

**LET'S PLAY ENGLISH**

**Let's Plays and Video Games in Students' Language confidence**

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**Master's Thesis**

**English**

**Department of Language and**

**Communication Studies**

**University of Jyväskylä**

**2019**

## JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty	Laitos – Department
Tekijä – Author	
Työn nimi – Title	
Oppiaine – Subject	Työn laji – Level
Aika – Month and year	Sivumäärä – Number of pages
Tiivistelmä – Abstract	
Asiasanat – Keywords	
Säilytyspaikka – Depository	
Muita tietoja – Additional information	

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## 1. INTRODUCTION

This is a material package, which uses video games and Let's Plays to develop the students' language confidence, especially when speaking or oral use of English. The material is aimed at upper secondary school students, 16-18 year olds to be exact. Its goal is to get this youth to use English more freely in their everyday life, particularly in spoken form, so that they would not feel as self-conscious and scared to communicate using the language.

This kind of material package needed to be made because of the shifting of educational priorities. No longer is the Finnish school system using the behaviouristic methods of the teacher explaining concepts from a book while the students sit still, write notes, and try to learn something of flood of information poured at their general direction. In Finland, learning has become more learner-centered: the motivation for learning has to come from the students themselves and the job of the teacher is to motivate and guide the learners on their path of education. This material package takes the motivation aspect seriously, is based on the current Finnish National Core Curriculum and builds on Computer Assisted language learning; this whole course is based on playing and recording video games.

Videogames are a popular hobby amongst many age groups but especially the young seem to favour them. According to Merriam-Webster, a videogame is *an electronic game in which players control images on a video screen*. This is a very broad definition of a videogame and, in my opinion that is very good, for video games have exploded in variety in recent years. Some games make you play as a blob, like in LocoRoco, and other games let you control a character of your own design, like in Skyrim. One of the most popular, if not the most popular channel on the video service YouTube, PewDiePie, provides videos of himself playing games.

Video games have been a subject of many a debate during the decades, including arguments over whether or not they lead to violence, lack of concentration, or enhance your learning skills and motivate people to learn. The history of videogames is not a long one, time wise, as one of the first video games, Tennis for two, was developed in 1958 (Greenberg, 2008). However, videogames have spread from the computer to other systems, such as the PlayStation or Xbox, as well, which indicates that they are rising in popularity.

Video Games can be divided into genres, such as platform games, strategy games, role-playing games (RPGs), and many more. As examples of the aforementioned genres, I present Super Mario Bros., Starcraft II, and the Final Fantasy series, respectively. This hobby can be for one or more players, as some games, like Super Mario Bros. has a multiple player option, in which another player can join the game, grab another controller and play as Mario's brother, Luigi. In the case of Starcraft II, one

can play against another player via the Internet, in a player versus player (pvp) environment. Final Fantasy on the other hand provides the third kind of multi playing variant: Massively Multiplayer Online Role-Playing Game (MMORPG). Only Final Fantasy XI and Final Fantasy XIV can be considered to belong to this category, for the others are only local RPGs. A MMORPG is a game genre in which multiple players play in the same world, do quests, and interact with each other, non-player characters (NPCs) and the environment itself.

This kind of multi-playing creates very good circumstances for English learning, and in the case of an MMORPG, for communicating in English. Thorne (2008) agrees and speaks of MMORPGs as good environments for complex communication, such as making plans to defeat an enemy or reach a certain goal in the game. In addition, Peterson (2013) agrees with both Thorne and me on this subject and in a case study has proven that people playing MMORPGs do indeed use the language that is taught to them collaboratively and use their L1 infrequently for it does not bring them to their goal. The games themselves are in English so therefore it is understandable that most of the people, in such an international environment, communicate in English. However, when these kinds of multiplayer situations are not achievable and one still wishes to tell one's opinions on the game, comment on it, or at least simulate communication, one can make Let's Plays.

Urban dictionary defines 'Let's Play' as follows: *One or more people, usually from message boards, that record themselves playing video games through screenshots or captured video (Mostly the latter). This can be any game, from Doom to Zelda: Ocarina of Time.* This phenomenon can be widely seen in the video platform YouTube, on which several people post their Let's Play videos. Also in Finland, this has been a growing hobby for there are several Finnish Let's Play video makers, such as Laeppavika, who has over 200 000 subscribers and Lakko, whom I mention later on in my thesis.

Let's plays can be made from any type of video game and more often than not include some sort of commentary on the game either in character or as a player. Väkeväinen (2015) points out that this kind of character switching happens when, for example the game itself mentions a name of an NPC and the character has an established relationship with the player character (PC). However, both of these commenting ways can be entertaining so that is most likely the reason why they are used in these videos, in Väkeväinen's case study both of these are found in the same video.

This is why I see Let's Plays as a natural and educative way to use language. One reacts to one's surroundings in the game either as oneself or as a character, which happens authentically, although in

a simulated situation. If one watches someone reacting in a foreign language, one might learn ways to react from it, and if one reacts to something in foreign language, makes it most likely easier for the player to spontaneously use said foreign language, which in the case of most video games in Finland is English.

Such a popular hobby, which has English as its main language in general, has not been used to its full potential in the world of education and this is why it is important to harness the motivation of the students towards this subject and use it in, in this case, English teaching.

The material package is based on the approach of self-imposed learning, which puts the learner's capabilities to develop as a learner and motivate themselves to new learning experiences in the foreground. The teacher in this approach is there to guide the students in this endeavour. Computer Assisted Language Learning (CALL) is the main theory that surrounds this package, in addition to Task Based Language Learning (TBLL). The former theory focuses on how computers have grown in importance in education and I shall make few remarks on how computers have changed even the modern society. The latter on the other hand focuses on teaching a language by using it as a means to an end and not just the thing to be learned. In this section, I shall examine the package and its tasks and how language is used to reach goals in real life as well and not usually just used for the sake of the sheer pleasure of using the language. The material package also uses gamification to enhance student motivation. Growing mythical creatures – in this case a dragon - bigger the more one works for a course is added to the package to boost both the interest of the students to do more work on the course, as well as get inspired to attend the course itself with a more motivated attitude.

This material package can be used as a course in itself or the teacher can separate exercises, packs of exercises, lessons or even groups of lessons to spice up some other course. I have not yet seen a material package that focuses this heavily on oral language use and that uses Let's Plays to this extent throughout the course, so I decided I should make one. Unfortunately, this material package has not been tested in class but I still have the confidence that it could be used both as an optional course and as a source for Let's Play related exercises.

## 2. COMPUTER ASSISTED LANGUAGE LEARNING

This chapter introduces the more specific approach this material package utilises: Computer Assisted Language Learning (CALL). In this chapter, I am first going to introduce the varying terminology for

CALL. After reflecting on why I use the term CALL and not any of its variants, I will present the definition of CALL and its history. When we come to modern days, I explain CALL as an education type. The final notes of this chapter are dedicated to why one should use CALL and how it is and could be used in Finland.

## 2.1 A note on terminology: CALI vs. CALL

One of the first times the term was used was in 1981 in a symposium, though published in 1982 as a part of an article, when Davies and Steel talked about how CALL had been received in education (Davies and Steele, 1982: 30-31). They stated that teachers in language classes did not find computers particularly useful in teaching. Most computers, or actually microcomputers, such as calculators, were used in mathematics and other scientific subjects. However, they mention language laboratories as an example of computer use in language classes, though the teachers presented mixed views on them. In the United States, people first spoke of Computer Assisted Language Instruction (CALI) but now this term has been dropped out of use, although the abbreviation can still be found in company names, such as CALICO, which also lends its name to a journal published by the company. (Davies, Walker, Rendall and Hewer, 2012)

This kind of terminology drop implies that the term does not fully cover the phenomenon. CALI, Computer Assisted Language Instruction, differs from CALL only with the last word. When one compares 'instruction' and 'learning' as words one can see that the latter one is related to understanding and internalising a thing or a concept. Instruction is more of a teacher word. It is the teacher's job to instruct and guide the learner to do things but that does not necessarily mean that the learner is going to learn something. The whole concept of CALI seems to indeed emphasize the point of view of the teacher, whereas CALL seems to stem from the prospect of the learner and learning in general. If a teacher only instructs and does not know how learning happens, one cannot guarantee that those trying to learn gain any additional information. When a teacher knows how learning processes work, he or she can be an instrument of learning, a guide to help the learners' quest to know new things. Weimer (2013: 60-64) mentions many metaphors with which to characterise a teacher in this kind of learner-centered teaching, reaching from a gardener to a midwife, but their basic idea is the same: the teacher is merely a guide and they have to learn how the learners learn in order to guide successfully. The teacher's job is not to learn for the learner but provide the opportune circumstances for learning and help where he or she can.

The words 'instruction' and 'learning' also have a difference in the duration of the action. Usually instructions are kept short and are finite because they provide the guideline for the action that usually follows. In the past, it was believed that the way to learn was for the teacher to give instructions and the learners to follow them. Nowadays teaching focuses more on the process of learning; teachers should be there to guide the learners throughout the process. Through this approach, the teacher is there every step of the way and not just to give instructions every now and then. That is why I believe that the term CALL is better than CALI.

## 2.2 Definition of CALL

CALL got a definition in 1997, when it was defined to be "*the search for and study of applications of the computer in language teaching and learning*" (Levy, 1997:1, see also Taalas 2005:60). It is interesting that in the definition the growth of the field is indicated by the words *search for*. That indicates that the term in itself is not finite but captures a process of finding new things to be covered. This might be because the use of technology in schools varies quite a lot from one place to the next, both in global and in school level. In addition, using computers in class requires that the teachers have knowledge of how to use them and one cannot say that every teacher in every school with computers has the same kind of understanding in this regard.

One could assume that there are many ways of using computers in education, for example the Internet or video games. Digital environments, such as computer games, websites or portals, are a great part of CALL (Bodnar, Cucchiarini, Strik and van Hout, 2014). Not only using them is a basic part of this approach of language learning but discovering and creating them as well. The constant creating and thinking outside of the box seems to be a theme in CALL, just like in non-formal education. Non-formal education itself refers to education that is "*any form of systematic learning inducted outside a formal organization*" (Jarvis, 2001: 21), which in the case of CALL, as just stated, comes from the other perspective to learning than just what traditionally is used in a classroom situation, such as books. However, non-formal education still entails having some sort of 'form' as it is stated in the name of the concept.

## 2.3 History of CALL

Computers have been a part of our educational history for quite a while, as mentioned before, but the emphasis in the teaching has changed. At first, there were only recordings on cylinders or

phonographs that the learners must have listened to in their learning sessions. This kind of technology was most likely not available to everyone so these recordings were used sparingly and to demonstrate correct pronunciation of things. This sort of track technology is still used in language teaching, though perhaps not in such a limited way as before. The so-called language laboratories became more common during the decades from 1950's to 1970's. During that time universities started gaining access to the room sized computers, which gradually got smaller. Already during the 1960's they got a hold of keyboards which provided them with more possibilities to work with computers. CALL in itself can be said to have taken its first footsteps in the US during the time of keyboard as well, although the concept and the term for it were developed later in time.

The more the learners got access to computers, the more one could start to use things such as computer games in teaching. The games made for specific studying purposes were developed, naturally, after the actual concept of videogames was introduced to the world, and of all the games made for learning one of the most popular was and still is *Where in the World is Carmen Sandiego*. However, many of these games end up being, according to Reinhardt (2017), *chocolate covered broccoli*: it is the same old thing in a bit more delicious package that is not going to hide under that shining technology for long. It is interesting to see how, even if the game industry itself has developed next to the technology it uses, how the games made specifically for learning purposes continue to suffer from this same problem. This is why it would be useful to start using video games made for non-educational purposes more prominently.

Since the time of the cylinder recordings, language education has moved from grammar focused learning to authenticity focused learning. These two may be in a dependent relationship but, in my opinion, it is more likely that they have developed side by side. It may be that the access to the developing technology, such as computers, has opened some new doors for educational purposes. For example computers and recording equipment, have made authentic material more available to the learners. This however, exploded with the appearance of the World Wide Web and video services, such as YouTube. All of a sudden, not only radio and the TV brought what is often well-thought-out language into our lives, but YouTube has enabled people from around the world to upload videos on their site. Therefore, you can hear all types of language use in many languages, also in English: it can be someone speaking according to a script or completely genuine language use in a specific situation, it can be heard as a native language or as a second, or foreign language.

## 2.4 CALL as an education type

CALL can be said to be a type of non-formal education tool because of its similarities to non-formal education. Both have, as mentioned, the aspect of creativity to them. In the world of learning via reading chapters and making exercises, both non-formal education and CALL offer different solutions to learn. The basic idea of non-formal education is that the most formal methods, for example books, are either not used or are used only as a part of education. CALL fits the bill because computers assist the whole process of learning. These devices are yet to be considered a part of formal education in every subject, so one can say that they are indeed non-formal in their existence in the educational world.

Why CALL cannot be used as an informal method of education has a simple answer, at least in the case of this material package: it is a material package. It is meant to be used in a school setting and not just randomly outside school. Informal education, according to Rogers (2004: 265) is education where the learning and methods depend largely on the context. This method of learning cannot be repeated in all groups and is always unique and tailored to the learners. Rogers also mentions that the subject matter, the process as well as framing change depending on the learner group. For example, a group of 10-year-olds playing a video game may learn the vocabulary of the game easily because they are into it but one cannot expect an entire class of 10-year-olds to be as enthusiastic about a game or learn the vocabulary of it at the same rate. Although CALL can be used in an informal form, the existence of this package makes it a form of non-formal education. A great example of CALL in an informal learning setting is when one plays video games in informal setting, such as at home, just for the sake of playing the game. Naturally, there is the presupposition that the game's language and the first language of the player are not the same. If this game is played as a hobby, it does not mean one cannot learn from it; one just does not use it first and foremost for learning purposes. This is illustrated in the aforementioned example of 10-year-olds playing video games.

## 2.5 Why CALL?

Technology evolves around us constantly. However, when new technology is applied to everyday life, it has to be functional and meet some standards, such as functionality and cost. According to Otto (1980), whenever new technology is applied to education there are some core things to keep in mind. Is the technology suitable to the intended instructional goals? Is the quality of the materials up to date or usable? How much is the teacher engaged with or trained with the handling of the technology?

Does the technology support pedagogical principles that are sound and sensible?

When one thinks of CALL in this modern society, it is already in itself designed as a solution to these questions. The technology in question, which is computers, has already been harnessed to educational purposes. The whole concept is working towards using computers in language learning, be it in or out of school environment, although the focus of this package is on the things happening in school. The quality of the materials used in CALL can refer to either the computers themselves or the programs used within them. It is true that not every school has the newest of equipment but the schools have the potential to get them for technology and therefore computers develop constantly. Also video games, which are used as the basis of Let's Plays, have an ever growing selection of genres and games of which one can choose their favourites or the ones most suited for educational purposes, be they made for education or not. In addition, the teacher is ultimately responsible for how he or she uses the technology in their class. That is why I, as a future teacher, have developed this package: it is made with the National Core Curriculum (NCC), of which I shall speak more in the goals and framework section of my thesis, in mind and it uses CALL as its basis. It is a ready-to-use package with detachable exercises, or groups of exercises, that one can also use in formal education to spice things up.

Taalas (2005: 82-83) brings up an interesting concept of technology as an *add-on* or as an *add-in* in schoolwork. The key difference between these two different types of technology additions is that an *add-on* is something that is used as an extra feature added on the teaching, while *add-in* technology is intertwined with the education and a vital part of it. CALL can indeed be used in multiple ways in teaching, be it just as extra information searching, or A-levels that are done digitally, and as modern society uses computers on a daily basis, these kinds of add-ons and add-ins are seen more frequently in education, especially the add-ons. My material package can be used as a whole course; as an add-in type of computer use and therefore CALL, though one can also separate single exercises and groups of them from the package. This would mean that my package could be used as either an add-on or an add-in, depending on the one using it. CALL has been gradually gathering popularity throughout the decades so having a material package supported by CALL and both types of uses of technology can work as a kind of a bridge between the people more set on the ways of traditional education and the people interested in exploring technology and its uses in school environments.

As CALL is a growing field of study with a definition that leaves room for expansion and research, it is a very good theoretical framework to work with. Let's Plays are also usually made either with the

help of a computer, a smartphone or a gaming console. All of these have at least computer like qualities, even if they are not themselves called computers, so therefore this material package goes under the definition of CALL. The package is also made for language learning purposes, particularly English language learning, which is indeed included into the Language Learning part in CALL. In addition, a study made in Costa Rica shows that when operating with computers, a learner's listening comprehension and vocabulary grows better when he or she has clear instructions on what to do and can track their progress (Alvarez-Marinelli, Blanco, Lara-Alecio, Irby, Tong, Stanley and Fan, 2014). It shows that using computers with proper guidance and clear instructions can be a valuable asset in the learners' learning repertory.

What is important to know is that Let's Plays are not and cannot be created out of nowhere. Surely many people have played video games even before hypothetically taking the course in which one uses Let's Play videos as a medium in teaching. Even though the learners are familiar with the technology used for playing, such as computers' own keyboard or a controller, they may lack the knowledge to use tools for recording both video of the game and audio of their own speech during the process. Therefore, it would be preferable to first educate the students on how different technological aspects, such as recording a video of their screen, work. Training sessions of this kind have been shown to improve the students' confidence when working with such technology. It has also helped them to have more fun during the use of computers in class and helped their "computer literacy skills". (Lai, Shum and Tian, 2014)

Bax (2003: 23) speaks of normalization of technology and how it happens when something technological is integrated to be a part of everyday life. So much so that we take it for granted, like for example lights. When thinking of school there are naturally differences in the development of technology and its use in worldwide context. For example, a third world country, such as Samoa, does not necessarily have the same kind of equipment in schools as Finland does. This difference in technology can be seen also in micro levels as well: different cities and even schools in the same town may have different kinds of equipment. However, technology has been a part of Finland's schools for quite some time. It has been quite normal for many schools to have projectors and even the national syllabus states that pupils in comprehensive school should receive teaching about programming. Therefore, it can be said that computers are indeed being normalized in the Finnish education.

Finland, as a first world country, has access to computers and they are a part of our everyday life. This shows in the National Core Curriculum (NCC) in Finland (Perusopetuksen opetussuunnitelman

perusteet, 2014) stating that programming should be taught in comprehensive school. This means that the use of computers, as well as the affinity and capabilities of the pupils towards computer use will most likely grow. A bit earlier than that, in 2012, Jalkanen and Laakkonen stated that aspiring teachers seemed to go about creating pedagogical designs in the one-size-fits-for-all principle, in which they created material focused more on teaching than learning. They also noted that this marriage between technology and information and communication technology (ICT) related exercises is more for entertainment purposes than for actual education. An example of such a combination is a computer, which is nowadays known for its capabilities for both working world and entertaining. Computers were merely brought as a part of the formal education. They were not used to create environments that would support or be the base of education (Jalkanen J. and Laakkonen, I., 2012: 80-81). I agree with their statement: “In teacher education, as in language teaching, designing for learning should begin with considering the pedagogical needs and goals, and then activities and environments that can support them” and hope that this kind of mentality will seep into teacher education. This might mean that we could better integrate all kinds of non-formal education methods into our school system, for instance CALL.

Computer technology is also very flexible when it comes to e.g. Language learning. Especially if one learns English, the computer is a wonderful tool for it. The language of coding, when everyday words are used, is English, and a huge part, if not even the most of the Internet is in English. When thinking of a computer from the framework of my thesis, video games that are played on computers, be they laptops, PCs, consoles, or just simply a phone, are usually in English or more often than not have English at least as a language option. These games are also very flexible as a basis, for there is not just one, not two, but hundreds of games from which one can pick and choose when it comes to applying them into education. Some games are even made for educational purposes only, like *Where in the World is Carmen Sandiego*, so not only are computers and games up to date, they are also usable in various cases, if one only uses imagination and has the energy to familiarize oneself with them, just like with any other technology.

The predictions on the future of CALL seem positive. For example Palola (2018: 10) states adapting Otto (2017) that there is interest in educational games and that these kinds of games are indeed produced continuously. It may be that the focus of materials is shifting from perfect finished products with a whole content, such as books, to more detachable little units. The main purpose of this type of material in CALL is to be detachable, re-organisable and integratable to language teaching. This type of CALL is called “atomised CALL”. (Gimeno-Sanz, 2016) The way Finland is adapting computers

into everyday education paves the way for approaches like CALL in the educational system and may well guide it towards this kind of atomized material.

Flexibility in teaching is both trendy and sensible: not everyone learns the same way and the ways of learning change during a person's life. That is why it is very important that also the material is flexible. In atomized CALL, the materials can be combined in different forms and combinations, depending on the needs of the learner. Especially during the time when the shift towards technology is happening in education, it is important to know when and how to use what materials. That is why I decided to make this material package flexible as well. Even though the material can be used to teach a whole course, there are exercises and sections one can detach from the package, according to the needs of the teacher and the group.

## 2.6 Summary

In this chapter, I have discussed the history of call, the terminology variation between CALL and CALI, then dwelled into CALL as an education type and given reasons on why I use CALL as a basis for my material package. Even though the term got its first proper definition by Levy in 1997, the computer has been a part of education already from the 1950's. This definition, however, has stuck with the modern researchers as well, for even Taalas, who has written her research in 2005, still refers to this definition. Nowadays, when people carry computers in their pockets in the form of smart phones, using CALL in education is easier than ever. People are gradually getting more interested in educational games and the field of study for CALL broadens day by day. In addition, the role of teacher is essential in CALL: they are more of a guide than a rule setting all-powerful being in front of the class. The teacher is supposed to bring the learners closer to the computers and support the learners with the best of his or her efforts.

When it comes to my material package, this kind of interest in combining computers and education has been the key for my motivation to write such a package. Perhaps this will encourage teachers to use some other methods than the traditional books in their teaching and focus on the learner and their motivating and supporting through that. After all, computers have become an everyday device for Finnish people and therefore using them in education in more than just power point platforms or a device to do the A-levels' exams would be only a logical step.

### 3. GAME RELATED TASKS IN LANGUAGE LEARNING

This chapter introduces the concepts of task-based language learning and gamification. I shall briefly go over what are tasks and what the difference between a focused and an unfocused task is. In the gamification section, I explain what the concept entails and how it works in practicality in my material package.

#### 3.1 Task based language learning

There are, naturally, many types of language teaching and one of them utilized in my material package is task-based language learning (TBLL), which I also use in my material package. It is not a new thing for a teacher or a researcher to use this method during courses. Oftentimes, however, these kind of tasks are very much in written form and it is quite easy to measure the development and see the results of the task in a concrete written text. (Manchón and Byrnes, 2014)

To determine what a task is one must look through the history. From 1985 onwards, there have been multiple definitions of what a task is. However, these all seem to have one thing common: in a task, the language is only the medium, not the target. How the language is learned comes from performing these tasks. (Ellis, 2003:4-5)

My material package works is based on task-based learning in that it contains exercises in which the language is the means but not the goal.. A good example of this is the very first homework of the course that is given during the third lesson. The task of the student is to introduce a video game in video form. Regardless of what the form is, the task could be achieved by using any language. However, as it is an English course, the students are told to perform this task in English. Language is not the focus of the task but the means to an end, even though the language use is in the centrum when the teacher reviews the task.

In everyday life, especially in this global world of ours, where people are in international communications on daily bases, the emphasis is more on other tasks than language. The language is just a medium, as in TBLL, and therefore trains the pupils and the students to be creative with their language use. If one does not quite know how to express something grammatically correctly, it should not hinder a person from trying to get their point across but make them use new strategies.

Giving a learner a reason or a situation to use a language also makes the language worth learning. By

making the things one can achieve with language concrete, you motivate the learners.

### 3.1.1 Task Features

Ellis (2003: 9-10) lists six criterial features of a task in his book. A task, as he lists:

- Is a work plan, a task involves a primary focus on meaning
- Involves real-world processes of language use
- Can involve any of the four language skills
- Engages cognitive processes
- Has a clearly defined communicative outcome.

This list does however seem to contradict itself, as I shall show you below. The first of these features, *a task is a work plan*, makes a note of the fact that this work plan can be pre-produced, such as in the form of teaching materials, or done during the teaching about the subject matter and the questions raised by it. In addition, on a very important note, Ellis states that the actual activity resulting from the instructions may or may not match with them. This is quite understandable, for the *task involves a primary focus on meaning* and therefore the way one gets to the point can vary a bit.

However, what I found perplexing was the statement that a task may not result in communicative behaviour. If this is the case, there is a possibility that the task does not end up being communicative and, for example, the students just say a couple of words or avoid interaction. This is understandable, for not everyone is as communicatively inclined as others. What is curious in this light, however, is the sixth feature of the task: *a task has a clearly defined communicative outcome*. If this is the case, how can it be possible that there is a chance of the task not becoming communicative? Communication and language are indeed the media used in reaching a goal, usually of non-linguistic variety, but if there is a possibility that there is not going to be communication, can the task be considered a failure? A good example of an everyday task that is dependent on communication is getting a cup of coffee in a café. If there is no verbal or non-verbal communication, you do not get your fix of caffeine. The role of verbal communication is emphasized when ordering for example a pizza via phone, where the recipient cannot see your non-verbal cues. If you cannot use the language well enough, you will not get a pizza or at least not the one you would have wanted. Ellis and I both agree that the lack of communication in these kinds of tasks leads indeed to the failure of the task.

When one looks at the examples above and compares them to a situation in class, where such an exercise might be simulated, there is a higher possibility of non-communicativeness. In a safe environment where there is always the possibility to step out of the simulation, it is also possible for this exercise to lead into a non-communicative situation. That might be because the feedback of failure is not as harsh for you, since you were most likely not going to get the cup of coffee to begin with. Some people may be shy or just not do the exercise as it was supposed, in the large framework, to be done. The reason why these exercises are done in classroom, however, is that one could, at one point, get that cup of coffee from the café abroad or order the pizza while travelling.

From these examples we can also see that the second feature, *a task involves a primary focus on meaning*, is very important. The barista or the one taking orders will probably not criticize the customer for their grammatical errors but focus on the message coming across. For example, if the customer comes to the barista in a café and points at the coffee machine saying "me want coffee, thank you", he or she will most likely get a cup of coffee and not a lecture of how the subject of a clause should be in its nominative form. The third point, *a task involves real-world processes of language use*, can be covered with this example as well. When in a café, one has a meaningful interaction. When it is practiced in classroom, it indeed simulates them.

The fourth feature mentions three language skills. Ellis (2003: 10) lists the following: "listen to or read a text and display their understanding", "produce an oral or written text and "employ a combination of receptive and productive skills". These are points more for the classroom and what I find most pleasing is that the text can be both oral and written. On a course that is mostly orally focused, it is indeed important to be able to listen, to display one's understanding, and, when necessary, answer to the interaction and in general communicate. The fifth feature of engaging the cognitive processes can be seen both in class and outside it. All the time we pick up a huge amount of information, both linguistically and otherwise as well. Focusing on the first one, in everyday conversations we pick up small things of what others say to us: their meaning and the message conveyed through and behind the words. If one can practice using these processes, there is a possibility that in a situation where one uses a foreign language, this might make the interaction more fluent.

### 3.1.2 Focused and Unfocused tasks

Tasks can be categorised into two categories: focused and unfocused tasks. The difference between

these tasks is that the focused one usually takes in a specific linguistic feature, like the use of indirect question. As an example, an unfocused task would be to decide with another student when and which movie they should go watch. A focused version of it would be planning out the same movie schedule using as many indirect questions as possible. For this to work the grammatical aspect used in the task needs to be introduced in some form to the learners. Obviously one cannot use the grammatical structure in a sentence without knowing it first, especially when it is not an example sentence.

