.
  - All data files will be stored on an external file storage device without access to the internet.
  - All data files will be deleted or destroyed on or prior to April 1<sup>st</sup>, 2018.
- 8) Participation in the research
- Participation is voluntary.
  - You will be able to withdraw from the research anytime with no penalty.
  - A copy of this informed consent will be present for you to keep.
  - A copy of the questions will be able to acquire if you desire.
- 9) Contact information
- Richmond Stroupe, email: richmond@soka.ac.jp
  - Johnathan Eckstein, email: e16m3204@soka-u.jp
  - World Language Center, Soka University  
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN  
Tel. 042-698-1995

**I have read the explanation written by the investigator. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information.**

**Participant's Signature:**

**Date:**

---

**Investigator's  
Signature:**

**Date:**

---

# Informed Consent Form

---

- ❖ Investigator: Johnathan Eckstein
- ❖ Supervising professor: Richmond Stroupe

1) Objectives of the study:

- This study aims to identify useful techniques from using games in the classroom as a learning activity. This study also will identify Faculty members' attitudes towards game-based learning in general and the use of games in a class curriculum. In order to meet the goals of this study, Faculty members will be given the opportunity to respond through interviews to deepen understanding on perspectives on game-based learning.

2) Releasing study results:

- Results may be used for the following:
  - (1) Published in a Graduate Thesis
  - (2) Published in International Published Peer-reviewed Publications
  - (3) Published in the Graduate Bulletin
  - (4) Presented at International Conferences.

3) Data collection method:

- Interviews will be conducted either individually or in small groups at the convenience of the participants. Interview will consist of 18 questions and will take approximately 20 minutes. The interview will be recorded and transcribed.

4) Selection of participants:

- Current Soka university Faculty members who are teaching English medium courses requiring 430+ TOEIC scores.

5) Anticipated risks:

- The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological or social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

- 6) Benefits of the research to the participants:
- Voice their opinion of games and classroom materials.
  - Share knowledge of previous uses of game-based materials.
- 7) Protecting personal information
- All information collected in this study will be considered strictly confidential.
  - Data will be anonymized before analysis to ensure anonymity
  - Only the Investigator, Johnathan Eckstein and Supervising Professor, Richmond Stroupe will handle the data collected in this study.
  - All data files will be stored on an external file storage device without access to the internet.
  - All data files will be deleted or destroyed on or prior to April 1<sup>st</sup>, 2018.
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**Participant's  
Signature:**

**Date:**

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**Investigator's  
Signature:**

**Date:**

---

# Informed Consent Form

---

- ❖ Investigator: Johnathan Eckstein
- ❖ Supervising professor: Richmond Stroupe

1) Objectives of the study:

- This study aims to identify useful techniques from using games in the classroom as a learning activity. This study also will identify students' attitudes towards game-based learning in general and the use of games in a class curriculum. In order to meet the goals of this study, Students will be given the opportunity to respond through an online questionnaire. Lastly, on a voluntary basis, students will be recruited for interviews to deepen understanding on perspectives on game-based learning.

2) Releasing study results:

- Results may be used for the following:
  - (1) Published in a Graduate thesis
  - (2) Published in International published peer-reviewed publications
  - (3) Published in the Graduate Bulletin
  - (4) Presented at international conferences.

3) Data collection method:

- Participants will be asked to fill out an online questionnaire. The questionnaire should approximately take 15 minutes to complete. The questionnaire will be filled with 11 questions and 4 Likert scale sections. Lastly, there will be an inquiry for interviews at the end of the questionnaire.

4) Selection of participants:

- Current Soka university Students who are enrolled in English medium courses requiring 430+ TOEIC scores.

5) Anticipated risks:

- The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological or social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

- 6) Benefits of the research to the participants:
- Participants will be able to voice their opinions about games in both recreational and educational context.
- 7) Protecting personal information
- All information collected in this study will be considered strictly confidential.
  - Data will be anonymized before analysis to ensure anonymity
  - Only the Investigator, Johnathan Eckstein and Supervising Professor, Richmond Stroupe will handle the data collected in this study.
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  - All data files will be deleted or destroyed on or prior to April 1<sup>st</sup> 2018.
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**Participant's Signature:**

**Date:**

---

**Investigator's  
Signature:**

**Date:**

---

# Informed Consent Form

---

- ❖ Investigator: Johnathan Eckstein
- ❖ Supervising professor: Richmond Stroupe

1) Objectives of the study:

- This study aims to identify useful techniques from using games in the classroom as a learning activity. This study also will identify students' attitudes towards game-based learning in general and the use of games in a class curriculum. In order to meet the goals of this study, Students will be given the opportunity to respond through interviews to deepen understanding on perspectives on game-based learning.

2) Releasing study results:

- Results may be used for the following:
  - (1) Published in a Graduate thesis
  - (2) Published in International published peer-reviewed publications
  - (3) Published in the Graduate Bulletin
  - (4) Presented at international conferences.

3) Data collection method:

- Interviews will be conducted either individually or in small groups at the convenience of the participants. Interview will consist of 18 questions and will take approximately 20 minutes. The interview will be recorded and transcribed.

4) Selection of participants:

- Current Soka university Students who are enrolled in English medium courses requiring 430+ TOEIC scores.
- Only Students who volunteer during the questionnaire will be asked to participate.

5) Anticipated risks:

- The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological or social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

6) Benefits of the research to the participants:

- Voice their opinion of games and classroom materials.
- Share knowledge of previous uses of game-based materials

7) Protecting personal information

- All information collected in this study will be considered strictly confidential.
- Data will be anonymized before analysis to ensure anonymity
- Only the Investigator, Johnathan Eckstein and Supervising Professor, Richmond Stroupe will handle the data collected in this study.
- All data files will be stored on an external file storage device without access to the internet.
- All data files will be deleted or destroyed on or prior to April 1<sup>st</sup> 2018.

8) Participation in the research

- Participation is voluntary.
- You will be able to withdraw from the research anytime with no penalty.
- A copy of this informed consent will be present for you to keep.
- A copy of the questions will be able to acquire if you desire.

9) Contact information

- Richmond Stroupe, email: richmond@soka.ac.jp
- Johnathan Eckstein, email: e16m3204@soka-u.jp
- World Language Center, Soka University  
1-236 Tangi-machi, Hachioji, Tokyo, JAPAN  
Tel. 042-698-1995

**I have read the explanation written by the investigator. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information.**

**Participant's Signature:**

**Date:**

---

**Investigator's  
Signature:**

**Date:**

---

# Informed Consent Form

---

- ❖ Investigator: Johnathan Eckstein
- ❖ Supervising professor: Richmond Stroupe

1) Objectives of the study:

- This study aims to identify useful techniques from using games in the classroom as a learning activity. Though the piloting of materials within a course taught at Soka University, student will be able to provide feedback on a series of materials and evaluate them based on feedback questions created by Whitton (2007).

2) Releasing study results:

- Results may be used for the following:
  - (1) Published in a Graduate thesis
  - (2) Published in International published peer-reviewed publications
  - (3) Published in the Graduate Bulletin
  - (4) Presented at international conferences.

3) Data collection method:

- Participants will be asked to fill out a reflective feedback form which will be used to evaluate activities presented in English medium courses taught at Soka University.

4) Selection of participants:

- Current Soka university Students who are enrolled within a practicum taught English course.

5) Anticipated risks:

- The survey instrument nor the interview questions require any personal or sensitive responses. Therefore, there is no potential physical, psychological nor social risk to the participants. In addition, the participants will be free to withdraw from the research at any time.

6) Benefits of the research to the participants:

- Participants will be able to provide evaluation on activities used in class.

7) Protecting personal information

- All information collected in this study will be considered strictly confidential.
- Data will be anonymized before analysis to ensure anonymity
- Only the Investigator, Johnathan Eckstein and Supervising Professor, Richmond Stroupe will handle the data collected in this study.
- All data files will be stored on an external file storage device without access to the internet.
- All data files will be deleted or destroyed on or prior to April 1<sup>st</sup> 2018.

8) Participation in the research

- Participation is voluntary.
- You will be able to withdraw from the research anytime with no penalty.
- A copy of this informed consent will be present for you to keep.
- A copy of the questions will be able to acquire if you desire.

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**I have read the explanation written by the investigator. I sufficiently understood about the objectives of the study, research design, procedures and methods of protecting personal information.**

**Participant's Signature:**

**Date:**

---

**Investigator's  
Signature:**

**Date:**

---

**Appendix H**  
**Course Syllabus**

<b>Week</b>	<b>Game</b>	<b>Class No.</b>	<b>Tasks &amp; Assignments</b>	<b>Critical Thinking Skills</b>	<b>Writing Skills</b>
<b>1</b>	Uno	1	Course Introduction Student Introductions Uno Introduction Uno Play Uno Discussions	Recognizing Identifying	
		2	Uno Rules Peer Review Uno Play Quick writing Uno Discussion Reflection Journal	Recognizing Recalling	
<b>2</b>		3	Elements of a paragraph Summarizing Practice Paraphrasing Practice	Recognizing Recalling Identifying Explaining	Summarizing Paraphrasing
		4	Multiple paragraph Summaries Practice Uno Vocabulary Reflection journal 2	Recalling Identifying Explaining	Summary Paraphrasing
<b>3</b>		5	Paragraph Summary Homework Peer review Process Paragraph Process Transitions	Recognizing Recalling Identifying Explaining Evaluating	Summary Paraphrasing Review Revise
		6	Process paragraph Peer review Time order Transitions Uno Play Uno Discussion Reflection Journal	Recognizing Explaining Strategizing Evaluating	Process Paragraph Process Transitions Review Revise
<b>4</b>		7	Time order Transitions Homework Peer Review Outlining Game Review	Recognizing Identifying Evaluating	Outlining Time order transitions Review Revise
		8	Outlining homework Peer Review Uno Play Uno Discussion Student Found Game Review Activity Reflection Journal	Recognizing Recalling Identifying Explaining Strategizing Evaluating	Outlining Review Revise
<b>5</b>		9	Uno Game Review Peer Review	Recognizing Recalling	Review Revise

			Describing the Past Introduction Describing the Past Activity	Applying	
	Keep talking and nobody explodes (KTNE)	10	Uno Game Review Peer Review KTNE Theme Discussion KTNE Rules KTNE Play KTNE Discussion Reflection Journal	Recognizing Explaining Applying Strategizing Evaluating	Summarizing Paraphrasing Review Revise
6		11	KTNE Rules Peer Review KTNE Vocabulary KTNE Play KTNE Discussion Reflection Journal 3	Recalling Recognizing Explaining Applying Strategizing	Summarizing Paraphrasing Review Revise
		12	Conditionals KTNE Play KTNE Discussion	Interpreting Recognizing Applying	
7		13	KTNE Vocabulary KTNE Play KTNE Discussion KTNE Game Review	Recalling Applying Strategizing	Outlining Summarizing Paraphrasing
		14	KTNE Game Review Outline Peer Review Modals of Speculation KTNE Play KTNE Discussion Reflection Journal	Identifying Explaining Clarifying Applying Strategizing Evaluating	Outlining Review Revise
8		15	Reflection Journal Discussion KTNE Play KTNE Discussion	Explaining Applying Strategizing Evaluating	
		16	KTNE Game Review Peer Review KTNE Play KTNE Discussion Reflection Journal	Explaining Applying Strategizing Analyzing Evaluation	Outlining Summarizing Paraphrasing Review Revise
9		17	Giving Examples Giving Ex. Activity Game analysis Introduction	Identifying Clarifying Explaining Applying	Giving Examples
		18	KTNE Game Analysis Peer Review KTNE Play KTNE Discussion Reflection Journal	Explaining Applying Strategizing Analyzing Evaluating	Outlining Summarizing Paraphrasing Review Revise
10		One Night	19	ONUW Intro ONUW Rules ONUW Play	Identifying Clarifying Applying

11	Ultimate Werewolf (ONUW)		ONUW Discussion		
		20	ONUW Rules Peer Review ONUW Play ONUW Discussion ONUW Game Review Reflection Journal	Identifying Clarifying Explaining Applying Strategizing Analyzing Evaluating	Outlining Summarizing Paraphrasing Review Revise
		21	ONUW game review Peer Review ONUW Play ONUW Discussion ONUW Analysis	Explaining Applying Strategizing Analyzing Evaluating	Review Revise Summarize Outline
12	Student Choice Game (SCG)	22	ONUW Analysis Peer Review ONUW Play ONUW Discussion Reflection Journal Special Topic #4	Explaining Applying Strategizing Analyzing Evaluating Reflection	Review Revise Summarizing Paraphrasing
		23	SCG Rules SCG Play SGC Discussion	Identifying Clarifying Applying	Outline Summarizing Paraphrasing
		24	SCG Rules Peer Review SCG Play SCG Discussion Reflection Journal	Identifying Clarifying Explaining Applying Strategizing Analyzing Evaluating Reflection	Review Revise
13	Student Choice Game (SCG)	25	SCG Play SCG Discussion Presentation Introduction	Identifying Strategizing Analyzing	Outline Summarizing Paraphrasing
		26	SCG Play SCG Discussion Presentation Peer Review Reflection Journal	Explaining Applying Strategizing Analyzing Evaluating Reflection	Review Revise
14	Student Choice Game (SCG)	27	Game Analysis #2 Peer Review SCG Play SCG Discussion	Explaining Strategizing Analyzing Evaluating	Outline Review Revise
		28	SCG Play SCG Discussion Presentation Peer Review Reflection Journal	Explaining Strategizing Analyzing Evaluating Reflection	Outline Summarizing Paraphrasing Review Revise
15		29	Final Presentation	Explaining Analyzing	Review Revise

			Game Analysis #2 Peer Review	Evaluating	
		30	Final Presentation Game Analysis #2 Due	Explaining Analyzing Evaluating	Review Revise

**Assessment Percentage Breakdown Chart**

Total Percentage	Category		Evaluation Criteria (Explanation)
25%	Continuous Assessment		
	5%	Gameplay logs	Collection of reports from gameplay
	10%	Participation	Active participant in gameplay, discussions, and activities.
	10%	Activities & Homework	Competition and understanding of materials.
15%	Reflection Journals		Multiple paragraphs reflective essays discussing experiences, gameplay, and relevant topics in the course.
50%	Major Writing Assignments		
	10%	Game Review 1	Multiple paragraph essay reviewing the rules and gameplay of games played in the class.
	10%	Game Review 2	
	10%	Game Analysis 1	Multiple draft, multiple paragraph analysis focused essay evaluating games played in the course. each grade includes: outline, drafts, feedback, and final draft
	10%	Game Analysis 2	
10%	Game Analysis 3		
10%	Final Presentation		Poster presentation on one of the following: a previous review, analysis, or game from their gaming log.

**Assessment Rubric for Critical Thinking Skills**

	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>
<b>Remembering</b>	<ul style="list-style-type: none"> <li>• Too many misspellings.</li> <li>• You often cannot understand because of spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Many misspellings</li> <li>• Sometimes, you cannot understand the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Some misspellings</li> <li>• You can understand meaning of the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct spelling</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Explanation is not clear.</li> <li>• No or almost no organization of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking explanation in some parts.</li> <li>• Ideas are not in a good order.</li> <li>• Overall meaning Understandable</li> </ul>	<ul style="list-style-type: none"> <li>• A little more explanation would be helpful to understand the ideas.</li> <li>• Ideas are organized, but not in a good order</li> </ul>	<ul style="list-style-type: none"> <li>• Clear explanation.</li> <li>• Clear organization of ideas</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Not following or barely following what has been taught in class (paragraph structure, writing format, and grammar points).</li> <li>• Feedback is not reflected</li> </ul>	<ul style="list-style-type: none"> <li>• Often not followed what has been taught in class (paragraph structure, writing format, and grammar points) and there is a room for improvement.</li> <li>• Feedback is rarely reflected in the drafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally followed what has been taught in class (paragraph structure, writing format, and grammatical points), but the writing can be improved more.</li> <li>• Feedback is sometimes not reflected</li> </ul>	<ul style="list-style-type: none"> <li>• Followed what has been taught in class (paragraph structure, writing format, and grammar points).</li> <li>• Feedback is reflected.</li> </ul>
<b>Analyzing</b>	<ul style="list-style-type: none"> <li>• No logical connection between ideas.</li> <li>• Includes much unimportant/irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Some problems with logic. Much improvement is needed.</li> <li>• Often include unimportant/irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are presented somewhat logically.</li> <li>• Sometimes includes unimportant/irrelevant information.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are presented logically.</li> <li>• No unimportant/irrelevant information</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Supporting ideas for the topic sentence are not effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat effective supporting ideas for the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally effective supporting ideas for the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective supporting ideas for their topic sentences.</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>• Supporting ideas do not support the topic sentence.</li> <li>• Ideas in an outline are not organized logically.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrote one effective supporting idea.</li> <li>• Organization of ideas in an outline is somewhat logical.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrote two effective supporting ideas.</li> <li>• Organization of ideas in an outline is generally logical.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrote three effective supporting ideas.</li> <li>• Effective logical organization of ideas in an outlining.</li> </ul>

Adapted from Rita, R (2012) *Developing Critical Thinking Skills Through Academic Writing*. (Master's thesis).



## Appendix J

### Lesson Plans

#### Lesson Plan 1:

Week / Class Number	1/1		
Goal of the Class:	Students will be able to <ol style="list-style-type: none"> <li>1. Provide personal information among each other.</li> <li>2. Deduce false information through discussion.</li> <li>3. retell a recent event.</li> </ol>		
Rationale:	Setting the stage for the rest of the semester, this class introduces several key activities and structures for practice. In addition, students are given a chance to share previous knowledge of the course content.		
Materials:	<ol style="list-style-type: none"> <li>1. Gaming Logs</li> <li>2. 4x Uno Card sets – Rules included</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable desks and chairs</li> <li>2. Whiteboard &amp; markers</li> </ol>		
Procedures:	Step 1:	Introduction of the Teacher (T) and brief introduction of the course. <ol style="list-style-type: none"> <li>1. Teacher (T) Greets students (Ss) and introduces themselves to the class.</li> <li>2. T assigns Students into pairs.</li> <li>3. T informs the students this course focuses on extracting experiences from playing games for writing and discussion topics. Thus, melding the two for a unique learning experience.</li> <li>4. Allot time for students (S) to discuss and ask questions about the course and the use of games.</li> </ol>	10 mins.
	Step 2:	Ss Introductions – two truths one lie <ol style="list-style-type: none"> <li>1. T Assigns Ss into groups of three.</li> <li>2. T provides an example of three statements on the board about yourself. Make sure one of them is false.             <ol style="list-style-type: none"> <li>a. My name is Johnny.</li> <li>b. My favorite game is Pokemon.</li> <li>c. I have 3 sisters. &lt; Lie (I have no sisters)</li> </ol> </li> <li>3. T Reads out loud the statements and indicate one is false.</li> <li>4. T calls on each group vote on a statement. Reveal to them which one is not the truth.</li> <li>5. Proceed to have the students create their own 3 sentences. And guess among each group which is wrong.</li> <li>6. S may take as many turns as they see fit in 10 mins.</li> </ol>	10 mins.

Step 3:	Introduction to Games	15 mins.
	<ol style="list-style-type: none"> <li>1. T asks, “Since this course will focus on using games for conversation practice, what is the first thought that comes to mind when you hear the world games?” to the class. possible responses will be: names of games (shogi, chess, shiritori, uno), fun, hard, for kids.</li> <li>2. T allots time for discussion. (2-3 mins)</li> <li>3. T asks Ss to take out a pencil and a piece of paper.</li> <li>4. T Asks each S to create a list of games from their past in 2 mins.</li> <li>5. T asks each student to list them in order of most enjoyable.</li> <li>6. T asks each group to compare their top 3 favorite games.</li> <li>7. T asks for each group to select 6 games from each list and order them based on most enjoyable.</li> <li>8. T hands a whiteboard marker to each group.</li> <li>9. T asks each group to write two games on the board to share with the class.</li> <li>10. T collects the list created by each of the groups.</li> </ol>	
Step 5:	Introduction to Gaming Log	5 mins.
	<ol style="list-style-type: none"> <li>1. T Passes out a copy of the Gaming log to the students.</li> <li>2. T Inform the Ss this form is important for determine their participation when playing games in the class.</li> <li>3. T Gives examples or explanations for each column.               <ol style="list-style-type: none"> <li>a. Game – Uno</li> <li>b. Session – how many times this game was played on the date</li> <li>c. Other members of your game</li> <li>d. Summarizing interesting moment of the game</li> <li>e. Challenging moment for the student in the game</li> <li>f. Self-evaluation of use of English.</li> </ol> </li> <li>4. Ask them to bring this form with them to class each day.</li> </ol>	
Step 5:	Introduction to UNO	15 mins.
	<ol style="list-style-type: none"> <li>1. T hands a deck of Uno cards to each group.</li> <li>2. T asks the students to raise their hand if they have played this game</li> </ol>	

	<p>before. Then T asks the Ss if they have played this game in English.</p> <ol style="list-style-type: none"> <li>3. T Asks Ss to take the cards out of their boxes and look at them.</li> <li>4. T asks Ss to take a piece of paper and write down any words they think would be required to play this game.             <ol style="list-style-type: none"> <li>a. Ex: Colors, Numbers, Names of symbols.</li> </ol> </li> <li>5. T asks Ss to create a group list of the rules. T encourages Ss to write in English, however for words they are unsure, write in Japanese.</li> <li>6. T reminds students the goal of the game is to get rid of all the cards in the hand.</li> <li>7. T facilitates rules such as matching color and number.</li> <li>8. T explains that each student must say 'Uno' whenever there is only one card in their hand.</li> <li>9. T explains each student must say the color and the name of the card when playing.</li> <li>10. T encourages Ss to use as much English as possible today.</li> </ol>	
Step 6:	<p>Playing UNO</p> <ol style="list-style-type: none"> <li>1. T allots time for Ss to play the game.</li> <li>2. T elicits students to call out the color and name of each card.</li> <li>3. T facilitates moderate gameplay</li> <li>4. T reminds the students to fill out the gaming log after each game is finished.</li> <li>5. After 20 minutes of gameplay, T will wrap up each group to move on to game Debriefing.</li> </ol>	20 mins.
Step 7:	<p>Debriefing UNO</p> <ol style="list-style-type: none"> <li>1. T asks Ss, "Share with your group any new language you used today while playing Uno."</li> <li>2. T will allot time for discussion. (2-3 mins)</li> <li>3. T asks Ss, "Share any language you didn't know how to use in the game."</li> <li>4. T allots time for discussion. (2-3 mins)</li> <li>5. T asks Ss, "What language do you think you will need to know for playing Uno next week?"</li> <li>6. T allots time for discussion. (2-3 mins)</li> </ol>	10 mins.
Step 8:	<p>Assign Homework</p>	5 mins

1. T reminds the students to bring their gaming log to class each day. T informs the students the log will be the first thing they ask for from the students.
2. T Asks students to take their sets of rules home and translate any instances of Japanese to English and turn notes into full sentences.

Assessment:

1. Observation of participation and pair work
2. Continuous assessment: Gaming Log
3. Reviewing language used in transcriptions (Informal)

Homework /

Follow-up:

1. Gaming log is brought to class.
2. Rules for Uno in English



# Rules of Uno



Number of Players: 2-10

Time required to play: 10-30 minutes

## Game Setup:

Shuffle the cards and deal 7 cards to each player. Then the dealer puts one face-up card on the table to prepare the discard pile. If the face-up card is not a number card, the dealer puts that card on the bottom of the deck, and draws another card to prepare the discard pile.

