

**“YOU’VE GOT A QUEST!” - A MATERIAL PACKAGE FOR
USING ELEMENTS OF MMORPG-GAMES IN ELEMEN-
TARY SCHOOL ELT**

Veera Juvonen
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Department of Language and
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<p>Tiivistelmä – Abstract</p> <p>Erilaisten pelien käyttö opetuksessa eri koulutusasteilla on lisääntynyt viime vuosien aikana. Pelien tuomista hyödyistä ja mahdollisuuksista esimerkiksi kieltenopetuksen monipuolistamisessa on tehty useita eri tutkimuksia eri pelityyppien, kouluaineiden sekä kohderyhmien näkökulmista. Opetuksessa käytettävät pelit ovat usein luotu käytettäväksi nimenomaan koulumaailmassa tai opetus- ja oppimistarkoituksessa yleisesti, mutta video- ja muiden ei-opetuksellisten pelien käyttö opetuksessa on melko uusi ilmiö. Yksi viime vuosina laajasti tutkittu pelityyppi on MMORPG-pelit. Lyhenne tulee englannin sanoista Massive Multiplayer Online Role-Playing Game. Näissä peleissä korostuvat erityisesti pelihahmojen antamien tehtävien suorittaminen, oman pelihahmon monipuolinen kehittäminen, vuorovaikutus muiden pelaajien ja hahmojen kanssa sekä toimiminen pelien erilaisissa ympäristöissä. Erilaisten ei-opetuksellisten pelien potentiaali myös opetuskäytössä on havaittu esimerkiksi useiden tapaustutkimusten kautta, mutta usein näissä kokeiluissa tutkimukseen on otettu mukaan myös itse pelin pelaaminen. Myös ajatus pelien käyttämisessä opetuksessa tarkoittaa monelle automaattisesti varsinaisen pelin pelaamista, mutta opetuksellisesti pelit sisältävät monia hyödyllisiä elementtejä ilman oikean digitaalisen pelin käyttöä.</p> <p>Tutkielmassa teoreettinen viitekehys nojautui seuraaviin käsitteisiin ja teemoihin: pelillistäminen, motivaatio, MMORPG-pelit yleisesti, sekä vuoden 2014 perusopetuksen opetussuunnitelmasta materiaaliipakettia tukevat osiot. Näitä olivat muun muassa oppijan kuvaaminen aktiivisena toimijana sekä opettajan vastuu ohjata oppijaa tuottamaan, tulkitsemaan ja tunnistamaan erilaisia tekstejä ja kokonaisuuksia. Pelillistämisen päätavoitteista käsiteltiin muun muassa oppimisen hauskuutta ja mielekkyyttä sekä motivaation nostamista ja ylläpitoa. Tutkielmassa tehtävät ylipäätään valittiin kahdesta MMORPG-pelistä: <i>RuneScapesta</i> ja <i>World of Warcraftista</i>.</p> <p>Tämä tutkielma sisältää opetusmateriaaliipaketin, jossa tehtävien raamit noudattavat edellä mainituista kahdesta MMORPG-pelistä löytyviä opetuskontekstiin sopivia elementtejä ja toimintamalleja. Materiaaliipaketin kohderyhmänä toimivat esimerkkien kautta 5. ja 6. luokan oppilaat suomenkielisessä peruskoulussa, mutta pelien tapaan tehtävät soveltuvat muokkauksien kautta monelle eri ikäryhmälle, sekä kohderyhmää nuoremmille että vanhemmille. Materiaaliipaketin tehtävissä yhdistyvät vuoden 2014 peruskoulun opetussuunnitelman tavoitteiden ja oppimiskäsitusten lisäksi myös MMORPG-peleissä tutut tavoitteet; vuorovaikutus muiden kanssa, tehtävien suorittaminen eri taitoja hyväksi käyttäen, näiden taitojen kehittäminen sekä tehtävien suorittaminen luokkahuoneen lisäksi myös sen ulkopuolella. Tehtävissä pyritään tuottamaan ja tulkitsemaan vierasta kieltä eri tavoin suullisesti, kirjallisesti sekä kuuntelu- ja lukutaidon kautta. Materiaaliipaketissa ei vaadita varsinaisen pelin käyttöä, vaan tehtävät ja niiden pohjat on rakennettu erilaisten peleistä löytyvien tehtävien kautta.</p>	
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1 INTRODUCTION

This thesis introduces a teaching material package targeted for elementary school pupils in a Finnish education setting. The material package does not include the use of actual digital games. Instead, the focus is on drawing inspiration from various strategies and patterns of action and progress encountered within several different MMORPG-games. The teaching material creates a setting where the learners can imagine themselves as the characters they would create and play as in an actual game, and then get to complete quests and tasks both at school and at home. The tasks targeted for language learning are built using structures and frames seen in quests completed in MMORPG-games, and the teacher acts as a quest giver, providing the “players” with challenges and tasks, as well as rewards after completing quests, as one would also receive from an in-game quest giver. The quests aim to increase learning motivation by using, for example, small prizes or other rewards for extrinsic motivation (Dörnyei 1998: 123), in addition to practices for encouraging intrinsic motivation through positive feedback, teamwork, and encouraging task types (Dörnyei 1998: 123-124). Positive learning experiences, versatile learning methods, as well as quest-completion both individually and in groups, are some of the key ideas and aims within the material package.

The material package is aimed to help learners practice their language skills by using a variety of learning methods, which include individual and group work in several types of environments and through a variety of quests that include different kinds of activities and ways of engaging in language use and communication. Online games often have a strong communicative aspect (Frasca 2003: 7), and using these interactive elements is a main factor in the material package. The material package – taking inspiration from online games – also aims to create a feeling of being on an adventure, as the learners can design their own characters. In addition to this, the quests in the material package aim to create a feeling of excitement and make engaging in the quests fun and enjoyable through several ways of quest completion, working both alone and together.

The use of games outside their original intended use, playing, has increased especially in education, covering several school subjects with learners of all ages.

Games can even be introduced to children before entering kindergarten or school, as many companies have developed games and digital activities to help children learn how to speak, write, and read a language, whether it was their native language or a foreign language parents want to introduce at a young age (Meyer 2012: 332). However, there has been a strict visible separation between games played to learn, and games played for entertainment purposes (Meyer 2012: 333). Games from both categories have their own consumers, markets, design structures, and goals in terms of what the role of the player and the game itself is. As mentioned before, using games as a tool in education has become more prominent amongst teachers of various subjects and age groups, but the games used thus far have mainly consisted of board games, or digital games specifically made for teaching purposes and as a part of a school's material kits (Meyer 2012: 332-334). Research regarding using non-educational games in teaching and learning has spread across the world in different fields and industries, and language teaching is no different (Peterson 2012: 71).

Using video and console games – MMORPG games included – in teaching is a rather new phenomenon, but their potential in, for example, focusing on communication skills and player interaction has been widely recognized among researchers (Peterson 2012: 71). Elements, structural features and gaming methods and mechanics suitable for educational purposes or modification to fit a teacher's or learner's needs are present in many games (Reinhardt and Sykes 2012: 32-33). For example, MMORPG-games are – like the name itself suggests – played with many other players in the same game world. This means that the environments used in the games are usually rather open, giving sufficient opportunities for exploring and completing quests in a variety of settings (Zhang et al. 2017: 2). Using this idea of a vast environment where quests and tasks are completed is beneficial to be used in a school environment as well, since teachers can utilize not only the classroom, but other locations outside of it.

The gaming industry is constantly growing, with new games being released after high-value marketing campaigns (Baltezarevic et al. 2018: 72-73). The potential games can have in terms of educational properties is something teachers can learn to spot and modify to fit their groups' or subject's needs, and by doing this the stigmatized (Nand et al. 2019: 1) barrier between educational games and console games seen as a distraction from learning can be dissolved, or at least thinned down (Dondlinger et al. 2007: 22). This also opens a new path for educational professionals and those working with teaching material production and design to find new ways of building learning materials and bringing elements of gamification more prominently into teaching (Zainuddin et al. 2019).

As the theoretical background of this thesis will suggest, using non-educational digital games as tools for language teaching or teaching purposes in general is a rather

new topic and a way of utilizing digital and game-related elements for strengthening learning results and, for example, motivation in language learning (Dörnyei 1998: 123). Using digital games in teaching is often understood as having the learners play an actual digital game on a device – mobile phone, laptop or desktop computer, tablet and so on – but many games provide opportunities in teaching that do not necessarily have to include playing an actual game (Zainuddin et al. 2019). The frames or the structure of gameplay can act as a stencil or a guideline to use gaming elements in a physical school and classroom environment. This leaves an actual digital game to the side and focuses more on the learners acting as if they were the character played in the gaming environment, which is replaced with a classroom, the school grounds and so forth.

This thesis will begin with an in-depth description of the conceptual and theoretical framework used to build a strong and versatile background and basis for the material package. After discussing the concepts of, for example, motivation, gamification, and the game type used in this thesis, the games used as inspiration and examples for the material package and the game type used are introduced. Since the material package is built to be used in teaching, linguistic and educational starting points are introduced together with points and important sections from the *National Core Curriculum for Basic Education* used in Finland (EDUFI 2014).

After the games and their functions and characteristics have been explained, the example quest types used as both guidelines and templates for the material package and teaching materials will be covered. In addition to the quest types, concrete quests from either game are presented to further support the quest types and the justification of using them in the material package. Following this section, the synopsis and aims of the material package are presented, including topic such as the roles of the material, teacher, and learners. The concrete material package is included as the appendix at the end of this thesis.