In this material package, I mostly use unfocused tasks for the course does not focus on grammar but aims to strengthen the oral skills and daring of the learner to speak. However, focused tasks will be featured in very small amounts for it is quite handy for the student to try a grammatical structure in a sentence of their own and in a way they find it relevant to the task.

How these tasks and games are realized in the material package both at the same time has already had an example in the game introduction example. As a whole, this course that I have prepared uses video games in its core: on every lesson the students are preoccupied with something relating to video games, be it playing them, analysing videos made of someone playing one, making presentations, or whatever it may be. Circling around the subject of video games and even playing them includes already built up motivation in them because of the games themselves can motivate the students to use the desired language: English. Adding both focused and unfocused tasks in this package is easy for video games provide a diverse platform from which one can examine them from many sides and use language relating to them in versatile manner, such as in the form of presentations or debates. In most cases, the games themselves are in English, so the pivotal subject matter of the course is in itself providing material with which the students get to work with and perform these tasks relating to the subject matter.

This kind of circular creation and support system of language can be very handy, provided that the thing analyzed, in this case a video game, uses grammatically correct language. However, when dealing with older games that do not necessarily use correct language, it can be used to note the errors and bring out the creativity of the student. Motivation is the key in both of these variants. The grammatically correct language in a game may give the student a logical link between vocabulary enlarging and the video game and it may breed genuine curiosity and motivation to learn either on purpose or by accident these words. In the case of erroneous language use, a more well-versed user of English can be motivated to correct the errors of the language used in the game just simply to poke fun at the game or because they might get praise for it. This kind of motivation either comes from an

‘inner linguist’, or the interest in language and its use, or it may be reward seeking activity.

### 3.2 Gamification

Games in themselves are, as stated above, in the centre of my material package and so one other theory with a practical use in the package is gamification. Before defining gamification, one needs to define, what a game is. Merriam-Webster defines the word game in many ways. The one most appropriate for the games used as a part of gamification is *activity engaged in for diversion or amusement*. In the modern world, games are usually associated with leisure time and, indeed, diversion from everyday life or amusement in it. These games can be both traditional ones, such as playing cops and robbers, and digital ones, such as video games. Video games in particular seem to be growing in popularity, thanks to the development of technology, especially for entertainment purposes.

There are two main approaches to defining gamification (Hamari 2015). The first one is "using game elements in non-game context" (Deterding et al., 2011) and the second one is "a process of providing affordances for gameful experiences which support the customers' overall value creation" (Huotari & Hamari, 2012 – Study 2). The first one, as Hamari points out, is a very broad and simplistic way of explaining what gamification in its core is. For instance, rewarding good behaviour with a sticker at home or in school is a perfect example of it. People like to be rewarded and doing this after an acceptable behaviour pattern, the reward guides the rewarded to repeat such behaviour patterns, much like the hounds of Pavlov. This has been noticed in both training animals and growing children. However, the reward should match the rewarded; an adult may not be that motivated by getting a sticker nor a general child is that interested in the position of a project manager.

The second one highlights the process of gamification: how gamification can support and create the values of the one using games. As the definition states, it is the overall value creation of the customer that is supported, which means that it is not limited only to games or game-like settings. It represents the state of the human mind when it comes to all kinds of games and how we use and see them in everyday situations. The difference between these two approaches, as Hamari states, is in the ways this use of game or "gamefulness", as he puts it, is seen as the part of gamification. The first one makes it a part of the actual way the gamification is produced, whereas the second one makes its basis in the psychological phenomena happening inside peoples' minds in gamified settings.

Kapp (2012, 10) on the other hand, defines gamification as *using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems*, which is a kind of a combination of Huotari and Hamari's duo of definitions. All of these things can be used both in game and in real life. Kapp opens the definition by telling that these mechanics can be something like rewarding with points or badges, the aesthetics as eye pleasing looks that motivate, and game thinking as turning mundane activities into games, be they a social ordeal, or something done all by oneself. However, he highlights that gamification is not only about the prizes one can get from finishing a task: the main goal is to provide a motivator for people. I agree with Kapp in this matter: it might be rewarding for the learner to get something in return of their activity but in the long run the reward should not be the goal but serve the purpose of learning.

In this material package, gamification can be seen in the motivator of growing a dragon. Every student in the class gets a dragon egg in digital form. The more one makes exercises, the more one's dragon grows. For example, after finishing the first three exercises, the students gets a baby dragon. The more exercises he or she finishes, the bigger the dragon grows, getting new features like horns, spikes, fins, etc. In addition, the colour of the dragon varies according to what type of exercises the student has done the most. For example, if the majority of exercises the student has done are video making exercises, the dragon turns blue.

However, the dragons are there not just for motivation and fun. They are also an excellent track keeping system for the teacher. The students need to do a minimum amount of exercises and tasks to pass the course and it can easily be followed through the dragon growing. If the student has not provided the teacher with all the necessary exercises, their dragon will remain a child. The teacher can easily check if the student has passed the course simply by checking if the dragon is an adult or not.

In practice, the dragon growing is a very simple thing. The students, as their homework, make exercises and tasks and bring them online for the teacher to check. When the teacher has checked them and found the answers to be apt, they update the picture the students can look at to the next one. This picture would preferably be on a portal site, where every student could go and check their own profile and see the change in their dragon.

### 3.3 Summary

In this chapter, I introduced the core principle of TBLL, which is that language is only a means to an end, and the task that is performed uses the language only as a tool to achieve that goal. I also pointed out the key difference between a focused and unfocused task: focused tasks in language learning focus on a specific linguistic feature that is trained in the exercise whereas unfocused tasks do not need specific kind of language to be used in order to achieve the goal.

The gamification section dug deeper into the history and meaning of the concept, discussed the term ‘game’ and opened up the gamification element of my material package: dragon growing via task performing. This gamification element was described in its practical application in a course situation and how the teacher can use it to monitor the students and their progression as well.

## 5. GOALS AND FRAMEWORK

In this chapter, I explain the goals of my work and the framework in which this material package operates. First, I shall examine my material package from the viewpoint of the theories I have discussed and vice versa. In addition, I go through the currently prevailing concept of teaching. These are the learner-centered approach, the National Core Curriculum of Finland and the Common European Framework of Reference. In the case of the Curriculum I focus on how technology and its use is seen in the current form of education and in the Case of the framework I focus on their views on language learning.

### 5.1 Goals Achieved with Theories

It is rare to see video games used extensively in teaching, though language teaching may well be the most prominent line of teaching where video games are used. However, even rarer is the sight of Let's Plays used at schools. Fascinatingly, as mentioned in the CALL section, the first CALL related method, though not belonging to the category of CALL itself, is the recording of a person's voice on a phonograph or a cylinder, and using it in classroom situations. The same principle can be also used with Let's Plays: a person or a group of people play a game and comment on it while recording their interaction. Afterwards the recording can be played in a classroom situation, analysed, used as an example, and many other things. We already have the chapters in our books in a listenable form and watching videos has happened in Finnish classrooms already 20 years ago, when I started school. Nowadays we even have the Internet, which makes distributing videos much easier, though with its

own restrictions. People can upload videos to the Internet faster and easier than ever before, be it made with professional cameras, a phone, or by capturing one's screen activity while playing.

There has been a lot of discussion of video games during the years; the latest discussion of their dangers getting media attention on a global scale has been the beginning of 2018. It is understandable that some people worry about the effects of different media to the well-being of their kids. Therefore, this material package, as mentioned before, has been designed for students of upper secondary school. Those consist of people between ages 16-18 as students, and this particular group was selected just because of their age. This age group can partially already get the access to all sorts of video games, which makes the whole course more motivating already. The course is supposed to give the students freedom to choose their own games to play, at least mostly, so not being “of age” does not leave them with only a handful of options that might be interesting to them. However, it is ultimately the teacher's responsibility to make sure that the game the learner wants to play is suitable for classroom activity. Therefore, I have made a list of the recently popular games and their restrictions, which can be found from the material package section. Naturally, this list will most likely be outdated once this thesis is published but some of the games people are interested in are most likely still found on that list.

The goal of this material package is to provide teachers a choice in their way of teaching. Technology in teaching is in my opinion not used to its full potential, especially when it comes to games. To harness the popular leisure time activity of playing video games not only motivates the learners to keep on learning but most likely also makes them do even more than just the bare minimum. However, these things do not necessarily apply to everyone but by the standards of common sense things that are interesting to people, usually motivate them. Because the subject matter of this material package is playing video games and it is designed to be a course, it is most likely that the students who choose the course are already interested in video games and therefore already motivated and familiar with the subject.

In this thesis, I have used three methods: CALL, TBLL, and Gamification. There are several reasons why I chose to use these three in my thesis, one of them being that I did not find it sufficient to use only one approach.

Computer assisted language learning is an essential part of the framework for it entails the use of computer in learning situations and, even better for my material package, it discusses particularly the learning of languages, as the name already states. Computers are indeed very essential for video

games, for the first video games were created on computers and nowadays, as I have already mentioned before, we can consider gaming consoles and even modern smartphones to be computers of sorts. The fact that computers have been used in education for over 50 years should only encourage both learners and teachers to use them. In addition, in our modern society we use computers daily: check our phone, send emails, perhaps play a game or write on text programs, just like this thesis also is written. Therefore, we can say that use of computers has become a mundane and banal part of our lives. The main point of me using this theory in my framework is obvious, though: it has in it exactly what I would like to bring out in language learning, the use of technology. It is the most wholesome starting point for the thesis and it has some background to it on which I have based my thesis and material package.

Task Based Language Learning is a part of my threesome of theories for it focuses on the kind of exercises I find to be very compatible with the goals of this thesis. The most important feature in TBLL for this material package is the way it achieves the learning goals: the exercises are done in order to get to a goal, not just the basic exercises that focus on e.g. grammar. This works very well with my material package for the Let's Plays the learners make during the course are a means to an end: The main idea is to use the playing of a video game both as a motivator and an opportunity for authentic language use. While playing the learners are expected to use English to communicate with the video audience or, when in groups, with each other. It is most likely not the native language as the learners and in-group situations is almost certain that at least one of the people does not speak English as their first language. Grammar and the traditional parts of language teaching are not in focus but daring to use the language and the improving of both ones spoken English and its fluency. Games give a context in which one can use English more easily for the language of video games in many cases is English, or at least the language can be found as an option in the language settings. That in turn may make the language use easier.

The third in this trio of theory background is gamification. As previously mentioned, games give in themselves an incentive to use English. However, it is an altogether different thing to be motivated to do something on your free time as to do it for school. Gamification is brought to this context to further the enthusiasm of the learners and to keep up their motivation to keep on doing the exercises. In practice, gamification can be seen in the dragon-growing feature added to the material package. In an ideal setting, this dragon would be in a digital form in a web portal, where both the teacher and the learner can check on the dragon and keep up with the learner's percentage of finished exercises. This makes it very easy to follow the progress of the learner and encourages them to see, what sort of thing

the dragon can become with more work. The whole idea is quite similar to the very popular toy of the 90's and early 2000's: Tamagotchi. Whether one speaks of the fact that one plays video games during the course, or just of the dragon growing motivator applied to the course, one can say that gamification is only a natural part of my academic framework.

The goal of this material package is to encourage the learners to use different methods of learning English and increase their self-confidence when speaking. I find it important that in a world where global interaction is more and more commonplace, one should speak with confidence, even though one's grammar was not 100% correct. The most important thing in communication is to get the message across, even though the correctness of grammar helps it.

## 5.2 Pedagogy and Technology

### 5.2.1 The Basics of the Learner-Centered Approach

The dominant concept of Learning in Finland at the moment is the learner-centered approach. This is also mentioned in the National Core Curriculum of Finland, of which I shall speak later. The main idea of this particular approach to learning is that the teacher guides the learner for independent learning and does not just serve the information to him or her. Doyle (2011:2) defines this approach as “*making decisions about what and how students will learn based on one question*”. This interpretation puts the focus already on the learner for the job of the teacher seems to be to decide on the techniques of guiding which would provide the learners different ways to tackle a task that is suited for their learning style. If there are not multiple ways to learn in a particular exercise, this kind of thinking can be used on multiple exercises and make sure that the learners get a wide variety of exercises that vary in their learning-style emphasis.

It is also important to note that the teacher is not alone in the classroom. Even though the main responsibility of the classroom situation is on the shoulders of the teacher, the students are still there, learning throughout the process with the teacher, almost akin to study partners (Weimer, 2013:13). In a learner-centred classroom people learn together: the students focus on learning about whatever the teacher is offering to them as a topic, and maybe even more, whereas the teacher is learning about the students and what sort of exercises work the best with them. In addition, the teacher learns to step back and let the students discover for themselves; to be a guide, not a commander.

Weimer (2013: 72-84) lists seven principles that help to get a teacher into a facilitative position and

out of the comfort-zone of the role of a leader and an interrogator. Some of these have already been mentioned in this thesis but the ones that Weimer mentions in addition to those are:

- “faculty more explicitly model how experts learn”
- “faculty encourage students to learn from and with each other”
- “faculty and students work to create climates for learning”
- “faculty uses evaluation to promote learning”

These principles are addressed to the personnel of schools for a reason: these people need to let go of their absolute status as these omniscient authority figures that are always right and learn to be the guide, just like explained above. These listed principles go beyond just a teacher but they concern the whole faculty and therefore the whole school. The students should be made aware of different learning strategies and finding what strategies work the best for them as well as be encouraged to see that their peers can also teach them something. In addition, on an important note, the students’ opinions are respected as one can see from the principle that encourages co-operation between the faculty and students in designing optimal learning circumstances. Last but not least, if the faculty were to encourage the learners to do some self-evaluation and the teachers would give guidelines and give constructive feed-back, or even extra exercises to better the learning process instead of just leaving the students to interpret a grade they are given.

In my opinion these are good principles and flexible enough to include learners of all ages. Naturally, the teachers and the faculties in general need to take into consideration how, for example, one creates climates for learning with a 9-year-old in comparison to a 17-year-old. My material package is directed to students between ages 16 and 19 so they are in a more mature age to know something about their own learning habits and work together with the teacher to get to the best possible results during the course. In the package, the students get a free range in choosing what video games they play during the course, but they will have to discuss the games with their teacher to create a good climate for learning in the classroom. Although the course is focused on the self-assurance of the students in oral situations, the teacher should still focus on giving out instructions to the tasks the students do and making sure that they are understood, even though the course would not be about reaching new grammatical heights. There are also tasks, which require the student to do some research of their own so the role of the teacher is indeed more of a guiding one. I have also included in the course feedback giving sessions for many homework projects in which both the students and the teacher get to give some constructive feedback from which the students can learn from each other and from the teacher how they could develop themselves. These kinds of feedback sessions are found

in both graded and non-graded exercises, so constant feedback may lead, according to these principles, to development and better results.

This is the core in Finnish education as well. The Finnish National Board of Education has built their guidelines for Finnish education, on which also my material package leans. In the following section, I shall discuss how this curriculum has taken into consideration both this learning approach and the technological aspects, on which my material package also is built.

### 5.2.2 National core curriculum, Computers, and CEFR

An important aspect of creating any material package is to examine the National Core Curriculum of the specific country. In this case, this country happens to be Finland. It is vital to know what kinds of standards one should have in one's teaching and how this core curriculum supports this kind of material package.

Finland has been held in high regard because of the PISA (The Program for International Student Assessment) testing. For quite some time now, Finland has been one of the top countries when comparing the test results and people from all over the world come to see the education system that provides students with such great schooling. However, the Finns have started to rework their national curriculum to suit more modern era: technology has been evolving and so are the pupils and students with it. For example, smartphones and tablets are used in everyday life more and more, even by children and infants. In my opinion, it is important that also schools keep up with the technology and its development. After all, the people doing their schooling are growing and living in a society where technology is already a necessary part of everyday life. The purpose of school is to provide the learners with information that helps them cope with everyday life, and therefore schools should try to keep up with the world's technological advances at some level.

#### 5.2.2.1 *Technology in the current NCC*

Technological aspects have become important in the National Curriculum in comparison to its predecessor. The National Core Curriculum (NCC) mentions computer programming for Mathematics lessons. For children aged 9-12 there is a mention of operating with computers: *"Suunnitellaan ja toteutetaan ohjelmia graafisessa ohjelmointiympäristössä."* (=Programs are designed and executed in a graphical programming environment)

([https://www.edu.fi/materiaaleja\\_ja\\_tyotapoja/tvt\\_opetuksessa/ohjelmointi/oppimispolku](https://www.edu.fi/materiaaleja_ja_tyotapoja/tvt_opetuksessa/ohjelmointi/oppimispolku), n.d.). This is also mentioned in the current NCC for basic education (2016:254) where the students are said to practice making tables and diagrams, among other things. Before this, no kind of program designing was a part of obligatory courses, although IT-courses have been available even before the newest NCC has taken root. In practice, every child should get a basic understanding of how to program things on a computer. In my opinion, this is a good thing for, as I already mentioned, technology is a large part of modern life and there are little computers all around us in the First World. It is good that more and more people get to know computer technology and programming.

Not only is the focus on technology beneficial, but the learners might also enjoy it too. According to the Finnish National Board of Education the pupils of schools have said such things as "Schools could make use of the skills pupils have learned in leisure time and outside school; for example, pupils could teach each other" and "It's very good if pupils can influence tasks they will be doing themselves." This demonstrates that children and adolescents possess both motivation and high capacity for abstract thinking. What pupils seem to want already during comprehensive school, is to be interested in things. A choice in the matters of learning seems to be a driving factor.

Games are used in the teaching already, like for example the ever popular snakes and ladders used in many English classes, so why not combine the use of technology that already is a part of the NCC, namely computers. Their use is mentioned, after all, in the primary school part of the NCC in the form of coding, as stated above. Therefore, the use of computers should be something the learners will grow and have grown accustomed to, when they are the proper age to take the course my material package provides, although it takes a several more years to reach the age group of this material package. However, the hobby of playing video games and watching Let's Plays is strong already at the moment so the learners most likely have at least heard of these concepts.

This material package is aimed for the upper secondary school. That, however, does not imply that the facts motivating the students to learn have drastically changed. Upper secondary school, although mainly focusing on the third year on the matriculation examination, should not only provide the students with the best possible test results for their future education but also encourage the students to learn new things. The NCC for the upper secondary school describes the current conception of learning "that sees learning as a consequence of the student's active, goal-oriented, and self-directed actions." (Finnish National Board of Education, 2016a: 14). The same is mentioned in the NCC for the comprehensive school. Weimer (2013) describes this kind of learning the same way and that the

learning done in the student's own terms can motivate them to reach new heights. Therefore, in my opinion, it is only logical that the same motivating and self-directed learning should continue in the upper secondary school as well. Motivated pupils may turn into motivated students, if they are supported consistently. The role of the teacher in this concept of learning is to guide the students in their studies, not force knowledge upon them.

There have been many theoretical approaches and pedagogical frameworks based on different perceptions of learning, from Behaviourism, through Cognitivism and Constructivism, all the way to the more modern way of learning (Jordan et al., 2008). The modern concept of learning, the learner centered approach, has been briefly explained in chapter 5.2.1. However, what has not been mentioned in that chapter is that technology can open up many more ways to learn and research for information on various subjects. Harrel (2013: 4-5) describes the learner-centered approach in online situation to make the learning more flexible and how reaching various information and resources to get to that information easier. Therefore, one could say that technology and the learner-centered approach are well suited for each other.

When pondering the future of learning back in 2008 Jordan et al. also state that it is "likely to include the experiences of multiple realities, sentient robots or computers, and the translation of vicarious into immediate experience" (2008, 224). When one stops to think of this description, one can see that the writers have a very good point in it. Ten years ago, they had an idea of what could be possible in years to come and now, although we do not have sentient robots, all of the things above can be linked to video games. One moves in multiple realities when playing video games; one exists both in the real world and in the world of the game. When playing, for example a role-playing game (RPG) like Skyrim, one usually is immersed into the world, even though physically one has not left the comfort of their home. This makes the player both react to a giant frost spider with, for example, a decisive fighting, even though to the real world they are just sitting down and pushing some buttons on a controller.

Sentient computers are not a real thing as of yet but the simulations the game give the players of real characters, be they humans or not, and their experiences in life, seem to get more genuine and lifelike as video games develop. The choices one must face when playing, for example, The Walking Dead, resonate through the game as the computer-guided characters remember and react to your decisions. In other games, like Final Fantasy VII, the death of a character is still one of the gaming moments I myself hear a lot about, even though the game itself is made in 1997. The ways in which other

characters react to this death and the ways the dying one has acted throughout the game before the tragic event make the character seem much more real to the player than just a pile of pixels and a program. One cannot say that the computer in itself would be sentient but the characters it brings before the player have their own stories and therefore have an impact on the player.

Let's Plays come to the picture when one turns the vicarious into a personal and immediate experience. Naturally, one can have such experiences also without making a Let's Play out of it but such videoing and the possibility of an audience can provide the player much more audio cues of their feelings and reactions. Also, when recording a Let's Play, the immersion and the experience of playing a game is saved and one can come back to it.

If the future of learning is already here, why should not we use it to its potential? The normalization of technology in the form of computers in teaching has been happening for quite a while now. In my opinion, adding this extra layer of interest to the use of technology and computers might give the learners an extra layer of motivation to the learners. They have already been using computers in their studies but playing games with them and recording such an event has rarely been used in teaching.

#### *5.2.2.2 NCC in the Material Package*

In a world where people's well-being both inside and outside work is of growing concern, the NCC has focused on finding the learners multiple ways to find their own best and easiest way to learn and teach them different kind of strategies for learning. This kind of focus on different learning styles and strategies allows material packages such as this one to help find possibly a new learning strategy for the students. When the school helps its students to find their own path and offers courses such as this, they may grow into people who are much more open to try new things and build connections between various things that help them in life, such as a connection between video games and education. I have found that the current NCC supports my material package well and it has encouraged me to keep working on this project.

A pillar for the education is not just how things are taught but the environment of the learners. In the NCC it is said: "Learning occurs in interaction between other students, teachers, experts, and communities in different environments." (Finnish National Board of Education, 2016a:14) The time in school cannot be separated of the time in real life. Teaching is not just about focusing on what the

teacher explains of things in general, it needs to be tied in the lives of learners. The people surrounding them and their environment play a central part in their life for they provide the guidelines for the actions of everyone, not just of the learner.

This material package provides the learner with everything that this quotation says needs to happen in a learning process. As it is said, the surroundings should vary. When one thinks of the traditional surroundings of a teaching session, it is usually a classroom, filled with students and books, with a teacher or two. This package provides varying surroundings with videogames: every game has its very own environment and while playing the game, learners immerse with it. For example if one plays a fantasy role playing game, such as Skyrim, the game's environment is vastly different than in a game like Pac-Man. Then again, both of those environments, woods and cities, narrow neon corridors from a birds view, are very different from the traditional classroom setting.

Another very important aspect in the course is interaction. The course has an emphasis on oral skills, which are the very basis of interaction. Naturally, there are many types of interaction; both oral and written, sometimes even with sign language or other means, but building up oral skills might help the learners to be more confident when using a foreign language. Finns hear and see English on a daily basis from all kinds of media, mainly the television and the Internet, so they have gotten used to it. This kind of exposure, however, does not necessarily make the output any easier. Let's Play videos provide the learners with output possibilities. The usual format of Let's Play is that the player comments on the game they play. Even though there is no straightly defined recipient for this commentary, there is still an output for the unknown audience seeing the video at some point. These people can be anyone the maker of the video wishes to share it with from just a friend to even the entire Internet.

When it comes to diversity of learning, one needs to remember that not everyone learns the same way. That is why one needs to have varying exercises. Even though the course is orally emphasized, it is important to provide also varying kinds of exercises. That is why there are some written exercises, like essays, made during the course. There is also a group presentation made during the course, which combines the use of both written and oral skills.

If the learning is supposed to occur *in connection with the activity, situation, and culture in which it is happening* that is covered as well. Everything is context related in this world, when it comes to communication and what else are languages than a means of communication. The situation and the

context of learning moves on multiple levels: first of all, the material package is designed to be used inside the Finnish school system, in particular in upper secondary school. The obligatory comprehensive school in Finland has its own NCC with its specifications on how many lessons of English per week or per course one should have, the goals of the courses, the CEFR level one should achieve during the school year, etc. This is reflected in the material package so that the level of language and the complexity of instructions is higher than in the comprehensive school, even the last levels of it. One cannot assume the same kind of material to be working in different levels of schooling. For example, an exercise of free writing can be quite hard for a pupil of let us say 13 years of age in comparison to a student, age 17. This is because, for instance, the vocabulary of the 13-year-old is not as developed as the 17-year-old's, due to the difference in exposure to the language, both in and outside of school.

Second, the context of learning moves in the levels of non-formality. Let's Play is not a widely used concept in teaching and therefore the level in which one usually operates with a foreign language is different than the one usually reserved for learning in school. This is how the mixing of language contexts creates a non-formal learning environment. In my opinion, this mixing of context in language use can be profitable to language learning. Not only does it combine different learning strategies, both explicit and implicit ones, but it also provides a source of motivation. Because the course is not an obligatory one, it is most likely that students who take the course are already motivated by the subject matter: Let's Plays. Therefore, the inner motivation or at least interest is lit already before the course.

In addition, Let's Plays work in a multiple set of cultural levels. The phenomenon is already global, for there are popular Let's Play video makers in very many countries. For example PewDiePie, one of the most popular of 2017's Let's Play video makers comes from Sweden, where as another popular content maker is Markiplier, who comes from the USA. Naturally, there are also content producers in Finland, like Laeppavika and Lakko. This makes the whole scene of Let's Play work in both international and national level. Naturally, there are always differences from one player to another on what sort of Let's Plays they wish to make but the idea stays mainly the same. However, in Finnish Let's Plays, although they may be mainly in Finnish, there it is still common to use some English terminology and expressions that come in the main language of the game that the players use, which in most of the games is English. However, some games do have translations in other languages, so, naturally, in those cases the use of English does not come from the context of the game. This kind of linguistic adaptation in gaming situations indicates both the assimilation of another language to a national gaming culture as well as participation in an international phenomenon for the language, in

most cases is English, a well-known lingua franca (see also Väkeväinen, 2015).

This mixture of gaming as an international phenomenon and national gaming culture can work as a pathway to more fluent and confident use of English. The use of English is more normal in the context of video games. Therefore, using a video game context, or in this case the context of Let's Plays made out of those video games, can be both motivating and educating, for the learners themselves get to be the experts of the chosen videogames for every video. This does not necessarily mean that the learners should know everything there is to know of that particular game but rather that they become experts in the experience of playing the game in question. That leads into authentic material produced in the videos for Let's Plays very rarely have a script of any sort. Authentic material from the learners gives both the teacher and the learner some insight on the level of their language skills.

### *5.2.2.3 Boiling down the NCC*

Overall, the newest national curriculum keeps inside it many changes; one of the most prominent ones is the actual role of coding. The orientation towards a more developed technological society can be seen in the school already, although this way of teaching is only taking its first steps. This technological development can be seen in the hobbies of the young, for instance in video game playing. This interest of all ages could be harnessed as a means of teaching English. As it already has a base in people's lives as a hobby, it is already something that motivates a certain group of people. Therefore, with its innate motivational factor it possesses, can provide motivation to studying as well. Videogames and video services online, like YouTube, have also made it easier for people to record and publish their own personal game experiences. Those are called Let's Plays. This material package uses them because they are both a great way to record language use in the gaming situation and because playing a game may free students to speak free from shackling and limiting thought on, e.g. grammar.