Usually the player left of the dealer goes first, following the next person in a clockwise fashion. Each player looks at their hand to play a card that either matches the color, number or symbol of the card on top of the discard pile. For instance, if there is a yellow 7 in the discard pile, the active player can play either a 7 card, or a yellow card.

If a player does not have a yellow or a 7, then the player will draw a card from deck, check to see if the new card is playable. If the card is playable, then the player can play the new card. otherwise, the player's turn is over and the next player's turn starts.

If at any time there are no cards to draw, the top card of the discard pile is set to start a new pile, and the remaining cards are shuffled to create a new deck.

The game continues until a player has only one card left. At this time, the player must shout "UNO". If the player does not say "Uno" and is caught by another player before playing their last card, then that player needs to draw 2 cards. If a player is unable to play their last card and draws a playable card, the player must shout "UNO" once more before ending their turn. Each time a player has only one card in their hand, the players must shout "Uno"

## Symbol Cards:

Besides the number cards, there are several other cards that help mix up the game. These are called Symbol cards.



- **Reverse** – Switch the order of turn play. If going clockwise, switch to counterclockwise or vice versa.

- **Skip** – When a player places this card, the next player’s turn is skipped.
- **Draw Two** – When a person places this card, the next player will have to pick up two cards and forfeit his/her turn. In some rules, players can add the effects together causing the player who is unable to play a draw two to draw up the accumulated amount. For example, if two players each play a draw two card, the third player would have to draw four cards.
- **Wild** – This card represents all four colors, and can be placed on any card. The player must state which color it will represent for the next player. It can be played regardless of whether another card is available.
- **Wild Draw Four** – Same as a wild card except that the next player also must draw four cards as well as forfeit his/her turn. With this card, you must have no other alternative cards to play that matches the color of the card previously played.
- **Wild Draw Four Challenge**: If this card is played illegally, the affected player may challenge the active player to show their hand. If guilty, the active player needs to draw 4 cards. If not, the challenger needs to draw 6 cards instead.

### Two Player & Four Player Rules

For two players, there is a slight change of rules:

- Reverse works like Skip
- When playing a Skip, the active player may immediately play another card
- If a Draw Two or Wild Draw Four card is played, your opponent has to draw the number of cards required and is able to continue playing as if it is their turn.

For four players (two-partner teams), players sit opposite their partners, and play until one of either partner goes out with one Uno card left. Scoring for the winning team is done by adding up all the points from opposing partner’s hands.

<<Rules and Picture retrieved from: <https://www.unorules.com/>>>

Lesson Plan 2:

Week / Class Number	1 / 2	
Goal of the Class:	Introduce debriefing and Reflection Journals	
Goal of the Activity:	Students will be able to: <ol style="list-style-type: none"> <li>1. Play though Uno using revised rules</li> <li>2. Generate ideas through writing on their gameplay</li> <li>3. Reflect on the use of games in the classroom</li> </ol>	
Rationale:	After students have established the rules of the game in English, replaying the game in English is focused to discover new challenges and establish new goals. In addition, Students will be introduced to the writing process used for the course and start generating ideas for future writing tasks	
Materials:	<ol style="list-style-type: none"> <li>1. Gaming Log</li> <li>2. 4x Uno playing cards</li> <li>3. Reflection Journals</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable chairs and desks</li> <li>2. Whiteboard &amp; Markers</li> </ol>	
Procedures:	Step 1:	Greet Class & Previous lesson review <ol style="list-style-type: none"> <li>1. Teacher (T) assigns Students (Ss) into new groups of three. *These do not have to be the same groups as last class*</li> <li>2. T asks Ss to think about the previous lesson. The teacher asks the students to think about: Who was their partner, what game did you play, who won the game, and how did playing the game feel.</li> <li>3. T asks Ss to talk on these questions for 3 minutes.</li> <li>4. T Asks Ss to share any language they may still remember as important for playing Uno.</li> <li>5. T asks Ss to talk on this question for 3 minutes.</li> </ol>
	Step 2	Group review of Rules of Uno <ol style="list-style-type: none"> <li>1. T asks students Ss take out their homework from last week and find their group members from the previous class.</li> <li>2. T asks Ss to review and discuss any changes to their set of rules.</li> <li>3. T allots time for each group to discuss.</li> <li>4. T creates new pairs of students to discuss their rules.</li> <li>5. T asks students to review their new partner's rules</li> <li>6. T allots time for each pair to review.</li> <li>7. T negotiates a new rule to be added.</li> </ol>
		10 mins.
		20 mins.

	<ol style="list-style-type: none"> <li>8. T reminds Ss of the previous rule: All card names and colors must be spoken.</li> <li>9. T Asks for a new penalty, for the use of Japanese.</li> <li>10. T asks the Ss in groups to decide.</li> <li>11. If students are unwilling then offer the following: Catching someone using Japanese causes them to draw two cards.</li> </ol>	
Step 3:	<p>Gameplay session of Uno in English</p> <ol style="list-style-type: none"> <li>1. T asks Ss to use their list of rules when playing UNO this time.</li> <li>2. Students are asked to play again according to the new rules.</li> <li>3. T reminds students to log each game session into their log.</li> </ol>	20 mins.
Step 4:	<p>Introduction to Writing</p> <ol style="list-style-type: none"> <li>1. T informs Ss that another main focus of this class is the development of writing skills.</li> <li>2. T informs Ss that over the course the Ss will write about their experiences and how they feel about the games.</li> <li>3. T informs students that writing is a process, and requires several steps to create a well-formed multi-paragraph paper.</li> </ol> <p>T informs Ss that today, the focus will be on generating Ideas.</p>	5 mins.
Step 5:	<p>Quick writing</p> <p>Adapted from Aloiau, E (2016) Quickwriting. Unpublished material.</p> <ol style="list-style-type: none"> <li>1. T Ask Ss to take out a sheet of paper and pen.</li> <li>2. T explains to the S that for the next writing activity, do not worry about grammar, spelling, punctuation, or using correct words.</li> <li>3. Then T explains please for the next 10 minutes try to keep writing as much as you can.</li> <li>4. T emphasizes to the Ss that if you don't know what to do or write, just rewrite the previous sentence or "I'm thinking" until you can think what to write next.</li> <li>5. T informs students not to use Japanese and if they do not know what word to use, make a space for it and keep writing.</li> </ol>	15 mins.

	<ol style="list-style-type: none"> <li>6. T asks the students to write as much as they can about Uno.</li> <li>7. Ss do Quickwrite for 10 minutes.</li> </ol> <p>Once the students finish, T instructs Ss to count the words written and log them at the bottom of the page.</p>	
Step 6:	<p>Introduction to Debriefings (3-2-1 Fluency lines)</p> <ol style="list-style-type: none"> <li>1. T divides the groups into equal two lines labeled A and B.</li> <li>2. Write two questions on the board:               <ol style="list-style-type: none"> <li>a. Q1. What new language were you able to use during this game?</li> <li>b. Q2. What was one challenging moment during your gameplay?</li> </ol> </li> <li>3. T informs the A-line, for the next minute they will talk about Question 1 with the student they are facing in line B. Ss in line B will be asked during this time, to listen and only ask questions if necessary.</li> <li>4. T instructs the Ss in line A to move down a person to the left and then Ss in Line B speak for a minute on question 1.</li> <li>5. T instructs the Ss in line B to move down a person to the right and then students in Line A speak for only 30 seconds on question 1.</li> <li>6. T instructs the students in line A to move down a person to the left and then students in Line B speak for 30 seconds for question 1.</li> <li>7. Then T repeats the same process for Question 2.</li> </ol>	10 mins
Step 6:	<p>Introducing Reflection journals</p> <ol style="list-style-type: none"> <li>1. T Passes out reflection journal handout.</li> <li>2. T asks Ss to read the handout in pairs.</li> <li>3. Discuss questions with students.</li> <li>4. T informs students they may use Topics and Ideas generated from this Weeks Quick Write.</li> </ol>	5 mins
Step 7:	<p>T assigns homework to Ss.</p> <ol style="list-style-type: none"> <li>1. T informs students to write a reflection for special topic one from the Reflection Journal handout.</li> </ol>	5 mins

Assessment:

1. Observation of participation and pair work

Homework /  
Follow-up:

2. Continuous assessment: Gaming Log
  1. Reflection Journal Specific Question 1

# Reflection Journal

Each week you are required to write an entry in a reflective journal. I will ask you to turn in your journal periodically during the semester, but not each week. Your journal is to help you gather your thoughts rather than an assignment for your instructor. Your journal provides you with an opportunity to slow down the learning process and allows you to “think out loud,” by reexamining what you’ve experienced and learned in this course.

When no specific topic is assigned in class, focus on one of the following questions:

1. What new words or phrases have you learned from playing games in the classroom? when else have you had to use the language?
2. Describe an interesting moment from your gaming log. Why was it interesting?
3. Describe a challenging moment from your gaming log. Why was it challenging. If you get a chance to play the same game again, how will you overcome this challenge?

## Specific Questions

These are specific Questions which will be assigned at different times during the semester.

1. How does playing a game in the classroom any different than playing a game with your friends? how would the games you played today in class be any different if played with friends at home?
2. What elements of writing a summary for a game do you think are important? In terms of rules, gameplay, win conditions, players actions? How do you predict you would be able to find this information out?
3. How does it feel to lose at a game? How did you react differently to losing than your group members? How you (or not) relate losing to not succeeding outside the classroom? Are they the same? Why/ Why not?
4. In the several games played in class, players are working together in teams instead of battling for first place. Based on your experience:
  - a. How does it feel to play cooperatively (working together) rather than competitively (playing against)?
  - b. How do you relate playing cooperatively outside the context of the game? provide examples.
  - c. Does the teammate influence your willingness to work in a team?
5. Out of the games which you have played during the semester, which of them would you share with your family and friends? would you want to play them in English or Japanese?

## Lesson Plan 3:

Week / Class Number	2 / 3	
Goal of the Class:	Present and Practice summarizing and paraphrasing techniques	
Goal of the Activities:	Students will be able to: <ol style="list-style-type: none"> <li>1. Differentiate between main ideas and supporting Ideas</li> <li>2. Identify Paraphrasing techniques</li> <li>3. Differentiate between poor and good forms of paraphrasing</li> </ol>	
Rationale:	Provide scaffolding for students to identify important information while also being able to restate such information in their own words. Thus, these skills will be presented and practice in this lesson.	
Materials:	<ol style="list-style-type: none"> <li>1. Summarizing Intro Handout</li> <li>2. Paraphrasing Handout</li> <li>3. Summarizing &amp; Paraphrasing HWK handout</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable chairs and desks</li> <li>2. Whiteboard &amp; Markers</li> </ol>	
Procedures:	Step 1:	Class opening Discussion <ol style="list-style-type: none"> <li>1. Teacher (T) greets the students (Ss) and asks them to share one experience from their gaming log from last week.</li> </ol>
		5 mins.
	Step 2:	Reflection journal discussion <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Reflection journal homework from last week.</li> <li>2. T checks Ss for homework.</li> <li>3. T assigns Ss into groups of 3.</li> <li>4. T asks students to discuss their answers among their groups. (3-5 mins)</li> <li>5. T during discussions may join and engage with Ss.</li> <li>6. T asks each group to share one piece of information from their discussion.</li> </ol>
		15 mins.
	Step 3:	Paragraph review Presentation <ol style="list-style-type: none"> <li>1. T asks students if they know what makes up a paragraph.</li> <li>2. Ss in groups discuss the elements of a paragraph.</li> <li>3. T elicits responses from Ss groups.</li> <li>4. T explains the properties of a paragraph.</li> </ol>
		10 mins
	Step 4:	Paragraph review Activity <ol style="list-style-type: none"> <li>1. T distributes Paragraph handout to Ss.</li> <li>2. Ss identify the Main idea, supporting details, and the conclusion sentence from the Jumbled examples.</li> <li>3. Ss compare answers with partners.</li> </ol>
		15 mins.

	4. T elicit responses from the students.	
Step 5:	Summarizing Presentation & Practice 1. T asks Ss if they have written a summary before in Japanese. 2. Ss share their ideas on what is a summary in groups. 3. T elicit answers from each group. 4. T distributes Summarizing Handout to Students. 5. T explains what Summarizing is to the Ss.	20 mins.
Step 6:	Paraphrasing Presentation 1. T emphasizes to the Ss that copying and stealing other people's writing is wrong. 2. T asks Ss if they have had to paraphrase for other classes. 3. Ss discuss in groups about what they think paraphrasing is. 4. T elicits ideas from Ss 5. T distributes paraphrasing handout to the students. 6. T explains how to paraphrase by: changing similar words, changing word order, or changing grammar structure.	15 mins
Step 7:	Paraphrasing Practice 1. Ss practice paraphrasing using paraphrasing activity in the paraphrasing handout. 2. T offers support during this activity. 3. Once finished Ss compare answers and revise. 1. T elicits answers from the class.	25 mins
Step 8:	T Assigns Homework to the Ss 1. T distributes Paragraph Summarizing handout. 2. T answers any questions students may have on the following handout.	5 mins.
Assessment:	1. Observation of participation and pair work during activities 2. Observation and correction from elicited answers if needed 3. Informal assessment of ability throughout the lesson	
Homework / Follow-up:	1. Paraphrasing & Summary handout	

## Elements of a Paragraph

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Date: \_\_\_\_\_

Each of the following elements can be found in a Paragraph:

***Topic sentence:*** Topic of the paragraph + controlling idea

**Supporting details:** Details may include some or a combination of some of the following – explanations, examples, facts, statistics, descriptions or quotes from experts.

**Concluding sentence (optional):** A restatement of the topic sentence.

**For example:**

*A paragraph is a group of sentences put together to explain more than what one sentence can. Paragraphs are usually between four to eight sentences. They can begin with an indentation (about five spaces), or by missing a line out, and then starting again; this makes telling when one paragraph ends and another begins easier. The first sentence of a paragraph is the Topic sentence, which gives the reader an idea what the paragraph is about. By writing a paragraph, a writer can give more information than in a sentence.*

### Paragraph Activity: Unjumble the paragraphs!

On a different sheet of paper, rewrite the following paragraphs in order.

1. She helps students get to school. She wakes up at 4:30 everyone morning. She also has a helper to make sure the children on the bus follow directions. Most of her students are in wheelchairs, so she has to use a special elevator to help them into the bus. My mom loves helping children get to school. My mom drives a bus.

2. Due to these reasons, the new game center will be the best place in town. There is a new virtual reality game where the player must wear goggles and a jumpsuit just to play the game. Everyone thought the new building was going to be a gas station, but when the flashing lights were turned on, all the children were surprised. In addition to having games for everyone to play, there are also photo booths to take pictures with friends. There is an awesome new game center that just opened up in town last month.

3. This place can temporarily store memories that relate to smells as well. Scientists have found why smells bring back distant memories. This place can recall memories very clearly even several years later. This Scientist now wants to know if this spot on the brain can store long-term memories One Scientist mentioned that smells are stored in the olfactory brain the place dedicated to our sense of smell. There is an area in the brain that actually connects memories to smells and keeps them for years.

## Summaries, Paraphrasing

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Date: \_\_\_\_\_

### What is a Summary?

- A short statement that only restates the main points giving a clear, objective picture of the original text.

### How to Summarize

- **First**, Skim, or quickly read the text to Identify the main idea.
- **Then**, Reread the text, Underlining or Highlighting any important information.
- **Finally**, with this information, write a new sentence using your own words.
  - Using the exact same words without “Quotations” as an article is stealing!
  - So you must **paraphrase**.

### Summarizing practice

Read the following paragraphs. Underline the Main idea, and then circle the important information.

1. A Good book will always keep the reader engaged when reading. New and exciting events happen as if they are viewable like on a television screen. Characters actions feel real, as if they are an old friend. Even just reading about the setting can be like taking a trip to that location. Engaging books are always the best.

2. While I was in high school I could only study at night, now I try to study in the morning. Studying in the morning allows me to refresh my memory of all the useful information I will need for that day. No one is awake to bother me while I study, not even my cat. Now at night, I can watch television and play games. Since I study in the morning, my nights can be used to relax.

3. The Nintendo Switch was a great success for the company overall. In Japan alone, the system was completely out of stock most of the time. Even if a store had console in stock, a lottery requiring customers to come as early as six in the morning would be used to make sure everyone had a chance to buy the console. As many as 3000 people would show up, leaving many sad when they couldn't buy a Switch. Even now the Switch is becoming the most sold Nintendo system to date.

**Which of the two best summarizes the paragraphs? Please explain why with reasons.**

1. One serious problem of long tunneling is the somniferous effect. This is when drivers fall asleep while driving due to the lighting systems and general nature of the tunnel. Since each light is the same size and distance apart, the drive keeps seeing the same image repeatedly causing the driver to fall asleep. Falling asleep at the wheel is a major problem which can cause accidents. Also getting help is difficult due to the limited space inside a tunnel.

A: The lighting systems in tunnels cause drivers to fall asleep and cause accidents.

B: long tunnels can make drivers go to sleep.

2. There are many tall buildings in Japan but The Tokyo Sky Tree is the tallest to date in Japan. While the Tokyo Skytree is 634 meters tall, the top floor which people can use to look out on to the city of Tokyo, is only 451 meters tall. At the top of the Tokyo Skytree, there are many Radio and Tv broadcasting dishes. In addition, at 345 meters tall, there is a restaurant to enjoy a fine meal while enjoying the skyline of Tokyo. The Skytree currently dominates the skyline of Tokyo.

A: The Sky Tree is the tallest building in Tokyo at the moment.

B: The Sky Tree, the tallest tower in Japan, severs many purposes for the city of Tokyo.

3. Mars is the next new untouched land for new age explorers. Humans have built on the land, under the land, on the sea, under the sea, so perhaps the next choice to build somewhere new is in space. If humans can build on mars, then maybe the scientists can discover a way to grow food as well. Some of the greatest minds right now like Elon Musk is making a plan to make like on Mars possible. Mars is the new frontier of our times.

A: Mars is the next choice for new age explorers.

B: Humans may build in space.

**Paraphrasing**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**What is Paraphrasing?**

- Important information and ideas already expressed by another person, presented in your own words.

Example:

Original: Scientists have **found out** why certain **smells recall feelings of nostalgia and can recall distant memories**. (Breaking News English, 2017)

Paraphrase: Scientists have **discovered** why **smells bring back old memories**.

To Paraphrase, you can do the following:

1. Change words of similar meaning.
2. Change order of the words.
3. Change the grammar of the sentences.

**Changing words of similar meaning.**

- Use words **which have similar meanings to help paraphrase**.

Original: Johnny **told** his grandmother that **Max, his Shiba inu, bit** him.

Paraphrase: Johnny **explained to** his grandmother that his **dog attacked** him.

**Changing the order of words.**

- If two or more clauses are in a sentence, changing the order can help with paraphrasing.

Original: **If the active player plays a draw two card**, then **the next player needs to draw two cards from the deck**.

Paraphrase: **A player must draw two cards** **if the player before him plays a draw two card**.

**Change the Grammar of the sentences.**

- Changing some of the words in the sentence to different parts of speech can help with paraphrasing.
- While challenging, changing between active and passive voice can also help with paraphrasing.

Original: **Josh** *threw* the ball and *broke* the window.

Paraphrase: The window *was broken* by **Josh** *throwing* the ball

**Paraphrasing Practice**

**Which of the two paraphrases is a good example and which is a bad example? Please explain why and give reasons using the examples above.**

We, The Daily Planet, did a recent survey on bike ownership in the town of Hachioji. Out of the 100 people we asked in front of Tokyo square, we discovered that 68 percent of all bike owners do not own a vehicle. Most of them said that getting a license was too expensive. Two students mentioned they want a car, but there is nowhere to park the car. Lastly, out of the 32 percent who own a vehicle, another 10 percent still have a bicycle as well.

1. Daily planet did a survey which discovered that 68 percent of all bike owners do not own a vehicle.
2. From the results of a survey done by The Daily Planet, a majority of bicycle owners do not have another vehicle.

Climbing a mountain is stressful without the right equipment. The most important item which everyone forgets is make sure to bring warm clothing. Next, a good pair of shoes gives grips for uneven flooring. Sneakers will work but don't try to walk up a mountain in sandals. Lastly, make sure to carry extra water to prevent getting thirsty.

1. Carrying the right items will make mountain climbing easier.
2. Wearing warm clothing, good shoes, and extra water will make climbing a mountain less stressful.

Now with a partner, try to paraphrase these two paragraphs using your **own** words.

**Paragraph Summary Homework**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Summarize these paragraphs using paraphrasing techniques taught in class.**

1. Teachers are creating interesting ideas to stop smartphones from distracting students in the classroom. However, the two ideas are completely opposite in the way they handle the issue. One middle school teacher has ordered all students to put their phone into a pouch, requiring them to be closed until class is over.

Another high school teacher has found out that if students are given 10 minutes between class to check their cellphones, then students will focus more in class.

Either way, both teachers have reported less distracted students in each of their classes.

2. Many players of Uno have developed their own strategy when playing the game. Some wait to use wildcards before saying Uno, to make sure the color matches the card in their hand. Others wait to use draw two cards to make their opponents draw four or even eight cards. There are even some players that risk not saying Uno when only having one card to surprise their opponents. However, this can also be bad for them since that player may have to two cards if caught.

3. The Nintendo Switch was a great success for the company overall. In Japan alone, the system was completely out of stock most of the time. Even if a store had console in stock, a lottery requiring customers to come as early as six in the morning would be used to make sure everyone had a chance to buy the console. As many as 3000 people would show up, leaving many sad when they couldn't buy a Switch. Even now the Switch is becoming the most sold Nintendo system to date.

## Lesson Plan 4:

Week / Class Number	2 / 4		
Goal of the Class:	Review the elements of a paragraph and practice summarizing multiple paragraph texts.		
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Identify elements of a paragraph</li> <li>2. Summarize a multi-paragraph text</li> </ol>		
Rationale:	Scaffolding the concept of summarizing one sentence to writing multiple sentences for summarizing paragraph.		
Materials:	<ol style="list-style-type: none"> <li>1. Paragraph handout.</li> <li>2. Paragraph Summary handout.</li> <li>3. Summary Homework.</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable chairs and desks</li> <li>2. Whiteboard and markers</li> </ol>		
Procedures:	Step 1:	<p>Greet class and Review discussion</p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets class assigns students (Ss) into groups of 3.</li> <li>2. T asks Ss to share one thing they have learned from last class to the group.</li> <li>3. Ss discuss topics from last class.</li> <li>4. T elicits responses from the various groups.</li> </ol>	10 mins.
	Step 2:	<p>Review Paragraph Summary Homework</p> <ol style="list-style-type: none"> <li>1. T assigns Ss into pairs.</li> <li>2. T asks Ss to take out their Paragraph Summary Homework from the previous lesson</li> <li>3. Ss are asked to compare their work and review each other's answers.</li> <li>4. Ss may make corrections.</li> </ol>	15 mins
	Step 5:	<p>Summary Paragraph Presentation</p> <ol style="list-style-type: none"> <li>1. T emphasizes the importance of a summary is identifying the main idea.</li> <li>2. T asks Ss How does summarizing a multi-paragraph text change from summarizing one paragraph?</li> <li>3. Ss discuss the question in groups.</li> <li>4. T elicits answers from students.</li> <li>5. T emphasizes the importance of summarizing is making sure all the important information is stated in the summary.</li> </ol>	15 mins.
	Step 6:	<p>Text Summarizing practice</p> <ol style="list-style-type: none"> <li>1. T passes out the Text Summarizing practice sheet.</li> <li>2. T emphasizes on identifying the main ideas of the article.</li> <li>3. Ss read the article and identify the main ideas.</li> </ol>	25 mins.