2 CONCEPTUAL AND THEORETICAL FRAME OF REFERENCE

The next sections further discuss the main concepts and theoretical viewpoints of the material package, games, motivation and using games in teaching in general. First, gamification is a key element in incorporating games into teaching and how gaming elements can help both the teacher and the learner in achieving goals and milestones as well as positive learning experiences (Hamari et al. 2014: 3025). Motivation is also an important topic when studying learning and making teaching as effective as possible (Hamari et al. 2014: 3026). Games are designed to motivate the player to finish and enjoy the process of playing them (Klimmt and Hartmann 2005: 134) and – in best case scenarios – come back to them, so taking those motivative characteristics of gaming and using them in a classroom is a key point when explaining the goals and aims of the material package as well. Before moving to a more educational viewpoint and how curricular features and language learning and teaching in general are utilized in the material package, the term *MMORPG* (Suh et al. 2010: 370). should be explained to further strengthen the link between the types of games used as inspiration for the material package and the theoretical background of this thesis.

2.1 Games in language teaching and learning

Digital games have gained popularity in teaching on different levels of education (Welbers et al. 2019: 93). Games, from a wider perspective, have been examined during the decades through many studies, different researchers, and research methods. For example, ludology – the study of games and video games in particular – was previously used for non-electronic games but has since focused more on digital games and video gaming (Frasca 2003: 1). Game designers actively strive to connect the

enjoyable nature of gaming with interactivity, and this has also led to games being used in different settings and contexts as tools (Frasca 2003: 7). Most of the games used on different educational levels are often specifically made for teaching and learning purposes (Godwin-Jones 2014: 9), and these games have proven to be a helpful tool in teaching (Wichadee and Pattanpichet 2018: 78). However, this can lead to reducing the use of non-educational games in teaching together with educational gaming (Deslis et al. 2019: 7). Enhancing learning experiences could also be done by using non-educational digital games and elements of gaming, but it is not as popular as the use of educational games (Godwin-Jones 2014: 9). The topics of gamification and motivation are key elements when discussing the use of gaming characteristics and games' strengths outside the act of playing an actual game (Veljkovic Michos 2017: 511-512), and this note should be valued when taking non-educational games and utilizing them in a school environment.

Non-educational games are often seen as entertaining and engaging for players (Deslis et al. 2019: 1). The use of non-educational games in educational environments is still quite minor due to the lack of educational support when comparing to educational games or games that can be embedded straight into teaching and learning (Deslis et al. 2019: 1). The material package introduced in this thesis will show how teachers and other educational professionals can use non-educational digital MMORPG-games in teaching by not playing the game itself, but by using game elements that can be modified into tasks completed within set themes and a school setting.

2.2 Gamification

Firstly, the difference between gamification and game-based learning should be distinguished (Veljkovic Michos 2017: 511). Game-based learning uses actual digital games as a teaching tool and can often be seen as a more separate and detached part of the teaching and learning experience (Veljkovic Michos 2017: 511). Gamification, on the other hand, uses elements and features found in games and applies those to teaching, learning materials and other educational activities without necessarily using actual games, making it a more linked and embedded part of teaching, and working in a classroom (Veljkovic Michos 2017: 511). Gamification – depending on the person actively using the method – can sometimes include using an actual game or another digital platform or function for teaching and learning (Welbers et al. 2019: 93). However, the material package created for this thesis will not include a game to play on a device, but in the real world.

Gamification allows different gaming elements to be used in non-game contexts (Welbers et al. 2019: 93). Gamification is one of the key points of the material package, as the idea behind the material is to use gaming elements in an educational setting, which is not traditionally thought as something game related. Gamification has been proven to help learners engage in learning, achieve positive learning experiences, strengthen motivation (Wichadee and Pattanpichet 2018: 79), and it has been widely studied during the last years (Welbers et al. 2019: 93). Gamification has also been found to increase learning participation and collaboration (Nand et al. 2019: 2). Using games in teaching can also help learners develop their problem-solving skills (Wichadee and Pattanpichet 2018: 81).

To make the process of learning as rewarding and for the learners to gain as much information as possible, gamification often stresses that the game used for non-game contexts needs to be played long enough (Welbers et al. 2019: 93). The same idea is also behind the material package; to get the learners to engage in the quests and for them to be fruitful in terms of learning and internalizing information, the material package needs quest types that can be modified to fit various topic areas and ways of completing them. This ensures the process of completing the material package is long enough to strengthen motivation and how well the learners engage in the tasks they are given. The quests in the material package are created so their main characteristics can be used as a template to work with several topic areas, groups, ages and learning goals. Creating the quests so they are easy to modify for a teacher and group's needs also makes it more efficient to create questlines or quest-chains, a series of quests as short or long as the teacher wishes. Being able to modify the quests is also an element for making them more accessible for learners with learning difficulties or other challenges. Accessibility and making sure teaching and teaching materials are possible to individualize is also an important element from a curricular viewpoint (EDUFI 2014: 18).

2.3 Motivation

Digital games and language learning motivation is a topic several researchers have studied extensively, especially in recent years (Wichadee and Pattanpichet 2018: 78). Games have been proven to act as a reliable source of added learner motivation through actual gameplay, as well as gamification (Wichadee and Pattanpichet 2018: 79). Increasing learner motivation can often also lead to more enhanced learning outcomes, as added motivation affects focus, how enjoyable the tasks at hand are, and how well the use of games is linked to the topics and linguistic themes available (Wichadee and Pattanpichet 2018: 89).

Two types of motivation are mentioned in this thesis: extrinsic and intrinsic motivation (Sansone and Harackiewicz 2000: 444). Extrinsic motivation can be described as follows (Ayub 2010: 364):

Extrinsic motivation can be defined as, “it pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake” (Deci, 1975).

Extrinsic motivation, according to Sansone and Harackiewicz, can apply to two smaller definitions: something extrinsic to the activity and something extrinsic to the person (2000: 445). Views on how the two main types of motivation should be divided into smaller varieties can differ. For example, Ayub explains that extrinsic motivation can be divided into four types according to the theory of self-determination, including identification and introjections (Ayub 2010: 364). Factors increasing extrinsic motivation can be, for example, prizes or rewards, or things somehow otherwise seen as “outside the activity”, not coming from the person performing the assigned activity (Sansone and Harackiewicz 2000: 444-445). Intrinsic motivation, however, can be seen as roughly the opposite. As Sansone and Harackiewicz explain, “a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control.” (2000: 444-445). Factors increasing intrinsic motivation can stem from a person’s will to learn, interest towards a topic, or other feelings or triggers that primarily start within the person themselves (Sansone and Harackiewicz 2000: 444-445).

The importance of motivation is also visible when looking at how language and learning go hand in hand with using gaming elements in teaching in the material package; as Dörnyei explains, motivation when learning a second language is tied to both communication through a foreign system, as well as language being a part of an individual’s identity (1998: 118). The material package takes the individuals own interests, needs, and identity into consideration through how the learners can engage in the quests as their own characters, and how their own lives and identities can be reflected on the completed quests and assignments they submit back to their teacher. The material package includes a separate section for the learners to create their own character by drawing them either with pen and paper or digitally, and this act of character creation is also an essential part in starting engagement and increasing player motivation when playing an actual digital game (Suh et al. 2010: 373).

One important factor in increasing and maintaining learning motivation – no matter what the school subject may be – is self-confidence (Dörnyei 1998: 123). The belief that one can accomplish desired results and reach goals in learning and self-development is highly important in language learning (Dörnyei 1998: 123) and is an essential part of gaming and successfully finishing a game as well. Clément first introduced the concept of linguistic self-confidence in 1977 and it suitably describes

how motivation and the feeling of being able to successfully complete a task further strengthen positive learning experiences and internalizing new information (Dörnyei 1998: 123). Linguistic self-confidence is described (Noels et al. 1996: 248) as

Self-confidence, defined as self-perceptions of communicative competence and concomitant low levels of anxiety in using the second language, leads to increased usage of, and communicative competence in, the second language.

This previously mentioned slight anxiety can be applied to a variety of learning experiences, and games are not to be excluded. When starting a new game, the player must learn new functions and rules to be able to proceed in the game. Using new functions and abilities in a gaming environment where the player is not familiar with the following events creates the feeling of both slight anxiety and excitement. Getting used to new actions and ways of playing a new game can be compared to learning new things about a foreign language; first one is unsure of how to use new pieces of information but, with time and practice, one gets more and more familiar with them, making learning new and more complicated things easier, engaging, and pleasant (Dörnyei 1998: 123-124). Getting acquainted with new information and skills calls for instructions and guidance from a more experienced person, and this is where the teacher and a quest giver or in-game instructions can be compared to each other. Both have an important role in guiding the player or a language learner forward and strengthening their feeling of self-confidence (Dörnyei 1998: 123-124).

Digital games have been found to help with creating a positive learning environment and they also assist with encouraging learner engagement (Ebrahimzadeh and Alavi 2017: 88-89). As Wichadee and Pattanpichet describe, digital games are beneficial in several aspects when motivation is concerned; they can increase the learner's active participation, enthusiasm and strengthen the possibilities of achieving positive and satisfying learning experiences (2018: 78). Games often increase learner engagement and can act as an entertaining and fun route to learn and try out new things, and this feature of gaming has been proven beneficial when trying to enhance learner motivation (Wichadee and Pattanpichet 2018: 79). Games often also offer the possibility to play and learn with other players, and this feature is applied in a classroom as well; even though the players can be at the same point in the game, each player is an individual. They can help each other overcome obstacles one may see as challenging, whereas the same step can feel easy to another player. In a classroom, even though learners in the same group are on the "same level" from a curricular viewpoint, each learner has their own strengths and challenges; they can help each other and learn from one another (Veljkovic Michos 2017: 512-513).

2.4 MMORPG-gaming

Massive Multiplayer Online Role-Playing Games (MMORPG for short) are one of the most popular game genres among players around the world (Suh et al. 2010: 370-371). Massive Multiplayer Online games (MMO) is a broader term used in this thesis as well, when talking about Massive Multiplayer games in a more general sense. Zhang et al. (2017: 1-2) describe MMORPG-games and gaming as follows:

Massive Multiplayer Online Role-Playing Games (MMORPGs) are gaining more and more popularity compared to other genres of commercial games. The main feature of MMORPGs is gamers' purposeful interaction with peers and game-embedded narratives elicited by the game design. The players' ultimate purpose is to get rewards so as to progress through the game hierarchy by undertaking game tasks known as quests...