Naturally, because people have different learning strategies, this particular material package includes all types of exercises, both written and spoken, teamwork and independent tasks. This is there to assure that the package has versatile tasks. The teacher can therefore get a broad scale and view of the level of English and how it can be developed. Even though the course is orally emphasized, this kind of multifaceted learning experience should help the learners to open up both orally and in written form.

In my opinion, this material package has potential to provide the teachers with exercises and ideas on how videogames and Let's Plays in general can be used in teaching. It shows that non-formal learning can be both fun and beneficial even in upper secondary school. Students in that level of studying are usually motivated through the A-Levels and in my opinion it is important to give them also another source of motivation, like a hobby based exercise or an entire course.

#### 5.2.2.4 Common European Framework of Reference and Grading

Another influence in the foreign language education in Finland is the Common European Framework of Reference for Languages (CEFR). Cambridge English (2018) refers to CEFR as “an international standard for describing language ability”. In practice the European Union has provided a table of language proficiency, ranging from A1 to C2, A1 being the lowest level of language proficiency and C2 being practically a native speaker. The council of Europe (2018c) has stated that language learners are important and in key position of this whole endeavour to create language proficiency standards and get these learners to their education-time-dependent designated standards.

The council of Europe (2018) also shares about the history of CEFR and the definitions of language capability in it. The first time these kinds of definitions were made was in 1975 for the English language, which was closely followed by the version the French made in 1976. CEFR itself was first established in 2001 but these two predecessors paved the way for it by creating multiple levels of competence that eventually lead to the six-level-scale of the modern CEFR. These levels are A1, A2, B1, B2, C1, and C2. Martyniuk (2010:3) specifies the timeframe of the active development of CEFR to be between the years 1993 and 1996. He also points out that these levels were created to add “*transparency and coherence*” into language teaching in all Europe. This would also link the courses held by different teachers to each other better, and that would give the learners the advantage of fair and consistent grading in their tests and that the teachers would strive to give the learners education suited for their assumed level.

The Council of Europe (2018a, b, d) has also published three different kinds of grids for evaluating the learner’s level of competence: *Global scale*, *Self-Assessment Grid*, and *Qualitative aspects of spoken language use*. The first one describes what the language learner should be able to do in general terms on each level. The table divides learners to basic users (A1 and A2), independent users (B1 and B2) and proficient users (C1 and C2). The second one is for the learners themselves to assess their own language use on the areas of listening, reading, spoken interaction, spoken production, and writing. The third one, on the other hand, focuses on oral production of the language. This table is for the teacher to evaluate spoken performances and is divided into range, accuracy, fluency, interaction,

and coherence. This, as well as the second table, divide the learners into the six categories listed above. These lists give a proper support grid for both the learner and the teacher to find the level the learner is in and find the aspects the learner should improve upon to reach the next level.

When using these kinds of tables as a supportive structure in teaching, the teacher has always something to refer to. CEFR has been around for quite a while already and I have personally seen it being used as a framework for e.g. in oral tests. It provided, in my opinion, a good guideline for grading the tests and therefore I have included it also as a part of my material package. This kind of guideline also gives the teacher something to lean onto if a learner or, for example, their parent questions the grading of the learner's progression. This is why I have chosen to implement CEFR also into my material package.

### 5.3 Summary

In this chapter, I have first presented the learner-centered approach and how it focuses on making sure the teacher is a guide and not just a leader. I have discussed how CALL, TBLL, and Gamification affect my material package and what the overall goal of the package is. CALL supports the use of computers, be it an actual computer, a smart phone, a console, or something different as an assisting force in education. My material package is based on working with computers and through that use they will get more comfortable using English. TBLL on the other hand has given me the chance to argue that a language can be learned even though it was only a medium between the learner and a goal. Normal communicative situations have always a goal and language is used to achieve those goals so using these kinds of tasks simulates life more than one could think. Gamification works as an extra motivating factor for the course. There are already gamification elements in the concept of teaching English through actual video games, as they themselves can be highly motivating. However, the extra gamification feature, dragon growing, provides an extra twist to the course that is beneficial for both the student and the teacher. Overall, the goal of the material package is to make the students in the course to be more comfortable with their oral skills in English and improve them via a fun, self-imposed, and motivating experience.

After giving conclusions to these theories and the summary of reasons why I chose them to support my material package, I talked about the National Core Curriculum of Finland (NCC) and the Common European Framework of Reference for languages (CEFR). The newest NCC provides a great base for technology use for it is made into an obligatory part of education. This forebodes well to the technological skills possibly taking this course, for they may be able to more easily adapt to

the idea of combining technology and education. CEFR in itself works as a guideline for grading and as a set of goals for a teacher. The students should be able to know certain things on certain language levels defined by the CEFR and the teacher can always check of what the students should be capable. It is therefore a good guideline for an experimental material package like this.

## 6. DISCUSSION AND CONCLUSIONS

Even before I started writing a single word for this thesis, I knew I wanted to do something relating to a dear hobby of both mine and the youth of today: video games. There have been multiple studies relating to video games in education (Palola, 2018; Peterson, 2013; Thorne, 2008 etc.) and all of them have found positive effects in combining video games and education. Therefore, I was encouraged to proceed with this idea of mine to work with the video game medium. The resulting material package is based on the principles of Computer Assisted Language Learning (CALL) and Task Based Language Learning (TBLL). In addition to those two, I have taken into account the self-directed learning style that is emphasized in the current National Core Curriculum (NCC) of Finland in the material package.

There are many different kinds of people and their strengths and weaknesses should be taken into account during their time in school. This material relies on this mentality of inclusiveness and self-directed learning. Naturally, when discussing how to include different kinds of people and how to give them incentives for self-directing behaviour, one turns to the current interests of adolescents and young adults. The craze nowadays seems to be video games and if one does not have access to these games, it is possible to watch someone else play them via the Internet. Let's Plays are a recent addition to the ways in which one can enjoy video games and a very verbal way for the video maker as well. To me, combining the language use possibilities of Let's Plays, the motivational aspect of a leisure time activity, and the versatile use of different learning styles and self-directed learning applied in schools, was a naturally interesting prospect and therefore I chose to make this material package.

Even though I have seen people researching video games in language learning, Let's Plays have not had time in the limelight of an already narrow field of study. This material package is designed to be easily approachable and work either as a course in itself or as a supporting material package from which a teacher can detach some exercises or even lessons for another course. The exercises are concrete – after all, the package is supposed to be an asset to the world of technology use in class, not

an obstacle to conquer. Therefore, the format of most of the exercises is something that is familiar from other language course materials, so the threshold to use these exercises in class is lower.

However, the process of constructing this material package has been challenging. Before this there has been very little material linking both Let's Plays and Teaching. Searching information has therefore been challenging but the application of the information I found during the process has been both fun and educational. Another challenge I faced was the combining of the linguistic goals and the reality of Let's Plays. What this means in practice is combining theories of language learning to videoing video game playing. It is not often that Let's Plays are seen in the linguistic light and making exercises that flow together and form a complete, coherent course. Despite these challenges, I still believe that through creative thinking and applying the knowledge that I have gathered during the process of finishing my thesis, I have overcome these challenges.

I have tried to stay true to the principles of computer assisted language learning and task based learning in the exercises as language is mostly just the tool used during the course although it in its own right is in the centre of everything. Most of the exercises are meant to be done in English. They are mostly oral exercises and therefore the principle of the course, to better the language confidence of the students especially in spoken language, is indeed a central part of the whole course. In addition, I have tried to take into account the self-directed learning approach, which the National Core Curriculum relies on, to the best of my skills.

The organization of the material package is reminiscent of a traditional educational book: after the opening words, concepts that the teacher needs to know, and the explanation of the gamification element and how it works in principle, the lessons are listed. This is because in transitional phases in education, like when starting a course like this one that is not traditionally book oriented, it is good to have something that connects the new to the old. This kind of division is customary in exercise books and therefore easier to read through. Naturally, inside each lesson, there are the point of the lesson, the structure of the lesson, and exercises, to make clear the purpose of the lesson and what happens and in which order. This division is made to make it easier for the teacher to keep up with the lesson structures. After the lesson plans, one can find some guidelines for grading certain tasks with references to the Common European Framework of Reference for languages (CEFR) and links to their grading tables. These features are found there to guide the teacher in the grading process of essays and videos for this course does not entail a traditional test.

In addition to the opening words and the list of exercises there are a list of 100 most popular games at the moment with their warning signs and age limits listed, as well as the table of dragons for the optional gamification element of dragon growing. At the very end of the package are the pictures of the different dragons to be used as this gamification element. Why I chose to present the 100 most popular games instead of specific games was to give the student freedom to be self-directed and the list of games also gives a guide to the teacher, what sort of game the student might want to use in the education. The list also provides the teacher with the means of guidance if a student cannot choose a game they want to work with. The dragons, as they are an unusual sight in these, work as an additional gamification element for the course. I chose dragon growing as a gamification element for dragons are not tied to be more popular to specific gender, especially after the rise of the fantasy genre on the screen, such as Hobbit movies and Game of Thrones series. Video games also have some fantastical elements from time to time so having a dragon to grow as an extra element on the course is meant to be an homage to the fantasy genre, which I myself love, and something that the students may actually find motivating.

Unfortunately, I have not had time to test this material package, even though I have dedicated quite a lot of time to this thesis already. However, I hope that if someone somewhere decides to test out even a part of this material package that they are happy with what they decided to take from the package or at least have a basis on which to build their own version of the lessons or exercises. After all, life is a learning experience and a teacher should keep on learning in this life, like his or her students.

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# LET'S PLAY ENGLISH



*Salla Vekurainen*

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## *1. For the Teacher*

Greetings and welcome to study English through Let's Play!

This material package is made for the teachers who want to teach English via some other form than just the traditional books. The theme around which this package circles is Let's Plays which are videos made of someone playing a video game. In many cases these videos also entail the player's commentary on the game as well as their reactions to it. A video such as this can be made of any game that one can record by any means and with as many people as one wants. The aim of this package is to teach the students vocabulary and reaffirm particularly their oral skills. The most suitable group, at whom this package is also aimed, is the upper secondary school students in Finland aged 16-19. This is because many video games have some sort of age limits and this age group can already legally play games aimed at 15 to 16-year-olds and higher.

In this material package you will find a whole course plan, exercises, and links to different sorts of Let's Play videos. The exercises are provided, naturally, with instructions to the teacher on how to use the exercise and what the purpose of the exercise is. The parts that are to be shown to the students are clearly marked. The Let's Plays are there to be used as examples during the lessons as basis of analysis and as how a Let's Play can look. An important thing to notice is however that the exercises can also be detached from the context of the course, some by themselves, some as a group of exercises.

One of the motivational factors given in this course, in addition to the inherent motivation of turning a hobby of video games and Let's Plays into educational form, is dragon growing. This gamification element sees the students going through the course and, by finishing their tasks and by that growing a dragon of their own. The basic idea of it is that the more you do exercises, the more your dragon grows. This can encourage people to do their homework and some extra work in addition to that. You can find more information on how this dragon growing works in practice on page 7.

At the very end, I will provide a list of games that are the most popular now on the global scale. In addition, the genre of the game and the age limit as well as other warning tags are provided in the list. It is up to you what sort of games you let your students play, and the list is there to help you with this task. However, feel free to use the internet to help when researching the games the students ask for that are not on the list.

## *2. How this Material Package Works*

The structure of this material package is quite easy to follow. The main structure of the package can be seen in the table of contents and you do not necessarily have to use this package as a course. You can also take some exercises or lessons, or lesson groups and use them in your regular education. In addition to this, every graded task is marked in the course program in red so that both you and your students can easily pinpoint them.

Every lesson plan has in itself the purpose of the lesson, a plan for the structure of the lesson and the main exercises that need instructing. These exercises also include the part that is to be shown to the students and some additional instructions for the teacher for the purpose of the exercise and what the teacher should focus on during and after the exercise. Sometimes the lesson structure part has an extra bit of information on why things are done in this order but this is not the case with every lesson.

After the lesson plans there are instructions on how to grade the six different obligatory assignments on the course. Two of them are videos, two of them live spoken exercises or presentations, and two of them are written. Even though the course is focused on oral production of the language, it is important to practice writing, so you as a teacher can form a comprehensive picture of the language skills of the students. However, as you can see, the focus stays mainly on the oral side as the two other categories deal with spoken language. Under the eighth headline, *Instructions for grading the six assignments and CEFR tables* are included link to CEFR's language tables in Finnish so you can cross-reference your own grading systems with the Common European Framework of Reference.

The last two things on this package are a list of popular games, their genres and warnings and a list of dragons. The first one is there to help you with game identification and make it faster for you to decide on whether the game is suitable for the course. However, more games come out constantly so this list will most likely be dated in quite short a time. I shall nevertheless try to bring you a wide range of games to explore and to check upon. However, I encourage you to also explore the world of games and their age limitations.

### *3. A Few Terms*

Here you can find a short list of terms that you as a teacher most likely will hear throughout the course. If you already know these feel free to skip ahead.

**Gamer** = A person whose hobby is to play videogames

**Gamification** = Including game like elements into something, for example giving a sticker to a child every time they do a chore at home.

**Gaming** = A hobby of playing video games

**Let's Play** = A video of someone or some people playing a video game and usually commenting on it.

**Video game** = A game that is played via a device that shows the game on a screen of some sort

**Catch-up lesson** = A lesson during which you can catch up with your projects that are not done yet, be it analyses, presentations or whatever that is unfinished.

#### *4. Gamification via Dragon Growing*

A motivating feature in this material package is the dragon growing that runs through all course behind the scenes. This course uses dragon growing as a motivator: the more you do, the bigger your dragon grows. In the beginning of the course, everyone is given a dragon egg and they are meant to make the dragons grow just by doing the tasks assigned to them. I shall shortly explain why this feature is added to this material package, how it works, and what kinds of solutions you can use to manifest this gamification element. At the very end of this chapter, there will be a list of extra-curricular activities for this course.

Not only is this a motivator for the students to do some actual work on the course but it is a great indicator for you, the teacher, as well. When those students have successfully returned an assignment, the dragon they have will grow to its next stage and you, as the teacher, shall be the one administering these growth spurts. At the end of the course, everyone who has passed the course should have a flying dragon, because that is the last form of the dragons and every student's dragon should grow to this stage if they have done every mandatory task. If you see that someone's dragon has not taken wing, you should check if he or she is missing some of their obligatory tasks.

The growing process happens as follows: after every mandatory task, clearly marked in the package, is done by the students and reviewed and accepted by the teacher, the dragon grows one stage. There are seven stages to the dragon's growth: an egg, a cracked egg, a baby dragon in an egg, a child dragon, a teenage dragon, an adult dragon, and a flying adult dragon. As already mentioned, everyone gets the first stage dragon, the egg, at the beginning of the course before any assignment is handed in. Each form is different from the other so you can easily tell them apart and therefore follow the progress of the students during the course.

These dragons have naturally in them some extra features for extra work, for example, some extra horns or armour. This feature may motivate the students to do some extra work during the course and therefore use English more. Another additional feature of the dragons is that depending on the choice of tasks, the colour of the dragon changes. If the majority of the approved tasks have been videos the dragon is green, if most of them are oral it will turn purple, and if the written tasks seem to be the most prominent on the student's list of tasks the dragon turns blue. However, if there is a balance between these three forms, the dragon will stay green.

You can assign a student a new form of dragon, as stated before after they have returned their task for evaluation and you have evaluated it. This keeps you on track on how the students' progress in their tasks and in the course in general. You can either assign these dragon forms digitally, if you

have a web portal in which to keep track of this course, or then in the real world via actual pictures. For example, you can have the pictures of the dragons added e.g. on the wall of the classroom for every student in the class and change them as they progress. If you happen to have a portal on which you can host this course, you can show each student their respective dragon in their current state. The students should be able to feel that their achievements on this course make their personal dragon grow.

You can find the pictures of the dragons at the end of this material package along with a table on which you can follow what sort of a dragon which student has.

### **Extra work for the course**

Your students are at liberty to make some extra work for the course. This feature is best used with the gamification element so that by doing extra work a student can get a new feature to their dragon, such as new pair of horns or some equipment. These extra tasks are to be done by lesson 25 so that you have time to take look them through and give the students extra features for the dragon. It is up to you as a teacher if you wish to use these extra tasks for grade lifting purposes as well. For example, for every extra task, a student could earn + or  $\frac{1}{2}$  in the final grade, depending your own discretion and the task at hand.

Here is a list of extra work they can do for this course:

A full walk through of the game Trilby's Notes. (Presented on lesson 8, made in video form)

A video analysis on how Spooky's Jump Scare Mansion's levels change every 5 levels up to level 25. (Presented on lesson 10, made in video form)

Creating a character with a full back story (Presented on lesson 12, picture and text form, text either a concept or on a computer two pages)

A monologue from the point of view of a character about their videogame surroundings (Presented on lesson 12, character and game need to be named)

### *5. Useful Links for Game Capturing, Audio, and Editing*

Here are some links to some programs that are for capturing, editing, or audio recording. All of these programs are free so I suggest you give them a go and see what they are about. On lesson two the students are going to practice editing on Ezvid so that they get to know at least one of the editing tools but they can use other tools if they wish.

<https://www.nvidia.com/en-us/geforce/geforce-experience/> (Shadowplay, game capturing)

<https://obsproject.com/> (OBS, game capturing)

<https://www.xsplit.com/#broadcaster> (Xsplit, game capturing)

[https://www.ezvid.com/ezvid\\_for\\_windows](https://www.ezvid.com/ezvid_for_windows) (Ezvid, game capturing and editing)

<https://www.openshot.org/fi/> (Open Shot Video Editor, editing)

<https://www.audacityteam.org/download/> (Audacity, audio recording)

## 6. Course Program

**40 hours, 1 lesson takes 1 hour 15 minutes, 32 lessons, holiday -2, ergo 30 lessons**

Lesson 1: Introduction to the course, going through basic concepts, going through what can be found and where in the portal

Lesson 2: Getting to know the equipment for video making, first try at videos. Gathering a list of video games students want to use in the Let's Plays.

**Lesson 3: Introducing a videogame (Introducing a video game, deadline: \_\_\_\_\_)**

Lesson 4: Analysis of introductions

Lesson 5: Writing the written assignment

Lesson 6: Genre related scene-making

Lesson 7: Catch-up Lesson (**First written assignment deadline is today!**)

Lesson 8: When a game reacts to your communication: Facade and Trilby's notes

Lesson 9: Facade – videos

Lesson 10: English and Stress

Lesson 11: Level and Game Pitching

Lesson 12: Character creation

**Lesson 13: Sell your game!**

Lesson 14: Flash games and Let's Plays (Klop, qwop,)

Lesson 15: Designing a script for a group video

Lesson 16: Catch-up Lesson

Lesson 17: Podcast (**Group videos deadline is today!**)

Lesson 18: Analyzing the group videos

Lesson 19: Making the presentations

Lesson 20: Making the presentations

**Lesson 21: Presentations**

**Lesson 22: Presentations**

Lesson 23: Walkthrough lesson (practicing on instructions)

Lesson 24: Analyzing walkthroughs

Lesson 25: Game Review

Lesson 26: Debate

Lesson 27: Genre related scene-making II (**The second written text deadline is today!**)

Lesson 28: Looking at the game you presented in the beginning

Lesson 29: Last analysis of the videos

Lesson 30: Feedback

## *7. Lessons*

### **7.1 Lesson 1: Introduction to the Course, Going through Basic Concepts, Going Through possible Portal Locations**

#### **THE POINT OF THE LESSON**

The point of the first lesson is to get to know the students in the class and go through what Let's Play videos are and how one could make them. You should also go through the course plan and explain the evaluation criteria to show the students what is expected and what the course has in store for them.

The learners have most likely seen a Let's Play before but may have not made one themselves. This is why it is good to go through some options on what sort of ways there are to make those videos. These can be some capturing apps or methods for the computer, such as Ezvid, Open Broadcasters Software, a video filmed with a mobile phone, etc. More of these capturing methods can be found on page 13. The learners may have their own suggestions for filming devices and as long as these fit the purpose of the task, they can be used as well.

The most traditional thing presented on the lesson is the course plan and evaluation characteristics. , you can find a list of qualifications which are received for grade 8 (which equals 'good' in the Finnish school system) below in the notes for this lesson.

#### **THE STRUCTURE OF THE LESSON**

The basic structure of the lesson is as follows:

1. Introducing the course
2. Warm ups
3. Showing the course structure
4. Presenting the dragon eggs
5. Group discussions of Let's Plays
6. Live Action Let's Play
7. Homework

The first thing on the lesson is to tell students what the course is all about: Getting more confident with using English via playing video games. You can do warm up exercises, such as getting to know

your students and their gaming habits. Also, a mention of their favourite game might give you some insight of what types of games they like to play.

After warm ups the learners should be shown the course structure. Be reminded that there can be some national holidays or other obstacles for class meetings. However, these have been taken into consideration in the amount of classes. If you nevertheless have to skip a lesson, there is some room for flexibility. The most important lessons and tasks are marked in the course plan in red so try not to remove them. If the lessons are closely linked with each other, it is mentioned in their description. Try to remember to present the learners with these gradable parts. These are the ones they NEED to do to pass the course. Also, there are two catch up lessons added to this course so you most likely won't have to cut any content.

After this, you can present each student with a dragon egg. These are in the digital form and can be viewed on a device with an internet access. You can tell the learners that they are the caretakers of the dragon eggs now and the more they do exercises, the more the dragon grows. In addition, depending on exercises, they change in appearance.

Next, you get to talk about Let's Plays. Make the students discuss in small groups what Let's Plays are and which ones are their favourites. After also discussing this in with the whole class, comparing opinions, you may show a clip of a Let's Play. A link to it can be found at the exercise's slot.

Afterwards you may present them with different options for recording their videos. A list of possible recording software can be found further down with some user feedback they have received. You can also ask the learners' opinions on how they record their videos if they are already making some.

If you have time, you can practice how to make these Let's Plays on one of the recording software or just play a game in class with mobile devices or computers and make a live Let's Play to a group.

**EXERCISES**Group discussions of Let's Plays**TO BE SHOWN TO THE STUDENTS:**

Discuss in groups of three or four:

What are Let's Plays?

Have you watched Let's Plays before and if so, who are your favourite video makers?

Be prepared to share your opinions with the whole class.

**FOR THE TEACHER:**

The purpose is to activate the students and get them share their experiences with each other about Let's Plays. In this exercise, try not to focus on their potential grammatical errors, for this is one of the first exercises they do, to make them more confident in their oral English skills. When it comes to sharing the experiences in groups and with the whole class, observe how people react to the opinions. Gaming can be a subject dear to the students' heart and they may have strong opinions about it, so keeping the discussion civil is also a thing to be rehearsed. You can give the students 5-10 minutes time to speak in groups and then encourage them to speak up in class.

Ways to record the Let's Plays**FOR THE TEACHER:**

Here are some links you can show to the students, I suggest that you take a look at these videos beforehand for they are quite long:

[https://www.youtube.com/watch?v=0a\\_B4LxTy3Y&](https://www.youtube.com/watch?v=0a_B4LxTy3Y&) (Open Shot Video Editor)

<https://www.youtube.com/watch?v=41ywin-0oNU> (Ezvid)

<https://www.youtube.com/watch?v=FoNsRRcxVd4> (top 3 free game recording software)

<https://www.youtube.com/watch?v=iXB8FsazaJc> (Audacity, a program for audio recording)

After viewing these videos you can try them yourself if you wish. The third link on the list lists Shadowplay, OBS, and Xsplit Broadcaster as the top three free game recording softwares. The links to the programs can be found on page 9 if you wish to take a look at them yourself.

Remember to mention that the students can also record the games with a digital camera or their phone if they do not feel like screen capturing the game. However, they should be able to edit the video, on which Ezvid and Open Shot Video Editor are quite good at.

Also, tell students that the audio for the video can be either recorded during playing or afterwards unless the exercise needs to have the audio recorded at the same time.

### Live Let's Play

#### TO BE SHOWN TO THE STUDENTS:

Within your group, make a live Let's Play of a game you have on your phone, tablet or computer. Pick a game from your library or show a game you would play on a browser. Be prepared to show the game to the teacher as well.

#### FOR THE TEACHER:

The most important thing for you to see is that the games the students show each other are suitable to be shown to everyone. You yourself may know the students already and have a general idea what they can and cannot take but just to be sure you should circle around and listen it to the small presentations. Grammatical correctness is yet again not in the centre of things, although if the mistakes they make alter the meaning, you can correct them. The point is to get them talking and ease them into the world of Let's Plays.

You can also get an idea of the kind of games they like to play on their free time, which can help you to predict what kind of material you can expect in the future videos to come.

If someone doesn't know what kind of game to show, you can guide them to the following website to play a flash game called Monster Truck Forest-Delivery, in which they have to drive a monster truck from point a to point b without losing any cargo.

<http://www.addictinggames.com/action-games/monster-truck-forest-delivery-game.jsp>

## 7.2 Lesson 2: Getting to Know Editing

### THE POINT OF THE LESSON

Familiarizing the students with video editing is an important aspect of the whole course. This lesson is dedicated just for that so the students get an idea of at least one of the possible recording programs for the Let's Plays. The one chosen for this tutorial is a program called Ezvid and it is chosen because of its ease of use and because it is free. The students get to know this one video capturing program so that they don't have to only use something like a camera of their phone to video their videogame playing, although that is acceptable for this course as well.

#### *Notes for the teacher:*

- Make sure that the computers used during this lesson have Ezvid installed. You can get it from here: [https://www.ezvid.com/ezvid\\_for\\_windows](https://www.ezvid.com/ezvid_for_windows)
- If you're not using school's devices for this but the students bring their own ones with them, this program is to be installed to their devices.
- It is encouraged that you get to know the program even a little before the lesson, though google holds excellent link to help you out when facing difficult questions from the students.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Watching a video on how Ezvid works [https://www.youtube.com/watch?v=76-\\_sx6IjnA](https://www.youtube.com/watch?v=76-_sx6IjnA)
2. Editing a video on Ezvid
3. Making a video on Ezvid
4. Homework

First show the students that on this lesson they are operating with Ezvid. This is done via showing the video behind the link. Afterwards the students get to play and test with Ezvid how editing in actuality works by getting a video from the internet and editing it with the program. Not every nuanced thing is explained in such a short video as the one shown in the beginning of this lesson so

the students can take the whole lesson in getting to know the program. The third step is to actually make a video on Ezvid and edit it. This gives an extra step to the whole process and prepares students for making videos on Ezvid, perhaps also in the future.

## **EXERCISES**

*Tutorial video about Ezvid*

**TO BE SHOWN TO THE STUDENTS:**

Watch the following video about how Ezvid works: [https://www.youtube.com/watch?v=76-\\_sx6IjnA](https://www.youtube.com/watch?v=76-_sx6IjnA)

**FOR THE TEACHER:**

This short video is there to make your life easier. This way you have an introductory video to how the program works. It is short enough to let students focus on it and gives them a brief introduction into how the system works.

## Video Editing

### TO BE SHOWN TO THE STUDENTS:

1. Pick a video from the internet and edit it on Ezvid.

You can use the following address to download a video from Youtube: <https://pickvideo.net/youtube-video-downloader>

2. If you are ready with your editing, try capturing a video on Ezvid and editing that. You can play, for example, a browser game or just regular solitaire.

### FOR THE TEACHER:

At this moment it does not matter whether the material is game-related or not, as long as the students get to know how one edits a video on Ezvid. Also, downloading a video and practicing editing on it is perfectly within your rights as long as the edited videos are not published anywhere.

Your job as the teacher is to oversee that the videos the students pick are not too raunchy for the lesson. Remember that according to the Finnish law you are not allowed to show mature material to audiences under 18 years of age. Therefore, I suggest that you at least check that the students do not use pornographic or otherwise inappropriate (e.g. violent) material in their editing practices.