4. Ss share identified information with their partner.
5. Ss reread the article and identify important information.
6. Ss share identified information with their partner.
7. Ss write a summary of the article.
8. Ss review partners summary and offer advice.
9. Ss revise summary. Any extra revisions can be done for homework

Step 7: Back to board Game Vocabulary 20 mins

1. T assigns Ss into groups of 4.
2. T assigns Ss to have 1 student not facing the board.
3. T explains that during this activity, the three students facing the board is trying to explain the word on the board without using the exact word to the student who cannot see the word.
  - a. For example, If T writes the word “money” students may say, we use this to buy food.
4. Once the student who is not facing the board knows the word, they will raise their hand.
5. T calls on that student to say the word.
6. T gives points based on correct answers.
7. List of words to use: Draw, Discard, Player, Deck, Opponent, Reverse, Wild, Skip, hand of cards, Set, Rules, Gameplay, Wild Draw 4, Uno

Step 8: T assigns homework to Ss. 5 mins.

1. Summary homework handout.
2. Reflection journal special topic 2

Assessment:

1. Student knowledge from review session.
2. Observation of participation in group and pair work.

Homework /

1. Summary homework handout.

Follow-up:

2. Reflection Journal 2.

**Summarizing Activity**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Breaking News English: Too much gaming is mental health issue 26th December, 2017**

The World Health Organization (WHO) has said that too much gaming is officially a mental health problem. The WHO has put "gaming addiction" as a mental health condition on its official list of diseases. The list is called the International Classification of Diseases (ICD). It says that gaming disorder happens when people cannot stop playing and gaming becomes more important than other interests in life. The WHO says this must happen for at least a year for a doctor to say someone has gaming disorder. Someone with gaming disorder will insist on gaming even if they know they have a problem and they have suffered "negative consequences" from gaming too much.

The WHO said doctors should be aware that addiction to gaming is a clear and present danger to people's health because it has "serious" consequences. A WHO spokesman said: "Most people who play video games don't have a disorder, just like most people who drink alcohol don't have a disorder either. However, in certain circumstances, overuse can lead to adverse effects." Some doctors believe that too much gaming should not be considered a mental illness. Psychiatrist Allen Frances compared an addiction to gaming to coffee addiction. He said: "Billions of people around the world are hooked on caffeine for fun or better functioning, but only rarely does this cause more trouble than its worth."

1. **Skim the Article and Underline the Main Idea(s).**
2. **Next, re-read the article and [Bracket] any important supporting details**
3. **Finally, with your new information, write 3-5 sentences summarizing the text.**

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**Summarizing Homework**

**Aesop's Fables: The Lion and The Mouse.**

A Lion lay asleep in the forest, his great head resting on his paws. A scared little Mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the Lion's nose. Awoken from his nap, the Lion grabbed the mouse in anger to eat her.

"Spare me!" begged the poor Mouse. "Please let me go and someday I will surely repay you." hearing this, the lion roared in laughter. He was much amused to think that a Mouse could ever help him, the king of the jungle. He let the Mouse go, and fell quickly asleep.

Some days later, while looking for prey in the forest, the Lion was caught in a hunter's net. He clawed at the net but was unable to free himself. The hunters looked at what a fine lion they had caught and walked away to get a wagon.

When the hunters were out of sight, the mouse quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the Lion was free. "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

1. Skim the Article and Underline the Main Idea(s).
2. Next, re-read the article and [Bracket] any important supporting details
3. Finally, with your new information, write 3-5 sentences summarizing the text.

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Bonus: Can you summarize the main theme of this story in one sentence?

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Lesson Plan 5:

Week / Class Number	3 / 5		
Goal of the Class:	Students can identify the structure of a process paragraph and use of transitions within a process paragraph. Then Practice the		
Goal of the Activities:	<ol style="list-style-type: none"> <li>1. Students can predict uses of summaries with games though reflection</li> <li>2. Students can identify the structure of a process paragraph</li> <li>3. Students are able to create topic sentences, numbered lists of steps, and conclusions for a process paragraph.</li> </ol>		
Rationale:	The use of a process paragraph is one of the vital parts for one of the major writing activities in this class, a game review. Thus, after a review of what a summary is, explaining the use and how to write a process paragraph is vital.		
Materials:	<ol style="list-style-type: none"> <li>1. Process Paragraph handout</li> <li>2. Process Transitions Handout</li> <li>3. Process Paragraph Homework</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable Chairs and Desks</li> <li>2. Whiteboard and markers</li> </ol>		
Procedures:	Step 1:	Greet Class & Reflection journal discussion <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and asks them to take out their reflection journal.</li> <li>2. T assigns Ss into groups of 3.</li> <li>3. Ss discuss on their prediction of uses for summarizing for games.</li> <li>4. T may join in conversations during discussion.</li> <li>5. T elicits suggestions from each group.</li> </ol>	10 mins.
	Step 2:	Paragraph Summarize Homework PRP <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Summarizing Homework sheet.</li> <li>2. T asks Ss to Share their summarization with their partner and offer any suggestions on reviewing.</li> <li>3. Ss review each other summaries.</li> <li>4. Ss correct summaries.</li> <li>5. Ss recheck their partners summaries once again.</li> <li>6. T assigns Ss into groups of 3</li> <li>7. T asks Ss to share their summary within their group.</li> <li>8. T asks Ss to pick one S's summary to read to the class.</li> </ol>	15 mins.
	Step 3:	Process Paragraph Elements Present <ol style="list-style-type: none"> <li>1. T asks Ss if they have had to explain how to send a text message to their grandparents.</li> <li>2. Ss in groups discuss the steps required to send a text message.</li> </ol>	10 mins.

3. T asks Ss to number the steps down on a sheet of paper.
4. The following should be part of the answer. If not supplement the list with the following:
  - a. Pick up the phone
  - b. Touch the on button.
  - c. Unlock the phone.
  - d. Open “line” or another messenger app.
  - e. Search for the person you want to send a message.
  - f. Type the message.
  - g. Touch the send button.
5. T Distributes process paragraph handout.
6. T explains what a process paragraph is.

Step 4:	<p>Process transitions</p> <ol style="list-style-type: none"> <li>1. T emphasizes the use of transitions within process paragraphs.</li> <li>2. T Distributes process transitions handout</li> <li>3. T explains Transitions for process</li> <li>4. T takes the list from before and adds transitions before the numbers to make sentences.                             <ol style="list-style-type: none"> <li>a. First, pick up the phone</li> <li>b. Then, unlock the phone.</li> </ol> </li> <li>5. T explains Transitions.</li> <li>6. T Distributes Process Transitions for process to Ss</li> <li>7. Ss practice identifying transitions in the activities.</li> <li>8. T elicits answers from students</li> </ol>	20 mins
Step 4:	<p>Process Paragraph Practice Activity</p> <ol style="list-style-type: none"> <li>1. T Distributes Process practice activity sheet to students. .</li> <li>2. Ss are to work in pairs to answer the set of questions.</li> <li>3. T assigns new partners.</li> <li>4. Ss review each other’s work.</li> <li>5. Ss return to their original partner, and share revisions.</li> </ol>	15 mins
Step 5:	<p>Process Paragraph Group discussion</p> <ol style="list-style-type: none"> <li>1. T informs the Ss that for homework the Ss will need to create a process paragraph for an action they would like to explain.</li> <li>2. T provides examples (listed in the homework Sheet).</li> </ol>	15 mins

3. T emphasizes student can also choose their own action to write about.
4. Ss are given time to think about what actions they would like to explain, and then share with their partner.
5. Ss then are asked to identify the steps required to do the action.
6. T asks students to practice explaining the action to their partner.
7. Ss revise their points after practicing.

Step 6 T assigns homework to Ss. 5 mins.

Assessment:

1. Process paragraph Homework.
1. Observation of participation from group & pair work.
2. Completion of homework activities.
3. Class participation when eliciting answers.

Homework /  
Follow-up:

1. Process Paragraph homework

## Process Paragraph

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Date: \_\_\_\_\_

### What is a Process Paragraph?

- A paragraph that explains an action or gives instructions to a process, such as how to send a text message, cook a recipe or even play a game.

### Whats in a Process Paragraph?

- A **Topic Sentence** explaining or what directions you will give. It should tell your topic, tell the process that will be explained in the paragraph and make a point.

**Example:** If you want to stay organized in English class, spend time placing items in your three-ring binder in logical order.

**Example:** Taking the time to write a process paragraph can help explain a task or action.

- **The Body Sentences** containing the steps of the process. They are generally give in order of time.
  - Before writing the body of the paragraph, it is helpful to make a numbered list of all the steps that need to be followed.
  - When writing the body, make sure to use **transitions** help the flow of ideas.

**Example:** **First**, make sure your homework is in front of all your other classwork. **Next**, papers which are used more often in the class should come next. **Then**, keep relevant notes for the activity. **Lastly**, keep completed work in the back of the binder just in case you might need them.

- A **Conclusion Sentence** restating the topic and wrapping up the paragraph.

**Example:** By placing items in a logical order within your three-ring binder will help you stay organized in English Class.

**Process transitions**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

When writing a paragraph or an essay, the writers are responsible for guiding the reader through the information. Because of this, the use of linking words, or **transitions** provide patterns to link ideas within their writings. Understanding the patterns of use, can help in both reading and writing.

Sequence Pattern: In this pattern, the writer states the main idea and then explains it with a series of event that follow one after another in the order of time.

Sequence Pattern: Process

Text which are organized in a sequence pattern are steps in a process such as directions for making something, or how to set up a game.

One thing to remember is things happen in a certain order, and the writer uses linking words to signal the event or steps. Sequence linking words include:

Before	First	At the	While	At last
During	At first	meantime	Since	finally
after	In the beginning	Meanwhile	last	soon
		In the meantime		

Adapted from Aloiau, E (2016) Unpublished materials

**Process transitions Activity**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

1. Doing the laundry is not difficult. Some of us have done it hundreds of times, but if it is your first time, don't worry. It really is very simple. First, you sort all the clothes into piles. It is best to separate dark clothes and light clothes. After that, when you have enough clothes to fill the washing machine, turn it on. Be sure to follow the directions. You can ruin your clothes if you make a mistake. Then, when the washing machine is done, you can put your clothes in the dryer, if you have one. If not, you will have to use old-fashioned methods and hang up the clothes outside. Once they are dry, you need to fold all the clothes, sort them out, and put them away. Then you are done for now. Soon the time will come to do it again.

Topic Sentence:

\_\_\_\_\_

\_\_\_\_\_

Signal words                  Steps

I.		
II.		
III.		
IV.		
V.		

Adapted from Mikulecky, B. S., & Jeffries, L. (2004). *More reading power* (2 nd ed., pp.112-113). White Plains,NY: Pearson Education

2. Using a digital camera and a computer is an easy and enjoyable way to get good photographs. First, you must install the computer program that is sold with the camera so it will be ready to use. Then take some pictures. After that, connect your camera to the computer using the cables provided with the camera. Next, open the program on the computer and save the pictures on the hard drive or a floppy disk. At this point, you can edit them as desired, using the photo editing tools on the program. You can make them lighter or darker, for example, or you can change the size. Then be sure to save the edited photos, and finally, you are ready to print them.

Topic Sentence:

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Signal words                  Steps

I.		
II.		
III.		
IV.		
V.		
VI.		
VII.		

Adapted from Mikulecky, B. S., & Jeffries, L. (2004). *More reading power* (2 nd ed., pp.112-113). White Plains,NY: Pearson Education

**Process Practice Activity**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Let's write Topic Sentences!**

1. How to brush your teeth.

\_\_\_\_\_

2. How to play Shiritori

\_\_\_\_\_

3. How upload music to an iPod/ iPhone

\_\_\_\_\_

**Let's Practice the steps!**

- Choose one of the previous topics with your partner and write out the steps required for the action. (You do not have to use all the points)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**Conclusion**

- Write a Sentence that restates the topic to wrap up your paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Lesson Plan 6:

Week / Class Number	3/6	
Goal of the Class:	Transitions focus with gameplay for reflection	
Goal of the Activity:	<ol style="list-style-type: none"> <li>4. Review and Revise Process Paragraph from previous lesson</li> <li>5. Identify and practice the use of time order transitions</li> <li>6. Practice recording and transcribing</li> </ol>	
Rationale:	After practicing writing a process paragraph, identifying time order transitions as well as providing opportunities for practice. Lastly, gameplay is provided to help students gain experience for writing.	
Materials:	<ol style="list-style-type: none"> <li>1. Time order Transitions Handout</li> <li>2. Time order Transitions Activity</li> <li>3. Time order Transitions Homework</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Deck of Uno cards (4x) with rules insert</li> <li>2. Recorder (Students may also use cellphones with recording app)</li> <li>3. Moveable Chairs and Desks</li> <li>4. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into groups of 3.</li> <li>2. T asks Ss to share one item of information from the previous class with their group.</li> <li>3. T elicits answers from each group.</li> </ol>
	Step 2:	<p>Process Paragraph Activity PRP</p> <ol style="list-style-type: none"> <li>1. T asks Ss to get out their homework from the previous lesson.</li> <li>2. Ss share process paragraphs with their partners.</li> <li>3. Ss review partner's paragraph</li> <li>4. Ss make corrections from peer review.</li> <li>5. T assigns new partners.</li> <li>6. Ss review new partner's paragraph.</li> <li>7. Ss make corrections from peer review.</li> <li>8. T assigns groups of three.</li> <li>9. Ss share their progress paragraph among their group.</li> </ol>
	Step 3	<p>Time order Transitions Introduction</p> <ol style="list-style-type: none"> <li>1. T emphasizes that process transitions are not the only style of linking words</li> <li>2. T distributes Time order transitions handout</li> <li>3. T explains Time order transitions handout</li> <li>4. T emphasizes while some of these transition can be used for both processes and ordering a past even though time, however processes must follow steps which are repeatable.</li> </ol>
		5 mins.
		10 mins.
		10 mins

Step 4:	<ol style="list-style-type: none"> <li>5. Time order Transitions Practice</li> <li>6. T distributes Time order Transitions activity sheet</li> <li>7. T assigns Pairs</li> <li>8. Ss work together and complete the worksheet.</li> </ol>	15 mins
Step 5:	<p>Play Uno</p> <ol style="list-style-type: none"> <li>1. T asks Ss if they remember the rules of Uno.</li> <li>2. Ss discuss with partner, If students have their rules list, then they are able to use it.</li> <li>3. T reviews the rules of Uno.</li> <li>4. T emphasizes on the previous penalty for the use Japanese (for example, draw 1-2 cards).</li> <li>5. T asks Ss for this gameplay session, to use a recorder to record their discussion.</li> <li>6. T emphasizes the use of the recording is to support their writings about games.</li> <li>7. T asks Ss to either use a recorder or a recording app on their cellphone.</li> <li>8. T emphasizes each game should be separate with one recording.</li> <li>9. Ss should log their game into the gaming log, stop &amp; share the recording After a game has finished. Students start a new recording with the start of the new game.</li> </ol>	25 mins.
Step 3:	<p>Uno Quick Write</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds students during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 mins
Step 4:	<p>Uno Discussion</p> <ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 3.</li> <li>2. T asks the following question to the group. <ol style="list-style-type: none"> <li>a. Please describe the game you are currently playing to your group.</li> </ol> </li> <li>3. Ss discuss for 4 minutes</li> <li>4. T asks the following question to the group.</li> </ol>	10 mins.

- a. What was some new language you have learned while playing the game.

5. Ss discuss for 4 minutes

6. T asks the following question to the group.

Step 7: T Assigns Homework to Students 5 mins

1. Reflection Journal normal topic

Assessment:

1. Observation of participation in groups and pair work

2. Process paragraph homework competition

3. Gaming log

Homework /

• Reflection journal

Follow-up:

• Time order Transitions Homework

**Time order transitions**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

When writing a paragraph or an essay, the writers are responsible for guiding the reader through the information. Because of this, the use of linking words, or **transitions** provide patterns to link ideas within their writings. Understanding the patterns of use, can help in both reading and writing.

**Sequence Pattern:** In this pattern, the writer states the main idea and then explains it with a series of event that follow one after another in the order of time.

**Sequence Pattern: Time order**

Text which are organized in a sequence pattern are **events in time order** (history, biography, reports of past happenings)

One thing to remember is things happen in a certain order, and the writer uses linking words to signal the event or steps. Sequence linking words include:

Before	First	At the	While	At last
During	At first	meantime	Since	finally
after	In the beginning	Meanwhile	last	soon
		In the meantime		
Other words: dates, years, ages, times of day, seasons and plain numbers				

Adapted from Aloiau, E (2016) Unpublished materials

**Time order transitions Activity**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

A. Transition words have been left out of the following paragraph. Select appropriate words from the list below, and write them in the proper places. There can be more than one word that fits in some places. Select the one that you think fits best

Meanwhile	As a result of	First	Once upon a time
While	Through	Next	under
Beside	Then		

(1) \_\_\_\_\_ there lived a family of bears in a lovely wooded area. Their home was (2) \_\_\_\_\_ some trees (3) \_\_\_\_\_ a small stream. One day (4) \_\_\_\_\_ the bears were not at home, a little girl came to the house. (5) \_\_\_\_\_, she knocked on the door. (6) \_\_\_\_\_ even though no one answered her knock, she entered the house. (7) \_\_\_\_\_ she ate some of the bears' food, and she napped on one of their beds. (8) \_\_\_\_\_, the bears returned home. They were surprised to see their door open. Their roars woke up the girl, and she fearfully ran from the house, (9) \_\_\_\_\_ the woods, and back to her own home. (10) \_\_\_\_\_ her experiences, she never again went into the woods alone.

Adapted from <https://www.reallygoodstuff.com/images/art/154284.pdf>

Identify the time order linking words, and the events they represent.

1 Franklin D. Roosevelt, the thirty-second president of the United States, lived a very eventful life. He was the only president to be elected four times. He was born in Hyde Park, New York, on January 30, 1882, and he began his studies at Harvard in 1903. In 1905, he married Eleanor Roosevelt, a distant cousin. During their marriage, they had six children. After in the New York State Senate, Mr. Roosevelt worked in Washington as Secretary of the Navy until 1921. At that time, he became very ill with polio and lost the use of his legs. In 1928, Mr. Roosevelt ran for governor of New York. After serving two terms as governor, he was elected to the presidency in 1933. President Roosevelt died in office on April 12, 1945. In short, Franklin D. Roosevelt experienced many things in his life.

Topic Sentence:

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Linking words      Events

I.		
II.		
III.		
IV.		
V.		
VI.		
VII.		
VIII.		

Adapted from Aloiau, E (2016) Unpublished materials



Lesson Plan 7:

Week / Class Number	4/7	
Goal of the Class:	Introduce a Game Review	
Goal of the Activity:	<ol style="list-style-type: none"> <li>7. Review and Revise a paragraph using time order transitions</li> <li>8. Identify and practice outlining</li> <li>9. Introduce and Identify what is a game review</li> </ol>	
Rationale:	<p>Since the game review will be multiple paragraphs, teaching outlining will be important to help the students organize their writing. In addition, presenting the game review assignments along with the requirements sets the first of the two major writing assignments for this course.</p>	
Materials:	<ol style="list-style-type: none"> <li>1. Outlining Handout</li> <li>2. Outlining Activity</li> <li>3. Outlining Homework</li> <li>4. Game Review Handout</li> <li>5. Game Review Jumble Activity</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Deck of Uno cards (4x) with rules insert</li> <li>2. Recorder (Students may also use cellphones with recording app)</li> <li>3. Moveable Chairs and Desks</li> <li>4. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Teacher (T) greets Students (Ss) <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 3.</li> <li>2. T asks Ss to share a challenging moment from their gaming log and how they plan to address it.</li> <li>3. T elicits answers from each group.</li> </ol>
	Step 2:	<p>Time order transitions Homework PRP <span style="float: right;">10 mins.</span></p> <ol style="list-style-type: none"> <li>1. T asks Ss to get out their homework from the previous lesson.</li> <li>2. Ss share their answers with their partners.</li> <li>3. Ss review their corrections.</li> <li>4. Ss make corrections from peer review.</li> <li>5. T elicits answers from students.</li> <li>6. T collects homework from students.</li> </ol>
	Step 3:	<p>Outlining Presentation <span style="float: right;">15 mins.</span></p> <ol style="list-style-type: none"> <li>1. T asks Ss to restate the three elements of a paragraph.             <ol style="list-style-type: none"> <li>a. Topic Sentence, Support sentences, conclusion sentence</li> </ol> </li> <li>2. T asks Ss if during the writing process how do they currently organize their information before writing.</li> <li>3. Ss discuss their practices with partners.</li> <li>4. T elicits answers from students .</li> <li>5. If outlining is given, then T ask students what is an outline.</li> </ol>

	<ol style="list-style-type: none"> <li>6. If not, write the word on the board and ask students if they have heard of this word.</li> <li>7. T distributes outlining handout.</li> <li>8. T explains outlining to Ss.</li> <li>9. Ss practice ordering lists based on the first activity.</li> </ol>	
Step 4:	<p>Outline Practice</p> <ol style="list-style-type: none"> <li>1. T distributes outlining practice handout.</li> <li>2. Ss work in pairs completing the worksheet.</li> <li>3. T elicits answers from students</li> </ol>	20 mins
Step 5:	<p>Game Review Presentation</p> <ol style="list-style-type: none"> <li>1. T asks Ss how they would rate the game Uno on a scale of 1 to 10.</li> <li>2. T elicits answers and asks why to each of the students.</li> <li>3. Ss discuss how enjoyable playing Uno has been in the class.</li> <li>4. T distributes the game review handout to the student.</li> <li>5. T explains near the end of each game cycle, students will be expected to write a review of each game.</li> </ol>	15 mins.
Step 6:	<p>Game Review Practice</p> <ol style="list-style-type: none"> <li>1. T Distributes jumbled game review to pairs of Ss.</li> <li>2. T asks students to organize the following sentences into paragraphs matching the structure of the game review.</li> <li>3. Ss work in pairs to order the jumbled essay.</li> <li>4. T elicits answers from students.</li> <li>5. T asks students for homework, to search for an English game review of their favorite game and bring it into class.</li> <li>6. T provides the following websites:               <ol style="list-style-type: none"> <li>a. Boardgamegeek.com</li> <li>b. Ign.com</li> <li>c. lup.com</li> <li>d. Metacritic.com/game</li> <li>e. Gamespot.com</li> </ol> </li> </ol>	20 mins
Step 7:	<p>T Assigns Homework to Students</p> <ol style="list-style-type: none"> <li>2. Outlining homework</li> <li>3. Game review with GR elements identified.</li> </ol>	5 mins

Assessment:

Observation of participation in group and pair activities.  
Collection of time order transitions homework

Homework /  
Follow-up:

1. Outline Homework
2. Game Review

**Outline Handout**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

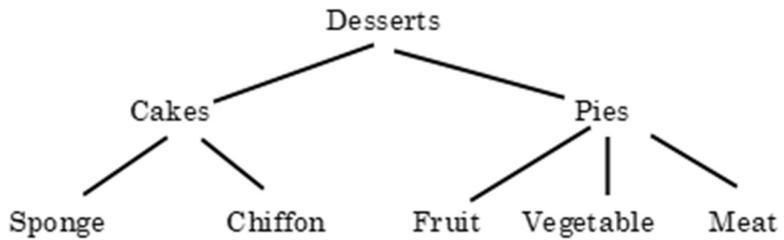
When organizing your ideas before writing or need to identify the what supports the main idea in a paragraph, using an outline is vital.