A common perception states that digital gaming is harmful to the individual's social development and can lead to isolation (Sergeyeva et al. 2018: 1). MMORPG-games are also often linked to gaming addiction, excessive playing times, and other psychologically negative effects (Zhang et al. 2017: 2). However, when used in a safe and regulated and productive environment and mind frame, MMORPG-games have proven to be a great tool for players to connect, communicate, and work together to reach a shared goal and rewards to progress in the game (Sergeyeva et al. 2018: 1). Online games, especially those that have multiple players, often drive the playing population to engage in acquiring and practicing different skills to become better at the game, and to find people from other countries to play with. These skills include leadership, better overall skills in social interaction, responsibility, and teamwork with different players and roles (Sergeyeva et al. 2018: 1).

Research has shown that the opportunity to play through an internet connection has drastically changed how games can affect the player (Sergeyeva et al. 2018: 1). Offline gaming often meant playing alone without social interaction, which could sometimes lead to the individual getting used to not having to communicate with others, which then could end with the individual cutting themselves out of everyday life interaction altogether (Sergeyeva et al. 2018: 1). Online-gaming has decreased this risk of isolation, as players now have the chance to interact and work together to progress, which then strengthens their social and linguistic skills (Sergeyeva et al. 2018: 2). Online-gaming often means that the people do not share the same native language, so the language used for interacting with others is most likely English.

As regards to implementing MMORPG-gaming into a classroom-setting, three main objectives are present described by Susaeta et al.; first, the learners are exposed to tools and information that relate to the quest at hand, and learners need to enter the atmosphere and world the quests and themes aim to create (2010: 259). Second, to maintain motivation and learner engagement, there need to be rewards and concrete

ways of showing the learner that they are progressing (Susaeta et al. 2010: 259). Lastly, the quests should include collaboration and they should include a variety of different working methods and ways of completing and returning assignments (Susaeta et al. 2010: 259). This model called Classroom Multiplayer Presential Role Playing Game (CMRPG) includes playing a digital game inside a classroom with other learners (Susaeta et al. 2010: 258), but the material package will implement this method by transforming the game into a real-life scenario, utilizing tools and environments outside a digital world.

Overall, MMORPG-games offer a variety of elements, tasks, working methods, and ways of collaborative learning and doing, that can be used in an educational environment and setting. Games can have a strong effect on motivation (Wichadee and Pattanpichet 2018: 79), they encourage players to communicate and work as a member of a team (Sergeyeva et al. 2018: 1) and help the learner in acquiring language skills (Sergeyeva et al. 2018: 2). The gaming industry is one of the fastest growing industries in the world, and an enormous number of new games are being designed and released each year, with about 2700 video game companies residing in the United States alone (Baltezarevic et al. 2018: 72). This further widens the range of inspiration educational professionals and teaching material developers can acquire to utilize gaming elements in language teaching and the educational field in general.

2.5 Pedagogical framework of the material package

According to the 2014 *National Core Curriculum for Basic Education* (EDUFI), teaching English to 3rd to 6th grade pupils has three main content areas: cultural diversity and language awareness, language learning skills, and the third one including developing language skills, interaction, and communication skills, as well as the ability to interpret and produce texts (EDUFI 2014: 219). The material package will mostly focus on the third focal point, which then combines communication and interaction with language skills and ways of learning languages. The quests found in the material will focus on several linguistic skills such as oral skills, reading and listening comprehension, and written language. Some of the objectives of teaching and learning English during the time between the 3rd to the 6th grade is to communicate using the target language both verbally and in written form (EDUFI 2014: 222). These various ways of practicing the language and keeping communication as one of the focal points is also visible in the material package, where some of the quests are completed together with another pupil or a bigger group. Using English has an important role

when working as a member of a group, moving towards a shared goal of completing the quest successfully.

Some of the quests in the material package are designed to be completed outside of the classroom, making use of other environments the group has available. These environments include the school grounds, leaving the classroom and moving inside the school, as well as the learners' own homes, where everyone will have access to their own perspectives in terms of learning environments. The national curriculum also specifies the ways in which different environments should be actively used in teaching, making it possible to learn and view information from multiple perspectives (EDUFI 2014: 29). The role of nature, spaces, and changing materials should also be used in teaching (EDUFI 2014: 29), and this is also visible in the quests found in the material package.

One of the main tasks of teaching foreign languages, according to the *National Core Curriculum for Basic Education*, is to help pupils learn how to use language in problem solving and encourage the pupils to use the foreign language and believe in their own skills and abilities to use and learn the language (EDUFI 2014: 219). English is a language most pupils encounter the most during their free time in addition to their native language (EDUFI 2014: 219), and this is visible in the material package as well, where some quests focus on finding information and observing the environment and linguistic features around them.

When planning for the topic areas used in the quests, the guidelines of the *National Core Curriculum* need to be considered. The curriculum lists the most relevant topic areas for learners from grades 3 to 6: me, my family and friends, school, hobbies, spending one's free time, as well as life and being in an English-speaking environment (EDUFI 2014: 220). The teacher can use themes, characters, and stories from the textbook series they are using with their group, but the material package is designed to fit any group no matter which textbook series they are using, as the quests are easily modifiable. The quests also offer ways of practicing English in a communicative way, which is one of the main points mentioned in the *National Core Curriculum* as well (EDUFI 2014: 221).

Moving to linguistic starting points, several language skills will be focused on the material package. Since the quests designed for the material package will be completed using several types of files and media, more than one language skill area will be practiced during the quests. Learners are also asked to complete the quests either individually or with other learners. Some quests will include parts regarding comprehensive skills, and the learners will also be asked to complete quests in written form. From a curricular perspective, language teaching and learning focuses on several language skills and, most importantly, being able to use them together efficiently in different contexts and communicative situations (EDUFI 2014: 218-219).

The material package also aims to emphasize several different language skills, as learning about a topic and practicing through several language producing outlets strengthens how the learner can use those skills together and in support of each other.

2.6 Games and gaming elements used in the material package

Two MMORPG-games were used as main sources of reference and inspiration in the formation of the material package. The games are called *RuneScape* and *World of Warcraft*, and each game is PC-based, played through an internet connection as either single or multiplayer games. Both games have a strong emphasis on being on an adventure, defeating foes and overcoming obstacles, and reaching new levels in combat, character and profession skills, or game and character experience by completing quests and questlines. The next subsections focus on the concrete examples and gaming functions used as reference for the material package, as well as explanations for why these functions work when converted into language teaching in a real-life setting. Example quests from both games have been chosen to act as concrete bases for how the quests and their templates in the material package have been designed.

2.6.1 RuneScape

RuneScape is an MMORPG-game released in 2001 by the game developing company Jagex. The game has two operating official versions: *RuneScape* (or *RuneScape 3*) and *Old School RuneScape*. The original version was divided into two – *RuneScape 2* and *RuneScape Classic* – and in 2013 *RuneScape 3* and *Old School RuneScape* were released, making them the two main versions played today. The two versions are considered as basically two separate games with their own players and gaming functions, and so a distinction should be made about which game is used for the material package. Since *RuneScape 3* – called just *RuneScape* in this thesis – has a wider variety of quest types and other features and is more likely to be the version new players gravitate towards, it will be the version used as a base for some of the quests in the material package. The game has a free-to-play version and requires a downloadable software.



FIGURE 1 Navigating the starting area new players are set in *RuneScape* to practice different skills, completing their first quests, and getting familiar with one's surroundings (*RuneScape*, Jagex).

Located in a fantasy world with different kinds of zones, cities, and geographically varying areas, *RuneScape* allows players to venture out to new locations to explore them, complete quests, and increase their skill levels. Like in most games, some quests are meant to be completed in a specific order, whereas some of them are single quests without a set storyline or a time when it should be completed. Some quests require the player to have reached specific skill levels to start completing them or for their character to survive them altogether. Using the material package also gives the teacher an opportunity to place the quests in a specific order. For example, if the teacher wishes to use a quest type with group or pair work to introduce them to a new text or a grammatical topic, all learners should complete this task before being able to take on the quest where they are supposed to practice the skills learnt in the previous one.

Both games used as inspiration for the material package start with creating one's own character and starting their adventure in a starting zone, shown in Figure 1. The character design and its main features are quite similar, *RuneScape* having a simpler version, only focusing on the physical appearance of the character, and not providing options for professions or combat styles. Like in the material package, the learner can create the character that they would, in principle, act as when completing a quest the teacher gives them. This also builds motivation and engagement (Sansone and Harackiewicz 2000: 444-445), as each learner is given equal opportunity to create a character to their liking, with basically any physical feature - clothing, elements from their culture or identity and so on - to also help identify with their own character. This

same principle works with actual games with character creation; building a character the player likes help motivate them and engage in the game from the beginning.



FIGURE 2 Character creation in *RuneScape* (*RuneScape*, Jagex).

2.6.2 World of Warcraft

World of Warcraft – *WoW* for short – is an MMORPG-game first released in 2004 by a company called *Blizzard Entertainment*, based in the United States. *WoW* has over 119 million subscribers worldwide, with an estimate of a little over 1 million players logging in daily. In terms of player population, it has been ranked #1 in the world (MMO Populations 2022), with new expansions and updates bring old and new players to the servers. The game has steadily kept up its popularity since its release and the publishing of several expansions, lengthening the already existing storylines as well as creating more of them. The game has a free-to-play mode until the player hits a certain character level or wishes to play in specific areas of the fantasy world, and after this the player can pay for a subscription to develop their character further. *World of Warcraft*, similarly to *RuneScape*, also has a separate older version of the game called *World of Warcraft Classic*, which offers the players to engage in the game as it was during its earlier years. However, like in *RuneScape*, the newer version of *WoW* offers a larger variety of different quest types, and is the reason why this version was chosen for this thesis.