Phase two of this exercise is for students who have already edited their hearts out of the first one. In this version, they get to record something of their own and then edit it as they please. This is yet again there to train them further in how Ezvid works.

## Homework

### TO BE SHOWN TO THE STUDENTS:

#### Homework:

Present a neat trick in a game. It could be anything from winning a fight to finding a shortcut or for example doing a back flip in a game. It should be 3-5 minutes long.

Tell the audience about your video:

1. What you are going to do and in which game
2. Do the thing!
3. Explain why you were/weren't able to do it.

You can film the video by using anything from your cellphone to Ezvid, OBS Studio or any other program made for that purpose.

You can add some effects to the video but one should be able to hear your voice loud and clear. Remember to speak English!

Deadline: \_\_\_\_\_

### FOR THE TEACHER:

The point of this homework is to show you, the teacher, the starting level of the language skills the students have. It is not important what sort of a quality the video has, as long as one can find the qualities listed in the exercise.

When looking through these videos, you should pay attention to following things:

1. Flow of language
2. Use of idioms

3. Use of good sentence structure
4. Creative use of language

Make notes of these and discuss them in class. Even though the students are at the age in which they should be able to take constructive criticism quite well, here the goal is to reassure their belief in their own language skills. If there are, however, repeated errors, they should be corrected to ensure that especially auditory learners in the class do not learn the wrong grammatical way of saying things.

## **7.3 Lesson 3: Introducing a Video Game, First Graded Home Assignment: Introducing a Video Game**

### **THE POINT OF THE LESSON**

The point of the lesson is to learn how to introduce a video game. This serves as a base for any kinds of introducing, be it in a school world, in real life when presenting a subject dear to the students' life, or in working life.

This is also when we start to introduce a narrative or a purpose to a Let's Play. At the end of the lesson, the students are given a homework to make a coherent introductory video about a game of their choice. This is not to be taken as a review but an introduction to the game. This introduction is also one of the six tasks to be graded for the course. If you want some tips for grading, go to page 114.

### **THE STRUCTURE OF THE LESSON**

The basic structure of the lesson is as follows:

1. Describing a video game in Alias type of way
2. Rewriting lyrics
3. Homework

## EXERCISES

### Video Game Alias

#### TO BE SHOWN TO THE STUDENTS:

ALIAS: Form a group of 3-4 people.

Pick a **popular video game** and start to explain it to your group in English **without mentioning the name of the game**. You can talk about the genre or what the game is about. If a **character's name** is mentioned in the name of the game, you should **not** use it or any other words from the title when explaining. When someone has guessed the game, the next person in your group starts explaining. You can use your device to search for the answer.

#### FOR THE TEACHER:

Alias is a classic in language classes but this one comes with a new twist. This is to prepare the students for describing a game, which ties into the homework they get from this lesson. You can remind the students that they are to use the devices only for searching games. As a teacher you have a right to take their e.g. phones away if need be, though in civilized manner, so if they're not focusing on the exercise, you can take the device they're using away from them.

Your job otherwise will most likely be to provide people with words if they do not know them in English.

If the students cannot come up with any videogames, here is a list you can show them:

Assassin's Creed

Dark Souls

Red Dead Redemption

League of Legends

Dota II

Persona 5

Monster Hunter: World

Final Fantasy

Sly Cooper

Fallout

FIFA

Panzer Dragoon Saga

Rewriting lyrics

TO BE SHOWN TO THE STUDENTS:

Rewrite the lyrics of a song to tell about your favourite video game. The song should introduce the game. Don't be afraid to ask for advice from others. If you can't come up with the song yourself, try one of the following.

Toto – Africa: <https://www.azlyrics.com/lyrics/toto/africa.html>

Michael Jackson – Smooth Criminal:

<https://www.azlyrics.com/lyrics/michaeljackson/smoothcriminal.html>

Iron Maiden – Run to the Hills: <https://www.azlyrics.com/lyrics/ironmaiden/runtothehills.html>

Nicki Minaj – Starships: <https://www.azlyrics.com/lyrics/nickiminaj/starships.html>

FOR THE TEACHER:

During this exercise, you are mostly needed as a dictionary. Therefore, I suggest that you bring some dictionaries with you. If the students want to listen to these songs, it is suggested that they have

headphones on while doing so. The students may also use their devices to check out the lyrics for their own song or the ones linked here. If you wish, you can print out these lyrics and give them to the students so that they can make markings on an actual paper while they are writing their lyrics down.

Some of the students may feel like they are not up to the task but encourage them and help them out and they will pull through. They can also do this exercise as pair work if you wish.

### Homework

#### TO BE SHOWN TO THE STUDENTS:

Make a Let's Play in which you introduce the game of your choice. (Remember to confirm your game selection with your teacher.)

The video should be about 5 minutes long and show some in game material. You should speak at least about following things in English:

- the name of the game
- the main idea of the game WITHOUT spoilers
- Who has made the game?
- Why you like it or why not?
- Why did you choose this game?

Deadline: \_\_\_\_\_

The form of returning the task: \_\_\_\_\_

**THIS IS ONE OF THE GRADED ASSIGNMENTS!**

**FOR THE TEACHER:**

Remember to tell the students how they are going to return this video to you. They can put it either on YouTube or on another designated video service online and send you the link via e.g. email. Another possibility would be putting the videos on a learning portal if you happen to have one.

About grading and the point of this homework:

The main point of this exercise is to see how well the students can make a coherent video. It does not matter if there is a script or if the spoken language is adlibbed, as long as the narration in the video stays focused on introducing the game. The questions mentioned in the exercise are there to help the student to speak of something and act as a guideline for them to follow.

A similar task was done during the first lesson, so it should not be completely new for the students.

When looking through the video, focus mainly on the positive things, such as good sentence structure and use of idioms. However, this time focus also on the continuation and coherence of the language. Grammatical errors do not matter, as long as they are minor and do not change the meaning of the sentence. If such drastic grammatical errors occur, you can gather them as a list to be presented on the next lesson, without names. This takes the pressure off the students and does not discourage them as much as pointing out an erroneous sentence from a student's video would.

Focus on the good sides of the videos and make notes of them and do share also the positive sides of their language use. Make also sure that students understand that this is one of the assignments that is going to be graded to form a final grade of the course.

## 7.4 Lesson 4: Introduction Analysis

### **THE POINT OF THE LESSON**

The point of this lesson is to analyze the introductory videos students have made as well as provide and receive the important peer feedback.

### **THE STRUCTURE OF THE LESSON**

*Note for the teacher:*

It is also possible to switch the places of the fourth and fifth lesson in a case where the graded video assignment is given the day before the assignment is supposed to be handed in, depending on the school's week schedule.

The structure of the lesson is as follows:

1. Discuss the videos the students made with a partner or in small groups of
2. Go through the linguistic points you have made as a teacher
3. Giving self-feedback

Get students to talk about the videos they made with a partner or in small groups. This is a good warm up exercise and brings forward the point of the lesson: to check on the videos made by people for the class.

Even though the videos are graded, you can still point out good points from the videos, especially if someone has used the video material and their audio recording in a matching way. For example if they comment on something that happens on the screen or while they are performing task on the screen, they explain what they are doing at that point.

## EXERCISES

### Warm-up

#### TO BE SHOWN TO THE STUDENTS:

Talk with a partner or in a small group about the videos you made in English. Discuss why you picked this game and why you would recommend/not recommend this game for others.

#### FOR THE TEACHER:

This is a warm up exercise and your job is to listen to the conversations. Make sure that everyone gets to speak, for the purpose is to get the students geared up for speaking English. Here and there you might hear some Finnish but encourage the students to talk in English and help them if they have difficulties finding words or expressions.

If there is someone who has not done their homework, you should already know it and this task will be rather awkward for them. If you notice someone speaking of the video they made, you should ask them why you yourself have not received it. This might be a wakeup call for the students that they need to send their videos to you beforehand so that you can watch, grade, and analyze them.

### Teacher's Notes

#### FOR THE TEACHER:

There is not anything in particular in this exercise you should show to the students as a text or an introduction. You are to introduce the following concept to the students: Teacher's Notes.

**This is the part, in which you give feedback of the videos as the teacher.** The main point is not the way the videos are edited, as you may have read already from last lesson's grading focus part. When giving feedback, try to focus on reassuring and positive feedback: good sentence structures, a

well-used idiom and the like give the students a confidence boost. When you bring these points up, you can show the students some clips of the videos on which they use English particularly well.

However, pointing out some mistakes is not forbidden. If for example someone uses a wrong idiom in the wrong place, you can point it out. When the mistake would lead to erred understanding of what was said it is good of you to point it out. However, there is no need to single people out to give them possible insecurities about their language use. If you can, try to offer the learners a better alternative and perhaps point out why they made the mistake. Naturally, student participation is not a bad thing and you may ask them as well to correct these grammatical mistakes.

### Giving Self-Feedback

#### TO BE SHOWN TO THE STUDENTS:

After you saw what the teacher had to say, give yourself some feedback on paper. Bullet points are enough. What sorts of things would you like to make better in your own video now? If you have the opportunity, you can view your video from your own device. Remember to give yourself both positive and critical feedback.

Share your feedback with a group of 3-4 people.

#### FOR THE TEACHER:

Show these exercises gradually, first the first one and then the second one. This is so that the students will not hurry with their feedback to themselves. They are also learning to give feedback to themselves and because they have to give both positive and critical feedback, it may hinder people from being overly critical or praising towards their work. Realistic feedback is the thing most wanted on this course and that is what the students are hopefully learning here.

In addition, sharing a list of one's own pros and cons might help the students open up a bit more, and gives you an excellent opportunity to listen in and observe the students' own perception of their skills.

## 7.5 Lesson 5: First Steps into Writing the First Essay

### THE POINT OF THE LESSON

Even though this course is focused on the oral use of language, it is important to remember that in the global world, especially on the internet, the language used is quite often English and it is indeed in written form. Especially since it has been possible to leave comments on videos, articles, or on websites in general, the use of English by all kinds of people has grown more and more common. This is one of the reasons, why it is good to keep up with written English as well.

On this lesson, the students have time to work on their first written assignment. This is to give them the sense that they can have each other to support in this endeavour and you, as a teacher, who to them most likely knows everything that there is to know about English. Even though language teachers can be perceived almost like gods among men when it comes to the language they teach, more often than not this is not the case. However, you can bring with you a couple of dictionaries and encourage them to use their devices to search words from online dictionaries, such as <http://www.sanakirja.org/> or <https://ilmainensanakirja.fi/>.

### THE STRUCTURE OF THE LESSON

1. Coming up with the idea
2. Discussing the essay with a partner
3. Introducing the essays to another pair
4. Writing the essay

**EXERCISES**Choosing a topic**TO BE SHOWN TO THE STUDENTS:**

1. Who is your favourite Let's Play video maker and why? If you do not have a favourite, think about Let's Plays in general: what makes them good and why are you entertained by them? Make some notes.

2. Discuss your notes with a partner. Tell them about your favourite Let's Player or Let's Plays in general and why you find these points to be important. You need to ask at least three questions of your partner of their topic.

**Examples for the questions:**

How did you find this Let's Play maker?

How long have you watched Let's Plays?

3. With your partner find another pair and introduce to them about what your partner has just told you.

**FOR THE TEACHER:**

These kinds of tasks can end up lasting anything from a minute to half an hour, which is entirely group dependent. Some people are more talkative than others are and some are shy to use their voice, especially when speaking in a foreign language. That is the reason why there are some questions listed under the first exercise.

**These exercises are to be shown one by one as you may see in the bordering of the exercises.** This is mainly to test if the students have paid attention to what their partner has been saying. This exercise combination works both to practice language production and as a listening comprehension exercise. Summarising or re-telling someone else's words are skills one needs in the world and this is a good way to practice them. One most likely sees partners helping each other out, which is very much acceptable because that can be considered genuine communication.

Writing the first written assignment

**TO BE SHOWN TO THE STUDENTS:**

Write an essay about your favourite Let's Play video maker. If you don't have a favourite, write what makes a Let's Play a good one. The essay should be about 300 words. If you reference a video, please add a link of it at the end of the text.

Deadline: \_\_\_\_\_

**FOR THE TEACHER:**

This is one of the two written tasks that are graded in this course. First and foremost you should check that the message in the essay is clear. After that you can start analysing the grammatical structures. For the reference of what standards one should go by in grading the essay, check the CEFR-table that is included in the appendices of the material package.

You can vary the amount of words in the essay if you know the group to be especially competent in writing or if they have problems with writing. 300 words is just about the normal amount of words for an essay in upper secondary school.

You should let the students work on this essay on one lesson and provide help in the form of grammatical advice and dictionaries or in whichever way you think you can help the students.

Remember to tell to them that the word count can be up to 50 words on top of your limit. This is because some students might get carried away in their writing and you will have a classful of essays to grade.

## 7.6 Lesson 6: Genre Related Scene-Making

### THE POINT OF THE LESSON

The point of the lesson is to build scenes on game genres. Different kinds of games have different kinds of atmospheres and therefore for instance a scene in a diner would feel completely different, just like in the movies. However, whereas in the movies the character who has any actual depth may be only a few characters and the rest are only statistics, in video games more characters can have the opportunity to develop. Videogames have more content than movies, and you are allowed to explore your surroundings and you are not just hurled forward like when watching a movie. The characters you encounter might be scared vampires, crazy mages, or a police officer who has an addiction among other things. Even better, this can be seen in MMORPGs where most of the characters you encounter are real people who may have built a proper background and character ark for the character.

On this lesson, we're going to delve into these kinds of game scenes and view it from the point of view of different characters. This gives the students possible insight on character and scene building, which are going to be used later on this course, observing different points of view, and learning language use through a character, which may give them some distance to the possibly nerve wrecking situation of using a foreign language. The more one uses the language, the more comfortable one is with it, so live action role playing and leaving one's own identity and worries behind may make it easier for the students to both throw themselves into using language more freely as well as give them the possibility to explore new points of view.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Discussing game genres in groups
2. Coming up with different scenes and characters in groups
3. Playing them
4. Picking their favourite and performing for the class

Firstly, to ease into the subject, the students start with a conversation about game genres and gradually move towards making a scene inside that particular genre. Secondly, you are to make a scene to a proposed game of that genre. By giving the students a possibility to either stay in their linguistic comfort zone or make the "most awesome scene that ever could be in a game" gives them the responsibility of how they want to use English as a tool to get to their goal. The third part is to perform the scene to the others. This way the linguistic skills, which have been rehearsed in the making of the scene, can be realized in front of multiple people and because the movement to this direction has been gradual, the students may be less nervous to perform and use English in front of a wider audience.

## **EXERCISES**

### *Discussing game genres*

#### **TO BE SHOWN TO THE STUDENTS:**

In groups of 4 to 5 discuss in English what game genres you know and what are your favourites. Name some examples of games in those genres and tell why you like them.

#### **FOR THE TEACHER:**

This discussion is an opener to the upcoming scene making. Your job is to listen in to the conversations and help the students out if they need your linguistic guidance. This also gives you a heads up to what sort of scenes there will most likely be as they are going to be based on one of the mentioned genres in their conversations.

### Scene building

#### TO BE SHOWN TO THE STUDENTS:

Pick one of the genres you just discussed and start planning a scene into a videogame of that genre. Everyone should have a character with his or her own agenda in the scene. Take into account the following:

- Everyone has a character with motivation
- Everyone has to say something
- What's the location and the time of day?
- Keep in mind the genre of the game
- Use English

Plan out the characters and the scene. Afterwards play it out in your group. You can use materials from the class as props in the scene. Remember to give the other groups space and resources to work as well.

If you have time, pick a different genre and plan another scene.

#### FOR THE TEACHER:

This will be undoubtedly the most hazardous part of the lesson. There are going to be multiple groups planning a scene, throwing ideas in the air and taking space to act out a scene. Your job is to monitor that the ideas that the groups have do not actually hurt them in the process. Take this time to see with what sorts of creative ideas your students can come up.

If you want, you can provide the teams with papers to help them make notes of the scene. In addition, most likely during this planning phase they are not going to speak in English but that is alright for the scene in itself is going to be in English and they are working towards English language through their efforts, regardless in which language they speak.

Show the rest your favourite

TO BE SHOWN TO THE STUDENTS:

Present your scene to the rest of the class! If you did multiple scenes, choose your favourite one to perform. Tell the class what genre the scene represents and where it is set before performing.

FOR THE TEACHER:

Because the scenes have been played before in a group, it lowers the threshold to perform these scenes to the other groups. Why this is done is that the other groups get to see what sorts of scenes you can have in different game genres. This kind of gradual audience widening also helps the ones playing in the scene to ease in to the play and perhaps grow their confidence as a language user. You as a teacher can ask questions for example of the characters and their motivations if you feel like it but the main point is to encourage the students to use English. If you see a mistake, the main reason you should correct it is if it changes the intended meaning of what was said. Also, these corrections are better done after the scene so that the corrected student doesn't get uncomfortable during the performance for it might have a negative effect on their performance. Why these corrections are made in these cases only is because communication is not about grammar but getting the message across. The use of a false preposition is not a bad mistake unless it changes the meaning of the sentence. That is the point where you should get involved in correcting these mistakes.

## 7.7 Lesson 7: A Catch-Up Lesson

### **THE POINT OF THE LESSON**

The point of this lesson is to be here in order for you to catch up with everything that has happened before this lesson. There will be one more of these catch-up lessons marked into this plan, so that if some of the content of the lessons cannot be fitted into one lesson, you can use these catch up lessons to keep up with the schedule. The students and you will not feel that rushed that way and, as the students feel that they have time, they may focus on their work more and get better results.

This is also the due date of the first written assignment about game genres. The students should already know this but if they have not returned their written assignments, you can make a note of it and perhaps hinder their dragon from growing or slightly drop their grade of the assignment. This is left to your own discretion as a teacher.

### **THE STRUCTURE OF THE LESSON**

If you have anything to catch up with, this lesson exists for that. If not, you can move straight to lesson 8.

## **7.8 Lesson 8: When a Game Reacts to Your Communication: Facade and Trilby's notes**

### **THE POINT OF THE LESSON**

Communication is a skill used daily, many times via a computer as well. The point of this lesson is to focus on communication and how it works in games. This lesson is all about interactive fiction and how giving text commands in games work. It also sets up the next lesson on which you and your class delve further into games and communication. Trilby's Notes, the game that is played during this lesson, is a typical example of interactive fiction and works on the basic level of communication: you give the game an order, such as 'open door' and the door opens. On the next lesson the class analyzes another interactive fiction game, Facade and the communication in it. The whole point of these two lessons is to go through how communication with computers still differs from communication with humans and what needs to be taken into account, depending with which entity you communicate.

### **THE STRUCTURE OF THE LESSON**

The structure in its simplicity is as follows:

1. Pair research on interactive fiction
2. Play Trilby's notes together: the class gives you instructions and you do as they say
3. Homework

As you can see, the structure of this lesson is pretty straight forward and simple. This is because the parts dealing with research and playing a game together take time. Why these take time is because the students are to be presented to a new idea and they learn how to use it. In addition, the latter trains communicational skills and giving and receiving orders, a good way to practice the imperative form.

## EXERCISES

### Internet search

#### TO BE SHOWN TO THE STUDENTS:

Find out with a partner and a device, what is interactive fiction. What is it and can you give an example of a game, which can be categorised to that? Have you ever played one?

Key words for the research: text parser, interactive fiction

#### FOR THE TEACHER:

These types of games have not been in fashion for quite a while so the students are most likely to come across with the Wikipedia article on the matter. Here is the link of what they are most likely going to find: [https://en.wikipedia.org/wiki/Interactive\\_fiction](https://en.wikipedia.org/wiki/Interactive_fiction)

The basic idea behind interactive fiction and parsing is that the game has been programmed to receive text commands and obey them. For example, if you wish to go to the bathroom in a game like that, you would most likely have to write 'open door' when next to the bathroom door, enter the bathroom, type 'close the door' to close it, walk to the toilet seat and type 'use the toilet'. This naturally depends on the game and, as mentioned. You may also move in the game without using a text command, like in Trilby's Notes or Facade. However, that is also game dependent.

If you wish, you can check sites like <http://ifdb.tads.org/> and <https://store.steampowered.com/tags/en/Interactive+Fiction> to see what sorts of games with the tag 'interactive fiction' there are.

Gather up what the class has found out and let them share information with each other. If you are not certain of some fact, you can always ask if some other group has anything on it and if not, you can admit if you do not know the answer. You can look into it together now or later.

### Playing Trilby's Notes together

#### TO BE SHOW TO THE STUDENTS:

Let's play Trilby's Notes together! The class is going to give direction to the one who plays. The player can't make decisions him or herself.

#### FOR THE TEACHER:

First, you need Trilby's notes to be downloaded onto your computer. You can get it from here: <http://www.fullyramblomatic.com/notes/>

The basic idea is that you will play Trilby's Notes on a huge screen and take directions from the students in class on what to do next.

The point of this exercise is that the whole class, as a team, gets to decide what happens in the game and how they get to move forward. It is bound to get noisy so you, as a teacher, can also just stay in place and say something like "sorry, I can't hear any of the instructions because everyone is so noisy." In addition, this game is a thriller and has some moments in which reacting in time is the key, so make sure that you save from time to time. Also, if you feel like you don't want to be the one playing the game, you can also put someone in that position of being the "game master" or you could rotate the one in charge of moving the character.

Make sure to inform the students, whether you are going to be the one playing or if designate someone to the job, whether it be a rotating post or not. Also, it's in your discretion if you take directions from the students in order or if they can shout out what you should do. The former may make it a bit more quiet and controlled. Be prepared to write fast on occasion.

#### **If you want to have a look at the game, here is a play through of it:**

<https://www.youtube.com/watch?v=4g54NRoheDU>.

You are most likely not going to finish the game during the lesson but you can tell the students to check it out and mention that one of the extra tasks the students can do for the course is to make a Let's Play video or a series of Let's Plays of the whole game.

Homework

## TO BE SHOWN TO THE STUDENTS:

Homework:

Play a game of Facade at home and record the session. Remember to tell in the video of your opinion on the game and comment on the fluency of the discussion.

The video needs to be about 5 minutes long.

Download the game from the following address: <http://www.interactivestory.net/>

Deadline: \_\_\_\_\_

Also! Check out two other videos your classmates have made.

## FOR THE TEACHER:

The point of the exercise is to see how the learners react in simulated communication situations. Facade is a game in which the player writes their answer and the game interprets and reacts to the written text. The game does the interpreting well but is not quite as good at responding as an actual human being is and sometimes even understands some interactions wrong. This however is not a problem when it comes to the exercise, because when commenting on the game, this provides an excellent chance for the learners to comment on the mistakes the game makes in interactions.

If for some reason the player does not notice these communication mistakes, it is a good chance to still go through them on the next lesson and learn from that.

The students should do and submit this exercise **within the time limit**, so you as a teacher have time to go through the videos and find the most interesting points from them. **Remember to emphasise this to the students as well.**

You should focus finding:

- commentary on the couple's behavior
- commentary of the situation the characters are in
- commentary on the dialogue when it does and doesn't function
- commentary in the game in general

You can also comment of well-used grammatical structures or even errors if many people share them. However, the point of the course is to encourage speaking so the criticism should be constructive.

**Also, remember to put the links for all to see, whether it be to their emails or some other portal you may have.**

## 7.9 Lesson 9: Analyzing Facade

### THE POINT OF THE LESSON

The point of the lesson is the analyzing of human interaction and how its simulations are lacking in comparison to the real deal. This whole course is mostly orally focused and these skills are practiced in order for one to communicate with people. Mostly this communication is in the form of conversation.

This comparison may help the students understand the small nuances of conversations better, and how it sounds when these nuances are missing or if some social cues are used wrong. Usually students are taught some discussion structures in school but very rarely the books focus on social constructs and meanings behind the words on pragmatic level.

The students get to analyze the videos they have made and look at communicational dysfunction through humour. It is a safe way for them to look at communication for it is a recording of a simulated situation.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Warm up
2. Teacher's Notes on the videos
3. Search a scene from videos and play it as close to the original as possible
4. Correct the scenes into a human interaction and show to the class

The first thing to do is to go through the homework. You can see the parts you as a teacher should focus on when reviewing the homework and giving feedback from the end of the last lesson. Those instructions can be found on page 41. This should be gone through together, as the whole lesson will be about analyzing the videos. However, you can and should, as always, pin point good structures so that the students may learn them and put them into good use in their life.

Afterwards, the students will, in groups, search a scene from their videos and act it out in front of the others. This will put into perspective how the linguistic structures and possible pragmatic mishaps sound like when used in real world context. After that, they are to correct these scenes and make them more like how human interaction should be. This is made to correct the false pattern they have just presented and reassure their knowledge about communication.

## **EXERCISES**

### Warm-up

#### **TO BE SHOWN TO THE STUDENTS:**

With a partner, discuss making the videos in English. Was it fun? Was it hard? What was the best part of your video and the two others you saw?

#### **FOR THE TEACHER:**

This exercise is a warm-up to get the students speak in English. Your job as their teacher is to help the students in situation in which they need guidance in particular words or grammar structures. This is also a good opportunity for you to check, if the students have done their homework and also watched other people's videos.

Afterwards you can go through together what sort of discussions the pairs have had and go through your usual picks for good structures.

## Dramatizing

### TO BE SHOWN TO THE STUDENTS:

1) Form a group of 3 people and re-enact a scene from one of your Facade videos. Characters: Grace, Trip, the player. Prepare to show it to the rest of the class. Remember to keep it as close to the original one as possible, the sillier the better. You can use your devices to view the videos.

2) Make an improved version of the communication. How should it really go? Be prepared to show it to the rest of the class.

### FOR THE TEACHER:

The point of this exercise to make it concrete in real life, how potentially silly a communication like the ones in Facade could be. Even though it is a game in which communication is pretty well simulated, it still might end up sounding weird for computers still cannot match human brain in communication. Especially things such as idioms are still quite hard for them to understand.

First, you need to show the first part of the exercise. Make sure that the students conclude on what scene they are going to focus on. This is the part, which most likely takes the most time in this exercise. When they are presenting these scenes, you can ask them additional questions: Why did they pick the scene? If the scene they picked was a silly one, what was the funniest part in it? This may give you insight to how they view communication and how well they understand the nuances of communicating in a foreign language in general.

Part two of these exercises will most likely take not as much time as the first one. This is the part where the communicational skills of the students are tested. The main point is not the grammatical correctness but the fact that they actually make it into a human interaction. Afterwards you can ask them why they made the changes they made. This correction also serves the point of partial self-correcting as they are correcting their behaviour as characters and not as themselves.

## 7.10 Lesson 10: English and Stress

### THE POINT OF THE LESSON

In some situations, you need to be able to communicate in a foreign language even though you are stressed. These things can be something like an accident in a foreign country, in which case you need to be able to explain what happened even though you are under a lot of stress. This is why during this lesson the students play Spooky's Jump Scare Mansion. It is a horror game, in which one navigates a mansion and it gets spookier on each level. It starts harmless enough with cardboard pictures appearing from the walls so it eases you into the stressful aspect of the game. You need the students to have access to laptops or computers with Spooky's Jump Scare Mansion installed in them. At the moment of writing this, you can find it free of charge in the online video game store Steam.

The game is going to be played in groups and the groups are allowed to switch players whenever they like, as long as they all play at some point. They are going to discuss in English so that they get practice in speaking in English. The group work will ease the horror aspect of the game and will make it more comfortable for the students if they are nervous.