What is an Outline?

A linear approach to organizing the information, an outline helps show connection between topics, main Ideas to supporting details. Take for instance this outline:

Desserts

- 1. Cakes
  - a. Sponge
  - b. Chiffon
- 2. Pies
  - a. Fruit
  - b. Vegetable
  - c. Meat



“Desserts” the topic, is to the utmost top of the outline. “Cakes” and “Pies”, being main ideas or main categories of types of “Desserts” are designated with numbers with an indent, Lastly, lower case letters and a further indent.

**Coordination in Outlines**

Items in outlines must be logically subordinated, and they must be logically coordinated.

To be logically subordinated items under a topic must belong to that topic category. To be

logically coordinated items within each section of an outline must be in the same category.

They must match. However, the items between sections need not be in the same category or

match.

In outlining, there must be at least two items at a level. If there is a 1., there needs to be a 2. (two); if there is an A., there needs to be a B. If there is only one item, it cannot be outlined.

Activity: Study the outline below. Cross out any items you believe may not be logically coordinated. The first level has been done for you as an example.

My Summer Vacation

1. Georgia
  - a. Savannah
  - b. Atlanta
  - c. Grandmother's house
2. California
  - a. Lost Angeles
  - b. Golden Gate Bridge
  - c. San Diego
3. Texas
  - a. Barbeque
  - b. Fast food
  - c. Hiking
- ~~4. Universal Studios~~
5. New York
  - a. CNN building
  - b. Central Park
  - c. Bryant Park

Adapted From Aliou, E (2016) unpublished materials.

**Outlines Activities**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Use at least two numbers and two lower case letters in outlining the following lists.

First, write in the numbers for level 1 items (topics). Next, enter the lowercase letters for level 2 items (details). Finally, give the list a title

<p>1. _____</p> <p>_____ Brass</p> <p>_____ Trumpet</p> <p>_____ Tuba</p> <p>_____ Trombone</p> <p>_____ Woodwinds</p> <p>_____ Clarinet</p> <p>_____ Oboe</p> <p>_____ Flue</p> <p>2. _____</p> <p>_____ Board games</p> <p>_____ Chess</p> <p>_____ Shogi</p> <p>_____ Game of Life</p> <p>_____ Monopoly</p> <p>_____ Card Games</p> <p>_____ Uno</p> <p>_____ Poker</p> <p>_____ Hanafuda</p>	<p>2. _____</p> <p>_____ Dogs</p> <p>_____ Golden Retriever</p> <p>_____ Cocker Spaniel</p> <p>_____ Chihuahua</p> <p>_____ Boxer</p> <p>_____ Greyhound</p> <p>_____ Cats</p> <p>_____ Japanese Bobtail</p> <p>_____ American Shorthair</p> <p>_____ Pixie-bob</p> <p>_____ Snakes</p> <p>_____ Cobra</p> <p>_____ Asp</p> <p>_____ Viper</p> <p>_____ Birds</p> <p>_____ Parrot</p> <p>_____ Owl</p> <p>_____ Penguin</p> <p>_____ Hummingbird</p> <p>_____ Pidgeon</p> <p>_____ Heron</p>
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Reverse outline the following paragraphs. Identify the topic, main idea and Supporting Details of these paragraphs

1. The Nintendo Switch was a great success for the company overall. In Japan alone, the system was completely out of stock most of the time. Even if a store had one console, a lottery requiring customers to come as early as six in the morning would be used to make sure everyone had a chance to buy the console. As many as 3000 people would show up, leaving many sad when they couldn't buy a Switch. Currently, the amount of switch consoles has surpassed the total amount of WiiU consoles sold. the Switch is becoming the most sold Nintendo system to date.

Topic- \_\_\_\_\_

1. Main Idea- \_\_\_\_\_

a. Supporting Detail - \_\_\_\_\_

b. Supporting Detail - \_\_\_\_\_

2. To make a good meat broth, you need to have good ingredients (things you put in it). First you should buy several kinds of meat. You do not need to buy expensive cuts of meat. The important thing is to have meat that will give good flavor. For example, meat from an old hen is better for making broth than meat from a young chicken. You will need half a chicken (or hen), beef meat, and beef bones. The next step is to put all the meat in a large pot and fill the pot with water. Then add two carrots, two pieces of celery, and some fresh parsley (an herb for flavoring). At this point you should also add two or three teaspoons of salt. Now put the broth on the stove. When it is boiling, turn the heat down as low as possible and let it cook very slowly for three hours.

Topic \_\_\_\_\_

1. Main Idea \_\_\_\_\_

a. Supporting Detail - \_\_\_\_\_

b. Supporting Detail - \_\_\_\_\_

**Outlining Homework**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Which finger do you use to press a doorbell? The answer may depend on your age. People who are over thirty will almost certainly do it with their index finger. However, those who are under thirty will probably use their thumbs. Young people have spent many hours exercising their thumbs when sending text messages or playing video games. Thanks to all that exercise, their thumbs have become stronger and more skillful. That is why they often use their thumbs instead of their index fingers.

Skillful thumbs are only one of the many unexpected effects of new technology. In fact, today's new products are influencing not only physical skills, but also mental skills. Most of the time people are not aware of what's happening. They change their behavior as necessary, little by little. The new skills they develop may include texting, for example, or how to make an online flight reservation.

As for the old skills, most of the time people do not even realize what they have lost. For instance, how many people can do mental arithmetic these days? It is rarely necessary with calculators in every office and on every phone or computer. And with GPS in many cars, there is little need to be able to follow directions or read a map.

Some researchers are concerned about the consequences of losing the old mental skills. If GPS stopped functioning, for example, would anyone know how to find their way around? More importantly, since the collapse of all technology is unlikely, scientists wonder about our brains. What will happen to them if we no longer exercise them in the same way

1. Main Idea \_\_\_\_\_

a. Supporting Idea \_\_\_\_\_

b. Supporting Idea \_\_\_\_\_

2. Main Idea \_\_\_\_\_

a. Supporting Idea \_\_\_\_\_

b. Supporting Idea \_\_\_\_\_

3. Main Idea \_\_\_\_\_

a. Supporting Idea \_\_\_\_\_

b. Supporting Idea \_\_\_\_\_

4. Main Idea \_\_\_\_\_

a. Supporting Idea \_\_\_\_\_

b. Supporting Idea \_\_\_\_\_

**With this outline write a summary of the text above.**

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Adapted from Mikulecky, B. S., & Jeffries, L. (2004). More reading power (2 nd ed.). White Plains, NY:

Pearson Education.

## Game Review

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

One of the major assignments of this class is this Game review. In this assignment, I will ask you to present the following:

**Rules & Setup**– explaining how to prepare the game, the rules and win requirements for the game. Focus on what the player is able and not able to do during the game.

**Gameplay** –Describing of how you enjoy or dislike the game. within in this paragraph touch on key events which can change the experience of gameplay for you. This can focus on the language which is required, difficulties with the game, and what reasons you enjoy playing the game

**Conclusion** – summarize the essay with a restatement of the rules, gameplay, and your overall opinion of the game.

This assignment is required to have a minimum of **3 Paragraphs**, However, slightly longer essays will be accepted.

Remember the following when writing your Game Review:

When writing about Rules & Setup:

- Mention the theme of the game (if there is one) first.
- List the materials needed, or any pre-game set up next. Make sure to keep this part simple.
- Start with basic rules before going into complex ones.
- Inform the reader on what they are able to do first, then explain what players are unable to do.

When writing about Gameplay:

- Describe situations from past playthroughs and connect them to how you felt during that moment.
- Use the gaming log, recordings, quick writes, reflection journals as additional sources of information.
- Remember that you are describing a Past event. Use the tenses which best fit (There are 3).
- It's all right to say you did not enjoy a game, but please give reasons **Why**.

**Let's Practice!** Organize this game review into three paragraphs.

Cut each sentence out and put the sentences in order.

If you can make a pair with your new card, then put the pair down.
Old maid, being a simple game to teach is a fun game to share with friends.
I still play with my family whenever we get a chance to get together at my grandmothers.
Usually my brother or sister may laugh or joke when the old maid gets taken from their hand, but I know this it's all for fun.
. While you want to keep it a secret which card they are trying to draw, but sometimes it is hard not smiling when they might grab the old maid from my hand.
I learned how to play old maid from my grandmother, and since then old maid has been my favorite game to teach friend how to play.
Then shuffle the remaining cards and deal out all the cards out the players.
I hope you too will be able to enjoy the moment when someone takes the old maid from your hand
From here on, each player takes a turn taking a card from another player
Next, each player puts down any matching pairs.
Now that I am an adult, I know how kind she was back then.
The best part of this game is seeing another play draw the old maid away from you.
Everyone else wins!
Once all the pairs have been made, players hide their hand from their opponents.
My grandmother sometimes draws the old maid on purpose so that I would win making sure I felt better.
Lastly, once all cards have been paired, the only person with a card, the old maid, loses.
All you need to start is a deck of cards.
First, you need to remove all but one queen from the deck.
Playing a few games to relieve stress always takes me back to my childhood days.
Though this time, I usually am the one taking the old maid so my nieces can win at the game.

Lesson Plan 8:

Week / Class Number	4/8	
Goal of the Class:	Write outline of game review of Uno	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review of outline homework</li> <li>2. Gather experiences from gameplay</li> <li>3. Practice identifying elements of game review assignment in others work, and notes</li> </ol>	
Rationale:	<p>Providing students the opportunity to seek examples of their favorite game and to see how the game review assignment fits into the format gives authenticity to their work. In addition, students are given real examples of writing to pull language and ideas.</p>	
Materials:	1. Game Review Assignment (See lesson 7)	
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable chairs and desks</li> <li>2. Whiteboard and markers</li> </ol>	
Procedures:	Step 1	5 mins
	Greet Class	
	<ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share a challenging moment from their previous gaming session with their partner.</li> </ol>	
	Step 2:	10 mins.
	Outlining homework Peer Review	
	<ol style="list-style-type: none"> <li>1. T asks Ss to get out their outlining homework.</li> <li>2. T assigns Ss into pairs.</li> <li>3. Ss review each other's homework and make corrections.</li> <li>4. T elicits answers from Ss.</li> <li>5. T collects homework.</li> </ol>	
	Step 3	40 mins.
	Uno Play	
	<ol style="list-style-type: none"> <li>1. T tells Ss this will be the last time to play Uno in class.</li> <li>2. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>3. Ss for the time allotted play games to gather experience for the game review.</li> <li>4. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>5. Ss may start a new game once finished.</li> <li>6. T during this time provides support on language or rules among the groups of students.</li> </ol>	
	Step 4:	10 mins.
	Uno Quick Write	
	<ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> </ol>	

	<ol style="list-style-type: none"> <li>3. T reminds students during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 7 minutes.</li> </ol>	
Step 5:	<p>Uno Discussion</p> <ol style="list-style-type: none"> <li>7. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. Share a challenging moment or a challenging aspect of the game with your group. Talk about how to prepare for the next time playing.</li> </ol> </li> <li>8. Ss discuss for 4 minutes</li> <li>9. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. What language have you used from the game in outside activities?</li> </ol> </li> <li>10. Ss discuss for 4 minutes</li> <li>11. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. Would you play with your friends in English outside of class?</li> </ol> </li> <li>12. Ss discuss for 4 minutes</li> </ol>	15 mins
Step 6	<p>Student found Game Review</p> <ol style="list-style-type: none"> <li>1. T asks students to take out their copy of a found Game review from online.</li> <li>2. T emphasizes that a game review is an informal style of writing, much like you would see in a magazine, letter to a friend, or a blog.</li> <li>3. T assigns students into groups of 3.</li> <li>4. T asks students to Underline information about setup, rules or mechanics, square information about how the writer feels about the game.</li> <li>5. Ss work together to locate and group information.</li> <li>6. T asks students using their notes to craft an outline based on the categories of the game review               <ol style="list-style-type: none"> <li>a. Setup &amp; Rules</li> <li>b. Gameplay</li> <li>c. Conclusion</li> </ol> </li> <li>7. T reminds students to finish and revise at home and to bring to class tomorrow.</li> </ol>	25 mins
Step 7:	<p>T assigns homework to students</p> <ol style="list-style-type: none"> <li>1. Reflection journal</li> <li>2. Game review outline</li> </ol>	5 Mins

Assessment:	Observation of Students during group and pair work.
Homework / Follow-up:	Outlining homework Collection 1. Reflection journal 2. Game review outline

**Example Game review: Super Mario Odyssey**

There oftentimes feels like there's no great way to describe Mario: sure, we could call Super Mario Odyssey a collection-based 3D platformer, but something about that comes dreadfully short when trying to capture the spirit of a body-hopping hallucinatory ride through a series of increasingly strange kingdoms populated by sentient utensils and top-hatted rabbits. A simpler explanation might come a little closer, or at least make more sense to more people. This thing is Mario.

Super Mario Odyssey marks the first 3D Mario game since Super Mario 3D World in 2011, and arguably the most important Super Mario game since Nintendo used Super Mario 64 to bust the plumber into 3D and launch the N64 way back in 1996. It's the marquee title meant to show off the capabilities of the Nintendo Switch and redefine the classic series for an entirely new era, which is no small feat considering how many times Nintendo has had to do that over the course of three decades. And they've done it -- they've done it in such a way that everything about Super Mario Odyssey feels as natural and obvious as rolling out of bed and as strange as a moon covered in low gravity rabbits; as familiar as jumping up into a question mark block and as wild as riding a stone lion through purple lava.

On an essential level, things look pretty similar to what we've seen before. Bowser has kidnapped Peach and is aiming to marry her, traveling across the world and collecting various wedding sundries along the way. Mario takes it upon himself to rectify that. I find myself hoping for a new plot, or maybe a slightly more proactive Peach, but these are the breaks. Odyssey follows a basic format established by Super Mario 64: Mario explores a series of open-ended worlds studded with jumping challenges, puzzles and the like, collecting rewards as he goes: in this case, we're hunting after "Power Moons" to charge up our ship and explore more worlds. We make our way through some familiar locations, or at least location styles. There's an ice world, there's a forest world, there's a desert world and there's a "Luncheon" world which, while charming, was obviously a fire world before Nintendo decided that wasn't weird enough.

It's all carried off with the obsessive precision that always stands as such a great counterbalance to Mario's expansive strange. Everything here is as meticulous as you'd expect from a Nintendo game, tuned within an inch of its life and balanced for a perfect marriage of gameplay feel and natural motion. Mario's jumping and running feel as great as ever even as he does so in a range of new places: a number of challenges feature a sped-up plumber by way of rocket flowers or various mounts, and the player is tasked with maintaining a semblance of control as he blasts through his world. It's in moments like these that you really see Nintendo's hand, giving you the feeling of manic power with just enough agency to keep a lid on things.

A more expansive moveset means that players can pull off some impressive feats, apparently "breaking" the game and landing themselves outside of levels. Whenever people have done so, however, they always seem to find a big stack of coins waiting for them. This is Mario to a T, reminiscent of that moment way back when people first jumped on top of the level in 1-2 to find Warp Zone. You can't, apparently, get up early enough to outfox Nintendo.

Adapted from <https://www.forbes.com/sites/games/2017/11/02/super-mario-odyssey-review-a-perfect-game-with-a-problem/#45e8cc4d1e48>

Lesson Plan 9:

Week / Class Number	5/9	
Goal of the Class:	Describe the Past	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer review Uno Game review outlines</li> <li>2. Review Simple Past, Past progressive, and Present perfect tenses.</li> <li>3. Practice these tenses in the use of a discussion game</li> </ol>	
Rationale:	Simple past and past progressive are scaffolded to provide the learner with the foundation of reviewing the present perfect tense and ultimately setting the stage for students to understand how each of these tenses are used together to describe the past.	
Materials:	<ol style="list-style-type: none"> <li>1. Game Review (see lesson 7)</li> <li>2. Describing the Past Review of three tenses handout</li> <li>3. Describing the Past Worksheet</li> <li>4. Alibi Activity Handout</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable chairs and desks</li> <li>2. Whiteboard markers</li> </ol>	
Procedures:	Step 1	Greet Class <span style="float: right;">5 mins</span> <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share their reflection journals with their partner.</li> </ol>
	Step 2:	Uno GR PRP <span style="float: right;">15 mins.</span> <ol style="list-style-type: none"> <li>1. Ss are asked to take out their outline for Uno game review.</li> <li>2. T assigns Students into pairs.</li> <li>3. Ss peer review their partners outlines.</li> <li>4. Ss make corrections for their outlines.</li> <li>5. T asks students to start writing their Game Reviews and bring in their drafts by next lesson.</li> </ol>
	Step 3:	Describing the past review <span style="float: right;">20 mins</span> <ol style="list-style-type: none"> <li>1. T asks Ss when talking about the past what are three tenses which you can use?</li> <li>2. Ss discuss the question.</li> <li>3. T elicits responses.</li> <li>4. T asks Ss about what they ate yesterday for dinner.</li> <li>5. Ss discuss the question</li> <li>6. T elicits answers.</li> <li>7. T emphasizes on the use of the past tense.</li> <li>8. T asks Ss where you doing anything while eating dinner?</li> <li>9. Ss discuss the question</li> <li>10. T elicits answers</li> <li>11. T emphasizes on the use of past continues tense</li> </ol>

	<ol style="list-style-type: none"> <li>12. T asks Ss what's the most unusual thing you have ever eaten for dinner?</li> <li>13. Ss discuss the question</li> <li>14. T elicits answers</li> <li>15. T emphasizes on the use of Present perfect tense</li> <li>16. T Distributes Describing the past Handout to students.</li> <li>17. T explains the following to the Ss:               <ol style="list-style-type: none"> <li>a. Simple past tense</li> <li>b. Past continuous tense</li> <li>c. Present perfect tense</li> </ol> </li> </ol>	
Step 4:	<p>Describing the past practice Worksheet</p> <ol style="list-style-type: none"> <li>1. T distributes the Describing the past practice worksheet.</li> <li>2. Ss work on filling in the blanks.</li> <li>3. Ss are allowed to check answers with their partner.</li> <li>4. T elicits answers from Ss.</li> </ol>	15 mins
Step 5:	<p>Alibi Activity introduction</p> <ol style="list-style-type: none"> <li>1. T divides Ss into pairs.</li> <li>2. T assigns half the pairs to be A and half to be B.</li> <li>3. Write the word Alibi on the board.</li> <li>4. T checks for Ss understanding of the word Alibi.</li> <li>5. T distributes Alibi Activity Handout to the appropriate students.</li> <li>6. T explains that A students have been accused of a crime while B students will have to question the other students.</li> <li>7. Ss in pairs, work together to prepare their case for 5 minutes.</li> <li>8. A Students will prepare their alibi while B student will think of questions to ask.</li> <li>9. T assigns groups an A pair and B pair together.</li> <li>10. One A student goes to the back of the room and covers their ears to make sure they cannot hear their partners alibi. The other sits down in a chair.</li> <li>11. One B student questions the A student for 5 minutes while the other takes notes.</li> <li>12. T Listens for any verb tenses which give difficulty for the Ss and note them down</li> <li>13. After the 5 minutes are up, the two A students swap positions while the B students swap roles.</li> </ol>	30 mins.

14. Again, One B student questions the new A student for 5 minutes while the other takes notes.
15. T Listens for any verb tenses which give difficulty for the Ss and note them down
16. T asks which group thinks their A pair is guilty and elicits reasons from their group.
17. T explains any difficult sentences in which they heard during the activity.

Step 7: T Assigns homework to Students 5 mins

1. Game Review Drafts
- Participation in group and pair activities
1. Game Review Drafts

Assessment:  
Homework /  
Follow-up:

**Describing the Past**  
**Review of three tenses**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**There are 3 ways to describe something that happens in the past**

1. Simple Past Tense: events that happen in the past, and finished in the past.
  - a. Verbs are written in past tense form: the use of **-ed** or *irregular* verbs.
    - i. I got up and went to the kitchen and grabbed a snack.
    - ii. Sam kicked the ball and the ball got stuck in the tree.
  - b. Questions and negatives use **did/didn't** + infinitive (go, enjoy, hear)
    - i. We didn't invite him to the party, so he didn't go.
    - ii. He did not play a wild card. I saw him play a Draw two card.
  - c. The past tense of be (am/is/are) is **was/were**:
    - i. Penny was proud of the cookies she made.
    - ii. She was excited because it was her birthday.

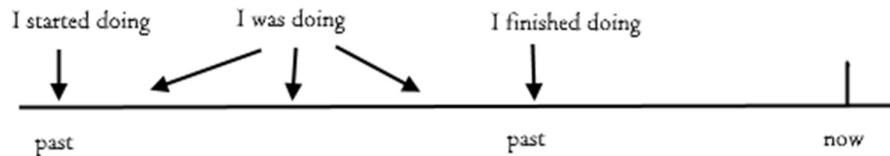
Circle the past tense verbs in the examples above.

Adapted from Murphy, R. (2004) *English Grammar in Use*. (3<sup>rd</sup> ed. pp. 10-) Cambridge University Press

2. **Past Progressive Tense:** Events that started in the past, lasted a period of time, and finishes in the past.

- a. Take a look at this **example**:
- i. Yesterday, Sarah and Mike played Uno with some friends. They began at 3, and finished at 4:30. So at 4, they **were** playing Uno.
  - b. They were playing Uno = they were in the middle of playing at a certain time. The game or action had already started before this time, but wasn't finished.

To help visualize here is a timeline of **I was doing**.



- c. Past Progressive is made with **was/were** and **Verbs + ing**.
- i. This time last year **I was living** in Hawaii
  - ii. What game **were** you **playing** last night when I called you?
  - iii. I yelled Shota's name, but he **wasn't listening**.
- d. We often use the simple past and the **past progressive** together to say something happened in the middle of another action.
- i. What song **were** you **listening** to last night when I called you?
  - ii. It **was raining** when I went to bed.
  - iii. I saw you at the station yesterday. You were at Starbucks talking to friends.

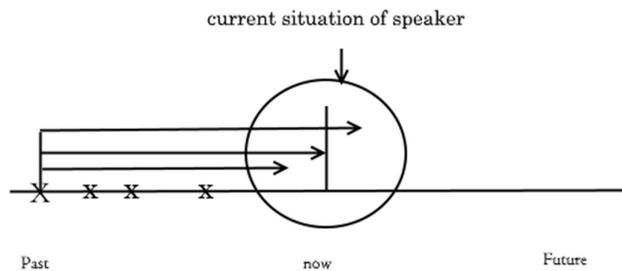
3. Present Perfect Tense is used when something to the past has a connection to the present *situation* usually to present new information.

Present perfect tense is made with

Subject	have/has	Past participle
I/we/they/you	have	Lost done
He/she/it	Has	been seen

- a. Actions in the past which have a connection to the present.
  - i. I have drunk eight cups of coffee today.
- b. Recently completed actions. (Notice the use of just)
  - i. Have you just arrived?
  - ii. I have just received the email.
- c. Actions beginning in the past and continuing.
  - i. We have never had a car.
  - ii. Have you ever eaten caviar?

To help visualize here is a timeline of **present perfect tense**.