FIGURE 3 Since *World of Warcraft* requires a player to pick a combat class and character race they cannot change after the character has been created, the game allows several characters to be made within a single account (*World of Warcraft*, Blizzard Entertainment).

Concerning the character creation in the material package attached to this thesis, *World of Warcraft* provides wider inspiration and functions the learners can use, shown in Figure 4. For example, in *RuneScape* (Figure 2), the player can only create a human character and alter their hairstyle and clothing. In *World of Warcraft*, the player can choose from a variety of different races encountered in the game, such as orcs, elves, gnomes, and trolls. Each race has their own designated starting areas and special features, which makes starting the game more unexpected than in *RuneScape*. The learners using the material package can also decide to create a character that is not a human. Using their imagination before engaging in the quests also strengthens motivation and help identify with their own characters better (Wichadee and Pattanpichet 2018: 89).



FIGURE 4 Before altering the character's visual appearance and accessories, the player must choose between different races from either *the Alliance* or *the Horde*, as well as what kind of combat abilities they want the character to have (*World of Warcraft*, Blizzard Entertainment).

The player starts the game by creating a character, choosing from either *the Alliance* or *the Horde* – the game’s equivalent for the “good” and the “bad” side, roughly put – and the available in-game races and classes given for both factions shown in Figure 4. The main goal is to develop the player’s character by successfully completing quests and tasks given by NPCs (non-playable characters) and eventually reach the maximum levels in each skill and professions chosen by the player. This process can take several months, as reaching higher and higher levels requires the player to complete harder and longer quests in different locations. The quests range from simple object gathering and traveling to defeating boss-characters or large amounts of enemies. The quests are usually combined into quest-chains that result in high-value prizes and large amounts of experience points when completed. One example of a long quest-chain in the game, *The Missing Diplomat*, available for *Alliance* players, can take several hours to complete from the first to the last quest of the chain. It consists of several types of smaller quests, such as talking with NPCs, searching for clues and objects, and fighting enemies.

This idea of building chains from smaller individual quests is adaptable in a teaching environment as well; if the same topics are handled in different ways through different quest types, the teacher can start with a simpler quest or with easier instructions and outcomes, moving on to more demanding assignments where the learner must utilize the information and skills learned and familiarized during previous quests. Quest chains in games often start with the player learning of a story,

a person, or a larger mission they must complete, and the chain can end in a harder boss-level fight or a more detailed and multi-step quest, resulting in the larger assignment being completed and the quest chain finished. Quest chains can be compared to, for example, a singular grammatical topic or a set of vocabulary the learners are taught within a specific amount time through a set of exercises, supported by the help from their teacher and the other learners as well.

2.7 Examples of quest types

This section focuses on example quest types that can be found in the two games, and that have been modified to act as templates in the material package. Each quest type has its own functions and aims to help learners practice several different language skills through dialogue, puzzle and riddle solving, collecting objects and so on. Each quest type has a quest from either *RuneScape* or *World of Warcraft* to act as a source of inspiration, as well as concrete examples of how the quest takes place in the game, and how it can be linked to the material package and an educational setting.

Both games allow the player to work alone or together with a partner or a larger team of other players. Working together with other players is not necessary in either of the games, but since some quests require the player to work together with an NPC to complete them successfully, the material package also calls for some quests to be completed together in a group. Practicing cooperation skills, social interaction, and problem solving with other learners is one of the main goals of the material package as well, and the interactive possibilities and elements found in both games is important to note.

World of Warcraft is more versatile when it comes to cooperating with other players, as the game allows the players to, for example, share items that are supposed to be collected, or share the amount of enemies that are supposed to be defeated during a quest. Both players get experience points and level up their skills after creating an in-game instance where they can see each other on the map, help each other in combat and so on. *RuneScape* does not have the same group feature but completing the same quests at the same time creates the same frames and feeling of cooperating and helping each other during quests and defeating enemies. Both games have a chat option for both general and private chats; the player can interact with other players freely if they are near them or with specific players from a longer distance. Players can also send or trade items to and with each other, being one of the main elements of player interaction.

The next subsections explain the main quest types and characteristics used in the material package and its quests. Both games have a much larger variety of quests available, but these types were the most suitable fit to be modified and used in an educational language teaching setting in a non-digital environment. From a curricular perspective, since language teaching should focus on several language skill areas, the quest types handle different skill types in the games themselves. These include dialogue and interaction, information and object gathering, group work and problem solving, puzzles, and following a set of instructions.

2.7.1 Collecting information

Several quests in *World of Warcraft* and *RuneScape* focus on collecting either information from the character's surrounding environment, or physical objects listed by the NPC quest giver. There is almost always a set number of objects that need to be collected to complete a quest and receive experience points and other prizes from the quest giver, or to combine them into a "map" or a longer set of clues to find a final prize or treasure. This type of quest works in several contexts and environments in a language teaching setting; the teacher can ask the learners to find a specific number of clues, combine them together to complete the task, or look for physical objects – hidden in the classroom or outside of it – and return them to the teacher to complete the quest and receive feedback on a separate sheet provided in the material package. This is also a way to add an element of movement and exploration to the quest itself; just like in a game, the learners work and act as their characters, exploring their surroundings independently or cooperatively.

Both games include several quests where the player is expected to search their surroundings for information or clues on a set topic, person, place and so on. For example, in a quest in *World of Warcraft* called *Search Stillpine Hold*, the player must explore a cave and find a specific enemy. After defeating the enemy, the player finds the clue they were sent to recover, and the quest is completed. The quest calls for two important things; knowing what to look for and where to find it. In another, more dialogue focused quest called *Gathering information*, the player must speak to several NPCs. An enemy has broken into a vault, and the player must ask questions to find out what the enemy stole and how the break in happened. Once the player has approached enough NPCs, the quest is completed.

In a school setting, collecting information can also be linked to the process of learning during a longer period, rather than during one quest or exercise completed in a classroom. As demonstrated in Figure 5, learning a new skill, and acquiring information about that skill starts with introductory quests, helping the learner or player get familiar with the theme, what the purpose of the skill is and how it can be

used, for example, while learning a foreign language. If the main task is to have a presentation for the class, the learner must first know, for example, what a presentation is, what the teacher expects the presentation to have and which points should be focused on, and how the act of holding a presentation can help learners practice their skills in the future. Matters such as new vocabulary work similarly; the learner starts with the basics with the help and support of the teacher, and in the end, the learner is expected to be able to use that vocabulary in a variety of contexts and linguistic skills. The same applies to pronunciation; one starts with knowing how the alphabet is pronounced in English, and the learner's fluency progresses throughout the years.



FIGURE 5 As an introductory quest, players must catch a specific number of fish to both get familiar with the skills as well as gain experience points and a higher fishing skill level (*RuneScape*, Jagex).

2.7.2 Dialogue

An example of a quest where dialogue and answering correctly is a key element is in *The Death of Chivalry*, a long quest in *RuneScape*. After being introduced to the main goal of the quest, the player must enter a fortress and reach its highest tower. To do this, the player must pass several dialogues with NPCs successfully. Too many wrong answers result in failing the quest and having to start again. This quest shows how context, the role of the player, and the expected outcome, affect the way the player is expected to answer. The player is disguised as a high-ranking captain and is thus supposed to choose the option best suited for that role, shown in Figure 6. Knowing how to reach to dialogue options given by several NPCs requires the player to pay

attention to the game instructions before engaging in the quest itself; this shows how classroom and in-game interactions and choices can result to either successfully completing tasks or being unsure of what to do next.

A quest like this can easily be linked to a classroom setting and practicing dialogue and oral communication between learners. When practicing interaction through different roles – shop clerk and customer, for example – the role itself can set a specific tone or mode of formality the learners are expected to adopt, or they do so automatically. Adapting to one’s role and reading the situation to choose the correct way to communicate with the other learner improves the chances of reaching a desired outcome. Listening comprehension and verbal communication can be practiced with also exercises such as interviews, dictation, and debates. Sometimes the easiest and simplest option to a question or an argument can be the most comfortable one but widening one’s knowledge about how one can get their point across with changes in tone, vocabulary, and formality, are important skills and are also visible in this example quest.



FIGURE 6 Choosing from a set of alternatives to gain access to a fortress in the quest *The Death of Chivalry* (RuneScape, Jagex).

2.7.3 Combining items and understanding riddles and clues

In *RuneScape*, a quest called *Swept Away* is comprised of three main puzzles the player must complete to enchant a broom and finish the whole quest. All three puzzles require problem-solving and logical thinking, as well as remembering the steps the player has already made to reach a positive outcome. In Figure 7, the player must dust of a specific number of lines to end up with a required number of triangles. In Figure

8, the player must move different animals in a specific order to get them back to their own cages. Certain routes are prohibited, so the player must calculate all their moves before starting to attempt solving the whole puzzle. In this quest, the player is expected to carefully read the instructions and follow them to succeed. This can also be applied to a teaching and learning situation; especially with new topic areas, grammar, and vocabulary, the learner is expected to practice and learn about the basics and move on to more challenging exercises. However, succeeding in this requires the learner to listen and internalize instructions given by the teacher and the learning materials, since taking the right steps to reach a desired outcome without listening to instructions would be extremely difficult.

In *Swept Away*, the puzzle in Figure 7 requires a slightly different approach than compared to Figure 8. The puzzle in Figure 7 only consists of one main rule to reach the correct answer. In Figure 8, one is expected to remember and keep in mind a longer set of restrictions and instructions, since breaking them automatically results in the puzzle getting stuck. One does not only have to move the animals to their own cages based on the cages' appearance - like a spider needing webs - but they also need to be moved in a specific order; the player cannot carry an animal by a cage in which another animal is already in. Therefore, before attempting to solve the puzzle, the player must carefully plan the order in which they move, meaning they must create a bigger picture before focusing on details.