### THE STRUCTURE OF THE LESSON

The basic structure is as follows:

1. Discuss horror games in general
2. Tell about the game they're going to play
3. Play Spooky's Jump Scare Mansion in a group
4. Homework

This lesson mimics in structure lesson 8, for it serves the same kind of function. This is the first lesson to a series of lessons that concern game designing. On this lesson people are going to see a game that has levels that are gradually turning into something more horrific. The basic idea is to go through the levels to reach the end. This kind of basic structure in a game sets up level designing very well, which leads to game designing, which leads to character designing, which leads to game pitching. Simple structures are a good base to build upon, whether it be a series of lessons or linguistic structures.

**EXERCISES***Introduction to horror games***TO BE SHOW TO STUDENTS:**

Discuss with a partner in English:

- What sort of horror games do you know?
- What do you think of horror games in general?
- Would you ever play a horror game? Why? Why not?

**FOR THE TEACHER:**

This bit is merely to introduce the subject to the students and get them to use English in class. Afterwards you can discuss this topic with whole class and introduce Spooky's Jump Scare Mansion to them. Remember to tell them that it is a horror game but it starts slow so that the students know what they are getting into.

Playing the game

## TO BE SHOWN TO THE STUDENTS:

With **a group of two to three** play Spooky's Jump Scare Mansion. Each one of you must play at some point but you can change the player at any point. Discuss in English the game and how it makes you feel. Write down some notes of your groups reactions to the game.

## FOR THE TEACHER:

The most important job you have as a teacher is that you check that the students are speaking in English. It does not matter if the subject meanders to some other topics as well, as long as they are in English. Some of the students are going to use light-hearted subjects not to be that scared when playing.

If a student is feeling too anxious, you need to be there for him or her. However, the game does not get really scary until later into it so the students will most likely not reach those levels during the lesson.

The writing part of this exercise is there for the students to utilize their emotion recognizing skills from different reaction. This may help them in the future in communicative situations where they need to be able to recognize the mental state of another person and react accordingly, e.g. in an accident situation.

Homework

## TO BE SHOWN TO THE STUDENTS:

## Homework:

Come up with five new levels for Spooky's Jump Scare Mansion. Design the enemies and the layouts of the levels.

## FOR THE TEACHER:

This is one of the few home assignments that is not a video. It is a basic creative task that is going to setup the next two lessons. You will have to check this homework the traditional way, on the next lesson. During the next lessons, the students will come up with a game idea and learn to sell it, so this homework is there to get their creative juices going.

## 7.11 Lesson 11: Level and Game Pitching

### THE POINT OF THE LESSON

This lesson has already been started in the homework of the last lesson. The main idea of this lesson is to come up with a game and design some levels into it. This lesson is there to set up the third obligatory, graded exercise: pitching their game ideas. During this lesson, the students will plan the game and come up with selling strategies.

These kinds of oral skills are needed when making a presentation or if the students ever get to the position to sell something for people. In a globalizing world, it is important to know how to sell oneself as a possible worker, and sell your ideas, so that others may get to enjoy them as well.

### THE STRUCTURE OF THE LESSON

The structure shortly is as follows:

1. Go through the homework
2. Creating a game alone or with a partner
3. Creating levels for the game
4. Designing how to pitch it
5. Homework: coming up with a character to the game

This continues the last lesson and forms the next part of the continuum. First, you let the students go through their homework by showing what they have come up with to their partners. This is because the students get to rehearse getting and giving feedback. Second, the students get to design a game of their own. They are to make notes themselves about it, possibly do some sketches if they wish, and get ready to storm ideas on how to pitch it. This pitching, however, is just a preview for lesson 13, on which they are going to make the real pitch talk of the game they have created. As a homework, they will create a character for the game they made, so that they can get some more material for the actual pitching.

**EXERCISES**Checking the Homework**TO BE SHOWN TO THE STUDENTS:**

Compare your levels with a partner. Give them constructive criticism of their level. Remember both positive and constructive feedback!

**FOR THE TEACHER:**

The most important thing you need to do is to make sure that the students understand what constructive criticism is. You most likely know this already but constructive criticism is the type of feedback that mentions the positives and the negatives in the subject matter, with questions and ideas that could possibly develop the idea discussed further. If you want, you can add for the students to see some example sentences like:

“I like the idea, but have you considered...”

“Would you please explain how x works?”

“I think you could work on x because....”

Otherwise your job is mainly to see if everyone has done their homework.

Creating the game and some levels**TO BE SHOWN TO THE STUDENTS:**

Design your own game! Come up with a concept for a game, it can be any genre you want. What you need to come up is:

- What the game is about?
- What genre is it?
- What sort of character or a thing do you play as?
- How does the game look like? What's the atmosphere?
- What's the name of the game?

Write your ideas down and draw if you like. If you hit a dry spell, do not be afraid to ask for ideas.

**FOR THE TEACHER:**

It will always take some time for the design work to take wind. The students need to come up with a game concept, the look, and the feel of it. They have the entire lesson to come up with the game and its particulars but some may be there just stuck in their thoughts. If there is a student who does not know what sort of a game they should do, here is a list of ideas for games:

- a rhythm game with food supplies
- a game about a detective who solves a mystery
- an action game about space travel
- a sports game with animals
- a game about a thief who gets robbed
- a game in which the main character is a giant turtle

It is all right if they ask each other for help or pitch ideas, as long as they actually work on their own games as well.

### Practicing Pitching

#### TO BE SHOWN TO THE STUDENTS:

How would you sell your game as an idea? Think of the ways you could sell your game with just speech and perhaps a few pictures. How could you make people play your game?

Gather up ideas with a partner for your games and train your selling speeches in English.

#### FOR THE TEACHER:

This exercise is here to prepare the students for the upcoming pitch speeches. Those are going to happen after another lesson. They can get ideas from each other and practice their speeches. This might make it easier for them to hold the speeches next week. Feel free to check on the students and if they need help with certain words.

#### *Note:*

You can show this to the students already while they are in the middle of planning their games. Some are going to finish sooner than others, so they can already start with this exercise.

Homework

## TO BE SHOWN TO THE STUDENTS:

Come up with a character to your game. What's his/her name? Is he an animal, human, or something else?

## FOR THE TEACHER:

This homework is there to add some more depth to the game they are designing. Characters are the ones the player identifies him or herself with and they are one of the fundamentals of video games. However, not all games have characters necessarily, like for instance Solitaire, in which case the students may come up with a mascot for their game or just a game character that they think would be a great one to encounter in a game. However, preference is that they design something for their own game for the next lesson is going to be about character creation.

## 7.12 Lesson 12: Character Creation

### THE POINT OF THE LESSON

The point of this lesson is to take the pitched game one step further and design a character or multiple characters for it. Characters are one of the anchoring points for the player; they are the things to which the player relates. Regardless if the character is a man who has lost his daughter and now needs to escort a zombie-bitten-girl to a safe place, or a tribe of stylized one-eyed stick figures who wish to go to the ends of the earth and communicate through speech bubbles and nonsensical sounds, if the player can relate to the characters or care for them, the game experience becomes much more pleasurable. A good character is a selling point in a game and therefore it is important that the students get to experience also that side of designing games.

Language on this lesson is more of a tool for an ultimate goal, so this task based learning of the language is to encourage them to find words that they want to associate with their characters and make the students more confident language users.

#### *Notes:*

You are going to need to have computers with flash players installed in disposal of the students. They will get to design characters online.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Go through homework
2. Present your character to your partner
3. What is a good character -video and analysis of partner's character as well as ones own
4. Improving the first character and creating more with pictures
5. **If you have time**, practice pitching again!
6. Homework: prepare for next lesson's pitching speech

This is the last lesson that precedes the culmination of these few lessons: the pitch talk. First, like on the last lesson, the students go through the homework together with a partner. This is a good opener for the use of English language and yet again brings out the importance of feedback giving and receiving. The next step is to watch the video about how to create a good character and then analyze both own character and the friend's character on the three scales mentioned in the video. This will test both their listening and assessing skills. Naturally, this is followed with a feedback session and the students may see, if they agree with their assessments on each other's characters. Afterwards they are to make some modifications to their character, if they want or feel like the character needs a 'facelift'. The next step is to plan two more characters and go to <http://www.dolldivine.com/> to make pictures of them.

If you have time in the class, you can make the students do the same kind of pitching exercise like on last lesson, found on page 53 but this time from the point of view of one of the characters they have created.

## **EXERCISES**

### Checking the homework

#### **TO BE SHOWN TO THE STUDENTS:**

Present your character to a partner of yours in English.

#### **FOR THE TEACHER:**

Your job in this regard is to see with what sort of characters your students have come up. The students may need you, as usual, to give some input on missing words or expressions. This will also work as a warm up to creating more characters and deepening the first one.

What is a good character?

TO BE SHOWN TO THE STUDENTS:

1. Watch the following video about creating a character:  
<https://www.youtube.com/watch?v=QM1tUwpy-yQ>

2. Analyze how likeable, competent, and active the character your partner just presented to you is. Share your results with your partner and remember to give constructive feedback.

FOR THE TEACHER:

First, **you are to show step two after step one has been performed.** The video in question is a bit over 4 minutes long, so it should not take a lot of your time from the lesson. However, with the modern attention span growing ever shorter, you may have to remind the students to pay attention. The video also includes subtitles, which you can click on if you wish.

Secondly, in step two your job is to oversee that the feedback they give to each other is civil and constructive, not just jokes. Peer feedback is a skill one should learn to both give and receive so this is a good way to practice it. It also gives perspective for the students to their characters, about which they may not have even thought.

### Deepening and creating

#### TO BE SHOWN TO THE STUDENTS:

With these instructions and feedback in mind, you may improve your character and design two or more of them for your game. When you have designed them, go to the following address: <http://www.dolldivine.com/> and design your characters' physical appearances with the help of this website.

#### FOR THE TEACHER:

This is the creative part of the lesson and your role is mainly in helping the students to brainstorm their ideas and encourage them to make the best kinds of characters for their game. This is the point in which they should have computers at their disposal so that they can design their characters. If someone wants to draw the characters themselves, it is fine. The webpage is there mainly so that everyone can get creative and visualize their characters.

### Homework

#### TO BE SHOWN TO THE STUDENTS:

##### Homework:

Prepare to give a pitch speech next lesson about your video game to the whole class. You may bring visual aids, like pictures of your characters, if you want. The speech should be about five minutes long.

**THIS IS ONE OF THE GRADED TASKS!**

#### FOR THE TEACHER:

Make sure that everyone understands that **this is a task on which you will give a grade**. It is also good to mention that they should not just read something they wrote aloud but speak freely about the

game. If they need some tips for practicing, you can mention talking in front of a mirror or presenting the game to their family as a good way to rehearse the pitch.

## 7.13 Lesson 13: Sell Your Game!

### THE POINT OF THE LESSON

On this lesson, the students are going to pitch their games to the class. This is one of the graded tasks on this course and in the Exercises part of this lesson there are guidelines for you on how to grade the speeches. As mentioned on Lesson 11's description of its point, it is important that the students learn how to sell their ideas and are confident in their speech, so that more global doors are open up to them. This could be jobwise, hobby wise, or even when meeting new people.

### THE STRUCTURE OF THE LESSON

During this lesson, you and your class are going to be watching some pitches of video games. You should have also time for some questions in-between the speeches, for **they are supposed to last about 5 minutes each**. You can also make paper slips with 2- and 1-minute markers on them, if you feel like you need to time these speeches. Just raise the papers up for the speaker to see when they have two or one minutes left, so that they can wrap up their speeches without extra panic. However, this is only an optional addition to the lesson.

You can have the students either decide their order or, if they don't seem to come to an understanding, you can decide the order for them.

### EXERCISES

#### FOR THE TEACHER:

How to grade these speeches?

The main things to focus on:

1. Is the speech cohesive and coherent?
2. Is the language understandable?
3. How fluent is the language?

4. If the person does not find the words, do they try to reword them or go around the expression?

The possible visual aids they have with them are only an extra and are not in the focus of the grading process.

You can check the CEFR guidelines to what is expected of the language use on level B2, to which standard English at this point of education should reach.

## 7.14 Lesson 14: Flash Games and Let's Plays

### THE POINT OF THE LESSON

This lesson is about Flash games, and how one can make Let's Plays out of them. Flash games are games that are played in the browser. This means that the game needs an Internet connection to be played. Some examples of these kinds of games are various games on Facebook, like Farmville or Robot Unicorn Attack, or Pandemonium 2, which has its own site dedicated to it. These types of games are very good in class for one does not have to download them on one's computer in order for them to work.

The homework for this lesson is to make a Flash game review video. They have rehearsed reviewing in class and now they get to do one themselves.

*Note for the teacher:*

Make sure that the computers or devices support Flash games. If the PC has Adobe Flash player it should not be an issue but sometimes computers do not automatically support Flash games.

*What is a flash game?*

*A flash game is a type of browser game. Browser games are games, which are text-based or contain only few graphical content and are playable without local installation on the computer. Only an internet connection and a browser is needed to use them (Schultheiss, 2007). A flash game in particular has been created with Flash, a program with which one can create for example animation. Usually one needs Adobe Flash Player to be able to view these animations or interact with them. Examples of them are the aforementioned Farmville, Robot Unicorn Attack and Pandemonium 2.*

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. What are Flash games? - pair discussion
2. Continue discussion in small groups
3. Live Game-Review in groups

#### 4. Homework

First thing to be done is to discuss what Flash Games are with your class. Let them discuss in pairs and afterwards talk about it in a small group. You may also let them inspect their mobile devices on the matter and find out some more information. After that, you are to give instructions on how these flash games are to be played, and that people should do it in pairs or groups of three in order to get some discussion going between people. This also doubles as a space saver in cases where there are not devices to everyone. The learners are to review the games in groups and as a homework make a review about a Flash Game.

### **EXERCISES**

#### Warm-up discussion about Flash games

#### **TO BE SHOWN TO THE STUDENTS:**

What are Flash games? Discuss with a partner and find out about them on the Internet. Have you played Flash games and if yes, which ones? Make some notes.

Share your findings with another pair in English.

#### **FOR THE TEACHER:**

This exercise makes the students search for information online which is laying the foundation for them to, in the future, use search engines such as google to find information for research purposes. It is also a good warm up for the lesson, as it makes the students speak in English and share the information they have found not only with their partner but with another pair as well. Even if in the first exercise speaking English is not necessary, the second one makes them use the language and, in the situation in which the students have used e.g. Finnish in the first part of the exercise, they have to think how they would translate it into English in the second part.

Your job as the teacher is to help the students and answer their language related questions. Do not however tell them everything about Flash games for they are to find out themselves what they are.

Reviewing games in groups

TO BE SHOWN TO THE STUDENTS:

Go to one of the following addresses on your computer or tablet and **play three different Flash games** with a partner or in groups of three. Make sure than everyone gets to play every game.

<http://www.addictinggames.com/>

Review the games together in English. Focus on following points:

- the name of the game
- What is the game about?
- What do you like about it?
- Constructive criticism about the points you don't like
- Give the game a grade from 4 to 10

Make notes so you will not forget your points! You are going to present one review to the class as a group.

FOR THE TEACHER:

The point of this exercise is to teach the learners to both use English in a group situation and teach them a way of analyzing. Game critique is a type of analyzing and showing of one's opinion and it is important for interactive purposes to learn to tell of one's opinion and, more importantly, learn to

criticise with a constructive attitude. This readies the learners for feedback sessions in their life, regardless in which language they are going to do them.

There may be some questions of what constructive criticism is. Prepare to explain to them that it is criticism, which acknowledges the possible strengths around the non-liked subject, addresses the issue why it is not liked, and tries to provide an example of a solution to this problem.

After this exercise, be prepared to lead the presentations of the learners. The most important thing in leading them is to keep on checking the time. It is fun to play games but the groups also need time to gather their thoughts before presenting their review. The gaming part will take the most time during the lesson so remember to leave enough time for the reviews. They will take approximately 5 minutes per group but this may vary depending on the group's level of English speaking and how much they have opinions on a game.

### Homework

#### TO BE SHOWN TO THE STUDENTS:

Make a flash game review video in English. **It cannot be the same game your group has already reviewed.** Make sure that the video shows some in-game material. You can record your review at the same time you play or afterwards. **The review should be about five minutes long.**

Upload deadline: \_\_\_\_\_

#### FOR THE TEACHER:

The point of this homework is for the students to show that they can make this kind of review all on their own in a video form. This kind of exercise drills the student's capability to give their opinion in a logical and constructive manner, regardless if it is positive or negative.

## 7.15 Lesson 15: Designing a Script for a Group Video

### THE POINT OF THE LESSON

During this lesson, we start one of the graded tasks for the course: team videos. This measures the team working skills of the students as well as their oral skills. They as a team get to design their video and interact with each other in the game's environment. The students need to learn some teamwork and the best way to practice that is to work together. Depending on you, you can make them work in groups they know or take this opportunity and make them work in completely random teams. You yourself know how your class functions the best so it is left to your discretion.

The students are going to make a script for their video. It does not necessarily mean that they are writing word for word what they are going to say but they should at least have the general idea of what they want to have in their video. This kind of working also works on their project making skills in general for the deadline of this lesson is a bit further away and they need to finish it on their free time.

*Note for the teacher:*

Be reminded that the next lesson after this is a catch-up lesson. If you have some catching up to do, you can use the next lesson for it. If not, you move on to lesson 17. This video is due to the lesson labeled 'Lesson 18' so bear that in mind when naming the deadline for the project.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Watching and analyzing a group Let's Play
2. Starting the designing of the script for the Let's Play and giving the deadline for the task

As you can see, when put into bullet points this lesson looks quite short. However, in watching and analyzing the video the students are going to use some creative thinking and analyzing which is going to take some time. The other time consuming thing on this lesson is the planning of the group Let's Play. If you want to alter some group dynamics, you can mix up the groups by raffling or assigning

new groups. Finding a new group dynamic can also take its time so this lesson has a flexible schedule. However, if you run out of things to do, you can take suggestions on Group Let's Plays that are, according to the students, better than the one used in the example.

## EXERCISES

### Watching and Analyzing a Group Let's Play

#### TO BE SHOWN TO THE STUDENTS:

1) Watch the following video for a few minutes:

<https://www.youtube.com/watch?v=0KjL0OXZeAs>

2) Analyze the video you just saw. Write notes about at least the following questions:

What did you like about it?

What didn't you like?

What editing tricks did they use in the video?

How would you make it more entertaining?

3) Share these notes with a partner.

#### FOR THE TEACHER:

As already explained before this lesson, show these exercises in numerical order. It makes it easier for you and the students will not be overwhelmed by the task. In the first part of the task, you might

notice that the video in itself is over 15 minutes long. In the video, a person called Aphmau plays with her friends a game called Gang Beasts, a cartoony fighting game with age rating 7. In the game, there are short matches in which the winner is the one who stays in the game the longest. There is no need to watch the whole video through, so some good time stamps for pausing the video are 4:20 and 5:30. At these time stamps occur victories so no match is not cut short.

At the second stage of the exercise, the students may write down their analysis on paper or on the computer. Make sure they are not writing an essay but just notes. These notes are then used in the third part as the students get to share their observations with one another. After the third part, if you wish, you can gather some ideas with the whole class.

### Working on a script

#### TO BE SHOWN TO THE STUDENTS:

In a group of 3-4 people, you are going to make a Let's Play video on your free time.

Duration: 15-20 minutes

- Everyone should play
- Everyone should say something
- It needs to have a beginning, a middle part, and an ending

Discuss the game of your choice with the teacher. You can play as a team or against each other. All the speaking in the video should be done in English.

Step 1) Decide on the game and form a plan on what you want to have in your video.

Step 2) Film this video, edit it, and send it to the teacher!

Upload deadline: \_\_\_\_\_

**YOU WILL GET A GRADE ON THIS PROJECT!**

FOR THE TEACHER:

**Note that even though these two are in separate boxes, you can still show them at the same time.**

The point of this task is to show you how the students communicate with each other. Video games played on the Internet, such as League of Legends or Overwatch, usually command some sort of communication, be it written, spoken, or chosen from a menu.

The focus points should be reactions. Do the students react to each other's speech and actions fluently and appropriately? While looking through these videos, pick up good, clever, any creative responses and their contexts and show them to the class. Also, if you did not understand some exchange in a video, ask the makers of the video of the context. You can do it in the middle of the class or separately for the first way may embarrass the students making the video. **Please note that the deadline for this homework should be close to lesson 17 for the homework then is to watch these videos.**

If you want to encourage the students further, mention that the best video will be rewarded. More information about this prize can be found on page 77.

## **7.16 Lesson 16: Catch-Up Lesson II**

### **THE POINT OF THE LESSON**

This is the second catch-up lesson for the course. Like last time, the point of this one's existence is that you may catch up on things. If you have nothing to catch up on, you may continue to lesson 17. Be reminded, as you move these lessons, you can still later use them. The most time consuming process from before this lesson may be lessons 10-13, for they hold a graded oral task in them and although the speeches are made to be about five minutes long, they might not all fit into one lesson.

### **THE STRUCTURE OF THE LESSON**

If you do not have any catching up to do, go straight to lesson 17.

## 7.17 Lesson 17: Podcast

### THE POINT OF THE LESSON

One way of speaking about videogames, though not an actual Let's Play, are podcasts. Podcasts are videos, or rather audios in which multiple people discuss a certain subject in an entertaining fashion. In this case, the podcast should be related to video games and Let's Plays.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Designing a podcast and topics
2. Short conversations as podcasts
3. Homework

The very first thing you should do on this lesson, although it is not mentioned in the exercises separately, is to confirm that everyone knows what a podcast is. You can check the meaning of a podcast from the description of this lesson. If you yourself wish to listen to a podcast, some good examples are for example My Brother, My Brother And Me (MBMBAM) which deals with all kinds of topics, particularly yahoo! questions, and Spoiled by Choice that was hosted by the late John Peter Bain, also known as TotalBiscuit, which dealt with videogame related topics. Here are some links if you want to get to know podcasts by these two content makers.

MBMBaM 358: Detective Jigsaw, My Very Best Friend

<https://www.youtube.com/watch?v=YI-FOovKe3c>

Spoiled by Choice - A discussion on Let's Play, journalism, and spoilers:

<https://www.youtube.com/watch?v=LEtBRZP9pK0>

## EXERCISES

### Design a podcast

#### TO BE SHOWN TO THE STUDENTS:

In a group of five people design a 10-minute podcast about Let's Play related subject or subjects. Create a list of the topics you wish to discuss during the podcast so that you can check the subject you're talking about and not get too far away from it. Remember, a podcast is supposed to be a conversation that will entertain the audience. Here's an example of a podcast list:

1. Greet the listeners and present who is present
2. Present the topic: Streaming Assassin's Creed Brotherhood's Multiplayer games
3. Discuss the topic
4. What sort of a game is it?
5. Pros and cons of streaming such a game
6. Favourite character to play as
7. Tips and tricks for the game
8. Tips and tricks for streaming
9. Thanks for listening, recap who was present, bye!

#### FOR THE TEACHER:

At this planning stage, your job as the teacher is to listen what sorts of plans the students have regarding this podcast. They have about 10 minutes to come up with these podcasts so remember to either mention them that or give them a heads up when their time is running out. If a group does not have any ideas what sort of a podcast they should make here are a few ideas:

- Let's Plays in Finland
- Let's Plays and making money
- The most frustrating game to do a Let's Play on
- Bad games for Let's Plays
- The Best games for Let's Plays

Remind the students also of the fact that everyone in the group should speak in the podcast more than two sentences. In an ideal situation, everyone in the podcast would speak the same amount.

### Live Podcast

#### TO BE SHOWN TO THE STUDENTS:

Present your podcasts to your fellow students. If you're not performing, write down some feedback on the podcast. Remember, podcasts are made to be listened to so if it helps, you can close your eyes when you're not writing.

#### FOR THE TEACHER:

Your job is rather easy on this lesson, just to observe and listen. However, on this lesson you can bring out the same time stamp papers you had before, just have the minutes written on the papers to be 5, 2, and 1. These are there to help you out to keep the schedule on track and it gives the students hints on how much time they have left. After each podcast, you have five minutes for feedback and moving on to the next podcast. The things you should focus on when giving feedback are:

- How fluent is the language?
- Does everyone get to speak or is someone hoarding the communicative space?
- Is someone leading the conversation?
- Do the speakers fluently navigate inside the topic?
- Do the speakers get lost to other topics?

- Is the podcast noticeably shorter than the 10 minutes or does it go overtime?

Give your feedback after the classroom has given their feedback.

### Homework

#### TO BE SHOWN TO THE STUDENTS:

Homework:

Watch the group videos everyone made and take some notes of it. Focus on following points:

- What was the video about?
- What was good in it?
- What would you suggest to improve the video?
- Did everyone get to speak?

#### FOR THE TEACHER:

This homework applies to you as well. As you grade these, you should pay attention to the following things, some of which can be seen on the list above:

- Did everyone get to speak?
- Are people helping each other out with English?
- Do they speak English?
- How fluent is the language?
- Do they use creative ways to overcome linguistic obstacles?
- Do the speakers give enough room for each other to speak?

## 7.18 Lesson 18: Analyzing the Group Videos

### THE POINT OF THE LESSON

At this point, over half of the course is past already. Most of the times the students go through videos and analyze them together with their teacher. This time the students get to analyze videos themselves.

### THE STRUCTURE OF THE LESSON

1. Check homework in group
2. Present your feedback to the others
3. Go through teacher's observations of the language
4. Voting for their personal favourite

Firstly, get the students into groups and let them analyze the videos in them. Afterwards, make the groups present their feedback in class of the videos they had watched so that all the groups can learn something from the feedback they are given. Afterwards you should go through some linguistic structures you have found in the videos. As you have time, you can show clips from the videos and, as these are group videos with communication, focus properly on communication, jokes and references to the discussion itself if someone brings up a point mentioned earlier in the video. The last point of the lesson is that you are going to hold a vote. There shall be prizes, which shall be mentioned on page 77, where this voting is further discussed.

**EXERCISES**Checking homework**TO BE SHOWN TO THE STUDENTS:**

Get into the group with whom you made your video and compare your notes of the others videos. Decide who's going to be a secretary and writes down your summaries of the videos.

**FOR THE TEACHER:**

This is a good opportunity for you to check that everyone has made some notes of the others videos. This exercise can be done in Finnish for it is supposed to measure people's understanding of the videos and, for example, if they tackle things relating to grammar, their vocabulary is most likely containing some Finnish terminology.

Present your findings**TO BE SHOWN TO THE STUDENTS:**

Present your findings to the whole class.

**FOR THE TEACHER:**

It is up to teacher's discretion if the students present their findings one group at a time or if everyone should pitch in when talking of one video. Your job at this point is to listen to what sort of feedback the students give each other and make sure that people understand what is said. As usual, the students might ask you for some words or expressions so help your students the best you can.

Go through the teacher's findings

## FOR THE TEACHER:

This is yet again your time to shine as a linguist. Try to pinpoint as many good structures as possible and focus mainly on the positive. I encourage you to use video clips for there are not that many videos this time. What is also important is that if you find uses of language where the whole group adapts the wrong form, you should bring that forward without pinpointing anyone as a culprit. For example if a student on the video says "he is gonod away" and there is a serious danger that the others start adapting this wrong form, you could point out, perhaps with using e.g the black board the difference between this incorrect form and the one there's supposed to be. Pay attention to the possible method of humour in which the wrong form is used as a joke. If you notice such humouristic use of a false form, you can ask the students what the right form is, as they should know it. You can also go through some grammatical structures with them if you wish. Keep it encouraging and cheer them on in their English use.

Vote for your favourite

## TO BE SHOWN TO THE STUDENTS:

It's time to vote for your favourite video! Which one would you most likely watch on Youtube?