Adapted from Lee, J (2016) a new way of teaching the English present perfect. ITBE Link [Website] [https://www.itbe.org/v\\_newsletters/article\\_65711507.htm](https://www.itbe.org/v_newsletters/article_65711507.htm)

**Describing the Past  
Review Worksheet**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Simple Past: Complete the sentences with the words in the parenthesis

1. It was cold, so I \_\_\_\_\_ (turn) on the air conditioner.
2. Jack was very tired, so he \_\_\_\_\_ (leave) the party early.
3. It was hard carrying the bags. They \_\_\_\_\_ (be) very heavy.
4. The book wasn't very good. I \_\_\_\_\_ (enjoy) it very much.
5. Sarah \_\_\_\_\_ (be) tired from work. She \_\_\_\_\_ (fall) asleep already.
6. I knew Shota was very busy, so I \_\_\_\_\_ (disturb) him.

Past continuous: Complete the sentences with the words in the parenthesis

1. I \_\_\_\_\_ (wait) for Mike to arrive when I \_\_\_\_\_ (catch) a Pikachu.
2. \_\_\_\_\_ she \_\_\_\_\_ (not/ dancing) in the video, I don't remember. \_\_\_\_\_ you \_\_\_\_\_ (watch) it?
3. We \_\_\_\_\_ (make) a difficult choice. However, we feel it \_\_\_\_\_ (be) the best.
4. Yesterday, I \_\_\_\_\_ (rip) my coat while I \_\_\_\_\_ (ride) my bike. Luckily, I \_\_\_\_\_ (be) able to fix it myself.

Present Perfect: Read the situations and write sentences use the following verbs.

Arrive	Go up	break	lose	Stop	Improve
--------	-------	-------	------	------	---------

1. Penny has lost her cellphone. She can't find it. \_\_\_\_\_
2. Last week spinach only costed 2 dollars. Now its 4 dollars! \_\_\_\_\_
3. Last night it was snowing. Now this morning it is sunny. \_\_\_\_\_
4. this morning I was expecting a package. I still don't have it. \_\_\_\_\_
5. Johnny's Japanese wasn't very good. Now it is better. \_\_\_\_\_
6. Jack can't walk and his leg is in a cast. \_\_\_\_\_

**Alibi Activity handout**

**Pair A**

**The alibi for the crime you are accused of**

You have been jointly accused of taking a iPhone prototype from work could be sold very profitably to a competitor. However, you were all together all evening yesterday and after leaving work, you and your coworkers went for a drinking party and then sung karaoke. A coworker missed the bus last night so they slept in your guest room.

You were a bit late getting to work in the morning because of this friend.

**You will have to answer questions individually**

**Notes:**

\_\_\_\_\_ CUT \_\_\_\_\_

**Pair B**

**The crime you have to investigate**

Apple has reported the disappearance of the new iPhone prototype last night. Only a few people had access to them and you are now going to question two of them. The company says the prototype is highly classified and must be recovered before the phone becomes public.

**You are the detectives in charge of questioning the suspect and partner**

**Notes:**

Lesson Plan 10:

Week / Class Number	5/10	
Goal of the Class:	Keep Talking and Nobody Explodes Introduction	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer review and revise game review drafts for Uno</li> <li>2. Introduce Keep talking and nobody explodes</li> <li>3. Playtest Keep Talking and Nobody Explodes</li> </ol>	
Rationale:	To provide a different style of game, Keep Talking and Nobody Explodes is a cooperative game where students are working together to defuse a bomb. By providing a theme introduction, along with scaffolding of how to play, students are given the opportunity to explore and engage with the game.	
Materials:	<ol style="list-style-type: none"> <li>1. Pictures for PowerPoint</li> <li>2. On the Subject of Wires, The Button, and Keypads Pages for Keep Talking and Nobody explodes</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group . Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss) and asks them to share one thing they learned from the previous lesson with their partner.</li> </ol>
		5 mins.
	Step 2:	Student UNO Game review drafts PRP <ol style="list-style-type: none"> <li>1. T asks students to take out their Uno Game review drafts and outlines.</li> <li>2. Ss are asked to connect their partner's outline to information in the game Review.</li> <li>3. Ss are asked to make comments on their partners drafts.</li> <li>4. Ss may revise their drafts at this time.</li> <li>5. T asks students to revise their writing and bring in a final draft next week.</li> </ol>
		10 mins.
	Step 3:	Theme discussion <ol style="list-style-type: none"> <li>1. T assigns students into groups of 3.</li> <li>2. T shows the pictures in pictures handout via PowerPoint to the students.</li> <li>3. Picture 1 Questions. <ol style="list-style-type: none"> <li>a. T asks students, what is this person wearing?</li> <li>b. What type of job does he do?</li> </ol> </li> <li>4. Picture 2 Questions. <ol style="list-style-type: none"> <li>a. Where does this animal work?</li> <li>b. What type of job does it do?</li> </ol> </li> </ol>
		10 mins.

- |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|           | <ul style="list-style-type: none"> <li>5. Picture 3 Questions.                             <ul style="list-style-type: none"> <li>a. What is this? where would you find something like this?</li> </ul> </li> <li>6. Picture 4 Questions.                             <ul style="list-style-type: none"> <li>a. What is this person doing?</li> <li>b. Do you think this is safe?</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| Step<br>4 | <p>Keep Talking and Nobody Explodes (KTNE) walkthrough</p> <ul style="list-style-type: none"> <li>1. T distributes the first 3 pages of the bomb manual</li> <li>2. Using the projector and screen, T opens Keep Talking and Nobody Explodes on their computer.</li> <li>3. T asks Ss to observe what is happening on the screen.</li> <li>4. T opens “First bomb” on the screen.</li> <li>5. T asks students in groups to figure out the following.                             <ul style="list-style-type: none"> <li>a. Bomb.</li> <li>b. module.</li> <li>c. battery.</li> <li>d. Wires</li> <li>e. label.</li> <li>f. Serial number</li> <li>g. Press</li> <li>h. Hold</li> <li>i. Keypads</li> </ul> </li> <li>6. T explains the previous information if students are unable to guess.</li> <li>7. T explains, that one student will be on the computer, while two students will work together to solve puzzles based on the shared information.</li> <li>8. T emphasizes Ss on the computer are not allowed to look at the manual while students reading the manual are not allowed to look at the computer screen.</li> <li>9. T explains the goal of this game is simple, defuse or stop the bomb.</li> <li>10. Once the following has been explained, SS are asked each to pick a page, and look for important information. Anything they feel is important should be highlighted.</li> <li>11. T during this time offer help to students and groups.</li> </ul> | 20 mins |
| Step<br>5 | <p>KTNE Play</p> <ul style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. T explains to the Ss that for this gameplay session the two stages in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25 mins |

- which students can play are “First bomb” and “Double your money.”
3. Ss when finished with a game, stop the recording, and log their time into their gaming log.
  4. Ss then should change positions of who is on the computer and who is reading the manual.
  5. Ss may start a new game once finished.
  6. Ss for the time allotted play games to gather experience to test their understanding of the game.
  7. T during this time provides support on language or rules among the groups of students.

Step 6	KTNE Quick Write	5 mins
	<ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds students during the next 4 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 4 minutes.</li> </ol>	
Step 7	KTNE Discussion	10 mins
	<ol style="list-style-type: none"> <li>1. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What new language have you learned from playing this game?</li> </ol> </li> <li>2. Ss discuss for 4 minutes</li> <li>3. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What language did you know how to use?</li> </ol> </li> <li>4. Ss discuss for 4 minutes.</li> </ol>	
Step 8:	Homework	5 mins
	<ol style="list-style-type: none"> <li>1. Print a copy of the bomb manual from <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a> for next week and highlight important words from the first 3 modules.</li> <li>2. Reflection Journal</li> </ol>	

Assessment:  
Homework /  
Follow-up:

- Observation of participation in group and pair work
1. Printed copy of the full Bomb manual with the first 3 modules highlighted.
  2. Reflection Journal.

Comments:

Keep talking and nobody explodes is a deduction game based on using the information one teammate is able to give to the players with the manual. Playing or watching a “Let's Play”, people who record themselves along with gameplay, helps understand the game. The verification code for the manual is 241 if set up is needed for first play

Picture handout



[https://en.wikipedia.org/wiki/Bomb\\_suit](https://en.wikipedia.org/wiki/Bomb_suit)



<https://cdn.govexec.com/media/img/upload/2013/02/05/020513dogGE/medium.jpg>



<https://i2.wp.com/www.martyduren.com/wp-content/uploads/2015/09/Suitcase.jpg>

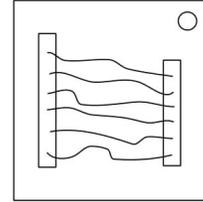


<https://www.pri.org/stories/2017-11-24/cambodia-s-female-deminers-clean-country-war-s-deadly-reminders>

### **On the Subject of Wires**

*Wires are the lifeblood of electronics! Wait, no, electricity is the lifeblood. Wires are more like the arteries. The veins? No matter...*

- A wire module can have 3-6 wires on it.
- Only the one correct wire needs to be cut to disarm the module.
- Wire ordering begins with the first on the top.



**3 wires:**

If there are no red wires, cut the second wire.  
 Otherwise, if the last wire is white, cut the last wire.  
 Otherwise, if there is more than one blue wire, cut the last blue wire.  
 Otherwise, cut the last wire.

**4 wires:**

If there is more than one red wire and the last digit of the serial number is odd, cut the last red wire.  
 Otherwise, if the last wire is yellow and there are no red wires, cut the first wire.  
 Otherwise, if there is exactly one blue wire, cut the first wire.  
 Otherwise, if there is more than one yellow wire, cut the last wire.  
 Otherwise, cut the second wire.

**5 wires:**

If the last wire is black and the last digit of the serial number is odd, cut the fourth wire.  
 Otherwise, if there is exactly one red wire and there is more than one yellow wire, cut the first wire.  
 Otherwise, if there are no black wires, cut the second wire.  
 Otherwise, cut the first wire.

**6 wires:**

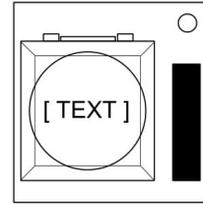
If there are no yellow wires and the last digit of the serial number is odd, cut the third wire.  
 Otherwise, if there is exactly one yellow wire and there is more than one white wire, cut the fourth wire.  
 Otherwise, if there are no red wires, cut the last wire.  
 Otherwise, cut the fourth wire.

## On the Subject of The Button

*You might think that a button telling you to press it is pretty straightforward. That's the kind of thinking that gets people exploded.*

*See Appendix A for indicator identification reference.*

*See Appendix B for battery identification reference.*



Follow these rules in the order they are listed. Perform the first action that applies:

1. If the button is blue and the button says "Abort", hold the button and refer to "Releasing a Held Button".
2. If there is more than 1 battery on the bomb and the button says "Detonate", press and immediately release the button.
3. If the button is white and there is a lit indicator with label CAR, hold the button and refer to "Releasing a Held Button".
4. If there are more than 2 batteries on the bomb and there is a lit indicator with label FRK, press and immediately release the button.
5. If the button is yellow, hold the button and refer to "Releasing a Held Button".
6. If the button is red and the button says "Hold", press and immediately release the button.
7. If none of the above apply, hold the button and refer to "Releasing a Held Button".

## Releasing a Held Button

If you start holding the button down, a colored strip will light up on the right side of the module. Based on its color you must release the button at a specific point in time:

- Blue strip: release when the countdown timer has a 4 in any position.
- White strip: release when the countdown timer has a 1 in any position.
- Yellow strip: release when the countdown timer has a 5 in any position.
- Any other color strip: release when the countdown timer has a 1 in any position.

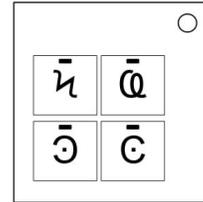
Keep Talking and Nobody Explodes v. 1

Keypads

**On the Subject of Keypads**

*I'm not sure what these symbols are, but I suspect they have something to do with occult.*

- Only one column below has all four of the symbols from the keypad.
- Press the four buttons in the order their symbols appear from top to bottom within that column.



Q	Э	©	б	Ψ	б
A	Q	Ω	¶	⊕	Э
λ	3	Q	Б	Б	⊗
4	Q	Ж	И	С	æ
И	☆	?	Ж	¶	Ψ
κ	κ	λ	ι	ξ	Й
3	ι	☆	⊕	★	Ω

Lesson Plan 11:

Week / Class Number	6/11	
Goal of the Class:	Gain Experience of playing Keep Talking and Nobody Explodes (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Confirm understanding of required vocabulary for KTNE</li> <li>2. Confirm understanding of gameplay</li> <li>3. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	Students are given a chance to practice what they have discovered reading the bomb manual while playing the game. This experience will be extracted with reflection journals, quick writing, and discussions for later use in a game review.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Greet Class <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (s) and asks them to share an interesting fact from their gaming log from last lesson.</li> </ol>
	Step 2:	<p>Uno Game Review Final Drafts <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. T assigns Ss into pairs</li> <li>2. T asks Ss to get out their Uno Game Review Final Drafts</li> <li>3. Ss are asked to make sure their partners paper is ready to turn in.</li> <li>4. T collects Ss Final Drafts for Uno.</li> </ol>
	Step 3:	<p>KTNE Bomb Manual Highlighting PRP <span style="float: right;">20 mins.</span></p> <ol style="list-style-type: none"> <li>1. T Assigns Ss into groups of 3</li> <li>2. T asks students to get out their Bomb Manuals for KTNE.</li> <li>3. T asks students to share their findings among their group of important information.</li> <li>4. Ss share understandings of words and any highlighted information.</li> <li>5. T elicits answers from groups.</li> <li>6. T checks for comprehension on the following words:             <ol style="list-style-type: none"> <li>a. Position, Otherwise, Press, Hold, Keypads, Denotate, indicator, odd, Even</li> </ol> </li> </ol>
	Step 4:	<p>KTNE Back to Board Game Vocabulary <span style="float: right;">15 mins.</span></p> <ol style="list-style-type: none"> <li>1. Refer to lesson plan 4 for procedures.</li> </ol>

2. T assigns Ss into groups of 4.
3. List of words to use:
  - a. Bomb, manual, Battery, Serial number, Position, Label, First, Last, Keypad, Press, Hold, Immediately, indicator, odd, even

Step 5:	KTNE Play 1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun. 2. Ss when finished with a game, stop the recording, and log their time into their gaming log. 3. Ss then should change positions of who is on the computer and who is reading the manual. 4. Ss may start a new game once finished. 5. Ss for the time allotted play games to gather experience to test their understanding of the game. 6. T during this time provides support on language or rules among the groups of students.	20 mins.
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Step 6:	KTNE Quick Write 1. Refer to Lesson plan 2 for the instructions of a quick write. 2. T asks Ss to take out a piece of paper. 3. T reminds students during the next 5 minutes to don't stop writing. 4. T asks Ss to write about anything relating to the game they are playing. 5. Ss do a quick write for 5 minutes.	10 mins.
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Step 7:	KTNE Discussion 1. T asks the following question to the group. <ol style="list-style-type: none"> <li>a. What new language have you learned from playing this game?</li> </ol> 2. Ss discuss for 4 minutes 3. T asks the following question to the group. <ol style="list-style-type: none"> <li>a. What language did you know how to use?</li> </ol> 4. Ss discuss for 4 minutes.	10 mins.
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Step 8:	T gives homework for Ss 1. Reflection Journal Special Topic 3	5 mins.
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Assessment:

Observation of group and Pair work  
 Game Review of Uno

Homework / Follow-up:

Reflection Journal Special Topic 3

Lesson Plan 12:

Week / Class Number	6/12	
Goal of the Class:	Practice conditionals and Gain experience of Keep Talking and Nobody Explodes (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Practice conditional real and unreal conditional sentences</li> <li>2. Confirm understanding of gameplay</li> <li>3. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	Students are continuing to extract experience with reflection journals, quick writing, and discussions. Conditionals are also focused due to their frequent appearance in the bomb manual to help students understand their uses.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Greet Class 10 mins.</p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into groups of 3s</li> <li>2. T asks students to share a challenging moment from their gaming log and how they plan on overcoming this challenge next time among their group.</li> <li>3. Ss discuss the question.</li> <li>4. T elicits answers from groups.</li> </ol>
	Step 2:	<p>Conditionals Present 15 mins.</p> <ol style="list-style-type: none"> <li>1. T writes on the board If there is more than 2 red wires, cut the fourth wire.</li> <li>2. T asks students what are the two outcomes to this sentence?</li> <li>3. Ss discuss in groups.</li> <li>4. T elicits answers</li> <li>5. T explains if clauses and possibility.</li> <li>6. T distributes conditionals handout.</li> <li>7. T explains the following:               <ol style="list-style-type: none"> <li>a. Zero conditionals.</li> <li>b. First conditionals</li> <li>c. Second conditionals</li> </ol> </li> </ol>
	Step 3:	<p>Conditionals Practice 10 mins.</p> <ol style="list-style-type: none"> <li>1. T assigns students into pairs.</li> <li>2. T asks students to flip over the conditionals handout.</li> </ol>

	<ol style="list-style-type: none"> <li>3. T asks students to work together on filling out the questions.</li> <li>4. Ss work together to answer problems.</li> <li>5. T elicits answers from students.</li> </ol>	
Step 4	<p>KTNE Play</p> <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>3. Ss then should change positions of who is on the computer and who is reading the manual.</li> <li>4. Ss may start a new game once finished.</li> <li>5. Ss for the time allotted play games to gather experience to test their understanding of the game.</li> <li>6. T during this time provides support on language or rules among the groups of students.</li> </ol>	30 mins
Step 5:	<p>KTNE Quick Write</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds students during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 mins
Step 6	<p>KTNE Discussion</p> <ol style="list-style-type: none"> <li>1. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What new language have you learned from playing this game?</li> </ol> </li> <li>2. Ss discuss for 4 minutes</li> <li>3. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What language did you know how to use?</li> </ol> </li> <li>4. Ss discuss for 4 minutes.</li> </ol>	15 mins
	<p>Observation of participation in group and pair activities</p>	

Assessment:  
Homework /  
Follow-up:

## Conditionals

Name: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 Date: \_\_\_\_\_

We use conditionals sentences to express possible choices we make in our daily life.

When the if clause comes first, there is a common between the if clause and the real clause; however, if clauses and the result clause can be in either position.

For this lesson we will focus three types of Conditionals

### Zero Conditionals - General truths

If simple present	Simple present
If it rains,	the grass gets wet.
If the last wire is red,	cut the fourth wire.
If you heat ice,	it will melt.

\*\* for most of these conditionals, you can exchange out When for if and the sentence will still make sense.

When it rains the grass gets wet.

Majority of the if statements you see in Keep Talking and Nobody Explodes are this style of conditionals.

Frist conditionals – a situation which the possible outcome is **real or a probable result**.

If simple present	Will + base verb
If you don't hurry,	you will miss the train.
If he doesn't go to sleep early,	he won't wake up on time.
If we study harder,	we will get a better grade.

Second conditionals – a situation which the possible is **unreal**.

If simple past	Would + base verb
If I were you,	I would go to sleep now.
If it snowed,	You would be cold.
If I had a million dollars,	I would buy a new car.

\*Note\*this "simple past" form is slightly different from usual in the case of the verb BE. Whatever the subject, the verb form is "were", not "was":

**Lets practice!**

match the if clauses with the best result clauses.

1.		If Sarah saves money	a.	I would buy a big house.
2.		If you work hard	b.	He will save money.
3.		If Jack eats breakfast every day	c.	She can buy a new car.
4.		If Shota forgets to pack a lunch	d.	you will learn more
5.		If I won a million dollars	e.	He won't eat till dinner.

Fill in the blank with the right tense.

1. If you \_\_\_\_\_ (cut) the blue wire, the bomb \_\_\_\_\_ (explode).
2. Kotoha \_\_\_\_\_ (pass) the test if she \_\_\_\_\_ (study) hard enough.
3. If \_\_\_\_\_ (be) you, I \_\_\_\_\_ (not, do) that.
4. If you \_\_\_\_\_ (be) an animal, what \_\_\_\_\_ it \_\_\_\_\_ (be)?
5. If you \_\_\_\_\_ (freeze) water, it \_\_\_\_\_ (turn) into ice.
6. We \_\_\_\_\_ (go) to the beach if it \_\_\_\_\_ (be) sunny tomorrow.

Finish these sentences

1. If Jack is late for the bus, \_\_\_\_\_.
2. School will be canceled tomorrow if \_\_\_\_\_.
3. I would buy a Nintendo switch if \_\_\_\_\_.
4. If pigs could fly, \_\_\_\_\_.

What 4 things would you do if you won 10,000,000 dollars?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Lesson Plan 13:

Week / Class Number	7/13	
Goal of the Class:	Gain Experience of playing Keep Talking and Nobody Explodes (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Confirm understanding of required vocabulary for KTNE</li> <li>2. Confirm understanding of gameplay</li> <li>3. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	Students are continuing to extract experience with reflection journals, quick writing, and discussions. Which is concluded with the reintroduction of the game review.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Greet Class</p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into groups of 3.</li> <li>2. T asks Ss to share their responses from their reflection journals within their group.</li> <li>3. T elicits responses from groups.</li> </ol> <p style="text-align: right;">10 mins.</p>
	Step 3	<p>KTNE Back to Board Game Vocabulary</p> <ol style="list-style-type: none"> <li>1. Refer to lesson plan 4 for procedures.</li> <li>2. T assigns Ss into groups of 4.</li> <li>3. List of words to use:               <ol style="list-style-type: none"> <li>a. Serial number, Position, Label, Immediately, indicator, odd, even, more than, less than, exactly, sequence, vowel, Simon says, Maze</li> </ol> </li> </ol> <p style="text-align: right;">15 mins</p>
	Step 4:	<p>KTNE Play</p> <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>3. Ss then should change positions of who is on the computer and who is reading the manual.</li> <li>4. Ss may start a new game once finished.</li> </ol> <p style="text-align: right;">25 mins.</p>

5. Ss for the time allotted play games to gather experience to test their understanding of the game.
  6. T during this time provides support on language or rules among the groups of students.
- Step 5 KTNE Quick Write 10 min
1. Refer to Lesson plan 2 for the instructions of a quick write.
  2. T asks Ss to take out a piece of paper.
  3. T reminds students during the next 5 minutes to don't stop writing.
  4. T asks Ss to write about anything relating to the game they are playing.
  5. Ss do a quick write for 5 minutes.
- Step 6 KTNE Discussion 15 min
1. T assigns Ss into groups of 3.
  2. T asks the following question to the group.
    - a. What new language have you learned from playing this game?
  3. Ss discuss for 4 minutes
  4. T asks the following question to the group.
    - a. What language did you know how to use?
  5. Ss discuss for 4 minutes.
  6. T asks the following question to the group.
    - a. What is one challenging moment from your gaming log and how do you plan to overcome this challenge?
  7. Ss discuss for 4 minutes.
- Step 7: KTNE Game Review 10 min
1. T assigns students into pairs.
  2. T asks students to review the elements of a game review?
  3. Ss discuss the elements of a game review.
  4. T elicits answers from students.
  5. T asks students to get out their game review handout (see lesson 7).
  6. T asks students to identify the important information from KTNE into an outline from the topics of the Game review.
  7. Ss work together in pairs developing a rough outline.
- Step 8: T assigns homework to Students 5 mins
1. Game Review outline

Assessment:  
Homework /  
Follow-up:

Observation of participation of peer and group activities

1. Game Review outline

Lesson Plan 14:

Week / Class Number	7/14	
Goal of the Class:	Introduce modals of speculation and gain experience of playing Keep Talking and Nobody Explodes (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Present and practice modals of speculation</li> <li>2. Confirm understanding of gameplay</li> <li>3. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	To strengthen their language for both keep talking and nobody explodes and future games, modals of speculation are focused. In addition, Students are continuing to extract experience with reflection journals, quick writing, and discussions.	
Materials:	<ol style="list-style-type: none"> <li>1. Modals of speculation handout</li> <li>2. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Greet Class <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into pairs.</li> <li>2. T asks Ss to share and interesting moment from their gaming log and explain why this moment was interesting.</li> <li>3. T elicits responses from students.</li> </ol>
	Step 2:	<p>KTNE Game Review Outline PRP <span style="float: right;">10 mins.</span></p> <ol style="list-style-type: none"> <li>1. T asks Ss to get out their game review outline.</li> <li>2. T asks Ss with their partner review the outline to make sure information is in logical order and for grammatical mistakes.</li> <li>3. Ss peer review each other's papers.</li> <li>4. Ss may make corrections as well.</li> <li>5. T informs students next week first drafts are due.</li> </ol>
	Step 3:	<p>Modals of Speculation <span style="float: right;">15 mins.</span></p> <ol style="list-style-type: none"> <li>1. T asks students what module from KTNE do think is the most challenging?</li> <li>2. Ss discuss with their partners.</li> <li>3. T elicits answers.</li> <li>4. What happens when you see this module? What <i>might</i> you do?</li> <li>5. Ss discuss question with partner</li> </ol>

6. T checks for understanding of the modal.
7. T elicits answers.
8. T asks Ss, all right, so if you want to solve this module, what language *must* you use?
9. Ss discuss questions.
10. T checks for understanding of the modal.
11. T distributes Modals of Speculation handout.
12. T explains Modals : Might, May, Must.
13. T asks students to answer questions on the back.
14. Once finished, Ss compare with partners.
15. T elicits answers.
16. T emphasizes these modals are on a degree, so sometimes two or more modals can be used, just keep in mind each modals emphasis towards the emotion.