This can be applied to a classroom teaching environment as well; creating a longer story from smaller pieces, such as sentences and words, requires the learner to understand the meaning of the pieces themselves first. The same applies when working in a group for a larger project. For a coherent product, each group member must first understand the assignment itself as well as the main points of what their group is going to do before sharing smaller tasks and ranges of responsibility. In the material package, one quest instructs the learners to work in a group and look for pieces of a language puzzle. To work efficiently, the group should either work together or share areas where each learner should search for puzzle pieces to avoid overlapping and group members doing the same thing in different locations.



FIGURE 7 Solving a puzzle based on written instructions in the quest *Swept Away* (*RuneScape*, Jagex).

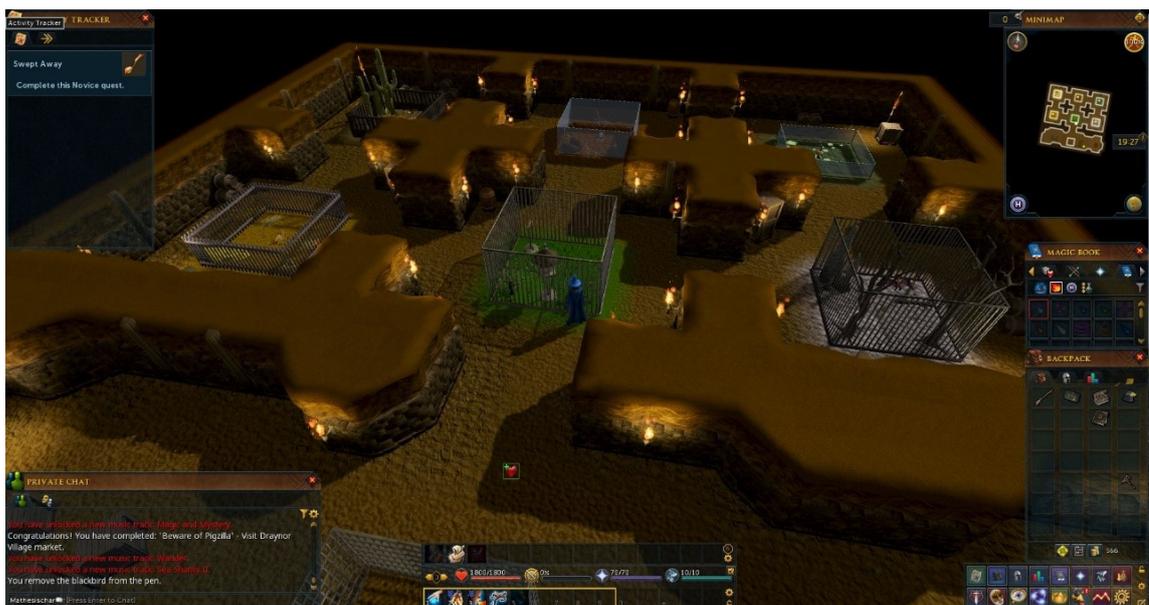


FIGURE 8 One of the three main problem-solving puzzles in the quest *Swept Away* (*RuneScape*, Jagex). The aim is to move different animals between cages in a specific order to gain access to a chest holding a key.

2.7.4 Following instructions to reach a goal or destination

In a quest in *RuneScape* called *Demon Slayer*, the player is trying to recover a legendary sword. To gain access to the sword, the player must complete three smaller tasks given by three protectors of the sword. One of these three tasks includes crossing a chasm by following the instructions given by a protector. The player moves from one plate

to another based on the directions given by the NPC and reaching the other side of the chasm successfully gets the player a third closer to acquiring the sword. The protector uses the four main compass points, and this quest offers a variety of possibilities to modify the functions of this partial quest into language teaching.

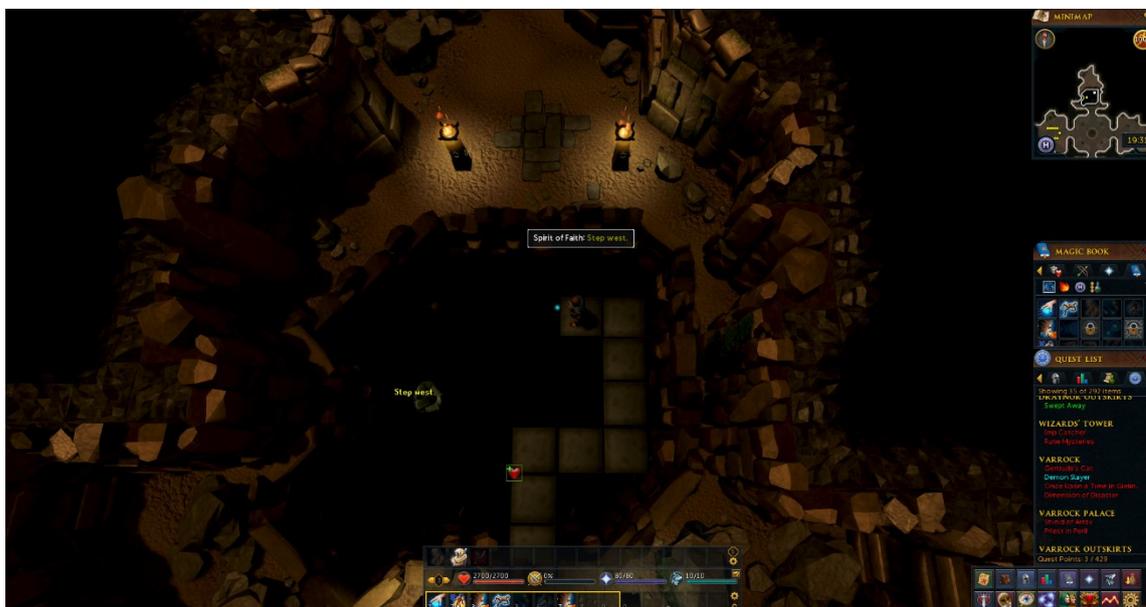


FIGURE 9 Following the right path according to the directions to reach the other side of the chasm in *Demon Slayer* (RuneScape, Jagex).

This quest can be used as a template for practicing vocabulary, listening comprehension, giving instructions and following them, as well as for the learners to be able to combine language learning and active kinesthetic and physical learning inside or outside the classroom. The instructions can include the number of steps the one following them should take, the length of the steps, the direction the steps should move towards, as well as additional movements like jumping over obstacles, walking backwards, whatever the teacher and the learners wish to include in the quest. The main goal can be to reach a spot unknown to the learner following the instructions, or a prize both learners can receive only if they successfully complete the correct steps. The teacher has a role in this quest supervising and assessing how a pair works together and how efficiently they can communicate to reach the desired outcome and their destination.

The next section explains the synopsis of the material package itself. The synopsis includes ways how the material package aims to fulfill the goals of gamification and making learning and teaching motivating and engaging, as well as the target group and what roles the teacher, learner, and the material have.

3 SYNOPSIS OF THE MATERIAL PACKAGE

Using games in teaching is often automatically seen as making the learners play an actual digital game, creating and using an educational game, or using digital learning platforms and tools in teaching more than traditional tools and environments (Deslis et al. 2019: 2). One of the goals of the material package is to move an MMORPG game into real life teaching. This means that the learners are the characters they would create in a digital game, the teacher is the quest giver and the guide who verifies that the quests are completed successfully and gives feedback to the learners. The school, its grounds and the learners' own homes are part of the game's world and where the quests are completed. Therefore, the idea is to use gaming elements in real life language teaching without playing an actual digital game, transforming our surroundings to act as the environment where we play the game as ourselves.

Non-educational digital games -and sometimes the people playing them - can also have a certain stigma around them (Smarr-Foster 2017: 38). Gaming addiction, games distracting children from homework and thus negatively affecting their learning experiences and achievements at school, as well as games affecting the player's personality and behavior negatively, are some of the largest obstacles that affect how games are perceived by those who do not personally play them nor have any experience of using games as part of their teaching (Smarr-Foster 2017: 37). One of the purposes of this material package is to try and break those stigmas by providing ways of not having to play a non-educational digital game, but by showing that playing an MMORPG game is possible in real life too and the game type's functions and possibilities can be effectively used in a traditional school setting without the teacher having to have concrete experience in playing MMO games.

One of the aims of the material package is to show that teaching by using a game as inspiration and as a map for progression, learners can engage in exercises and completing quests without necessarily adding any extra equipment or the use of digital tools the group or teacher would not use otherwise. The material package is

created so that it can also be used in a partly or completely digital learning environment, but it is not a requirement to be met to use the material successfully. The material package helps the teacher use the surrounding environment, completing tasks in different locations, as well as using several types of methods for both teaching and learning together to make the experience as versatile and coherent as possible.

One of the problems this material package is aimed to solve is helping teachers and people not familiar with digital games see that one does not need to be an active gamer to use the material package or gamification in general. One does not need to have any actual experience with games, the use of games, and gaming elements in their teaching and when helping learners achieve positive learning experiences. Games can teach one different language skills and those language teaching elements of the game are also possible to be implemented in normal everyday learning inside and outside the classroom. Games can be used in teaching without knowing how to play the game itself, making it easy for more teachers to use them on a low threshold. One of the goals of the material package is to show teachers that including games and gaming elements in teaching can be done easily and in various ways, changing the level of taking inspiration straight from games, and not necessarily having to use actual games. The package aims to both show teachers a game inspired way of teaching different topic areas, as well as teach learners in a fun and engaging way.