## FOR THE TEACHER:

It is yet again up to you, the teacher, how you want to hold this vote. You can either do it with hand raising or using pieces of paper. However, if you prefer to go digital, a good place to hold votes or polls is <https://doodle.com/fi/>. They ask for the name of the voters but you can tell the students to put X in there so it is anonymous. If you decide to have an open vote, you can ask the students reasons for their choice.

Naturally, as there is a vote, there will also be a prize. If you use the dragons on this course as the gamification element, everyone in the winner team gets an additional feature to their dragons. These

additional features come from the features list in an order so just push their dragon to the next level. Check the dragon table on page 128 for which additional feature they get. If some of them already have extra features in their dragons, you just add to the dragons the next extra feature on the list.

If you do not use dragons as a gamification feature on this course, you can give something like chocolate bars or movie tickets as prizes. However, if you decide to get something edible or something that is put on the human body as a prize, be sure to check people's allergies.

## 7.19 Lesson 19: Start the Making of Presentations

### THE POINT OF THE LESSON

The point of this lesson is to start to make group presentations. On the last lesson, we have just finished analyzing a group assignment so working in a group will not be a new thing for them. However, as there is another group activity coming so fast after another one I suggest that you mix the groups up a bit so that the students learn to work in different kinds of groups. This lesson as well as the next one are devoted to making presentations for the class. Where videos can be re-recorded and a comment track can be added later, as well as effects created, in a presentation there are no retakes, you work with what you have. Most of the time communication is immediate and even on the internet, the chat rooms work in real time or only with a slight lag, depending on the internet connection between the two people. Nevertheless, chats happen in real time, just as the person was right next to you. Therefore, it is important to be ready to speak in real life as well. This has luckily been rehearsed on this course quite a bit.

Presentations are a thing, which people are going to be holding in the working life as well. Teachers, media moguls, even the leader of any secret service has to watch and sometimes prepare presentations. These are especially prominent in the economic world and to grant the students access and to give them the preparedness to encounter these situations can broaden their working horizons.

### THE STRUCTURE OF THE LESSON

The basic structure is as follows:

1. Mixing up the pairs/groups
2. Starting to work on the presentations

On this lesson, the students will start working on their presentations. First thing to do is to mix them up with a new group so, as said in the point of the lesson, they learn to work with different kinds of people. The actual making of the presentation will take time because:

- There are multiple people doing it.
- The students are free to decide in which form they're making it in
- The students are free to decide which topic the should cover

This work shall continue next week so do not be alarmed if the presentations aren't finished during this lesson.

## **EXERCISES**

### *Instructions for the upcoming presentations*

#### **TO BE SHOWN TO THE STUDENTS:**

**In groups of three or four**, make a presentation. It should be **15-20 minutes long**. The subject should be related to a video game. It could be:

- a game
- a game series
- a composer
- a company
- a famous person in the video game world
- something else?

You can make it a video, a power point presentation, a poster, a play... as long as one can hear all of you speak. Discuss your subject with your teacher and remember to send all the digital material to your teacher as well.

Deadline: \_\_\_\_\_

**FOR THE TEACHER:**

This is an opportunity for the students to prove themselves. As one of the graded exercises, this one is indeed an important exercise. Your job, as the teacher, is to encourage the students to make the best possible presentation. Creativity should be encouraged but it is also important for the presentation keep on point. The groups discuss their presentation with you so that you can give them tips and check what sort of a subject they have. The teacher is the authority in the classroom and therefore it is his/her duty to see that the subjects of the presentations befit the course and the audience.

Have a discussion with each group about the subject and have check-ups on the progress of the presentation. These check-ups do not have to be long discussions; a mere chat of couple of words will suffice, unless you deem your students to need more monitoring. The teacher's job is to support and advice the students. Also, as mentioned above, the students should send you their digital material, so that in case of emergency you can put it up and that you can view it beforehand.

## 7.20 Lesson 20: Continue Making Presentations

### THE POINT OF THE LESSON

The point of the lesson is to continue on making the presentations. If the students are making posters, this is a good time to continue making them. If they are making videos, they could go over how they are going to script the video or how they could present it to the class. It is not a bad idea either if they wish to film in the school, as long as their filming does not disturb other students or teachers. If they have their laptops or the video in general with them, they can start editing it with their own computers or the school's computers. Power Point presentations can be worked on like this as well.

### THE STRUCTURE OF THE LESSON

This lesson will be mostly about finishing the presentations the class have started in their small groups. **If someone finishes their presentation, you can give them extra work, which shall be listed in the exercises part of this lesson.**

### EXERCISES

*Multiple player level design*

Watch the following video with your group until 4:03

<https://www.youtube.com/watch?v=FTnnwzngF44>

In a team plan an obstacle course or a level for the Octodad. Draw a map of it.

### Monster Designing

Design a monster to a game and give it a background. Compare your monsters in your team and choose the best one.

### Kill the World

Play Pandemic II with your team and keep notes on the disease you've created. At which point did you pick which symptoms? Can you destroy the world together?

<http://www.crazymonkeygames.com/fullscreen.php?game=pandemic-2>

Game mode 2: Play Pandemic II separately and see which one of you gets the furthest in the game

## 7.21 Lessons 21 & 22: Watch the Presentations

### THE POINT OF THE LESSON

The reason why these two lessons are bundled up together is that they have the same content: they are both for reviewing presentations. Your job on these lessons is to see the presentations and grade them. **This is one of the six mandatory tasks**, and this has been informed at the beginning of the course, so the students should know to try their best.

### THE STRUCTURE OF THE LESSON

You should be able to fit 3 to 5 presentations on each lesson so this takes up all the time during one. There is a possibility that you may have to dedicate a third lesson towards this effort if some of the presentations run too long or if you have an extensive amount of groups making presentations.

### EXERCISES

#### FOR THE TEACHER:

When it comes to analyzing these presentations, you can also look at the digital parts of the presentations beforehand. It may help you analyzing the presentations better, because you have been prepared.

The things you should look at in the presentation:

- Does everyone in the group speak up?
- How fluent is the language?
- Does the point of the presentation come across?
- Is the presentation cohesive?
- Is the presentation done in their own language or is it copied from somewhere?

You can use the CEFR guide as reference to what sort of a grade you could give the group.

At the end of every presentation, there are five minutes for discussion, questions and moving to the next presentation.

## 7.22 Lesson 23: Walkthrough Practice

### THE POINT OF THE LESSON

The point of this lesson is to get acquainted with the idea of walkthroughs. The students in the class most likely have encountered, and know what walkthroughs are. If you yourself are not familiar with the concept of a walkthrough, the main idea in a walkthrough is that the player is guided by a piece of text or a video to progress in the game.

Walkthroughs are a type of Let's Play that are quite common so why not include them in the course. When in video form they can feature speech, written instructions, both, or neither, depending on how the player wants to present the video. However, as this is a language course, we will opt to use either spoken or written language in the video, to keep the language use consistent in the course.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Game direction way finding
2. Video dubbing
3. Homework

The first of the things to be done on this lesson is to find out if the students know what walkthroughs are. You do not have to have an extra exercise to do it as long as you make sure that the students know the concept. After that, they get to do some walkthrough practicing by literally guiding a partner on a map via game like instructions. When these systematic real life walkthroughs are done, the students get to dub walkthroughs. When showing people how a game is played the narrative that includes it, if any, needs to explain what is going on and be entertaining as well. This is a good way to practice one's improvisation skills. Then, finally yet importantly, is the homework, which is making a walkthrough video of a scene in a game. If they were to make proper walkthroughs of games, you would have to sit through hours of material, which wouldn't be in the best interest of the strength of the teacher and the amount of work they would have to put in viewing these videos.

**EXERCISES**Game direction way finding**TO BE SHOW TO THE STUDENTS:**

Ask for directions from a partner to where you want to go. Note that you both have to talk in the secret code, taken from videogames. Each "button" will make you do different things and when you move, you move to the next cross roads unless there is an obstacle. If you run into an obstacle, you need to pass it with the correct "button" and then continue moving to the next cross roads. **REMEMBER!** This is from the point of view of the character, so you'll have to turn the map from time to time.

Codes:

W = forward

S = back

A = left

D = right

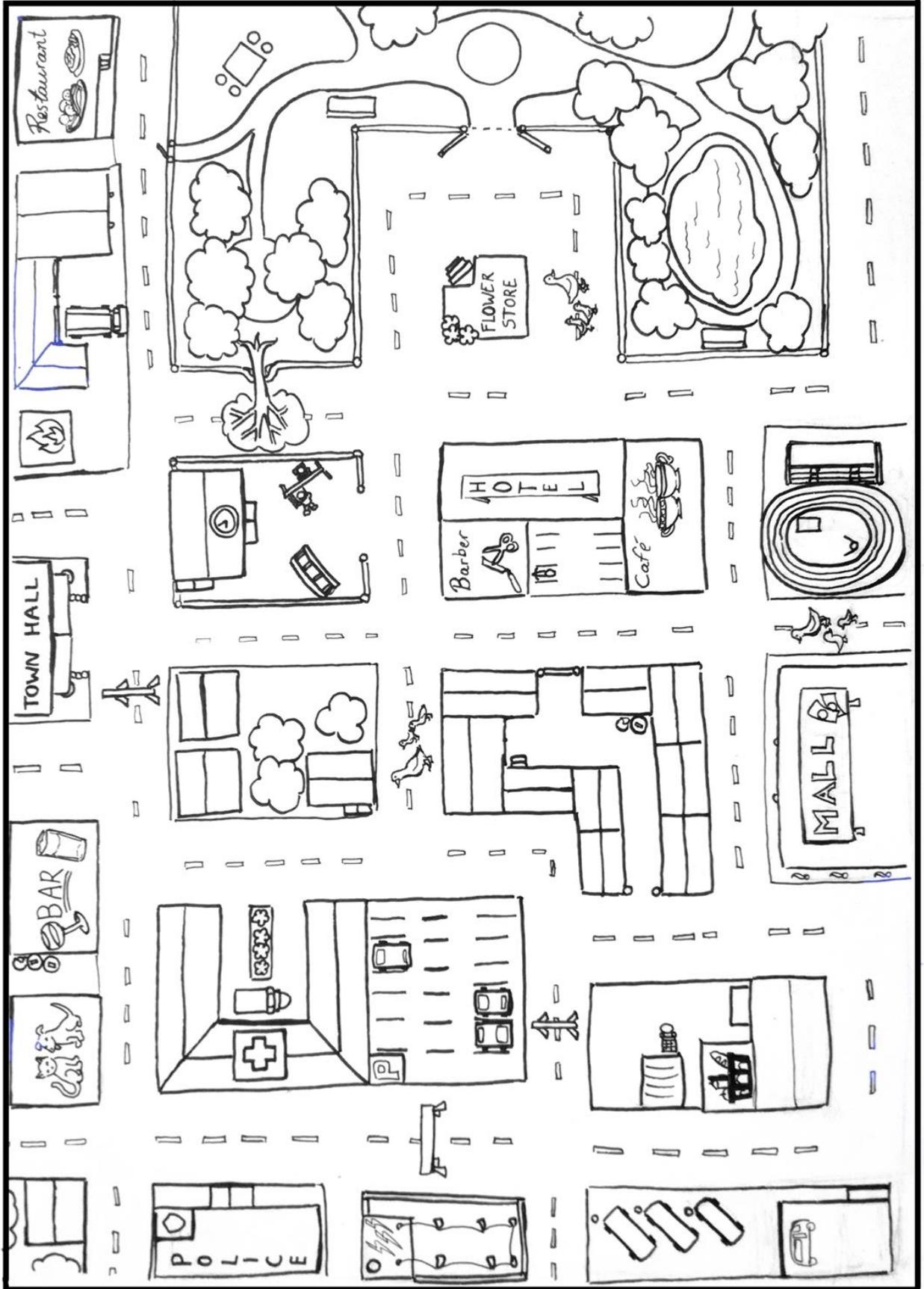
SPACE = jump

SHIFT = slide

CTRL = feed

Now your partner is trying to lead you to a secret meeting. Give them your location and follow their instructions. See if you got to the meeting.

FOR THE TEACHER:



Here is the map the students need in the exercise. **Print out a map for everyone or show the map in front of the class.** This comes to your personal preference. The exercise in itself is an extremely familiar one, getting a person from point A to point B. However, this is made more game related by giving the directions and commands as keys from the keyboard.

They can ask directions for all sorts of places multiple times so do not worry too much if this exercise is repeated. If you want, you can add an extra twist to the exercise to the students who were faster than others were and want to go again: the character cannot turn around, so you get to actually use the 'S' command.

The point of this exercise is to give the students a very basic idea of what a walkthrough is: a video how you 'walk through' a certain area in game and move to the next one. On this lesson, we are going to focus on what a walk through is and even the homework will be about making a walkthrough.

### Video Dubbing

#### TO BE SHOWN TO THE STUDENTS:

**Form a group of 3 or 4.** Pick a walkthrough video of your choice from YouTube or another video service. Mute it and start to explain in English what is going on as if you were playing the game. Switch the one explaining after one minute of talking. Everyone should get to speak at least three times so the video has to be at the very least 9 minutes long. If you can't decide on a walkthrough, use this one:

<https://www.youtube.com/watch?v=WdNRDeqRXx4>

Start at 2:00 and remember to make it entertaining.

#### FOR THE TEACHER:

This exercise is there to put the students to a test as to their language use and improvisation skills. Even though a video might be a familiar one, it is highly unlikely that everyone in the group is going to remember a video by heart. Your job as the teacher is to encourage the students not to give up even when they feel like their English might not be good enough to improvise in this sort of situation.

Remind them that grammar is not the most important thing during this exercise but that they are constantly at least trying to talk is the best thing they could do.

### Homework

#### TO BE SHOWN TO THE STUDENTS:

Make a walkthrough video of a videogame where you show how to get through a level or a difficult part in a game. The video should be **about 5 minutes long** and you should include either spoken or written instructions to the video. Added video footage of you playing through this part is highly recommended. Discuss your game of choice with your teacher!

Deadline: \_\_\_\_\_

#### FOR THE TEACHER:

In these videos, your focus, as always, should be on good language structures. Make a note those and go through them together with your class on the next lesson. Another thing you should focus on is the clarity of the instructions: does the viewer understand what they are supposed to do and does the student give usual tips or just trivia.

Also, be sure to listen to the wishes of the students and feel free to check the game list in the appendixes and the Internet for more information on the games the students want to play. It is left to your discretion, what sort of material you think your students are able to handle and what you want to show in class.

## 7.23 Lesson 24: Walkthrough Analysis

### THE POINT OF THE LESSON

The point of this lesson is to analyze the walkthroughs. For this lesson, you have to put up links for the students, so that they can view the videos during it. If you have a study portal at your disposal, you can put the videos there, if the students have not already done that, and tell your class to go and fetch the videos from there.

### THE STRUCTURE OF THE LESSON

1. Watch three walkthroughs made by others in this class
2. Pick your favourite and tell in a group why it was your favourite
3. Dub your mutual favourite

### EXERCISES

#### Walkthrough watching

#### TO BE SHOWN TO THE STUDENT:

Check out three walkthroughs made by people in your class.

In a group of 3-4, discuss the videos you just watched and tell them, which one was your favourite and why.

#### FOR THE TEACHER:

The students may watch these videos from their own devices or from school provided computers. As mentioned in the description for this lesson, you can either show the students the links to the videos or tell them to go and fetch them from the portal. You can add, as a description to every link, of which

game is it about so that if the students wish to avoid potential spoilers to a game or are interested in a particular one, they can more easily select the links in which they might be interested.

After they have watched the videos, let them discuss in groups of their favourites. You might want to collect their favourites and make them explain why they like them. You can also try to figure out if the group has a common favourite.

### *Dubbing the favourite*

#### TO BE SHOWN TO THE STUDENTS:

Pick your favourites, mute them, and dub them in your group. Change the dubber every 30 seconds. Keep track of the time!

#### FOR THE TEACHER:

This is a more hectic version of the last lesson's dub. Because the subject matter of the videos is most likely a more familiar one and this kind of exercise has been done on a previous lesson, this time the dubbing should be easier. What makes this hectic is that 30 seconds is quite a short time to speak and yet on every speech turn they should make some sense.

Your role during this exercise is to listen in to the dubbing and if you see someone freezing up, encourage him or her to, for example, explain what the character in the game is doing.

## 7.24 Lesson 25: Game Review

### **THE POINT OF THE LESSON**

The point of this lesson is to write game reviews. Reviews are a huge part of game industry and the opinions of reviewers have an influence over what the public in general thinks of certain games. On this lesson, the students have to write down a game review, both as a practice for the second written text task as well as getting to know how arguing and rationalizing in a text works. This also sets up next lesson's debates in the sense that after this lesson the students should have the concept of justifying their opinions, as we have practiced throughout the course when giving feedback. However, on this lesson this justifying of opinions is made the focus of the lesson.

### **THE STRUCTURE OF THE LESSON**

The basic structure of the lesson is as follows:

1. Group discussion of the best and the worst game they ever played
2. Watch Zero Punctuation review of
3. Writing two reviews, one of the best and one of the worst
4. Share info about writing the second essay

**EXERCISES***The best and the worst game***TO BE SHOWN TO THE STUDENTS:**

Discuss in a group what is the best game you've ever played and why? How about the worst one?

Is it about:

- game mechanics
- graphics
- characters
- plot
- something else?

**FOR THE TEACHER:**

This is a warmup exercise to get the students to talk about their opinions about games. Before this lesson, the students have dealt with their favourite game genres, what sort of game they would want to make and even design some levels and characters. This time it is all about their most beloved and hated games. Listen in to their conversation and if someone does not have a favourite or a most hated game, they can talk of any game they liked and did not like.

A review example

## TO BE SHOWN TO THE STUDENTS:

Here is an example of a popular video game reviewer. Watch the video and take notes of how the video is structured. In which part of the video does the reviewer talk of which things?

<https://www.youtube.com/watch?v=fYitzTIiUNE>

## FOR THE TEACHER:

This video contains some swear words and is quite fast at its pace but it shows very well what sort of parts one can have in a review. The parts are as follows:

1. intro
2. information about the game
3. technical information
4. describing the plot without greatly spoiling it
5. review
6. plot
7. mechanics
8. ending words and the opinion of the whole game
9. ending joke

It is ok if the students did not catch these as long as they have the basic idea of it down. They may also have spotted some things that even I have not noticed and that is not a bad thing by a mile. The most important thing is that they understand the basic structure of a review.

Two reviews

## TO BE SHOWN TO THE STUDENTS:

Write reviews about the games you mentioned in your discussion earlier. They should be 1-2 concept paper pages long. Try to say something that your favourite game could do better and something good about your least favourite game. You can use the structure just established in the video as your guideline. Give the game a grade with the Finnish grading system (4-10).

## FOR THE TEACHER:

During this exercise, you should bring with you some dictionaries. If you do not have enough of them, you can help where you can and the students are allowed to use their devices to search for words and expressions. They can write these reviews by hand or with a computer and in later case it means that each review should be about 300 words long.

This exercise is meant to be done in class and is not a part of the graded tasks. If you have time however, you can make the students check each other's texts and give each other feedback on the reviews. **Remember to leave time, however, to go through the instructions to the second written text that is graded!**

Instructions for writing the second essay

TO BE SHOWN TO THE STUDENTS:

Instructions for Writing the Second Essay

Deadline: \_\_\_\_\_

The topic of the essay:

Write about your dream Let's Play series. On which game would you like to do a Let's Play series? Give reasons for that and introduce the video game in question.

The text should be either one concept paper or 1-2 pages long when written on computer (font size 12, line spacing 1,5)

Remember to write down your sources if you use for example web pages to search for information for this essay!

**THIS TASK IS GRADED!**

FOR THE TEACHER:

There is a lesson between the giving of these instructions and the actual deadline. This is because the students may need some time to write and research things for this essay. The point of the essay is also not to be written in class but at home, so that they can prove their project managing skills and can use the internet, their own dictionaries, and other tools at their disposal without the supervision of the teacher. There is not going to be a teacher supervising them in real life when they grow up so it is good to start their independent researching at this point. In addition, this prepares the students for next stage education, for at least in the university, if they are so inclined, these type of essays are quite normal.

The grading instructions can be found under lesson 27, on page 105.

## 7.25 Lesson 26: Debate

### **THE POINT OF THE LESSON**

The point of this lesson is to practice something that at least in some foreign universities and schools is a very prominent thing: Debating. In everyday life, debating is perhaps not the most needed skill but in arguments and in normal conversations, if people have to give their opinion and give reasons to back it up, debating is an excellent way to rehearse it.

### **THE STRUCTURE OF THE LESSON**

The basic structure of the lesson is as follows:

1. Preparing for the debate
2. Debate
3. Discussion of what is a good argument
4. Homework

**EXERCISES***Preparing for the debate***TO BE SHOWN TO THE STUDENTS:**

Split into four groups. There are two debates coming up!

1. Videogames can and should be used in education more and wider.
2. Videogames should be left outside of school as a hobby.
3. Let's Play's should only be done in English.
4. It's important to have language variety in Let's Play videos.

These are your points of view. Within your group, you have 10 minutes to come up as many things to back up your argument. Everyone should put in at least one argument to support your point of view.

**FOR THE TEACHER:**

A debate is a very good way to make people talk. Your responsibility as the teacher is to see to it that every person participates in the fact gathering and, indeed, produces at least one point to support the argument of the group.

It is almost inevitable that someone or some people ask of why is it that they have to defend an argument they do not agree with. You can argue that this exercise makes the students to see other points of view as well.

However, if your class can be distributed into their preferred opinions relatively evenly, they can defend their own opinion as well.

## Debate

### TO BE SHOWN TO THE STUDENTS:

Time for the debate! The groups that are going against each other are 1&2 and 3&4. Make sure that everyone gets to say something!

### FOR THE TEACHER:

Your job is to see that there are no profanities used in the debate. In the end, you are the one leading the discussion and if you wish to end a debate, as a teacher you can do it. Also, keep an eye on the students and make sure each of them speaks.

## Discussion of What Is a Good Argument

### TO BE SHOWN TO THE STUDENTS:

Debates can be staged arguments. Discuss with a partner what kind of an argument is a good argument in general. Have you ever had an argument about video games? How did it go? How could it have gone better?

### FOR THE TEACHER:

In life there are some people who argue for argument's sake and even those that don't can have very unhealthy ways of arguing: getting to a personal level, repeating arguments, and plain saying that the other person is wrong "just because". The point of this exercise is, through video game related side questions, to help the students to recognize unhealthy arguing patterns. This can help them in the future when in debates, arguments, or just when listening to other people and their arguing.

You can circle around and listen in to the things the students list as being good for arguments. Make it into a discussion with the whole class afterwards so that everyone gets to share their wisdom.

### Homework

#### TO BE SHOWN TO BE THE STUDENTS:

The second written text is due to next lesson. Remember to submit your text before the deadline \_\_\_\_\_! The instructions for that have been shared on last lesson.

#### FOR THE TEACHER:

There is no other homework from this lesson for writing an essay is quite a task and more likely than not at least one person remembers just now that they have an essay to write. You can show the instructions once more to the class to remind them of the topic of the essay. They can be found on page 97. When it comes to returning the essay, you can decide if you want them in paper or digitally. The only difference for you in that is that in the later one the students may give you the essays through an email or put them in a portal for you to read.

## 7.26 Lesson 27: Genre Related Scene-Making II

### THE POINT OF THE LESSON

This lesson builds up upon lesson 6, on which the group made scenes to a game genre and performed them first to each other, then to the group. This time the whole group will be taken along to make a massive scene that includes the whole class.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson goes as follows:

1. Deciding together on genre and setting
2. In small groups think of what you have come to do in the setting
3. Come up with characters and their motivations
4. Inform the other groups of what your basic idea is there so that you don't necessarily clash
5. Play out the scene

### EXERCISES

Bringing about the genre and setting

#### TO BE SHOWN TO THE STUDENTS:

We're making new genre scenes but this time with the whole class. Decide on the genre and setting with your classroom.

**FOR THE TEACHER:**

The class has been together now for weeks and they have gotten to know each other better now than in the beginning of the course. The group has most likely gotten used to each other and this is why this exercise works later on this course. Your job at this point is to lead the discussion and ask for the opinion of the students of the genre and setting of the scene. If you cannot reach a mutual decision, you can arrange a vote which genre and setting to pick. It is usually easier to pick the genre first and the scene afterwards so you can try to administer the decision into two parts.

*Teamwork in characters***TO BE SHOWN TO THE STUDENTS:**

**With a group of four to five people** work as a team to come up with characters for this scene. **Try to work in a group you haven't worked in that much.** Every character needs to have a motivation to be there but your group arrives to the scene as a group or at least you know each other.

Inform the teacher of your characters and of their backstory and give the other groups a basic idea of what your group represents or looks like. If you feel like it might spoil the surprise, you can give your list of characters and their motivations to your teacher in writing, as long as he/she knows what you're really about.

**Remember that the characters should fit the genre and the scene.** No hobbits of the Shire on a space ship!

**FOR THE TEACHER:**

Your job is to observe how the groups build characters. In these group-situations, there is always the danger that someone wants to create their dream team and starts bossing people around. Keep an eye out for these situations and let the more silent people get their ideas heard as well. The students should inform you of what their characters really are about so that you have an idea, what sorts of characters they have in mind. When you know the characters, you can give instructions to the groups if the ideas of different groups clash with one another.

Play out the scene

## TO BE SHOWN TO THE STUDENTS:

Pick your place in the scene and when the teacher says go, you play out the scene, naturally in English. There is no script so act according to your characters. Everyone should however say something in the scene and it is ok to have multiple conversations at the same time. Do not hurt each other in real life!

## FOR THE TEACHER:

You as the teacher are the one responsible for these students. It is by your rules that this live action roleplaying is done in your class. Here are, however, some instructions on how to handle the situation. You should go through these exclamations with your class before the scene so that they understand the rules:

**”Scene Start!”** = shout made by the teacher to indicate that the students move into the scene

**”Hold!”** = shout made by anyone who spots a dangerous situation. This is to be repeated by everyone and the action stops right there. The teacher will check the situation for potential danger.

**”Scene continue!”** = shout made by the teacher to indicate that the scene continues after the dangerous situation has passed

**”Scene over!”** = shout made by the teacher, to be repeated by everyone, indicates that the scene is over

**”Safeword.”** = a word uttered by anyone if they feel uncomfortable in any situation, after safeword is used, the scene continues in a less distressing way.

## ABOUT GRADING THE ESSAYS

This is the due date of the second essay and the final thing you have to grade. This is so that you have time to read these through and grade them before the end of the course. The things you should focus on, when it comes to essays are:

- The language is understandable and doesn't have too many errors in it
- The text is their own
- The text is cohesive and coherent
- A person who knows something about video games could understand the text

These essays are the place where you can and should check on the language with critical eye. When communicating in written text people do not have the luxury of reading people's faces for clues for understanding. You can also take a look at the CEFR table on written language, a link to which you can find on page 115.

## 7.27 Lesson 28: A Look Back to the Game They Presented

### THE POINT OF THE LESSON

This is the third last lesson of the course and it is time to harken back to the beginning. The first video they made for this course was a game introduction. As we all know, people change and develop and their opinions may fluctuate. In this lesson, we take a look at the first game they presented and look at how they have developed as video makers and if their confidence as language user has developed.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Watching their own video of introducing a video game
2. Discussion on what is the video they're the proudest of
3. Sharing some of the extra work the students have been making
4. If you cannot watch it all, tell the students where to find the rest
5. Homework

### EXERCISES

#### Returning to an old video

#### TO BE SHOWN TO THE STUDENTS:

Watch the introduction to a video game you made for this course. Write some notes of what you think of the video and give yourself some constructive feedback about it with the knowledge you have now.