Step 4:	KTNE Play	<ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>3. Ss then should change positions of who is on the computer and who is reading the manual.</li> <li>4. Ss may start a new game once finished.</li> <li>5. Ss for the time allotted play games to gather experience to test their understanding of the game.</li> <li>6. T during this time provides support on language or rules among the groups of students.</li> </ol>	35 mins.
Step 5	KTNE Quick Write	<ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds students during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 min
Step 6	KTNE Discussion	<ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 3.</li> </ol>	15 min

2. T asks the following question to the group.
  - a. What new language have you learned from playing this game?
3. Ss discuss for 4 minutes
4. T asks the following question to the group.
  - a. What language did you know how to use?
5. Ss discuss for 4 minutes.
6. T asks the following question to the group.
  - a. What is one challenging moment from your gaming log and how do you plan to overcome this challenge?
7. Ss discuss for 4 minutes.

- |         |                                                                                                                                       |        |
|---------|---------------------------------------------------------------------------------------------------------------------------------------|--------|
| Step 8: | T assigns homework to Ss<br>1. Reflection Journal<br>T reminds Ss<br>2. bring all their reflection journals for collection next week. | 5 mins |
|---------|---------------------------------------------------------------------------------------------------------------------------------------|--------|

Assessment:  
 Homework /  
 Follow-up:

1. Reflection journal
2. Collection of Reflection journals

## Modals of speculation

Name: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 Date: \_\_\_\_\_

Modals are helping verbs that help the user express feelings. More often than not, Modals may carry more than one meaning when used in different contexts. Today we will focus on modals of speculation, or to create an idea or opinion without firm evidence/examples.

What are modals of speculation?

Modals of speculation are modal auxiliary verbs, or verbs which help other verbs, which express degrees of certainty. In other words, they describe a situation or fact that is definite, probable, possible, or impossible from the speaker's point of view. (As the speaker is speculating, he/she may be wrong.) (Cotter, 2017)

This lesson will focus on present and future events.

For example:

I **may** buy a new computer this summer, if I can afford it.

He **might** want to buy a Nintendo switch next year, but he hasn't decided yet.

Subject	Modal verb	(Negation)	Main verb	Object/ complement
He	Must	(not)	Be	in Hachioji.
Jack	May	(not)	Study	Chinese.
They	Might	(not)	Be going to	The fair tonight.

\*\*The main verb is always in the plain form (infinitive form), even when the sentence expresses the future.

To help visualize, think of these words on a line of degree starting weak with Might/Could and ending with must.

Weak probability	probability	Definite situation
Might (not) Could	May	Must/ will (not)

Let's practice: Read the sentence and fill in the blank. Which of the following modals fits into the sentence and why?

1. Sarah never stops talking about Mike. She \_\_\_\_\_ be in love with him!
  - a. Might
  - b. Must
  - c. May
  
2. You \_\_\_\_\_ hate Chinese food, it's delicious!
  - a. Must not
  - b. Might not
  - c. May not
  
3. Konoha \_\_\_\_\_ be at home today. I haven't seen her all day.
  - a. Might
  - b. May
  - c. Must
  
4. I saw Penny talking to the boss again today. She \_\_\_\_\_ lost her job.
  - a. May
  - b. Might
  - c. Must
  
5. If I win the lottery, I \_\_\_\_\_ buy a Nintendo Switch.
  - a. May
  - b. Might
  - c. Must
  
6. Every Sunday Johnny sleeps till the afternoon. This Sunday \_\_\_\_\_ be any different.
  - a. Might not
  - b. Must not
  - c. May not
  
7. If I want to graduate, I \_\_\_\_\_ finish my homework.
  - a. Might
  - b. Must
  - c. May
  
8. If you could travel to anywhere in the world, where \_\_\_\_\_ it be?
  - a. May
  - b. Must
  - c. Might

Lesson Plan 15:

Week / Class Number	8/15	
Goal of the Class:	Review reflection journals with classmates. Gain experience of playing Keep Talking and Nobody Explodes for Game Analysis (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Gather experiences from writing reflection logs.</li> <li>2. Confirm understanding of gameplay</li> <li>3. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	Allowing students to discuss deeper on the reflection process by sharing their experiences both from the writing and doing the writing. Further experiences are being extracted from the combined efforts of discussions, and writings for the next new activity: game analysis.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	<p>Greet Class <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into pairs.</li> <li>2. T asks Ss to share one thing they learned from the previous class.</li> <li>3. T elicits answers from Ss</li> </ol>
	Step 2:	<p>Reflection Journal Discussion <span style="float: right;">10 mins</span></p> <ol style="list-style-type: none"> <li>1. T assigns students into groups of 3.</li> <li>2. T asks students to take out their reflection journals from the beginning of the semester.</li> <li>3. T Asks Ss to share their favorite responses from the journals.</li> <li>4. T walks around listening to conversations and joins if interested.</li> <li>5. T elicits answers from students.</li> <li>6. T informs students again, for the reflection journal, is for the students to reprocess information learned from the course and games.</li> <li>7. T asks students to talk about how do they feel about writing reflection journals for the class.</li> <li>8. T collects Reflection Journals.</li> </ol>
	Step 3:	<p>KTNE Play <span style="float: right;">40 mins.</span></p>

1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.
2. Ss when finished with a game, stop the recording, and log their time into their gaming log.
3. Ss then should change positions of who is on the computer and who is reading the manual.
4. Ss may start a new game once finished.
5. Ss for the time allotted play games to gather experience to test their understanding of the game.
6. T during this time provides support on language or rules among the groups of students.

Step 4 KTNE Quick Write 10 min

1. Refer to Lesson plan 2 for the instructions of a quick write.
2. T asks Ss to take out a piece of paper.
3. T reminds students during the next 5 minutes to don't stop writing.
4. T asks Ss to write about anything relating to the game they are playing.
5. Ss do a quick write for 5 minutes.

Step 5 KTNE Discussion 15 min

1. T assigns Ss into groups of 3.
2. T asks the following question to the group.
  - a. Share your last gameplay experience with new partners.
3. Ss discuss for 4 minutes
4. T asks the following question to the group.
  - a. Do you enjoy playing Keep talking and nobody explodes? if you could change one thing in Keep talking and nobody explodes what would it be and why?
5. Ss discuss for 4 minutes.
6. T asks the following question to the group.
  - a. What module gives you the most difficulty from Keep talking and nobody explodes? how will you overcome this module next time?
  - b.
7. Ss discuss for 4 minutes.

Assessment:

Observation of participation of peer and group activities

Collection of Reflection Journals

Homework /  
Follow-up:

Lesson Plan 16:

Week / Class Number	8/16	
Goal of the Class:	Gain Experience of playing Keep Talking and Nobody Explodes (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review Game review drafts and Confirm understanding of gameplay</li> <li>2. Extract experiences of gameplay with writing and discussions</li> </ol>	
Rationale:	Students are continuing to extract experience with reflection journals, quick writing, and discussions. Which is concluded with the reintroduction of the game review.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into groups of 3.</li> <li>2. T asks Ss to share a challenging moment from their gaming log and how they plan to overcome this issue with their group.</li> <li>3. T elicits responses from groups.</li> </ol>
	Step 2	KTNE Game Review Drafts PRP <ol style="list-style-type: none"> <li>1. T assigns Ss into pairs.</li> <li>2. Ss are asked to get out their game review drafts for KTNE.</li> <li>3. Ss exchange drafts with their partner.</li> <li>4. Ss are asked to review for the following:               <ol style="list-style-type: none"> <li>a. Use of transitions</li> <li>b. Number of sentences per paragraph</li> <li>c. Grammatical errors.</li> </ol> </li> <li>5. Ss check their partners papers.</li> <li>6. Ss make corrections based on partner's advice.</li> </ol>
	Step 3:	KTNE Play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> </ol>
		5 mins.
		15 mins
		30 mins.

3. Ss then should change positions of who is on the computer and who is reading the manual.
4. Ss may start a new game once finished.
5. Ss for the time allotted play games to gather experience to test their understanding of the game.
6. T during this time provides support on language or rules among the groups of students.

Step 4 KTNE Quick Write 10 min

1. Refer to Lesson plan 2 for the instructions of a quick write.
2. T asks Ss to take out a piece of paper.
3. T reminds students during the next 5 minutes to don't stop writing.
4. T asks Ss to write about anything relating to the game they are playing.
5. Ss do a quick write for 5 minutes.

Step 5 KTNE Discussion 15 min

1. T assigns Ss into groups of 3.
2. T asks the following question to the group.
  - a. What new language have you learned from playing this game?
3. Ss discuss for 4 minutes
4. T asks the following question to the group.
  - a. What is one challenging moment from your gaming log and how do you plan to overcome this challenge?
5. Ss discuss for 4 minutes.
6. T asks the following question to the group.
  - a. Which do you prefer? Working together or playing against other players? Why?
7. Ss discuss for 4 minutes.

Step 6: T assigns homework to Students 5 mins

1. Reflection Journal

Observation of participation of peer and group activities

1. Reflection Journal

Assessment:  
Homework /  
Follow-up:

Lesson Plan 17:

Week / Class Number	9/17/		
Goal of the Class:	Introduce game analysis activity.		
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Present and practice the use of giving examples</li> <li>2. Present and practice elements of the game analysis</li> </ol>		
Rationale:	Students have gathered experience while playing many of the games, now this is the time for students to learn the second of the major writing assignments of this course: Game analysis.		
Materials:	<ol style="list-style-type: none"> <li>1. Giving Examples handout</li> <li>2. Giving Examples Activity cards – 1 print per pair of students.</li> <li>3. Game Analysis handout</li> <li>4. Game Analysis Example</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Movable chairs and desks</li> <li>2. Projector with screen</li> <li>3. Whiteboard and markers</li> </ol>		
Procedures:	Step 1:	Greet Class	5 mins.
		<ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and asks them to share an interesting moment from their gaming log with their partner.</li> </ol>	
	Step 2:	Giving Examples Introduction	15 mins.
		<ol style="list-style-type: none"> <li>1. T emphasizes the use of examples when stating information.</li> <li>2. T distributes the giving examples handout to students.</li> <li>3. T explains giving examples to the students.</li> <li>4. T assigns Ss into pairs.</li> <li>5. T asks pairs to practice identifying example words in the paragraph.</li> <li>6. Ss work together to determine the example phrases.</li> <li>7. T elicits answers from Ss.</li> </ol>	
	Step 3:	Giving Examples practice	20 mins.
		<ol style="list-style-type: none"> <li>1. T Distributes Giving Examples activity cards to pairs.</li> <li>2. T asks Ss to shuffle the cards and lay them face down on the table.</li> <li>3. T then says students are asked to pick up one card, and give examples from that category.               <ol style="list-style-type: none"> <li>a. Japanese Dishes – For example Udon.</li> </ol> </li> <li>4. T emphasizes the use of : for example, Another example, different example when giving more than one example to their partner.</li> </ol>	

	5.	T explains to Ss that Ss get to keep the card if they could guess the category, if not, then the cards are shuffled and re-scattered across the table.	
	6.	Ss take turns giving examples from categories.	
Step 4:	Game analysis introduction		10 mins
	1.	T informs students that there are two major writing assignments for this course.	
	2.	T explains that a major goal of this course is provide opportunity for students to deeply look at one aspect, or characteristic of a game.	
	3.	T distributes the Game analysis handout.	
	4.	T answers any questions Ss may have.	
Step 6:	Game analysis discussion		15 mins
	1.	T assigns students into groups of 3	
	2.	T asks the group the following question	
	a.	What important information would you include about Keep talking and nobody explodes?	
	3.	Students discuss the following question for 4 minutes.	
	4.	T asks the group the following question	
	a.	What feature of Keep Talking and Nobody Explodes is important for the game?	
	5.	Students discuss the following question for 4 minutes.	
	6.	T asks the group the following question	
	a.	What language is do you think would be important in writing a game analysis?	
	7.	Students discuss the following question for 4 minutes.	
Step 7:	Game analysis quick write		20 mins
	1.	Refer to Lesson plan 2 for the instructions of a quick write.	
	2.	T asks Ss to take out a piece of paper.	
	3.	T reminds students during the next 5 minutes to don't stop writing.	

4. T asks Ss to write about anything relating to their choice of topic for the game analysis.
5. Ss do a quick write for 5 minutes.
6. T then asks students to identify information from their notes and sketch an rough outline.
7. Ss work on creating a rough outline for the game review.

Step 8: T assigns homework to Ss 5 mins

1. Finish outline of Game analysis

Observation of participation in group and pair activities

1. Finish outline of game analysis.

Assessment:  
Homework /  
Follow-up:

### Giving Examples

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Date: \_\_\_\_\_

When writing a paragraph or an essay, the writers are responsible for supporting their ideas or opinions with facts or examples. By providing examples, ideas are strengthened and allow for more understanding overall.

Providing examples use is mostly for two reasons:

1. Presenting facts to strengthen your opinion.
  - a. Getting enough rest, **such as**, 6 to 8 hours a day helps promote a healthy lifestyle.
2. To illustrate your ideas for a fuller understanding for the reader.
  - a. Uno symbol cards define the card game as a strategy game. For example, when a player chooses to wait to use a wildcard right before calling “Uno” they can ensure the color will match their last card.

Words to use

For example,                      For instance,                      Such as,  
Another example\*  
A different example\*

Examples:

1. Examples of use starting a sentence.
  - a. You can get 3 topping for your ice cream. **For example**, Sprinkles, Oreos, and a strawberry.
  - b. Poor hearing is a problem for a lot of older people. **For instance**, my grandparents both use hearing aids.
2. Examples of use within a sentence.
  - a. I love many genres of music, **such as**, rock, rap, and alternative.
  - b. Mobile devices are becoming more expensive. Sophisticated smartphones, for instance, are costing almost more than \$1000.

**Let's practice!**

Trash

Where rich people see trash, poor people see all kinds of opportunities. For example, in the United States, some people make a living by picking up trash. They collect bottles and cans from the streets or trash cans and bring them to recycling centers for cash. In American and European cities, homeless people also sometimes make use of trash cans. They look in them for food and clothes that have been thrown out. They occasionally even sleep in large trash bins. In many developing countries, poor people collect trash directly at the city garbage dumps. In Cambodia, Nigeria, India, and Brazil, for instance, these people—including many children—look through the trash for usable objects or materials such as plastic, glass, or metal. Then they sell the objects or materials to small companies that find ways to re-use or recycle them.

Main Idea:

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	Example Phrase	Detail
1		
2		
3		
4		

Adapted from Mikulecky, B. S., & Jeffries, L. (2004). *More reading power* (2nd ed., pp.174). White Plains, NY: Pearson Education

Musical Instruments	Board Games
Card Games	Clothing Brands
Types of Weather	Emotions
Sports	Countries
Vegetables	Modules in Keep Talking and Nobody Explodes
Japanese foods	Chinese foods
School subjects	Tv shows

## Game Analysis

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Date: \_\_\_\_\_

**Throughout this course, you have been asked to play, write, discuss, evaluate and reflect on games. To combine these skills into one activity, a game analysis will ask you to look deeper into an aspect of the games you have played.**

**for this class, a game analysis will be made up of the following:**

**Game information** – explain the game, objective of the game, and any necessary information to understand what the game is about.

**Analysis** – report and describe the part of the game in which you want to discuss. Use examples from your gameplay notes, recordings, discussions, and reflection journals to illustrate your assumptions and speculation

**Conclusion** – summarize the essay with a restatement of Game information and key information from your analysis.

This assignment is required to have a minimum of **3 Paragraphs**, However, slightly longer essays will be accepted.

Remember the following when writing your Game Analysis:

When writing about **Game information**:

- Mention the theme of the game (if there is one) first.
- Mention any required materials for playing the game.
- How does one play the game and win the game?

When writing about **Analysis**:

- Describe situations from past playthroughs and connect them to how you felt during that moment.
- Use the gaming log, recordings, quick writes, reflection journals as examples
- Remember that you are highlight an aspect of the game and how it connects to the overall flow of the game.

Possible Topics:

1. Look at the theme of a game and explain how it helps with playing the game.
2. Transcribe a portion of your game recording and reflect on the language choices of you and your teammates.
3. How important is a game's use of cooperation or competitiveness for gameplay?
4. If you have any other aspects you wish to do, please discuss them with me beforehand.

### Example Game Analysis

Coup is a competitive card game set in a corrupt European city-state run by a weak but influenced court. To win coup, you want to be the last player with any influence in the game, or face down cards representing the members of the court. These members powers range from stealing cards to forcing players to discard an influence. During turns, players manipulate, bluff and bribe their way to power by using their influences. However, if a player is caught in a bluff then they are knocked out of the game.

Coup and the use of Bluffing set it apart from other card games. Many new players find bluffing hard. However, once I understood this aspect of the game, Coup became my instant favorite. One aspect of the game is, while players are given two cards, they can say any of the members of the courts is in their hand Such as the assassin. Bluffing as an aspect of this game, allow players many chances to gain power. For instance, even if I don't have a certain member of the court, I am able to act like I do have one and gain power. Bluffing makes coup fun.

Coup, a card game which uses bluffing as a game mechanic is enjoyable. There are several reasons. There is a corrupt setting of a weak court. Players do not know what their opponent's hands include. Also, the ability to bluff is an important mechanic to this game Coup a fun game. I hope everyone can enjoy bluffing while playing.

## Lesson Plan 18:

Week / Class Number	9/18	
Goal of the Class:	Gather final experience of playing Keep Talking and Nobody Explodes for game analysis (KTNE)	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review Game analysis drafts and Confirm understanding of gameplay</li> <li>2. Extract experiences of gameplay with final writing and discussions</li> </ol>	
Rationale:	Students have been introduced to what is required for a game analysis, so students are given one last time to play KTNE to gather information for their analysis.	
Materials: Equipment:	<ol style="list-style-type: none"> <li>1. Bomb Manual Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>1. 1 computer &amp; mouse per 3 students</li> <li>2. Each laptop with Keep Talking and Nobody Explodes Installed Link: <a href="http://www.keeptalkinggame.com/">http://www.keeptalkinggame.com/</a></li> <li>3. 2 Bomb manuals per group. Link: <a href="http://www.bombmanual.com/">http://www.bombmanual.com/</a></li> <li>4. Movable chairs and desks</li> <li>5. Projector with screen</li> <li>6. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) greets Students (Ss) and assigns them into groups of 3.</li> <li>2. T asks Ss to share a challenging moment from their gaming log and how they plan to overcome this issue with their group.</li> <li>3. T elicits responses from groups.</li> </ol>
	Step 2	KTNE Game analysis outlines PRP <ol style="list-style-type: none"> <li>1. T assigns Ss into pairs.</li> <li>2. Ss are asked to get out their game analysis outlines for KTNE.</li> <li>3. Ss exchange outlines with their partner.</li> <li>4. Ss are asked to review for the following: <ol style="list-style-type: none"> <li>a. Logical categories</li> <li>b. Sufficient information.</li> <li>c. Grammatical errors.</li> </ol> </li> <li>5. Ss check their partners papers.</li> <li>6. Ss make corrections based on partner's advice.</li> </ol>
	Step 3:	KTNE Play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing for the game review, the use of recorders, and to have fun.</li> <li>2. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> </ol>
		5 mins.
		15 mins
		30 mins.

3. Ss then should change positions of who is on the computer and who is reading the manual.
4. Ss may start a new game once finished.
5. Ss for the time allotted play games to gather experience to test their understanding of the game.
6. T during this time provides support on language or rules among the groups of students.

Step 4 KTNE Quick Write 10 min

1. Refer to Lesson plan 2 for the instructions of a quick write.
2. T asks Ss to take out a piece of paper.
3. T reminds students during the next 5 minutes to don't stop writing.
4. T asks Ss to write about anything relating to the game they are playing.
5. Ss do a quick write for 5 minutes.

Step 5 KTNE Discussion 15 min

1. T assigns Ss into groups of 3.
2. T asks the following question to the group.
  - a. Which do you prefer and why? card games or computer games?
3. Ss discuss for 4 minutes
4. T asks the following question to the group.
  - a. What role does taking notes play into Keep talking and nobody explodes?
5. Ss discuss for 4 minutes.
6. T asks the following question to the group.
  - a. How does limiting a game based on a timer feel to playing a game with no set time?
7. Ss discuss for 4 minutes.