The next sections explain the material package and its characteristics, aims, and goals. First, the target group of the material package is introduced, based on the educational starting points previously discussed and presented in the background section. Since the material itself is easy to modify to fit either more demanding or easier language learning situations and topics, it is also possible to use it with older – or if preferred, younger – language learners. The target group chosen for this thesis and the example quests purely shows an example of how the material can be used with learners who have already familiarized themselves with the language during the first years of having it as one of their school subjects. Next, the actual contents and activity types of the material package are provided in more detail. To further link the aims and characteristics of gamification, one of the main conceptual background themes of this thesis, the successfulness of the material package to reach those goals and aims are explained before moving to the roles of intended users of the material package. Lastly, to work with the material package in a classroom setting, the teacher, learner, and the material itself have their own roles which make it possible for the quests and their combinations to work in various groups and with teaching and learning about different topics.

3.1 Target group

The target group of the material package will be elementary school pupils from grades 5 to 6, ages 10.5 to 13.5. One of the strengths of the material package will be that the quests can be easily modified to fit either younger or older learners and to fit the current themes the group is learning about in the classroom. The target group was picked using the *National Core Curriculum for Basic Education* and the objectives, language skills, and teaching methods used during elementary education (EDUFI 2014: 219-220). According to the curriculum, pupils learn technology and multimedia skills starting from grade 3, so children on the 5th and 6th grades have already got well used to using different kinds of appliances, working with various types of materials – both physical and digital – and can also produce them themselves (EDUFI 2014: 156-157). This is what ultimately led to choosing this target group for the example quests.

3.2 Reaching the goals and characteristics of gamification

Considering the main objects of the material package, the theoretical and conceptual background needs to be considered. In section 2.1.1, the importance of gamification and bringing gaming elements into teaching from the sources of non-educational games were introduced, and these points need to be listed as the objectives of the actual material package as well. As mentioned in the background section, games and gaming can easily create negative feelings especially in those who are not familiar with gaming in general (Sergeyeva et al. 2018: 1). Studies vary from looking into games' negative effects on children through the increasing number of violent games or children spending tremendous amounts of hours glued to a screen to more positive effects, where games are handled full of information and possible inspiration to further help children engage and teachers create motivating and gamified materials and methods (Nand et al. 2019: 1). The material package also aims to show how those positive sides of games and gaming can be applied to teaching and learning materials and how gamification can be a highly efficient tool in helping the learners engage and stay motivated through learning. As Nand et al. (2019: 1) explain:

There are certain attributes of computer games which contribute to how well they are received by the players. Designers of educational tools can aim to integrate these attributes to maximize the tool's effectiveness in increasing learning outcomes, level of engagement and motivation.

The gaming elements found in the two example MMORPG-games show great potential to use in gamification and making teaching materials and methods more

versatile, without losing any benefits from “traditional” language teaching and the positive sides of interacting with other learners in an authentic school classroom environment. Since the material package does not call for mandatory use of any digital appliances, but rather gives the teacher the possibility to use them if needed or preferred, the gaming elements are easier to embed into face-to-face teaching and natural foreign language and language learning interaction between the learners themselves as well as the teacher and their pupils.

When starting the use of the material package, each learner is given a feedback sheet provided on the last page of the material package. This sheet has separate spaces for both self-reflection and teacher feedback. After completing a quest, the learners write down the things they succeeded in, as well as what they should practice more or what they should pay more attention to when moving on to future quests. The teacher also gives written feedback to each learner after each quest, taking the importance of continuous assessment into account. Depending on how many quests the teacher wishes to include in their quest chain, they can add more spaces for feedback and the learner’s self-reflection. The teacher can also include using concrete rewards for quest completion – bringing extrinsic motivation into the process of giving feedback (Legault 2016: 1-2) – but this is optional. For example, a bigger shared prize can be included for the whole group after each quest has been completed. Rewards can help motivate the learners through extrinsic motivation, and the quests themselves together with the instructions given by the teacher and the positive atmosphere the teacher creates with the learners helps strengthen the learners’ intrinsic motivation (Legault 2016: 1-2).

3.3 Contents

The material package will consist of an introduction section explaining the contents and goals of the package in more detail. The instructions will also include how to use the material package, and the quest descriptions will present ideas on how to modify them to fit the group in case, for example, the group has learners with special needs or some of the quests might not suit the group well enough. This is an essential factor when the curriculum and the rights of the learners are concerned, as each learner and learner must have equal right and possibilities to engage in projects and quests with other learners. Special education and taking individual needs, strengths, and challenges into consideration have become more and more important when planning efficient and learner-supportive teaching methods, and this factor has been noted when designing and building the material package.

After the introduction or foreword, the material package will present the quests, their instructions, as well as a sheet for self-assessment and for the teacher to provide the learners with written feedback after completing quests. The material package will also include tips and ideas for modifying the quests to fit different kinds of learners with different language skill levels. The first section, a set of two introductory quests, is the creation of a map as well as the character design sheet for the learners. Depending on the group, the teacher, and their preferences, this section works both digitally and with pen and paper, making the material more accessible in both physical form and with digital appliances. Versatile teaching materials also fulfill the aims of increasing motivation and engagement, as Nand et al (2019: 1) described earlier.

3.4 Activity types

The activities will represent various activity types and are aimed to be completed both individually and in groups with a varying number of members. Some of the tasks can be completed at school either in the classroom or outside of it on the school grounds, while the others can be used as homework and are therefore either partly or completely done at home. Some examples of the activities are as follows: recording audio, answering questions both orally and in written form, completing a set of instructions successfully with another learner or in larger groups, and other quest elements that aim to help the learner practice their language skills.

The activity types presented in the material package focus on several linguistic skills, and each quest aims to help the learners use these skills both independently and together with another skill. Earlier in this thesis, the example quest types from both *RuneScape* and *World of Warcraft* were presented. The quests and their templates in the material package follow the same quest types explained through the two games, and elements from those quests and the games in general can be linked to the material package. Both games start with introductory quests to familiarize the player with the game, its mechanics, the types of quests they are set to complete, as well as the overall atmosphere of what is to come once the player progresses in the game. The material package also makes these introductory tasks part of the material and represent gamification and its functions. For example, the creation of the map of the school and its surroundings as well as the learners' own characters are not meant to be assessed, but rather work as a motivative and engaging first steps to then move on to more language learning focused quests.

3.5 The role of the teacher

The role of the teacher is to work as the quest giver as well as an active part of the group, giving instructions, making sure everyone knows what is going to happen and what the quest is about, and give the learners proper feedback on their performance at school and on their submitted tasks. The teacher motivates the learners and strives to create a positive and accepting environment for the learners to engage in the quests and help them achieve and acquire positive and meaningful learning experiences (Dörnyei 1998: 123-124). The teacher is also expected to keep track of the learner's process and their learning curve (Archana and Usha Rani 2017: 2), as well as provide them with information on how the teacher thinks the learners are performing in both individual tasks and as a group during the usage of the material package.

As in many games, the quest giver is the first and last person or NPC the player meets and speaks with, so the role of the teacher is highly important. Positive feedback and encouraging guidance from the teacher are effective ways to help their learners stay motivated and engaged in the material, as well as find links in how the things they are learning can be applied to their everyday life or authentic communication (Archana and Usha Rani 2017: 2-3).

The importance of feedback and assessment throughout the process of completing tasks is also mentioned in the *National Core Curriculum for Basic Education*; education is not only about purely learning and studying, but the idea of wide-ranging expertise has become an essential part of teaching and working in an educational environment (EDUFI 2014: 20). This expertise is comprised of values, how a person perceives the concept of learning, as well as what kind of cultural functions are at play when it comes to working with others (EDUFI 2014: 20). The learner's expertise progresses with the help of three main elements: the contents being learned, what kind of working and learning methods are used, and what the interaction is like between the learner and the environment around them (EDUFI 2014: 20). The feedback given to the learner reinforces the positive effects provided by those elements, and it influences their attitudes, motivation, and the will to work in a learning environment in general (Archana and Usha Rani 2017: 2-3).

The teacher is also expected to the characteristics of a versatile assessment process. These include being encouraging and inclusive, supporting interaction, guiding the learners through the whole learning process, making sure assessing is equal and ethical, as well as taking assessment and feedback into consideration when planning future teaching and assessments (EDUFI 2014: 47). The feedback given should be meaningful, based on elements and parts of an assessed task that help the learner develop and pay attention to details that need more practice (Sheen and Ellis 2011: 594). Feedback in a school environment should not only come from the teacher

to the learners, but the learners should also be encouraged to use self-assessment and peer feedback as a tool for developing their skills and being able to learn from the feedback they receive and thus use it in the future. Self-assessment also helps the learners further analyze their own actions at school and how they view their role as a participant during assignments and working as part of a group (Butler and Lee 2010: 9).

3.6 The role of the learner

The role of the learners is to be active and engage in the quests as their own characters. The characters created in the beginning do not affect how the learners should act during the quests, but are an element used to motivate them and to help create the idea of the group being inside an MMORPG-game, while being inside the classroom with their peers. The learner takes part in both group and individual activities, completes them at home or school like any other task and activity assigned by the teacher.

In the *National Core Curriculum for Basic Education*, the learner is expected to be an active participant in the learning process (EDUFI 2014: 17). The learner is set to learn how to set goals, solve problems and act efficiently both as an individual as well as in a group with peers and teachers. Learning and being at school are not seen as a separate part of a person's life, but as a linked process interacting with the person's personal growth and operating as a member of society (EDUFI 2014: 17). In addition to learning new skills and information, the learner is aimed to acquire knowledge about self-reflection and process different experiences when learning and working in a school environment (Wang et al. 2021: 1-2). The curriculum also lists that a learner's personal interests, values, experiences, and views on life are tools of directing the process of learning, as well as finding and maintaining motivation (EDUFI 2014: 17). This is also visible in the material package; the learner's own interests and identity can be applied to the quest completion process through, for example, the creation of their own character and sharing roles in group quests and other tasks.