**FOR THE TEACHER:**

This exercise is all about self-analysing and feedback giving. This is also a way for the student to see how far he or she has gotten during this course alone. If they do not know what sort of feedback to give to themselves on the video, you can give them for example one of the following ideas:

- Has your language use improved?
- Would you focus on the same things if you made the video now?
- Of what are you proud?
- What would you do differently now?
- What do you think of this game now?

They are to give themselves both positive and negative feedback. However, if someone asks if they should make this into an essay, tell them that the point is just to make some notes, unless they actually want to write an essay about it.

What is your best video?

**TO BE SHOWN TO THE STUDENTS:**

1. Share your notes with a partner. Have you developed in same areas? What is unique to your developments?

2. Share with your partner what was your best video and why.

**FOR THE TEACHER:**

Show these exercises, as usual, in two parts. The sharing of self-criticism can be hard for some but it is a good point for them to think realistically how they have developed during this course. This gives you a good opportunity as well to walk around the class and listen in to this feedback. If someone is being overly critical towards himself or herself, you can also offer some positive input to them. As is the stereotype, bragging is not a good thing so you may encounter overly critical thinkers. The point

of this all is to be realistic after all. That is also why the second part of the exercise focuses on a positive aspect of the videos.

You can make the students share their favourite videos with the whole group if you wish to take along the rest of the class to the discussions. This works especially well if you have a portal in which you have the videos so that others can have a look at them as well.

### Sharing Some of the Extra Work the Students Have Made

#### TO BE SHOWN TO THE STUDENTS:

Your classmates have done some extra work for this course. Let's take some sneak peeks.

#### FOR THE TEACHER:

This is the part, in which you have to have the extra work the students have submitted to the course in hand. It can be a portal or, for example, a YouTube playlist if some of the work is there. You do not need to say from whom the extra videos are but the most important thing is that your class gets to experience them. It is also important to show some appreciation for the makers of these tasks for their hard work.

However, you should check which ones you want to show to the students in class. There can be students who want to make videos that are not suitable to be viewed in class. Then again, they are made as schoolwork so there should be no issue. Furthermore, you have most likely viewed these through already so everything should be fine. If you wish to show someone's written work, you can read it out loud or make the students read themselves from their personal prints or e.g. from a projection. If some students do not want to show their work, you can skip theirs. Be sure to ask the class if there is someone who does not want their work to be shown.

If you want, you can give feedback between the videos about well-used language or structures. This is so that the class can enjoy the videos as an entirety or, if you want to put it like that, as a show.

Homework

## TO BE SHOWN TO THE STUDENTS:

Make a video about the game you first introduced after lesson 3. Tell in the video, what you nowadays think of the game. If you have played it forward or tried another way of playing it, tell of those experiences too. If you have not played it in a while or haven't changed your opinion, tell us, why not. Include some game footage of you playing the game; don't just use the same clips. The length of the video should be about 5 minutes.

Deadline: \_\_\_\_\_

## FOR THE TEACHER:

This kind of look back will train the students' ability to give reasons for their opinions and to see, how far they have come from the beginning of the course. When it comes to looking at these videos and finding good grammatical structures, you can also have a look at the student's original video, on which this one is built. How has their video making and especially language skills changed. Pay attention to these factors especially:

- Is their language use more fluent?
- Has their vocabulary widened?
- Do you spot any uses of good structures you have mentioned in class?

Naturally, you can search for the good structures and especially make a note of them if you find someone using a grammatical structure you have mentioned in class. If you wish, you can make a compilation video about the good structures used on this course or in these videos in particular, so the students get to see the grammatically especially good language they have used during this course or in these videos in particular.

## 7.28 Lesson 29: Analysis of the Last Videos

### THE POINT OF THE LESSON

As the last lesson of the course is reserved for feedback giving, this will be the last lesson with proper content. The students get to analyze their videos for the last time. This time the students can make a comparison between their introduction video and their last video. The feedback they wrote to themselves on the last lesson sets up this lesson, as they are to make concrete comparisons between their videos.

*Note for the teacher:*

As you have put the videos of the people already somewhere to be found, you can add their newest videos as links next to them or to the portal where both of the videos can be easily accessible. You are going to need both videos on this lesson.

### THE STRUCTURE OF THE LESSON

The basic structure of the lesson is as follows:

1. Going through the videos and grammatical structures together
2. Watching the videos side by side
3. Find a partner, let them watch the two videos you did
4. Partner gives you feedback, cross-referencing own feedback

The first thing that you do is the thing you have grown accustomed to during your lessons on this course: going through the grammatically good expressions in the videos. This time try to find some examples of all the videos for they are indeed the last ones they have made during the course. They might recognize that some structure is from their video and it will leave a positive mark that you have actually watched them through. This part is not marked in the exercises in particular for it is a teacher led part of the lesson and there are not any particular instructions to be given to the students.

The second thing to be done on this lesson is for the students to view first the same video they viewed yesterday, the first one they made for the course, and then the latest video about the same game. The students are to pair up and watch the videos together, starting with one student's videos in chronological order and then continuing to the other student's videos. Feedback is given in between person switches. The students should then cross-reference their feedback with the one the students themselves made on last lesson.

*If you have time:*

If you have time, you can watch more of the additional work and videos the students have made for the course. You can also ask some of the students if they want to share their first and last video with everyone in the class.

## **EXERCISES**

### *Cross-referencing videos*

#### **TO BE SHOWN TO THE STUDENTS:**

1. Find a partner and show them your videos, first the older one, then the new one. Give each other feedback on how you've developed.

2. Cross-reference this feedback with the one you gave yourself yesterday. Do these evaluations differ or are they basically the same?

**FOR THE TEACHER:**

Now you need to have the videos somewhere where the students can watch them, be it either a portal or YouTube. They can use their own devices for this viewing or be given access to a computer. However, your job is to make sure that the feedback giving goes smoothly and is constructive. You can suggest using headphones for the Let's Play viewing but, depending on the headphones, they might be a difficult way to share a viewing moment with full audio. This can also be averted if you make the students watch their videos first and show them only afterwards to their partner. However, that takes more time.

## 7.29 Lesson 30: Feedback Session

### **THE POINT OF THE LESSON**

The point of this lesson is to get some feedback from the students. They have gone through the course valiantly and it is their right to give some feedback on the course. As this material package has unfortunately not been tested in the field, the feedback you get from the students is very important in order for one to develop the course. If you wish, you can send this feedback to me to the email address [savakevainen\[at\]gmail.com](mailto:savakevainen[at]gmail.com).

### **THE STRUCTURE OF THE LESSON**

The whole point of the lesson is to give your students the opportunity give feedback so first and foremost you are to provide them with a piece of paper or a website on which they can give some feedback on the course. Tell them to be honest in their opinions and give both positive and negative feedback.

The second thing to happen is that you give the students their dragons as a memento from this course. If you have had everyone's personal dragon on the wall, you can let them take theirs but if they are not printed out or you do not have all of them printed, you can print them for this lesson and give them the pictures to remind them, how the course went and how big their dragon got. If you did not feature the dragon growing in the course, this step is optional.

**THANK YOU SO MUCH FOR CHOOSING THIS MATERIAL PACKAGE!**

## ***8. Instructions for Grading the Six Assignments and CEFR Tables***

On this course, you grade six obligatory tasks. These are:

- **Introduction to a video game – video**
- **A favourite Let's Play maker – essay**
- **Game Pitch Speech**
- **Group Let's Play**
- **Presentation**
- **A Dream Let's Play Series - essay**

As you can see, there are three types of tasks you need to analyze: written, spoken and recorded tasks. The things to be focused on in each exercise are listed on the lessons but here they are as a general guideline:

### **FOR WRITTEN TASKS**

The written tasks are the only ones where grammar can be more harshly criticized than in other tasks for the receiver of the text is rarely present to give you an immediate response if they did not understand what the writer has written.

Focus on the following:

- The flow of the language
- The grammar is correct
- The flow of the text
- The language they are writing is their own
- The text is understandable

### **FOR SPOKEN TASKS**

The spoken tasks, although rehearsed, are the ones that are given without editing to an audience. The speaker may be nervous and that can be taken into account. That is left to the teacher's discretion.

Focus on the following:

- The fluency of language
- The understandability of language (accent doesn't need to be native as long as it's understandable)
- Working around tough sentences
- If in group, letting others speak
- Is the whole speech cohesive and coherent

### **FOR RECORDED TASKS**

The recorded tasks are much the same as the spoken language, except in both of the cases there is the possibility that the audio is recorded afterwards. It is more likely in the first video than in the second one but nevertheless a possibility so there's no need to take into account the nervous factor, unless you feel like that would suit some of your students. As you can see, the standards are almost the same for recorded tasks.

Focus on the following:

- The fluency of language
- The understandability of language (accent doesn't need to be native as long as it's understandable)
- Working around tough sentences
- If in group, letting others speak
- Is the whole speech cohesive and coherent
- When in game situation and speaking, how well composed is the speaker?

### **CEFR**

Here is the link to the whole Common European Framework of Reference for Language: Learning, teaching, assessment: <https://rm.coe.int/1680459f97> if you wish to look upon it in more detail. In addition, in year 2018 there has been a companion piece added to it called Common European Framework of Reference for Languages: Learning, teaching, assessment, Companion Volume with New Descriptors. Here is a link to it as well for further information if you crave some: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>. In addition, there is a table especially for assessing spoken language, a link to which lies here: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use>

## ***9. A List of Games***

List of 100 most popular games in May 2018: <https://www.ranker.com/list/most-popular-video-games-today/ranker-games>

### **Animal Jam (2010)**

- Genre: MMO, Educational
- No results from Pegi

### **Ark: Survival Evolved (2017)**

- Genre: Action Adventure
- Pegi: Pegi 16, violence

### **Arms (2017)**

- Genre: Fighting
- Pegi: Pegi 12, violence

### **Assassin's Creed Origins (2017)**

- Genre: Action Adventure, stealth
- Pegi: Pegi 18+

### **Battlefield 1 (2016)**

- Genre: First-Person shooter
- Pegi: Pegi 18+, violence, bad language

### **Breath of Fire (1993)**

- Genre: Role-play
- Pegi: Pegi 7, violence

### **Call of Duty: Black Ops II (2012)**

- Genre: First-Person shooter
- Pegi: Pegi 18+, violence, bad language

### **Call of Duty: Black Ops III (2015)**

- Genre: First-Person shooter

- Pegi: Pegi 18+, violence, bad language

**Call of Duty: WWII (2017)**

- Genre: First-Person shooter
- Pegi: Pegi 18+, violence, bad language

**Clash of Clans (2012)**

- Genre: Strategy
- Age limit: 13, violence

**Clash Royale (2012)**

- Genre: Strategy
- Age limit: 13, violence

**Counter-Strike: Global Offensive (2012)**

- Genre: First-Person shooter
- Pegi: Pegi 16, violence

**Crossout (2017)**

- Genre: Vehicular Combat
- Pegi: Pegi 7, violence

**Dark Souls III (2016)**

- Genre: Action Role-Playing
- Pegi: Pegi 16, violence

**Dead by Daylight (2016)**

- Genre: Survival Horror
- Pegi: Pegi 18+, violence

**Destiny 2 (2017)**

- Genre: First-Person shooter
- Pegi: Pegi 16, violence

**Doki Doki Literature Club (2017)**

- Genre: Visual-Novel, Horror
- Age limit: 16, violence, horror elements

**Dota 2 (2012)**

- Genre: Multiplayer online battle arena
- ESRB age rating: T (Teen)

**Dragon Ball FighterZ (2018)**

- Genre: Fighting
- Pegi: Pegi 12, violence, bad language

**Fallout 4 (2015)**

- Genre: Action Role-Playing
- Pegi: Pegi 18+, violence, bad language

**Fallout: New vegas (2010)**

- Genre: Action Role-Playing
- Pegi: Pegi 18+, violence, bad language, gambling

**FIFA 18 (2017)**

- Genre: Sports
- Pegi: Pegi 3

**Final Fantasy XV (2016)**

- Genre: Action Role-Playing
- Pegi: Pegi 16, violence

**Five Nights at Freddy's (2014)**

- Genre: Survival Horror, point-and-click
- Age limit: 12, horror

**For Honor (2017)**

- Genre: Action, Fighting, Hack and Slash
- Pegi: Pegi 18+, violence

**Fortnite (2017)**

- Genre: Survival
- Pegi: Pegi 12, violence

**Forza Horizon 3 (2016)**

- Genre: Racing
- Pegi: Pegi 3

**Friday the 13th: The Game (2017)**

- Genre: Survival Horror
- Pegi: Pegi 18+, violence, bad language

**Geometry Dash (2013)**

- Genre: Platformer
- Age limit: 8

**God of War (2018)**

- Genre: Action-Adventure
- Pegi: Pegi 18+, violence, bad language

**Grand Theft Auto V (2013)**

- Genre: Action-Adventure, Racing
- Pegi: Pegi 18+, violence, bad language

**H1Z1 (2018)**

- Genre: MMO, survival
- Pegi: Pegi 16, violence

**Halo 2 (2004)**

- Genre: First-Person shooter
- Pegi: Pegi 16, violence

**Halo 5: Guardians (2015)**

- Genre: First-Person shooter
- Pegi: Pegi 16, violence

**Halo: Reach (2010)**

- Genre: First-Person shooter
- Pegi: Pegi 16, violence

**Hearthstone: Heroes of Warcraft (2013)**

- Genre: Collectible Card Game

- Pegi: Pegi 7

**Heroes of the Storm (2015)**

- Genre: Multiplayer online battle arena
- Pegi: Pegi 12, violence, bad language

**Horizon Zero Dawn (2017)**

- Genre: Action Role-Playing
- Pegi: Pegi 16, violence

**Injustice 2 (2017)**

- Genre: Fighting
- Pegi: Pegi 16, violence, bad language

**Just Cause 3 (2015)**

- Genre: Action-Adventure
- Pegi: Pegi 18+, violence, bad language

**Kingdom Come: Deliverance (2018)**

- Genre: Action Role-Playing
- Pegi: Pegi 18+, violence, bad language

**League of Legends (2009)**

- Genre: Multiplayer online battle arena
- Pegi: Pegi 12, violence

**Lego Star Wars: The Complete Saga (2007)**

- Genre: Action-Adventure
- Pegi: Pegi 3

**Madden NFL 18 (2017)**

- Genre: Sports
- Pegi: Pegi 7, violence

**Marvel vs. Capcom: Infinite (2017)**

- Genre: Fighting
- Pegi: Pegi 12, violence

**Metroid: Samus Returns (2017)**

- Genre: Action-Adventure
- Pegi: Pegi 7, violence

**Minecraft (2009)**

- Genre: Sandbox, Survival
- Pegi: Pegi 7, violence

**Minecraft Pocket Edition (2011)**

- Genre: Sanbox, Survival
- Pegi: Pegi 7, violence

**Mobile Legends: Bang Bang (2016)**

- Genre: Multiplayer online battle arena
- Pegi: Pegi 7, Esrb 10+

**Modern Combat 5: Blackout (2014)**

- Genre: First-Person Shooter
- Pegi: Pegi 16, violence, bad language

**Monster Hunter: World (2018)**

- Genre: Action Role-Playing
- Pegi: Pegi 16, violence

**Mortal Kombat X (2015)**

- Genre: Fighting
- Pegi: Pegi 18+, violence, bad language

**NBA 2K18 (2017)**

- Genre: Sports
- Pegi: Pegi 3

**osu! (2017)**

- Genre: Music Video Game
- Age limit: 12

**Overwatch (2016)**

- Genre: First-Person Shooter
- Pegi: Pegi 12, violence

**Path of Exile (2013)**

- Genre: Action Role-Playing
- Pegi: Pegi 18+, violence

**Payday 2 (2013)**

- Genre: First-Person Shooter
- Pegi: Pegi 18+, violence, bad language, gambling, drugs

**Persona 5 (2016)**

- Genre: Role-Playing, Social Simulation
- Pegi: Pegi 16, violence, bad language, gambling

**PlayerUnknown's Battlegrounds (2017)**

- Genre: Multiplayer online battle royal
- Pegi: Pegi 16, violence, drugs

**Plants vs. Zombies (2009)**

- Genre: Tower Defence
- Pegi: Pegi 7, violence

**Plants vs. Zombies Garden Warfare 2 (2016)**

- Genre: Tower Defence, Third-Person Shooter
- Pegi: Pegi 7, violence

**Pokemon X (2013)**

- Genre: Role-Play
- Pegi: Pegi 7, violence

**Portal (2007)**

- Genre: Puzzle-Platformer
- Pegi: Pegi 12, violence

**Red Dead Redemption (2010)**

- Genre: Action-Adventure

- Pegi: Pegi 18+, violence, bad language, gambling, drugs

**Rocket League (2015)**

- Genre: Sports
- Pegi: Pegi 3

**roblox (2006)**

- Genre: Game Engine, MMO
- Pegi: Pegi 7, violence

**RuneScape (2001)**

- Genre: MMORPG
- Age limit: use for under 13-year-olds restricted

**Sea of Thieves (2018)**

- Genre: Action-Adventure
- Pegi: Pegi 12, violence

**Shadow of the Colossus (2018)**

- Genre: Action-Adventure
- Pegi: Pegi 12, violence

**Skate 3 (2010)**

- Genre: Extreme Sports
- Pegi: Pegi 16, violence, bad language

**Smite (2014)**

- Genre: Multiplayer online battle arena
- Pegi: Pegi 12, violence

**Sonic Mania (2017)**

- Genre: Platformer, Action
- Pegi: Pegi 3

**Sonic the Hedgehog (2006)**

- Genre: Platformer, Action-Adventure
- Pegi: Pegi 3

**Splatoon (2015)**

- Genre: Third-Person Shooter
- Pegi: Pegi 7, violence

**Splatoon 2 (2017)**

- Genre: Third-Person Shooter
- Pegi: Pegi 7, violence

**Star Craft II: Wings of Liberty (2010)**

- Genre: Real-Time Strategy
- Pegi: Pegi 16, violence

**Star Wars Battlefront II (2017)**

- Genre: First-Person Shooter, Third-Person Shooter
- Pegi: Pegi 16, violence

**Star Wars: Battlefront II (2005)**

- Genre: Action, First-Person Shooter, Third-Person Shooter
- Pegi: Pegi 12, violence

**Star Wars: Empire at War (2006)**

- Genre: Real-Time Strategy
- Pegi: Pegi 12, violence

**Star Wars: Knights of the Old Republic (2003)**

- Genre: Role-Play
- Pegi: Pegi 12, violence

**Super Mario Odyssey (2017)**

- Genre: Platformer, Action-Adventure
- Pegi: Pegi 7, violence

**Super Smash Bros. for Wii U (2014)**

- Genre: Fighting
- Pegi: Pegi 12, violence

**Super Smash Bros. Melee (2001)**

- Genre: Melee
- Age limit: 10+, violence

**Team Fortress 2 (2007)**

- Genre: First-Person Shooter
- Pegi: Pegi 16, violence

**Teenage Mutant Ninja Turtles: The Arcade Game (1989)**

- Genre: Beat'em up
- no information on age limit

**Terraria (2011)**

- Genre: Action-Adventure, Survival
- Pegi: Pegi 12, violence

**Tetris (1985)**

- Genre: Puzzle
- no age limit

**The Elder Scrolls V: Skyrim (2011)**

- Genre: Action Role-Playing
- Pegi: Pegi 18+, violence

**The Legend of Zelda: Breath of the Wild (2017)**

- Genre: Action-Adventure
- Pegi: Pegi 12, violence

**The Legend of Zelda: Ocarina of Time (1998)**

- Genre: Action-Adventure
- Pegi: Pegi 12, violence

**The Legend of Zelda: The Wind Waker (2013)**

- Genre: Action-Adventure
- Pegi: Pegi 7, violence

**The Sims 4 (2014)**

- Genre: Life-Simulation

- Pegi: Pegi 12, violence, sex

**TitanFall 2 (2016)**

- Genre: First-Person Shooter
- Pegi: Pegi 16, violence

**Tom Clancy's Rainbow Six (2015)**

- Genre: First-Person Shooter
- Pegi: Pegi 16, violence, bad language

**Ultimate Mortal Kombat 3 (1995)**

- Genre: Fighting
- Pegi: Pegi 18, violence

**Undertale (2017)**

- Genre: Role-Play
- Pegi: Pegi 12

**Vainglory (2014)**

- Genre: Multiplayer online battle arena
- Age limit: 13+, violence

**Watch Dogs 2 (2016)**

- Genre: Action-Adventure
- Age limit: 18+, violence, sex

**World of Tanks (2010)**

- Genre: Shooter, MMO
- Pegi: Pegi 7, violence

**World of Warcraft (2004)**

- Genre: MMORPG
- Pegi: Pegi 12, violence

## 10. The Dragons

### 10.1 On Using the Table of Dragons

The numbers that indicate the exercises made during this course can be found in the column. The first number is there to indicate the obligatory task and the added number is there to tell, how many optional tasks the student has done. There are four mentioned optional tasks in this material package and therefore there are four extra variants of the dragon, in addition to the x.x.1 version, also known as the basic version, of it. For example, dragon 5.2.1 is the blue basic form of the teenage dragon. If the number code on the row has only one number, there are no variants of the form.

There are three colour variants of the dragons: the first one is green, the second one blue, and the third one purple. They are also number coded accordingly. The green one is the colour of the basic dragon and the one, where the Let's Play videos are the majority of done tasks. Blue is the colour with which it is presented that the majority of the student's work has been written and the dragon turns purple when the majority of the exercises have been oral, like a presentation, monologue, or a speech. The green ones can be found with the code x.1.x, the blue ones x.2.x, and the purple ones x.3.x. For example, dragon 6.2.3 is blue and 4.1.1 is green.

As you may notice, there are X and x/ markings on the table. An X describes that there is no substitute to the option. However, an x/ means that there is a possibility of two or three options for the dragon. This all depends on the type of work they have done the most. If the student has done for example three obligatory tasks and the written extra task, their assigned dragon would be 4.2.2. Note that the picture 1 is given in the beginning of the course to everyone and therefore, after the first task is done they will get the picture number 2, after the second one picture number 3, etc.

Notice also that in the situation of the making the fifth exercise, you have the possibility to give the students either a 6.1.1 or a 6.3.1, for the latest task done has been an oral one and it tips the scale to the oral exercises' advantage.

*A tip for versatile use:*

If you want, you can also switch the colour of the dragon depending on what the latest exercise done was. However, these colour changes first start appearing after the fourth exercise has been done. This enables the use of 4.2.1, 4.3.1, 5.2.1, 5.3.1, 6.2.1, 7.2.1, and 7.3.1, who would otherwise be left hidden to the students. I shall leave it to your discretion, however.