Step 6: T assigns homework to Students 5 mins

2. Reflection Journal

Observation of participation of peer and group activities  
2. Reflection Journal

Assessment:  
Homework /  
Follow-up:

## Lesson Plan 19:

Week / Class Number	10/19		
Goal of the Class:	One Night Ultimate Werewolf (ONUW) Introduction		
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Identify the rules, win conditions, and required language of ONUW</li> <li>2. Practice playing to confirm understanding of rules</li> <li>3. Gather and Extract experience by discussion/ debriefing</li> </ol>		
Rationale:	After students have practiced skills from playing Keep Talking and Nobody explodes cooperatively, introducing a new game which combines elements of cooperative and competitive gameplay will allow more opportunities for students to practice giving reasons and examples.		
Materials:	<ol style="list-style-type: none"> <li>1. Rules for One Night Ultimate Werewolf (Included within the game)</li> </ol>		
Equipment :	<ol style="list-style-type: none"> <li>1. 4 copies of <a href="http://onenightwerewolf.com/">One Night Ultimate Werewolf</a> (ONUW)</li> <li>2. ONUW companion app. Link: <a href="http://onenightwerewolf.com/">http://onenightwerewolf.com/</a></li> <li>3. Moveable table and chairs</li> <li>4. Whiteboard and markers</li> </ol>		
Procedures :	Ste p 1:	<p>Previous Lesson Homework</p> <ol style="list-style-type: none"> <li>1. Teacher Greets Students and asks them to take out their Giving Reasons Homework</li> <li>2. T assigns students into pairs,</li> <li>3. T asks students to compare their answers.</li> <li>4. T collects Giving reasons homework</li> </ol>	5 mins
	Ste p 2:	<p>One Night Ultimate Werewolf Intro &amp; Rules</p> <ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 5.</li> <li>2. T distributes copies of the game with rules to groups.</li> <li>3. T asks students before opening the box, what type of game do they think this is?</li> <li>4. Ss discuss the question.</li> <li>5. T elicits answers Ss.</li> <li>6. T asks if any of the students have played “Jinro Game” in Japanese?</li> <li>7. T elicits answers from Ss.</li> <li>8. T tells the students this is called a hidden role game. Where there is one group of players with more information than the other group. The goal of most of these games is for the group with the most people are trying to identify these players.</li> <li>9. T plays the following video for the Ss. T emphasizes on Ss to take notes while listening. Stop video at 2:25. <ol style="list-style-type: none"> <li>a. <a href="https://www.youtube.com/watch?v=XsP6LvZQpLk">https://www.youtube.com/watch?v=XsP6LvZQpLk</a></li> </ol> </li> <li>10. Ss discuss notes in groups.</li> <li>11. T plays the video a second time with Subtitles in English.</li> <li>12. Ss discuss notes in groups.</li> </ol>	30 mins

	13. T asks the students to open the game boxes and take out the rules insert along with cards and tokens.	
	14. T asks students to find the following: <ol style="list-style-type: none"> <li>a. Required players</li> <li>b. Win Conditions</li> <li>c. Set up</li> <li>d. Rules</li> </ol>	
	15. Ss work together to find the following information.	
Ste p 4:	<p>ONUW First Play</p> <ol style="list-style-type: none"> <li>1. T writes this link on the board:                 <ol style="list-style-type: none"> <li>a. <a href="http://onenightwerewolf.com/">http://onenightwerewolf.com/</a></li> </ol> </li> <li>2. T assigns Ss into groups of 4.</li> <li>3. T asks one student from each group to go to this website and use this app as the narrator of the game.</li> <li>4. T emphasizes on not to change the settings for this first game</li> <li>5. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>6. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>7. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>8. Ss may start a new game once finished.</li> <li>9. T during this time provides support on language or rules among the groups of students.</li> </ol>	30 mins
Ste p 5:	<p>ONUW Quick Write</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds Ss during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating their experiences while playing ONUW.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 mins
Ste p 6:	<p>ONUW Discussion</p> <ol style="list-style-type: none"> <li>1. T asks the following question to the group.                 <ol style="list-style-type: none"> <li>a. What was some new language you have learned while playing the game.</li> </ol> </li> <li>2. Ss discuss for 5 minutes</li> <li>3. T asks the following question to the group.                 <ol style="list-style-type: none"> <li>a. What language you did not know while playing the game?</li> </ol> </li> <li>4. Ss discuss for 5 minutes</li> <li>5. T asks the following question to the group.</li> </ol>	10 mins
Ste p 7:	<p>T assigns homework to Ss</p> <ol style="list-style-type: none"> <li>1. Revise ONUW Rules</li> </ol>	5 mins
Assessmen t:	Observation of participation in group and pair work	.

Homework  
/ Follow-  
up:

1. Revision of ONUW rules into an outline/draft

## Lesson Plan 20:

Week / Class Number	10/20	
Goal of the Class:	Review rules and gain experience from gameplay	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review Student's game rules for game review.</li> <li>2. Gather experience from Student choice game</li> <li>3. Extract the experience from discussion/ debriefing</li> </ol>	
Rationale:	Students are given a chance to reflect on their understanding of the game rules while practicing skills of deduction in One Night Ultimate Werewolf. In addition to extracting the experience for discussions and writing, students are able to start their an.	
Materials:	<ol style="list-style-type: none"> <li>1. Rules for One Night Ultimate Werewolf (Included within the game)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. 4 copies of <a href="http://onenightwerewolf.com/">One Night Ultimate Werewolf</a> (ONUW)</li> <li>2. ONUW companion app. Link: <a href="http://onenightwerewolf.com/">http://onenightwerewolf.com/</a></li> <li>3. Moveable table and chairs</li> <li>4. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share one new piece of language they feel is important when playing ONUW with their partner.</li> <li>2. Ss discuss the question with their partner.</li> <li>3. T elicits answers from Ss.</li> </ol>
	Step 2:	ONUW Rules PRP <ol style="list-style-type: none"> <li>1. T Assigns Ss into pairs.</li> <li>2. T asks Ss to take out their rules overview for ONUW form the previous lesson.</li> <li>3. Ss review their partner' rules, paying attention to ideas.</li> <li>4. Ss may revise their rules during this period.</li> </ol>
	Step 3:	ONUW Play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for their writing projects.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following: <ol style="list-style-type: none"> <li>a. Language issues with the game.</li> <li>b. Interesting moments</li> <li>c. Challenging moments</li> </ol> </li> </ol>
		10 mins.
		15 mins.
		35 mins.

5. Ss may start a new game once finished.

T during this time provides support on language or rules among the groups of students.

Step 4 ONUW Quick Write 10 mins

1. Refer to Lesson plan 2 for the instructions of a quick write.
2. T asks Ss to take out a piece of paper.
3. T reminds Ss during the next 5 minutes to don't stop writing.
4. T asks Ss to write about anything relating their experiences while playing ONUW.
5. Ss do a quick write for 5 minutes.
6. Once students finish, T asks students to take out their handout on game review.
7. T asks students use their notes, quick writes, and recordings to write an outline of a Game review for ONUW.

Step 5: ONUW Discussion 15 mins

1. T Assigns students to new groups.
2. T asks the following question to the group.
  - a. What was some new language you have learned while playing the game.
3. Ss discuss for 4 minutes
4. T asks the following question to the group.
  - a. What language you did not know while playing the game?
5. Ss discuss for 4 minutes
6. T asks the following question to the group.
  - a. Share a challenging moment or a challenging aspect of the game with your group. Talk about how to prepare for the next time playing.
7. Ss discuss for 4 minutes

Step 6: T assigns homework to Ss 5 mins

1. ONUW Game Review
2. Reflection Journal

Assessment:  
Homework /  
Follow-up:

Observations of participation in group and pair work  
1. ONUW Game Review  
2. Reflection Journal

## Lesson Plan 21:

Week / Class Number	11/21	
Goal of the Class:	Peer Review Game Review and Gather Experience from ONUW	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review Student's game review outlines.</li> <li>2. Gather experience from Student choice game</li> <li>3. Extract the experience from discussion/ debriefing</li> </ol>	
Rationale:	Students are able to practice skills of deduction in One Night Ultimate Werewolf. In addition to extracting the experience for discussions and writing, students are also providing support for their peers by reviewing the game review outline.	
Materials:	<ol style="list-style-type: none"> <li>1. Rules for One Night Ultimate Werewolf (Included within the game)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. 4 copies of <a href="http://onenightwerewolf.com/">One Night Ultimate Werewolf</a> (ONUW)</li> <li>2. ONUW companion app. Link: <a href="http://onenightwerewolf.com/">http://onenightwerewolf.com/</a></li> <li>3. Moveable table and chairs</li> <li>4. Whiteboard and markers</li> </ol>	
Procedures:	<p>Step 1: Greet Class <span style="float: right;">5 mins</span></p> <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share a challenging moment from their previous gaming session with their partner.</li> </ol> <p>Step 2: ONUW Game Review PRP <span style="float: right;">15 mins.</span></p> <ol style="list-style-type: none"> <li>1. T Assigns Ss into pairs.</li> <li>2. T asks Ss to take out their outlines for ONUW form the previous lesson.</li> <li>3. Ss review their partner's outline, paying attention to ideas.</li> <li>4. Ss may revise their outline for their game review</li> </ol> <p>Step 3 ONUW Play <span style="float: right;">25 mins.</span></p> <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following: <ol style="list-style-type: none"> <li>a. Language issues with the game.</li> <li>b. Interesting moments</li> <li>c. Challenging moments</li> </ol> </li> <li>5. Ss may start a new game once finished.</li> </ol>	

	6. T during this time provides support on language or rules among the groups of students.	
Step 4:	<p>ONUW Quick Write</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds Ss during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating their experiences while playing ONUW.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 mins
Step 4:	<p>ONUW Discussion</p> <ol style="list-style-type: none"> <li>1. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. What was some new language you have learned while playing the game.</li> </ol> </li> <li>2. Ss discuss for 4 minutes</li> <li>3. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. What language you did not know while playing the game?</li> </ol> </li> <li>4. Ss discuss for 4 minutes</li> <li>5. Ss discuss for 4 minutes</li> </ol>	15 mins
Step 5:	<p>ONUW Analysis</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson Plan 17 for Analysis Handout</li> <li>2. T divides groups into pairs.</li> <li>3. T asks the following question to the students.               <p style="margin-left: 40px;">Share a challenging moment or a challenging aspect of the game with your group. Talk about how to prepare for the next time playing.</p> </li> <li>4. T elicits answers from the pairs.</li> <li>5. T asks Ss from these issues, which do you feel are most important to you enjoying or not enjoying the game?</li> <li>6. Ss discuss the question.</li> <li>7. T elicits answers from the students.</li> <li>8. T asks Ss to identify examples from their notes to support your opinion. Please outline this information with your partner.</li> <li>9. Ss identify reasons and examples to their feeling to create an outline for their Game Analysis.</li> </ol>	15 mins
Step 6	<p>T Assigns Homework to Ss</p> <ol style="list-style-type: none"> <li>1. Game Analysis outline</li> </ol>	5 mins

Assessment:  
Homework /  
Follow-up:

Observations of participation in group and pair work  
1. Game Analysis outline

Lesson Plan 22:

Week / Class Number	11/22	
Goal of the Class:	Gain Experience from gameplay	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review Student's game analysis outlines.</li> <li>2. Gather experience from Student choice game</li> <li>3. Extract the experience by discussion/ debriefing</li> </ol>	
Rationale:	Students are given a final chance to practice skills of deduction in One Night Ultimate Werewolf. In addition to extracting the experience for discussions and writing, students are able to further their analysis of the game.	
Materials:	<ol style="list-style-type: none"> <li>1. Rules for One Night Ultimate Werewolf (Included within the game)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. 4 copies of <a href="http://onenightwerewolf.com/">One Night Ultimate Werewolf</a> (ONUW)</li> <li>2. ONUW companion app. Link: <a href="http://onenightwerewolf.com/">http://onenightwerewolf.com/</a></li> <li>3. Moveable table and chairs</li> <li>4. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share an interesting moment from their previous gaming session with their partner.</li> </ol>
		5 mins.
	Step 2:	ONUW Analysis PRP <ol style="list-style-type: none"> <li>1. T Assigns Ss into pairs.</li> <li>2. T asks Ss to take out their analysis outlines for ONUW form the previous lesson.</li> <li>3. Ss review their partner's outline, paying attention to ideas.</li> <li>4. Ss may revise their outline for their analysis.</li> <li>5. T informs the students to write the game analysis into a draft by next two weeks (lesson 25).</li> </ol>
		15 mins.
	Step 3:	ONUW Play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following:               <ol style="list-style-type: none"> <li>a. Language issues with the game.</li> <li>b. Interesting moments</li> <li>c. Challenging moments</li> </ol> </li> </ol>
		40 mins.

	5. Ss may start a new game once finished.	
	6. T during this time provides support on language or rules among the groups of students.	
Step 4	<p>ONUW Quick Write</p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds Ss during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating their experiences while playing ONUW.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	10 mins
Step 5:	<p>ONUW Discussion</p> <ol style="list-style-type: none"> <li>1. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. What was some new language you have learned while playing the game.</li> </ol> </li> <li>2. Ss discuss for 4 minutes</li> <li>3. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. What language you did not know while playing the game?</li> </ol> </li> <li>4. Ss discuss for 4 minutes</li> <li>5. T asks the following question to the group.               <ol style="list-style-type: none"> <li>a. Share a challenging moment or a challenging aspect of the game with your group. Talk about how to prepare for the next time playing.</li> </ol> </li> <li>6. Ss discuss for 4 minutes</li> </ol>	15 mins
Step 6:	<p>T assigns homework to Ss</p> <ol style="list-style-type: none"> <li>1. Reflection Journal special topic 4 (see lesson plan 2)</li> </ol>	5 mins
Assessment: Homework / Follow-up:	<p>Observations of participation in group and pair work</p> <ol style="list-style-type: none"> <li>1. ONUW Game Analysis Draft Due 12/25.</li> <li>2. Reflection Journal ST#4</li> </ol>	

## Lesson Plan 23:

Week / Class Number	12/23										
Goal of the Class:	Introduce student choice game unit										
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Introduce student choice gameplay.</li> <li>2. Identify the rules of games for student choice games.</li> <li>3. Practice playing to fully understand rules.</li> </ol>										
Rationale:	After playing three games chosen by the teacher, this last unit is for students to pick from a list of approved games and conduct a game analysis.										
Materials:	1. List of games										
Equipment:	<ol style="list-style-type: none"> <li>1. Copies of each of the board games listed in the list of games.</li> <li>2. Moveable chairs and desks</li> <li>3. Whiteboard and markers</li> </ol>										
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Step 1:</td> <td style="vertical-align: top;">Greet Class  <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share an interesting moment from their previous gaming session with their partner.</li> </ol> </td> <td style="vertical-align: top; text-align: right;">5 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 2:</td> <td style="vertical-align: top;">Student choice Game Play  <ol style="list-style-type: none"> <li>1. T sets a copy of each a game form the list of games on the table.</li> <li>2. Ss are given 5 mins to walk around and choose a game in which they would like to play.</li> <li>3. Ss form groups for each game.</li> <li>4. T emphasizes for the next 20 mins as a team, identify the following for the game.               <ol style="list-style-type: none"> <li>a. Step up, Win conditions, and rules.</li> </ol> </li> <li>5. T may share the rules of play link with the students.</li> <li>6. Ss at this time are allowed to use their cell phone to locate videos of the game or work together and read the game rules looking for the above information</li> </ol> </td> <td style="vertical-align: top; text-align: right;">25 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 3</td> <td style="vertical-align: top;">Student Choice Game play  <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following:</li> </ol> </td> <td style="vertical-align: top; text-align: right;">35 mins.</td> </tr> </table>	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share an interesting moment from their previous gaming session with their partner.</li> </ol>	5 mins.	Step 2:	Student choice Game Play <ol style="list-style-type: none"> <li>1. T sets a copy of each a game form the list of games on the table.</li> <li>2. Ss are given 5 mins to walk around and choose a game in which they would like to play.</li> <li>3. Ss form groups for each game.</li> <li>4. T emphasizes for the next 20 mins as a team, identify the following for the game.               <ol style="list-style-type: none"> <li>a. Step up, Win conditions, and rules.</li> </ol> </li> <li>5. T may share the rules of play link with the students.</li> <li>6. Ss at this time are allowed to use their cell phone to locate videos of the game or work together and read the game rules looking for the above information</li> </ol>	25 mins.	Step 3	Student Choice Game play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following:</li> </ol>	35 mins.	
Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share an interesting moment from their previous gaming session with their partner.</li> </ol>	5 mins.									
Step 2:	Student choice Game Play <ol style="list-style-type: none"> <li>1. T sets a copy of each a game form the list of games on the table.</li> <li>2. Ss are given 5 mins to walk around and choose a game in which they would like to play.</li> <li>3. Ss form groups for each game.</li> <li>4. T emphasizes for the next 20 mins as a team, identify the following for the game.               <ol style="list-style-type: none"> <li>a. Step up, Win conditions, and rules.</li> </ol> </li> <li>5. T may share the rules of play link with the students.</li> <li>6. Ss at this time are allowed to use their cell phone to locate videos of the game or work together and read the game rules looking for the above information</li> </ol>	25 mins.									
Step 3	Student Choice Game play <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following:</li> </ol>	35 mins.									

- a. Language issues with the game.
  - b. Interesting moments
  - c. Challenging moments
5. Ss may start a new game once finished.
  6. T during this time provides support on language or rules among the groups of students.

Step 4:	Student Choice Game Quick Write	10 mins.
	<ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> <li>3. T reminds students during the next 5 minutes to don't stop writing.</li> <li>4. T asks Ss to write about anything relating to the game they are playing.</li> <li>5. Ss do a quick write for 5 minutes.</li> </ol>	
Step 5:	Student Game Discussion	15 mins
	<ol style="list-style-type: none"> <li>1. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What was some new language you have learned while playing the game.</li> </ol> </li> <li>2. Ss discuss for 4 minutes</li> <li>3. T asks the following question to the group.                             <ol style="list-style-type: none"> <li>a. What language you did not know while playing the game?</li> </ol> </li> <li>4. Ss discuss for 4 minutes.</li> </ol>	
Step 6:	T Assigns Homework to Ss	5 mins
	<ol style="list-style-type: none"> <li>1. Continue working on the rules for Student choice game.</li> </ol>	

Assessment:  
Homework /  
Follow-up:

Observations of participation in group and pair work

1. Student choice game rules.

### List of Games for Student Choice

**Codenames** – 2-7 players Average game 15 minutes.

Party deduction of two teams racing to identify secret identities of 25 agents.

Rules of play: <https://www.youtube.com/watch?v=zQVHkl8oQEU>

Game Bio: <https://boardgamegeek.com/boardgame/178900/codenames>

**Hanabi** – 2-5 players Average game 20 minutes.

Cooperative card game where players give clues to each other hands in order to build the perfect fireworks show.

Rules of play: <https://www.youtube.com/watch?v=bXVBKQeNM5U>

Game Bio: <https://boardgamegeek.com/boardgame/98778/hanabi>

**Mysterium** – 2- 7 players Average game time 40 mins

Psychic clue game of a team of mystics are given images of a murder by the ghost of the victim.

Rules of play: <https://www.youtube.com/watch?v=mhCv0CZW2UM>

Game Bio: <https://boardgamegeek.com/boardgame/181304/mysterium>

**Spyfall** – 3-8 players Average game time 15 mins

Hidden role game party game with one spy trying to determine his location based on the information given by the other members of the game.

Rules of play: <https://www.youtube.com/watch?v=C037gILgt2o>

Game bio: <https://boardgamegeek.com/boardgame/166384/spyfall>

**The Resistance** – 5-10 players 30 mins

Hidden role game featuring a resistance group trying to identify the evil empire spies among their members.

Rules of Play: <https://www.youtube.com/watch?v=DUENzjE9Jwg>

Game bio: <https://boardgamegeek.com/boardgame/41114/resistance>

Lesson Plan 24:

Week / Class Number	12/24	
Goal of the Class:	Gain experience from SCG gameplay	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Gather experience from Student choice game</li> <li>2. Extract the experience from discussion/ debriefing</li> </ol>	
Rationale:	Students are given the chance to gain experience and test their understanding of the rules from their chosen game.	
Materials:	<ol style="list-style-type: none"> <li>1. List of Games (see lesson 23)</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Copies of each game from the list of games</li> <li>2. Movable chairs and Desks</li> <li>3. Whiteboard and markers</li> </ol>	
Procedures:	<p>Step 1 Greet Class <span style="float: right;">5 mins</span></p> <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss). And asks them to share a challenging moment from their previous gaming session with their partner.</li> </ol> <p>Step 2: Student Choice Game Rules PRP <span style="float: right;">15 mins</span></p> <ol style="list-style-type: none"> <li>1. T asks Ss to take out their list of rules from the previous lesson.</li> <li>2. Ss get into groups based on the game they have chosen, and discuss any changes that have been made.</li> <li>3. Ss are encouraged to peer review their teammates list of rules and add any important information.</li> </ol> <p>Step 3 Student Choice Gameplay <span style="float: right;">40 mins.</span></p> <ol style="list-style-type: none"> <li>1. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>2. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>3. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> <li>4. Ss when finished writing the gaming log, discuss the following:             <ol style="list-style-type: none"> <li>a. Language issues with the game.</li> <li>b. Interesting moments</li> <li>c. Challenging moments</li> </ol> </li> <li>5. Ss may start a new game once finished.</li> <li>6. T during this time provides support on language or rules among the groups of students.</li> </ol> <p>Step 4: Student Choice Game Quick Write <span style="float: right;">10 mins.</span></p> <ol style="list-style-type: none"> <li>1. Refer to Lesson plan 2 for the instructions of a quick write.</li> <li>2. T asks Ss to take out a piece of paper.</li> </ol>	

3. T reminds students during the next 5 minutes to don't stop writing.
  4. T asks Ss to write about anything relating to the game they are playing.
  5. Ss do a quick write for 5 minutes.
- Step 5: Student Game Discussion 15 mins
1. T asks the following question to the group.
    - a. What was some new language you have learned while playing the game.
  2. Ss discuss for 4 minutes
  3. T asks the following question to the group.
    - a. What language you did not know while playing the game?
  4. Ss discuss for 4 minutes
  5. T asks the following question to the group.
    - a. Share a challenging moment or a challenging aspect of the game with your group. Talk about how to prepare for the next time playing.
  6. Ss discuss for 4 minutes
- Step 6 T Assigns Homework to Ss 5 mins
1. Reflection journal
- Observations of participation in group and pair work
1. Reflection Journal

Assessment:  
Homework /  
Follow-up:

## Lesson Plan 25:

Week / Class Number	13/25	
Goal of the Class:	Gather Experience for Game Analysis	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. . Gather experience from Student choice game</li> <li>2. Extract the experience from discussion/ debriefing</li> <li>3. Present the format of the presentation</li> <li>4. Provide examples of good/ bad presentations.</li> <li>5. Allot time for students to peer consult for topics on presentation.</li> </ol>	
Rationale:	Students are given the chance to gain experience and test their understanding of the rules from their chosen game. In addition, the format of the final presentation is explained along an overview of presentation skills. Lastly, allotted time for students to consult peers on topics for the presentation.	
Materials:	<ol style="list-style-type: none"> <li>1. List of games (See Lesson 23)</li> <li>2. Presentation Handout</li> </ol>	
Equipment:	<ol style="list-style-type: none"> <li>1. Copies of Games</li> <li>2. Moveable Chairs and Desks</li> <li>3. Whiteboard and markers</li> </ol>	
Procedures:	Step 1:	Greet Class <ol style="list-style-type: none"> <li>1. Teacher (T) greets students (Ss).</li> <li>2. T assign Ss into pairs.</li> <li>3. Ss discuss about the game they are playing and one challenging moment from their gaming log</li> </ol>
		5 mins.
	Step 2:	Student Choice Gameplay <ol style="list-style-type: none"> <li>1. T writes the following on the board. <ol style="list-style-type: none"> <li>a. Play -&gt;Write -&gt;Talk -&gt; Repeat.</li> </ol> </li> <li>7. T reminds students to follow this format while playing for experiences.</li> <li>8. T asks Ss to find their groups and set up games from the previous lesson.</li> <li>9. If students are continuing a game from a previous session, then students should review their notes, or recording the refresh what was happening in the game.</li> <li>10. If students are starting a new game, then students should review the game rules before jumping into the game.</li> <li>11. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> <li>12. Ss for the time allotted play games to gather experience for the game analysis.</li> <li>13. Ss when finished with a game, stop the recording, and log their time into their gaming log.</li> </ol>
		30 mins

14. Ss when finished writing the gaming log, discuss the following:
    - a. Language issues with the game.
    - b. Interesting moments
    - c. Challenging moments
  15. Ss may start a new game once finished.
  16. T during this time provides support on language or rules among the groups of students.
- Step 3: Student Game Quick Write 10 mins
1. Refer to Lesson plan 2 for the instructions of a quick write.
  2. T asks Ss to take out a piece of paper.
  3. T reminds students during the next 5 minutes to don't stop writing.
  4. T asks Ss to write about anything relating to the game they are playing.
  5. Ss do a quick write for 5 minutes.
- Step 4: Student Game Discussion 15 mins.
1. T assigns Ss into groups of 3.
  2. T asks the following question to the group.
    - a. Please describe the game you are currently playing to your group.
  3. Ss discuss for 4 minutes
  4. T asks the following question to the group.
    - a. What was some new language you have learned while playing the game.
  5. Ss discuss for 4 minutes
  6. T asks the following question to the group.
    - a. What language you did not know while playing the game?
  7. Ss discuss for 4 minutes
- Step 5: Final Presentation Introduction 15 mins
1. T assigns Ss into groups of 3.
  2. T asks Ss if they have any experience talking in front of a group of students.
  3. T writes two categories on the board:
    - a. Good Presentation
    - b. Bad Presentation
  4. T asks Ss what are some characteristics of a good presentation? what are some characteristics of a bad presentation?
  5. Ss discuss characteristics of both Good/bad presentations.