3.7 The role of the material

Firstly, the role of the material is to form the illusion that the learners can act through the characters they create when the teacher takes the material package into use. One of the pages in the material package will be dedicated for the learners to create and draw a whole new character or themselves as the character, being the first element of

MMORPG-games visible in the material package. As mentioned before, gamification aims to motivate and help learners engage in learning and making the learning experiences enjoyable and versatile (Wichadee and Pattanpichet 2018: 79). The material package is aimed to fulfill those goals and characteristics, as the quests and their template models are designed to be easily modified by the teacher, avoiding repetition and the decreasing of learner motivation. The material also strives to encourage group work, problem-solving and cooperation during learning, which then helps learners work together in groups of changing assemblies later.

According to the *National Core Curriculum of Basic Education*, one of the main goals of helping learners acquire wide-ranging expertise in various skills is being able to produce, analyze and review, and interpret different kinds of texts and multimedia (EDUFI 2014: 22). In education, this means that these “texts” represent verbal, visual, auditive, and numerical and kinesthetic systems and being able to both produce and use them individually and intertwined (EDUFI 2014: 22). This process of producing and analyzing different types of media can happen through writing, spoken communication, audiovisual, or digital form (EDUFI 2014: 22). The material package also takes this element of basic education into account, as it aims to encourage learners to create various types of foreign language texts both in physical and digital form, as well as through written and spoken language production (EDUFI 2014: 22).

4 CONCLUSION

The three chapters above introduce the most important theoretical and educational concepts the base of the material package was built on, two games used as sources of inspiration and the frames for the quests found in the material package, as well as a synopsis of the material package, including the roles of both the teacher and the learner. Gamification, motivation, and the characteristics of MMORPG-games are all firmly linked to each other, and each of them carry a significant role in justifying the choices of quest types and games presented from section 2.6 onwards. Combining these concepts and focal points with the educational and curricular elements and requirements also presented in this thesis resulted in the process of building a firm foundation for the material package. During this process, the aims of both the *National Core Curriculum for Basic Education* as well as the main characteristics of gamification and motivating and engaging learning materials were met. The material package is easily modifiable to fit both younger and older learners, and it also has room for developing ways of using the quests with learners who have special needs, taking special education into consideration as well, making the package inclusive and easy to use with different kinds of learners. The process of character creation especially helps learners connect with the quests and their imaginary character from a cultural, physical and identity point of view.

The material package also aims to fulfill the main characteristics and goals of gamification (Veljkovic Michos 2017: 512-513) and applying the benefits of digital games into teaching and learning without making the completion of the quests a separate part of teaching and showing the necessary links to help learners and the teacher see the positive effects the material package can have. It is designed to help make learning fun and engaging, as well as lower the threshold for learners to work and achieve positive learning experiences together (Veljkovic Michos 2017: 512-513). From a curricular and pedagogical viewpoint, the material package and its quests encourage the learners to act independently, and reach wanted goals through

problem-solving and cooperation, as well as effectively using several linguistic and social skills (EDUFI 2014: 17). A curricular aim in education is to see the learners as active participants and the teacher works as the provider of information and guidance (EDUFI 2014: 16), and the material package fulfills this objective.

As the material package is based on elements from digital games, the package can be used in contact and online teaching (Sadiku et al. 2018: 73-74). The quests are easy to use in a digital setting and the teacher can modify the quests to fit their own group's strengths and challenges to make the material as effective as possible. The quests can be embedded in a digital environment, making the process learning, submitting assignments and so on, fully digital. Even though the material package is primarily meant to be used in contact teaching, creating teaching materials that can be used in a variety of environments diversifies it and the learning opportunities and experiences it can provide.

Overall, this thesis and material package attached to it show how games used in an entertainment setting can be easily used as sources of information and inspiration to create teaching materials and working methods to fit different groups, topic areas in teaching and learning (Veljkovic Michos 2017: 512-513). The material package strives to fulfill the aims and of gamification and achieving motivating and engaging teaching and learning experiences. The elements used to fulfill these aims are, for example, being able to engage in the material before starting the quests by creating one's own character and the map of the group's surroundings, quests that focus on a variety of language skills and encourage the learners to complete quests both individually and through cooperation. The quests aim to increase both extrinsic and intrinsic motivation, helping learners engage in them, assist linking things learned to their everyday lives, as well as making the process of learning meaningful.

The material package in the form presented in this thesis is primarily targeted for pupils on the 5th and 6th grade. However, the quests could be presented with additional steps or more demanding tasks if used with, for example, pupils on the 8th or 9th grades and vice versa, if the pupils completing the task were just starting their English language learning journey in elementary school. Concrete examples of how these changes regarding the target group could be made were not included in the material package. However, the different ways of modifying the quests can give a guideline and a pathway for editing the tasks not only based on their difficulty, but the age group completing the quests.

Even though there has been a lot of research regarding the use of MMORPG-games and gaming elements in the classroom (Susaeta et al. 2010: 259) – both with and without using actual digital games – more research could be done. For example, different ways of how gamification and using gaming elements in general in teaching could be done more effectively, meaning that using material packages like these are

not seen as taking away from “traditional” teaching or having to push other topics and working methods aside. As mentioned before, more games and gaming methods on different consoles both online and offline are created yearly (Baltezarevic et al. 2018: 72-73), and each new game can offer new possibilities for using games as inspiration for teaching materials and working together in a classroom. Teachers and other educational professionals could be encouraged to get familiar with games and gaming at a lower threshold and see if games can provide any useful or efficient elements they can use in their teaching and creating teaching materials. As the gaming industry, the idea of learning and teaching, and the process of creating learning materials and experiences are constantly changing and developing, using them together in studies can form new and educationally helpful research areas and topics.

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APPENDICES

APPENDIX 1 - THE MATERIAL PACKAGE

ENGLISH TEACHING MATERIAL PACKAGE

"You've got a quest!"

Using MMORPG-gaming elements in elementary school ELT



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Foreword – “You’ve got a quest!”

This material package is aimed for elementary level English teachers. The material package has utilized elements and functions found in **MMORPG-games** (*Massive Multiplayer Online Role-Playing Games*) and has applied these elements into the quests found in the material package. The word “**quest**” comes from the gaming world, as many games use this word to describe the tasks players are given in the game by different kinds of quest givers. The teacher's role when using the material package is to act as this **quest giver**, and the learners fulfill the role of the player, adventuring in the surrounding environment, and completing quests both individually and in groups.

The material package consists of six different quest types. The frames for these quests have been taken from two MMORPG-games, *RuneScape* and *World of Warcraft*, and they have been modified to fit language learning and teaching in a classroom and a school environment in general.

The usage of the material package starts the same way several MMORPG-games do, and the learners get to **create their own character**. The learners get to use their imagination and dive into a more visual and creative task. This activity aims to increase **engagement** and **motivation** towards the actual quests and is supposed to be a light and fun activity to introduce the learners to the rest of the activities. The group will also get to create a **map**, moving the learners from a more independent exercise to one that calls for cooperation and group work. Part of engaging in the quests is to always ask the learners to take out their character sheets and maps when a quest is about to start. This also aims to strengthen and help the learner identify with their character. Various kinds of auxiliary materials, tips, and optional instructions are provided throughout the material package. A sheet for both learner and teacher feedback can be found on the last page of the material. The sheet is a way for both the learner to self-assess and the teacher to give written feedback on performance when completing different quests.

Part of playing an MMORPG-game is to complete **quest chains** or sets of individual quests that somehow intertwine with each other. A way to create quest chains with this material package is to simply combine different quest templates together and fill them in with topics and themes the group is learning at that moment. Each quest tackles different language skill areas with varying focus, and they are easy to modify into longer one teaching lesson long projects.

One of the main goals of the material package is to fulfill the aims of **gamification**: increasing motivation, engagement, positive and meaningful learning experiences, as well as making learning **fun** and the learner an **active participant** when completing tasks.

Happy learning!

START

Alkusanat - "You've got a quest!"

Tämä materiaalipaketti on ensisijaisesti tarkoitettu peruskoulutason englannin opettajille. Materiaalipaketissa on käytetty elementtejä ja toimintamalleja **MMORPG-peleistä** (*Massive Multiplayer Online Role-Playing Game*) ja näitä elementtejä on käytetty tämän materiaalipaketin tehtäviä rakentaessa. Sana "**quest**" tulee pelimaailmasta, sillä useissa peleissä pelaajille jaettavaista tehtävistä käytetään tuota termiä. Opettajan rooli on toimia tehtävänantajana tai "**quest giverin**" roolissa, ja oppilaat toimivat "pelaajan" roolissa seikkaillen kouluympäristössä yksin ja yhdessä.

Materiaalipaketti koostuu kuudesta erilaisesta tehtävätyypistä. Raamit tehtäville on otettu kahdesta eri MMORPG-pelistä: *RuneScape* ja *World of Warcraft* ja tehtäviä on modifioitu sopimaan kielenopetus ja -oppimistilanteisiin luokkahuoneessa ja kouluympäristössä yleisesti.

Materiaalin käyttäminen alkaa samoin kuin monen MMORPG-pelin pelaaminen, oppilaat pääsevät **luomaan oman hahmonsansa**. Oppilaat pääsevät suorittamaan ensin tehtävää, jonka on tarkoitus olla kevyt ja hauska sekä mielikuvitusta ja luovuutta vaativa. Tämä tehtävä pyrkii kasvattamaan **motivaatiota** ja helpottamaan muihin tehtäviin **osallistumista** ja keskittymistä. Ennen muita tehtäviä ryhmä pääsee myös luomaan **kartan** koulusta ja sen ympäristöstä, tehden selkeän siirtymän alun yksilötehtävästä enemmän yhteistyöhön nojaavan. Kun ryhmä alkaa suorittamaan tehtäviä, on oppilaiden hyvä ottaa hahmojensa kuva sekä aiemmin luodut kartat esille. Tämä pyrkii vahvistamaan tehtäviin innostamista ja osallistamista sekä omien hahmojen kanssa identifioutumista. Materiaalipakettiin on sisällytetty erilaisia apumateriaaleja, vinkkejä ja ohjeita tehtävien muokkaamiseen ja niiden monipuoliseen käyttämiseen. Materiaalipaketin viimeiseltä sivulta löytyy palautelomake. Tätä lomaketta käytetään sekä oppilaan itsearviointia sekä opettajan antamaa kirjallista palautetta varten.