### 10.3 The Dragon Pictures



*Salla Väkeväinen*



*Salla Väkeväinen*



Dragon 3: 3



Dragon 4: 4.1.1



Dragon 5: 4.1.2



Dragon 6: 4.1.3



Dragon 7: 4.1.4



Dragon 8: 4.1.5



Dragon 9: 4.2.1



Dragon 10: 4.2.2



Dragon 11: 4.2.3



Dragon 12: 4.2.4



Dragon 13: 4.2.5



Dragon 14: 4.3.1



Dragon 15: 4.3.2



Dragon 16: 4.3.3



Sella Väkeväinen

Dragon 17: 4.3.4



Dragon 18: 4.3.5



Dragon 19: 5.1.1



Dragon 20: 5.1.2



Salla Väkeväinen



Dragon 22: 5.1.4



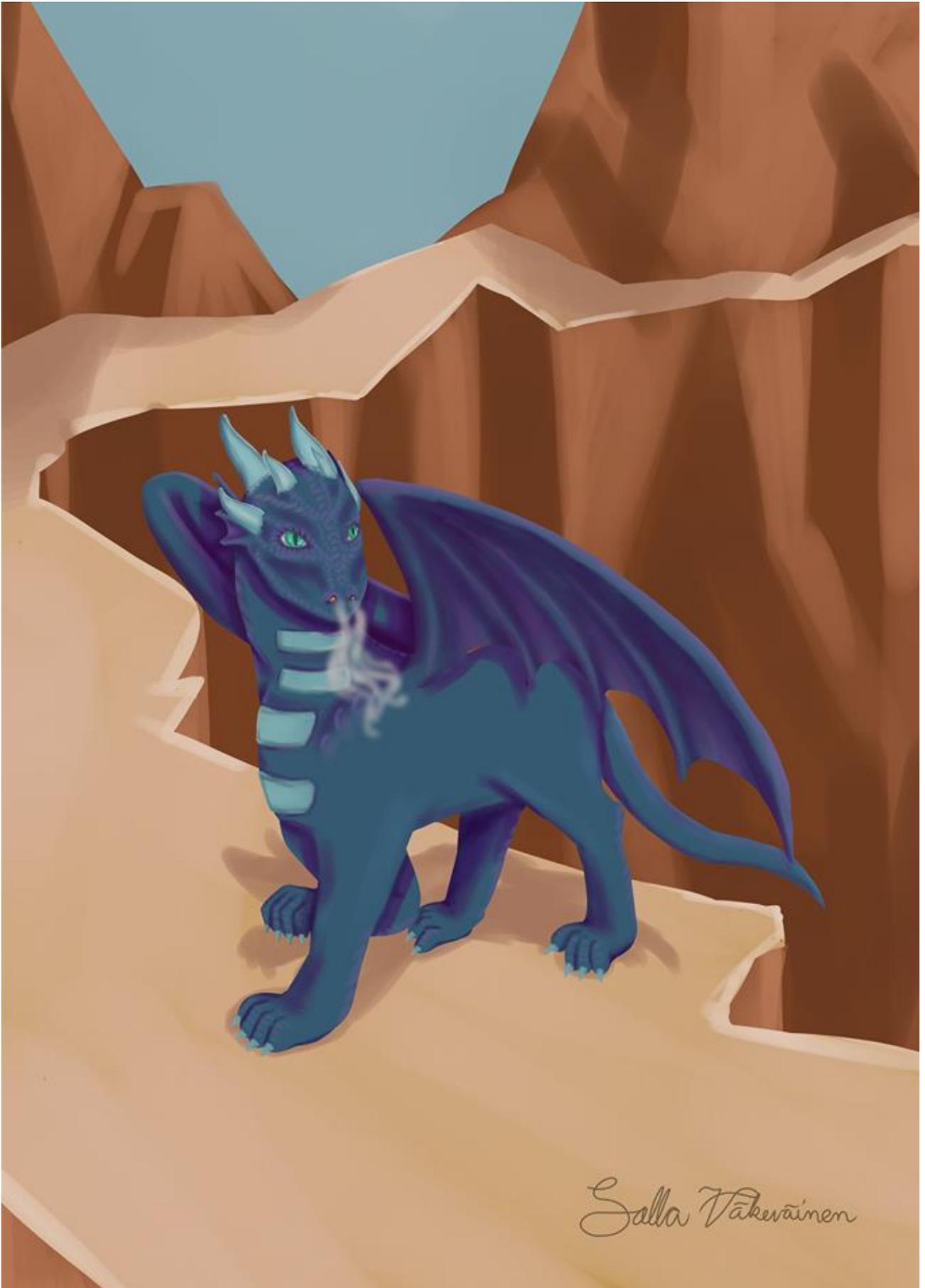
Dragon 23: 5.1.5



Dragon 24: 5.2.1



Dragon 25: 5.2.2



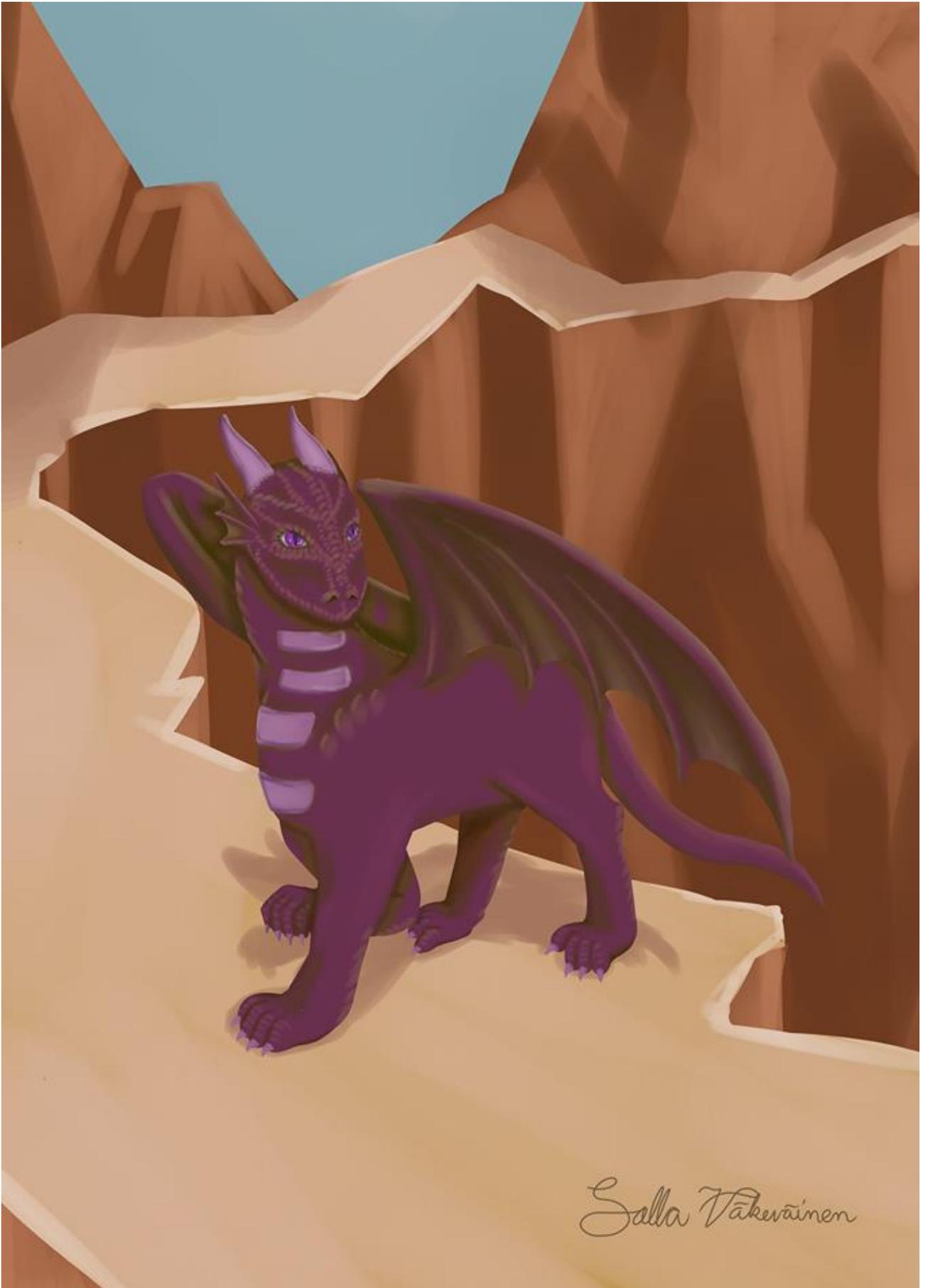
Dragon 26: 5.2.3



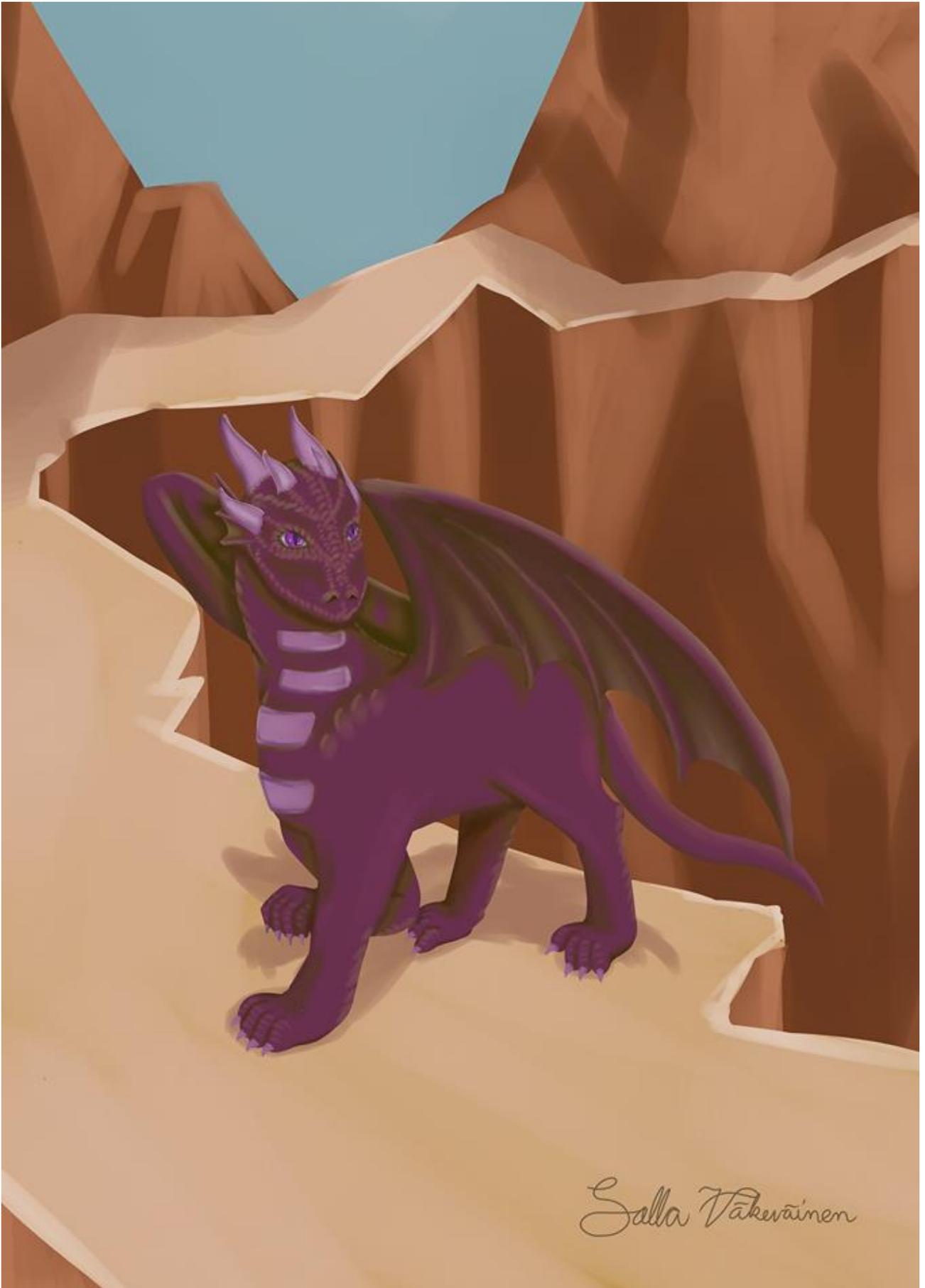
Dragon 27: 5.2.4



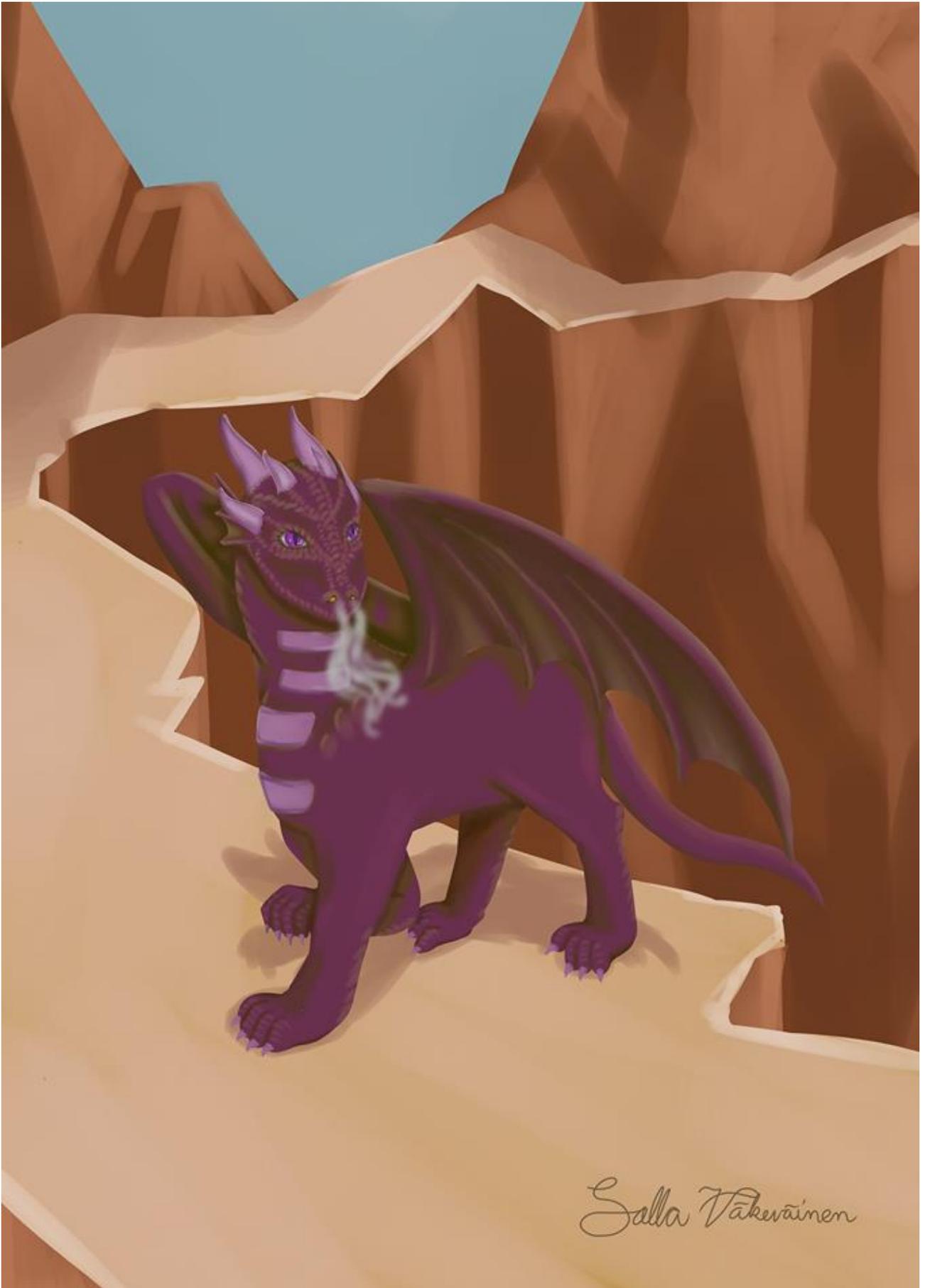
Dragon 28: 5.2.5



Dragon 29: 5.3.1



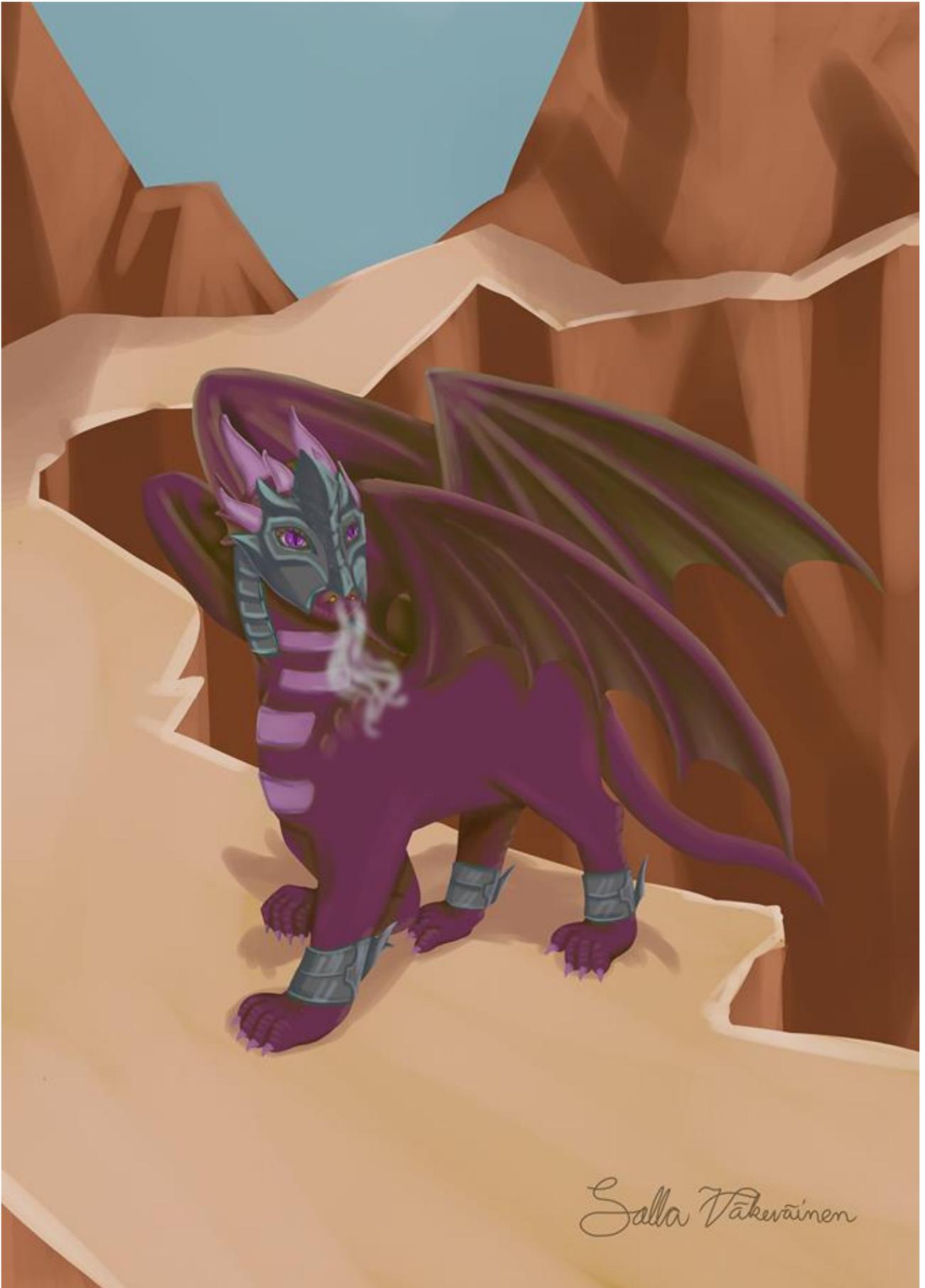
Dragon 30: 5.3.2



Dragon 31: 5.3.3



Salla Väkeväinen



*Salla Väkeväinen*



Dragon 34: 6.1.1



Dragon 35: 6.1.2



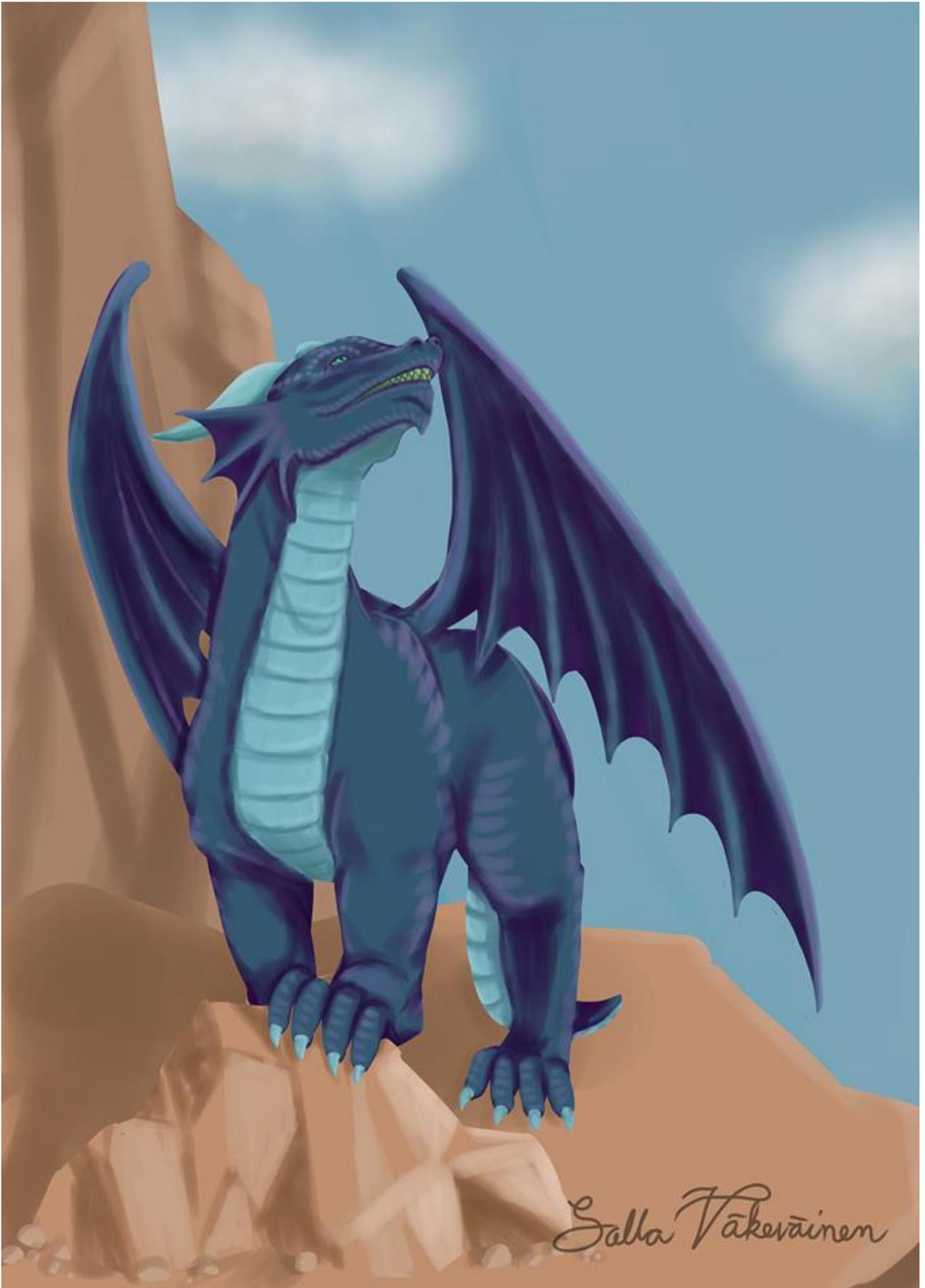
Salla Väkeväinen



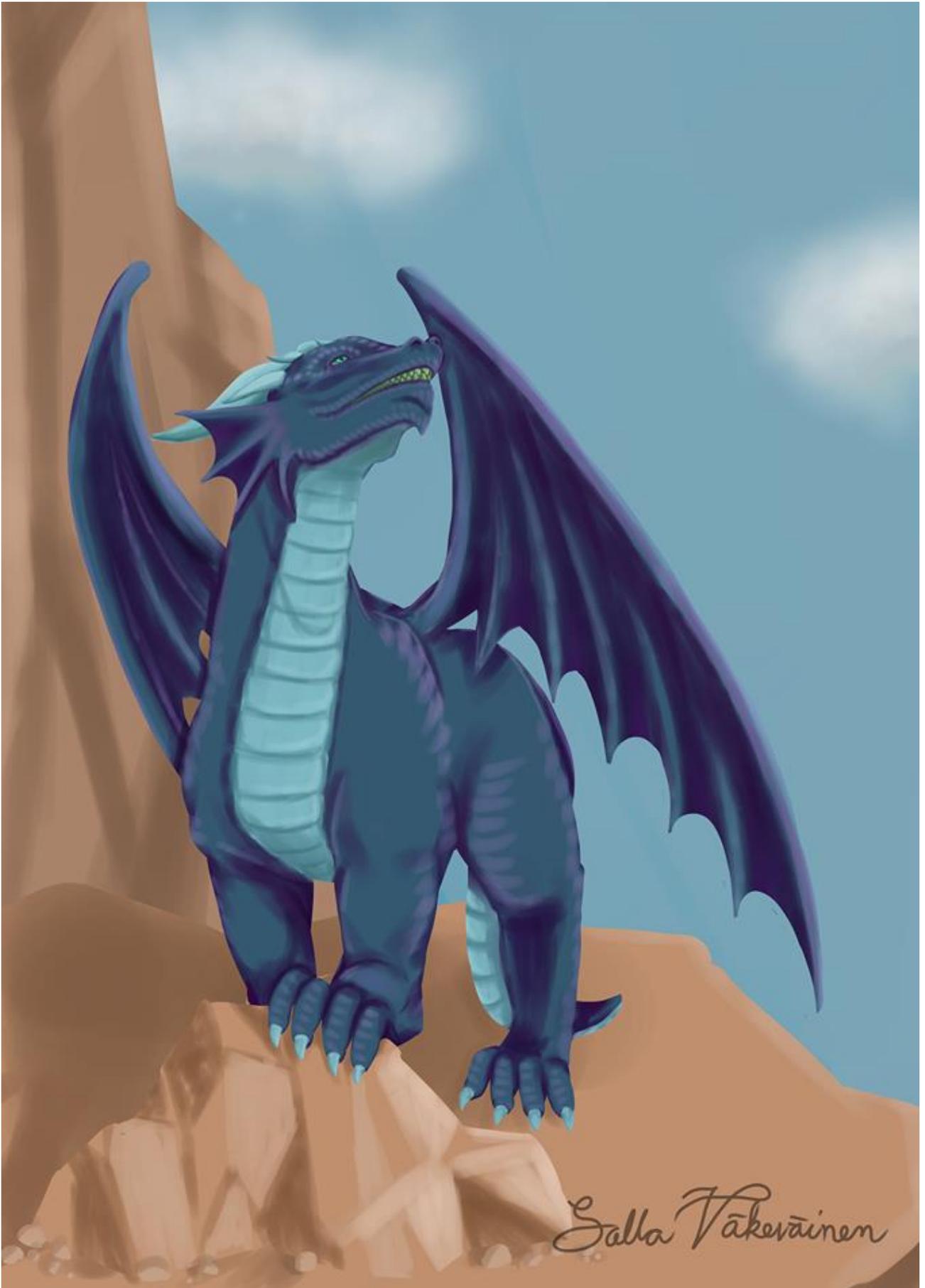
Dragon 37: 6.1.4



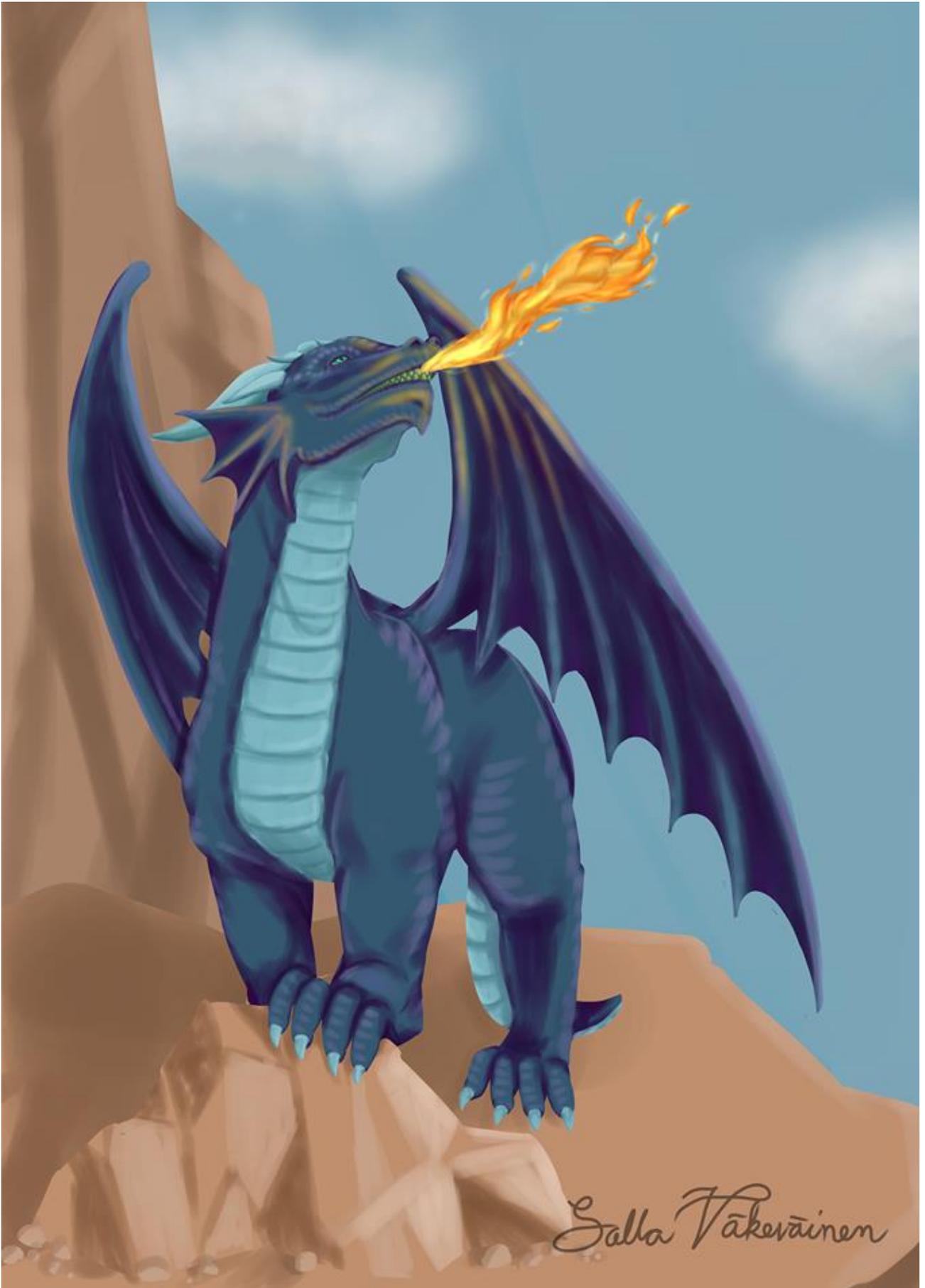
Dragon 38: 6.1.5



Dragon 39: 6.2.1



Dragon 40: 6.2.2



Dragon 41: 6.2.3



Dragon 42. 6.2.4



Dragon 43: 6.2.5



Dragon 44: 6.3.1



Dragon 45: 6.3.2



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Dragon 46: 6.3.3



Dragon 47: 6.3.4



Dragon 48: 6.3.5



Dragon 49: 7.1.1



Dragon 50: 7.1.2



Dragon 51: 7.1.3



*Salla Takainen*

Dragon 52: 7.1.4



Dragon 53: 7.1.5



Dragon 54: 7.2.1



Dragon 55: 7.2.2



*Salla Väisänen*

Dragon 56: 7.2.3



Dragon 57: 7.2.4



*Salla Väisänen*

Dragon 58: 7.2.5



*Salla Takainen*

Dragon 59: 7.3.1



*Salla Väisänen*

Dragon 60: 7.3.2



Dragon 61: 7.3.3



Dragon 62: 7.3.4



Dragon 63: 7.3.5