6. T elicits responses from students.
  - a. Good: Eye contact, Not reading notes, loud clear voice.
  - b. Bad: hand in the pockets, pacing in front of the class, looking at note cards.
7. T distributes Final presentation assignment handout
8. T explains the poster presentation to the Ss.

Step 6 Final Presentation Activity 15 mins

1. T assigns students into pairs.
2. Students talk about possible topics for their PowerPoint.
3. Using their gaming log, notes, and reflection journals students are asked to work together and create an idea for their poster presentation.

Assessment:  
Homework /  
Follow-up:

Observation of participation in group and pair activities  
1. Final Presentation Rough Outline

## Final Presentation

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Date: \_\_\_\_\_

As a final summation of everything you have learned in this course, the final presentation is the time for you to show an element of this class you enjoyed.

### Possible topics

1. A summary of a previous game review or game analysis from the course
2. A summary of your favorite game we have played in this course and why you enjoyed the game.
3. An summary of a game in which we haven't played in this course you wish to recommend others to play.

### Format:

- A 24 x 36 inch (610 × 914 mm) Poster with the important information and pictures of the game.
- 5-minute speech about one of the topics above.

### Presentation procedure:

1. Each student will have time to set up their poster in a location of the room.
2. Observing students will be given an evaluation runic based on the presents ability to relay the information and asked to pick a student based on their interest.
3. Students will have 5 mins to present their presentation.
4. Observing students will give their rubric to the presenter.
5. Observing students will move to another presenter and repeat the process.

Lesson Plan 26:

Week / Class Number	13/26	
Goal of the Class:	Gain experience from gameplay	
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Gather experience from Student choice game</li> <li>2. Extract the experience from discussion/ debriefing</li> <li>3. Students provide peer editing for their partners</li> </ol>	
Rationale:	For the final game analysis, Students are given the chance to gain experience from their chosen game. In addition, Students are given time to Peer review their partners presentations	
Materials:	1. List of games (see Lesson 23)	
Equipment:	<ol style="list-style-type: none"> <li>1. Copies of each game</li> <li>2. Movable chairs and Desks</li> <li>3. Whiteboard and markers</li> </ol>	
Procedures:	<p>Step 1: Greeting Class. <span style="float: right;">5 mins.</span></p> <ol style="list-style-type: none"> <li>1. T Greets Students (Ss) and asks them to take out their ONUW Game Analysis.</li> <li>2. T collects Students ONUW Game Analysis.</li> <li>2. T writes the following on the board.             <ol style="list-style-type: none"> <li>a. Play -&gt;Write -&gt;Talk -&gt; Repeat.</li> </ol> </li> <li>3. T ask Ss if they remember what these words mean for this</li> <li>4. T elicits answers from the students.             <ol style="list-style-type: none"> <li>a. Play. Record sessions and play game</li> <li>b. Write. Gaming log, Quick write.</li> <li>c. Talk Discussion., What new language did I learn? What language did I not know?</li> </ol> </li> </ol> <p>Step 2: Student Choice Gameplay <span style="float: right;">40 mins</span></p> <ol style="list-style-type: none"> <li>1. T asks students to find their groups and set up games from the previous lesson.</li> <li>2. If students are continuing a game from a previous session, then students should review their notes, or recording the refresh what was happening in the game.</li> <li>3. If students are starting a new game, then students should review the game rules before jumping into the game.</li> <li>4. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.</li> </ol>	

5. Ss for the time allotted play games to gather experience for the game analysis.
  6. Ss when finished with a game, stop the recording, and log their time into their gaming log.
  7. Ss when finished writing the gaming log, discuss the following:
    - a. Language issues with the game.
    - b. Interesting moments
    - c. Challenging moments
  8. Ss may start a new game once finished.
  9. T during this time provides support on language or rules among the groups of students.
- Step 3: Student Game Quick Write 10 mins
1. Refer to Lesson plan 2 for the instructions of a quick write.
  2. T asks Ss to take out a piece of paper.
  3. T reminds students during the next 5 minutes to don't stop writing.
  4. T asks Ss to write about anything relating to the game they are playing.
  5. Ss do a quick write for 5 minutes.
- Step 4: Student Game Discussion 15 mins.
1. T assigns Ss into groups of 3.
  2. T asks the following question to the group.
    - a. Please describe the game you are currently playing to your group.
  3. Ss discuss for 4 minutes
  4. T asks the following question to the group.
    - a. What was some new language you have learned while playing the game.
  5. Ss discuss for 4 minutes
  6. T asks the following question to the group.
    - a. What language you did not know while playing the game?
  7. Ss discuss for 4 minutes
- Step 5: Student Presentation PRP 10 mins
1. Ss are asked to take out their outlines for their presentation
  2. T assigns Ss into new pairs.
  3. Ss for 3 minutes describe their presentation idea with their partner.

4. Ss give comments, suggestions, corrections to their partner's presentation.

Step 6: T Assigns Homework to Ss 5 mins

1. Reflection journal

Assessment:  
Homework /  
Follow-up:

Observation of participation in group and pair activities.

1. Reflection journal

Lesson Plan 27:

Week / Class Number	14/27		
Goal of the Class:	Experience building from gameplay		
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Gain experiences from gameplay for game review.</li> <li>2. Peer Review Game analysis paper.</li> </ol>		
Rationale:	In class time is assigned for students to provide Peer review, revision, and to gain experiences form gameplay for their Final Game Analysis.		
Materials:	<ol style="list-style-type: none"> <li>1. List of Games (see Lesson Plan 23)</li> </ol>		
Equipment:	<ol style="list-style-type: none"> <li>1. Movable tables and chairs</li> <li>2. Whiteboard and markers</li> <li>3. Copies of games for students.</li> </ol>		
Procedures:	Step 1:	Student Game Analysis Peer Review	15 mins.
		<ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss) and asks Ss to take out their Game Analysis outline/draft.</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game analysis and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> </ol>	
	Step 2:	Student Choice Gameplay	70 mins
		<ol style="list-style-type: none"> <li>1. T writes the following on the board.               <ol style="list-style-type: none"> <li>a. Play -&gt;Write -&gt;Talk -&gt; Repeat.</li> </ol> </li> <li>2. T ask Ss if they remember what these words mean for this</li> <li>3. T elicits answers from the students.               <ol style="list-style-type: none"> <li>a. Play. Record sessions and play game</li> <li>b. Write. Gaming log, Quick write.</li> <li>c. Talk Discussion.</li> <li>d. Possible questions for discussion: What new language did I learn? What language did I not know</li> </ol> </li> <li>4. T reminds Ss about these words from last lesson.</li> <li>5. T asks students to find their groups and set up games from the previous lesson.</li> <li>6. If students are continuing a game from a previous session, then students should review their notes, or recording the refresh what was happening in the game.</li> </ol>	

7. If students are starting a new game, then students should review the game rules before jumping into the game.
8. T emphasizes Ss to take notes while playing, the use of recorders, and to have fun.
9. Ss for the time allotted play games to gather experience for the game analysis.
10. Ss when finished with a game, stop the recording, and log their time into their gaming log.
11. Ss when finished writing the gaming log, discuss the following:
  - a. Language issues with the game.
  - b. Interesting moments
  - c. Challenging moments
12. Ss may start a new game once finished.
13. T during this time provides support on language or rules among the groups of students.

Step 3: T Reminds students to bring the following for the next lesson: 5 mins.

1. Presentation outlines/drafts
2. Game Analysis Outlines/drafts

Assessment:  
Homework /  
Follow-up:

Observation of participation of group and pair activities

1. Presentation outlines/drafts
2. Game Analysis Outlines/drafts

Lesson Plan 28:

Week / Class Number	14/28																														
Goal of the Class:	Give time for students to review, and gain experiences for their game reviews																														
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Peer Review and revision of the Game analysis</li> <li>2. Peer Review and revision of the Presentation</li> <li>3. Gain Experience of gameplay for the Game analysis</li> </ol>																														
Rationale:	In class time is assigned for students to provide Peer review, revision, and to gain experiences form gameplay for their presentation or Final Game Analysis.																														
Materials:	1. List of Games (See Lesson Plan 23)																														
Equipment:	<ol style="list-style-type: none"> <li>1. Movable tables and chairs</li> <li>2. Whiteboard and markers</li> <li>3. Copies of games for students.</li> </ol>																														
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="width: 5%;"></td> <td style="width: 10%;">Step</td> <td style="width: 80%;">Student Game Analysis Peer Review</td> <td style="width: 5%;"></td> <td style="width: 10%; text-align: right;">10</td> </tr> <tr> <td></td> <td>1:</td> <td> <ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss) and asks Ss to take out their Game Analysis outline/draft.</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game analysis and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> </ol> </td> <td></td> <td style="text-align: right;">mins.</td> </tr> <tr> <td>1</td> <td>Step</td> <td>Student Presentation Peer Review</td> <td></td> <td style="text-align: right;">15 mins</td> </tr> <tr> <td></td> <td>2:</td> <td> <ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 3.</li> <li>2. T asks Ss to now take out their Presentation outline/draft.</li> <li>3. T asks Ss to explain their presentation with their group for 3 minutes.</li> <li>4. Ss work together and revise or support students on their presentations.</li> </ol> </td> <td></td> <td></td> </tr> <tr> <td></td> <td>Step</td> <td>Student Choice Gameplay</td> <td></td> <td style="text-align: right;">65</td> </tr> <tr> <td></td> <td>3:</td> <td> <ol style="list-style-type: none"> <li>1. T writes the following on the board.                             <ol style="list-style-type: none"> <li>a. Play -&gt;Write -&gt;Talk -&gt; Repeat.</li> </ol> </li> <li>2. T reminds Ss about these words from last lesson.</li> <li>3. T asks students to find their groups and set up games from the previous lesson.</li> <li>4. If students are continuing a game from a previous session, then students should review their notes, or recording the refresh what was happening in the game.</li> </ol> </td> <td></td> <td style="text-align: right;">mins.</td> </tr> </table>		Step	Student Game Analysis Peer Review		10		1:	<ol style="list-style-type: none"> <li>1. Teacher (T) Greets Students (Ss) and asks Ss to take out their Game Analysis outline/draft.</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game analysis and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> </ol>		mins.	1	Step	Student Presentation Peer Review		15 mins		2:	<ol style="list-style-type: none"> <li>1. T assigns Ss into groups of 3.</li> <li>2. T asks Ss to now take out their Presentation outline/draft.</li> <li>3. T asks Ss to explain their presentation with their group for 3 minutes.</li> <li>4. Ss work together and revise or support students on their presentations.</li> </ol>				Step	Student Choice Gameplay		65		3:	<ol style="list-style-type: none"> <li>1. T writes the following on the board.                             <ol style="list-style-type: none"> <li>a. Play -&gt;Write -&gt;Talk -&gt; Repeat.</li> </ol> </li> <li>2. T reminds Ss about these words from last lesson.</li> <li>3. T asks students to find their groups and set up games from the previous lesson.</li> <li>4. If students are continuing a game from a previous session, then students should review their notes, or recording the refresh what was happening in the game.</li> </ol>		mins.
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  - d. Language issues with the game.
  - e. Interesting moments
  - f. Challenging moments
10. Ss may start a new game once finished.
11. T during this time provides support on language or rules among the groups of students.

Step 6:	T Assigns homework to the Students 1. Reflection journal T reminds students of the following: 2. Assigned students for Presentations T Encourages students of the following: 3. Game Analysis & Presentations	5 mins
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Assessment:  
Homework /  
Follow-up:  
Comments:

Observation of participation of group and pair activities  
1. Reflection journal  
2. Presentations

Lesson Plan 29:

Week / Class Number	15/29																			
Goal of the Class:	Student Presentations																			
Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Students show ability in presenting information</li> <li>2. Students practice evaluation skills</li> <li>3. Allow time for students to peer review papers and presentations</li> </ol>																			
Rationale:	This lesson gives students a chance to present their knowledge and hard work from the course. In addition, in-class time is given for student to write/ask/ or collaborate on writing tasks.																			
Materials:	<ol style="list-style-type: none"> <li>1. Observation handout</li> </ol>																			
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable Table and Chairs</li> <li>2. Whiteboard and markers</li> <li>3. Tape (for posters)</li> </ol>																			
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="width: 5%;">Step</td> <td style="width: 85%;">Student Presentations</td> <td style="width: 10%; text-align: right;">55</td> </tr> <tr> <td>1:</td> <td> <ol style="list-style-type: none"> <li>1. Presenting Students (Ss) are assigned places in with the room to present.</li> <li>2. Assigned Ss are given time to hang the poster to the wall.</li> <li>3. Observing Ss (OSs) are given 5 copies of the Observation rubric (One for each Presenter).</li> <li>4. OSs for the next 2 minutes walk around and choose a presenter.</li> <li>5. Presenting Ss present for 5 minutes.</li> <li>6. OSs mark their evaluation forms and hand them to the presenter.</li> <li>7. OSs move to a different Presenting student.</li> <li>8. Repeat Steps 3-7 until all Presenting Student has been Observed by each OSs.</li> </ol> </td> <td style="text-align: right; vertical-align: top;">mins.</td> </tr> <tr> <td>Step</td> <td>Student Game Analysis Final Peer Review</td> <td style="text-align: right;">10</td> </tr> <tr> <td>2:</td> <td> <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Game Analysis Paper</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game reviews and make corrections.</li> </ol> </td> <td style="text-align: right; vertical-align: top;">mins.</td> </tr> <tr> <td>Step</td> <td>Student In class Revisions</td> <td style="text-align: right;">15</td> </tr> <tr> <td>3:</td> <td> <ol style="list-style-type: none"> <li>1. During this time Ss are encouraged to use this time to:                             <ol style="list-style-type: none"> <li>a. Work on presentations for tomorrow</li> <li>b. Work on their game analysis with peers.</li> <li>c. Play games to gather information for game analysis.</li> </ol> </li> </ol> </td> <td style="text-align: right; vertical-align: top;">mins.</td> </tr> </table>	Step	Student Presentations	55	1:	<ol style="list-style-type: none"> <li>1. Presenting Students (Ss) are assigned places in with the room to present.</li> <li>2. Assigned Ss are given time to hang the poster to the wall.</li> <li>3. Observing Ss (OSs) are given 5 copies of the Observation rubric (One for each Presenter).</li> <li>4. OSs for the next 2 minutes walk around and choose a presenter.</li> <li>5. Presenting Ss present for 5 minutes.</li> <li>6. OSs mark their evaluation forms and hand them to the presenter.</li> <li>7. OSs move to a different Presenting student.</li> <li>8. Repeat Steps 3-7 until all Presenting Student has been Observed by each OSs.</li> </ol>	mins.	Step	Student Game Analysis Final Peer Review	10	2:	<ol style="list-style-type: none"> <li>1. T asks Ss to take out their Game Analysis Paper</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game reviews and make corrections.</li> </ol>	mins.	Step	Student In class Revisions	15	3:	<ol style="list-style-type: none"> <li>1. During this time Ss are encouraged to use this time to:                             <ol style="list-style-type: none"> <li>a. Work on presentations for tomorrow</li> <li>b. Work on their game analysis with peers.</li> <li>c. Play games to gather information for game analysis.</li> </ol> </li> </ol>	mins.	
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	d. Ask questions regarding the game analysis.	
Step 4:	1. T reminds Ss to bring the following to the next lesson: a. Reflection journals b. Gaming logs c. Game Analysis	5 mins
	2. T reminds the Ss to submit the Reflection journals electronically before coming to class the next lesson.	
Assessment:	Observation of participation of group and pair activities Student presentation peer evaluations.	
Homework / Follow-up:	1. Reflection journals (physical and electronically) 2. Gaming logs 3. Game Analysis	

**Presentation Evaluation Form**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Presenter's Name		Topic	
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Please rate the following statements. 1 = Strongly Disagree, 4 = Strongly Agree

1	2	3	4	The Presentation was easy to understand
				The Poster was interesting
				The Presentation was engaging
				The Presenter did not only read from the poster/notes
				I Enjoyed the presentation

One thing I learned from the Presentation:

\_\_\_\_\_

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**Presentation Evaluation Form**

**Name:** \_\_\_\_\_  
**Student ID:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Presenter's Name		Topic	
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Please rate the following statements. 1 = Strongly Disagree, 4 = Strongly Agree

1	2	3	4	The Presentation was easy to understand
				The Poster was interesting
				The Presentation was engaging
				The Presenter did not only read from the poster/notes
				I Enjoyed the presentation

One thing I learned from the Presentation:

\_\_\_\_\_

Lesson Plan 30:

Week / Class            15/30  
 Number  
 Goal of the Class:    Student Presentations

Goal of the Activity:	<ol style="list-style-type: none"> <li>1. Students show ability in presenting information</li> <li>2. Students practice evaluation skills</li> <li>3. Allow time for students to peer review papers</li> <li>4. Students to reflect on the course overall</li> </ol>												
Rationale:	<p>This lesson gives students a chance to present their knowledge and hard work from the course. In addition, in-class time is given for student to write, ask, or collaborate on their final drafts of the game analysis. Lastly, to emphasize the reflection aspect of the course, students are asked to reflect on the course as well.</p>												
Materials:	<ol style="list-style-type: none"> <li>1. Observation handout (See Lesson 29)</li> </ol>												
Equipment:	<ol style="list-style-type: none"> <li>1. Moveable Table and Chairs</li> <li>2. Whiteboard and markers</li> <li>3. Tape (for posters)</li> </ol>												
Procedures:	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">Step 1:</td> <td style="vertical-align: top;"> <p>Student Presentations</p> <ol style="list-style-type: none"> <li>1. Presenting Students (Ss) are assigned places in with the room to present.</li> <li>2. Assigned Ss are given time to hang the poster to the wall.</li> <li>3. Observing Ss (OSs) are given 5 copies of the Observation rubric (One for each Presenter).</li> <li>4. OSs for the next 2 minutes, walk around and choose a presenter.</li> <li>5. Presenting Ss present for 5 minutes.</li> <li>6. OSs mark their evaluation forms and hand them to the presenter.</li> <li>7. OSs move to a different Presenting student.</li> <li>8. Repeat Steps 3-7 until all Presenting Student has been Observed by each OSs.</li> </ol> </td> <td style="vertical-align: top; text-align: right;">55 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 2:</td> <td style="vertical-align: top;"> <p>Student Game Analysis Final Peer Review</p> <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Game Analysis Paper</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game reviews and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> <li>6. T instructs students to send the final revision Via email by the end of the day.</li> </ol> </td> <td style="vertical-align: top; text-align: right;">15 mins.</td> </tr> <tr> <td style="vertical-align: top;">Step 3:</td> <td style="vertical-align: top;"> <p>Teacher collects the following from the students:</p> <ol style="list-style-type: none"> <li>1. Reflection journals.</li> <li>2. Gaming logs.</li> </ol> </td> <td style="vertical-align: top; text-align: right;">5 mins</td> </tr> <tr> <td style="vertical-align: top;">Step 4:</td> <td style="vertical-align: top;"> <p>Student reflections on the course</p> </td> <td style="vertical-align: top; text-align: right;">15 mins</td> </tr> </table>	Step 1:	<p>Student Presentations</p> <ol style="list-style-type: none"> <li>1. Presenting Students (Ss) are assigned places in with the room to present.</li> <li>2. Assigned Ss are given time to hang the poster to the wall.</li> <li>3. Observing Ss (OSs) are given 5 copies of the Observation rubric (One for each Presenter).</li> <li>4. OSs for the next 2 minutes, walk around and choose a presenter.</li> <li>5. Presenting Ss present for 5 minutes.</li> <li>6. OSs mark their evaluation forms and hand them to the presenter.</li> <li>7. OSs move to a different Presenting student.</li> <li>8. Repeat Steps 3-7 until all Presenting Student has been Observed by each OSs.</li> </ol>	55 mins.	Step 2:	<p>Student Game Analysis Final Peer Review</p> <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Game Analysis Paper</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game reviews and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> <li>6. T instructs students to send the final revision Via email by the end of the day.</li> </ol>	15 mins.	Step 3:	<p>Teacher collects the following from the students:</p> <ol style="list-style-type: none"> <li>1. Reflection journals.</li> <li>2. Gaming logs.</li> </ol>	5 mins	Step 4:	<p>Student reflections on the course</p>	15 mins
Step 1:	<p>Student Presentations</p> <ol style="list-style-type: none"> <li>1. Presenting Students (Ss) are assigned places in with the room to present.</li> <li>2. Assigned Ss are given time to hang the poster to the wall.</li> <li>3. Observing Ss (OSs) are given 5 copies of the Observation rubric (One for each Presenter).</li> <li>4. OSs for the next 2 minutes, walk around and choose a presenter.</li> <li>5. Presenting Ss present for 5 minutes.</li> <li>6. OSs mark their evaluation forms and hand them to the presenter.</li> <li>7. OSs move to a different Presenting student.</li> <li>8. Repeat Steps 3-7 until all Presenting Student has been Observed by each OSs.</li> </ol>	55 mins.											
Step 2:	<p>Student Game Analysis Final Peer Review</p> <ol style="list-style-type: none"> <li>1. T asks Ss to take out their Game Analysis Paper</li> <li>2. T asks Ss to explain their paper with their partner for 3 minutes.</li> <li>3. Ss give their paper to the partner and are asked to get out a colored pen.</li> <li>4. Partners Peer review each other's game reviews and make corrections.</li> <li>5. Ss make corrections to their Game analysis</li> <li>6. T instructs students to send the final revision Via email by the end of the day.</li> </ol>	15 mins.											
Step 3:	<p>Teacher collects the following from the students:</p> <ol style="list-style-type: none"> <li>1. Reflection journals.</li> <li>2. Gaming logs.</li> </ol>	5 mins											
Step 4:	<p>Student reflections on the course</p>	15 mins											

1. Teacher (T) assigns Ss into groups of 3.
2. T asks Ss to discuss on the following question for 4 minutes.
  - a. What was one thing from the class you enjoyed?
3. T elicits responses from each group.
4. T asks Ss to discuss the next question for 4 minutes.
  - a. What was the most challenging thing you were asked to do from this class?
5. T elicits responses from each group.
6. T asks Ss to discuss the next question for 4 minutes
  - a. If you could give advice to future students what would it be?
7. T elicits answers from each group.

Assessment:

Observation of participation of group and pair activities  
Student presentation peer evaluations.

Collection of Gaming Logs and Reflection journals

Homework /  
Follow-up:

1. Submission of Final Draft of Game Analysis #2 via Email