Tehtäväketjujen suorittaminen on oleellinen osa monia MMORPG-pelejä. Ketjut muodostuvat yksittäisistä mutta toisiinsa olennaisesti linkitetyistä tehtävistä. Tapa luoda tehtäväketjuja materiaalipaketin avulla on yhdistellä eri tehtävätyyppejä ja täyttää niiden raamit silloiseen hetkeen sopivilla aiheilla ja teemoilla. Tehtäviä ja tehtäväketjuja on myös helppo muokata ikään kuin projekteiksi, jotka vievät pidempiä aikoja suorittaa.

Yksi materiaalipaketin päätavoitteista on saavuttaa **pelillistämisen** päämääriä; nostaa ja ylläpitää motivaatiota sekä tehtäviin tehokasta osallistumista, luoda positiivisia ja merkityksellisiä oppimiskokemuksia sekä tehdä oppimisesta **hauskaa** ja mielekästä ja ohjata oppijaa **toimimaan aktiivisesti** tehtäviä suorittaessa.

Happy learning!

START



Name:

This is a page for creating your own character. Use your imagination!



LET'S CREATE A MAP!

Objective: Practicing old and new vocabulary, working together, engagement and motivation.

Duration: Varies depending on the effort put in the task and the methods used for creating the map.

Gaming element: The importance of a map and navigating your surroundings when completing quests. Choosing a location for your headquarters also helps knowing where to go once a quest is completed.

Instructions: This quest is to be completed with the whole group. The significance of a map comes from playing games in general; the player is not able to navigate the game world without a map, and many games have a function where the larger world map updates and widens whenever the player ventures on new areas and zones. Many games also use point on a map to teleport to them, and players can often choose a specific spot on the map and in the game to call their "headquarters" or "homebase". The classroom can act as the learners' "headquarters" and the location where they are set to gather before and after completing quests from the material package. The map can be used to point out locations where a quest is supposed to be completed or where the instructions for a quest can be found, the order of places to visit during a quest, or where the quest ends and where the learners are expected to come after completing the quest.

Modification: The maps can, for example, be copied and shared to each learner, or the whole group can use one larger map hung up on the wall. The map can also be made on a large canvas. It can also be created digitally.

Materials you need (optional): Paper, pens, paint, glue, scissors, canvas, digital platform, and devices.

The map can include places etc. like:

- The school
- The school grounds
- A playground
- Bicycle shed
- Sport field
- The woods or a forest
- The roads surrounding the school
- Separate buildings in the school yard
- Parking lot
- Individual objects like trees, bushes, signs etc.
- Hills and other changes in terrain



LUODAAN KARTTA!

Tavoite: Harjoitellaan vanhaa ja uutta sanastoa, yhteistyö, motivointi ja innostaminen.

Kesto: Vaihtelee riippuen ajasta ja työtavoista, joita kartan luomiseen käytetään.

Pelielementti: Kartan tärkeys ja ympäristössä liikkuminen tehtäviä suorittaessa. Päämajan valinta helpottaa myös osallistujien ohjaamista; tiedossa on selkeä paikka, jonne mennä tehtävän suorittamisen jälkeen.

Ohjeet: Tämä tehtävä suoritetaan koko ryhmän kanssa. Kartta voi sisältää itse koulun lisäksi esimerkiksi ympärillä olevia rakennuksia, pihalla olevia esineitä ja paikkoja ja niin edelleen. Kartan luomisen ja käytön tärkeys kumpuaa pelimaailmasta; pelaajan on vaikea navigoida pelin maailmassa ilman karttaa ja usein pelaajan kartta laajenee ja päivittyy maailmaa tutkiessa. Useat pelit käyttävät myös tiettyjä pisteitä esimerkiksi teleportaatiota varten ja pelaajat voivat valita esimerkiksi tietyn rakennuksen "päämajaksi" tai sijainniksi, jonne kerääntyä aina ennen ja jälkeen tehtävien. Opettaja ja oppilaat voivat näin valita, mitä kohtaa kartasta halutaan minkäkin tehtävän kohdalla käyttää "päämajana" tai "kotipesänä", jonne oppilaat kokoontuvat tehtävän suorittamisen jälkeen. Kartta voidaan esimerkiksi kopioida ja jakaa jokaiselle oppilaalle, tai se voidaan suurentaa esimerkiksi seinälle ripustamista varten, jolloin karttaa käytetään yhdessä säännöllisin väliajoin. Karttaa voidaan käyttää esimerkiksi näyttämään sijainnin tehtävän suorittamiselle tai mistä tehtävän tarkemmat ohjeet löytyvät, missä järjestyksessä oppilaiden tulee kiertää tietyt pisteet kartalta, tai minne oppilaiden toivotaan tulevan tehtävän suorittamisen jälkeen.

Muokkaus: Kartan voi esimerkiksi kopioida ja jakaa jokaiselle oppilaalle tai koko ryhmä voi käyttää yhtä suurempaa seinälle ripustettua karttaa. Kartan voi myös tehdä suurelle kankaalle tai digitaalisesti.

Materiaalit (valinnainen): Paperia, kyniä, maalia, liimaa, saksia, kangas, digitaalinen alusta ja tarvittavat digitaaliset laitteet.

Kartta voi sisältää esimerkiksi:

- Koulun
- Koulun pihan ja muun ympäristön
- Leikkikentän
- Pyöräkatoksen tai muun pyöriä varten tarkoitetun alueen
- Urheilukentän
- Mahdolliset ympäröivät metsiköt tai muut puiset alueet
- Koulun läheisyydessä olevat tiet
- Mahdolliset muut koulun alueella olevat rakennukset
- Pysäköintialue
- Yksittäisiä objekteja kuten puita, puskia, kylttejä ja niin edelleen
- Mäet, kukkulat ja muut maastonkorkeuden erot



I WOULD LIKE TO KNOW...

Objective: Encouraging the learners to ask and talk about each other and themselves, or alternatively practicing grammar etc. communicatively. Combining dialogue and communication with writing and listening. The aim is to also practice active listening and internalizing what you hear and remembering it later.

Duration: ~30 minutes with the basic instructions (learners produce the first 5 questions, the teacher chooses the last one, and checking their answers). The quest takes less time if all the questions have been chosen by the teacher, or if the questions are about, for example, grammar.

Gaming element: Dialogue can be used to gain access to locations or prizes, often requiring a set number of "correct" options to complete the quest.

Instructions: This quest is done in groups of 2 or 3. Each learner is given an additional thing they must learn from the other learner (a list of example questions provided on pages 4 and 6). Each learner must first write down 5 questions they want to ask their peer. These questions can be about their hobbies, their family, themselves as a person, pretty much anything depending on if the teacher assigns a specific topic or not. The questions should not be yes/no questions but the kind where you must answer with complete sentences. The answers should be in English. After each learner has asked each other their questions, they are given time to try and remember the answers they were given. After the learners are done, they can check how well they remembered each other's answers. This way of completing the quest encourages the learners to actually listen to each other and try and bring that information just heard back to their mind. Like in an actual game, this quest can be easily used as a route to the next one; while this quest requires the learners to focus, listen and write down the answers they receive, the next quest can consist of a more active way of completion, such as in the quest on pages 15 and 16.

Modification: The quest can be completed outside the classroom (corridor, outside etc.). The map from the first quest can be used to point out where each group should go. Depending on the skill levels of the learners, the length of the quest can be changed by adding or removing questions. The teacher can come up with the questions themselves, and the learners can, for example, look for the answers from their other teaching materials like textbooks or the internet. This quest is easy to modify for test revision; since all learners get to both ask and answer questions, each learner must also look for information and form questions if needed. The quest can be used to practice, for example, grammar instead of more discussive questions; the learner asks a grammar question (fill in the blanks, fix the mistake and so on) and finally the learners check the answers together. In this version, the answers can be written down as they are heard, so that the learners' perceptions of the "correct" answer do not mix.

Materials you need (optional): Question sheet on page 7, textbooks, or other materials the learners can check their final answers from.

Example questions or options for additional questions

FREE TOPICS / DISCUSSION

1. What was the best holiday you have ever had?
2. What superhero would you want to be and why?
3. What are the 5 best things about you?
4. What is your favorite restaurant and what do you order there?
5. What is your favorite school subject and why?
6. What do you want to learn how to do?
7. What is the coolest thing you have ever seen?
8. What is your favorite season and why?
9. What is your favorite TV show and why?
10. What do you want to be when you grow up and why?
11. What is your favorite book or comic and why?
12. What makes you feel happy?



GRAMMAR EXAMPLES

Change tense: PAST TENSE

1. Yesterday I (play) baseball with my relatives. - played
2. Which pen you (give) to her? - did you give
3. They went to the cinema and (watch) a movie about forest animals. - watched
4. Our teacher (be) born in 1985. - was
5. My grandmother is a good writer, she (write) three books when I was little. - wrote

Now or then: PAST PERFECT

1. She wanted to talk about the book she (read). - had read
2. The teacher (forget) our lesson, so we had a long recess. - had forgotten
3. A bird (build) a nest in our chimney. - had built
4. Did you hear? Their neighbor (fix) the fence between the houses. - had fixed
5. They (travel) a long way, but there were still two hours to go. - had travelled

Choose the right form: COMPARATIVE, SUPERLATIVE, AS - AS

1. Their horse was fast, but my horse was the _____. - fastest
2. Which one is the (vahvin) superhero, Thor, or Superman? - strongest
3. Her scarf was (yhtä pitkä kuin) mine. - as long as
4. Which one is (nuorempi), you or him? - younger
5. The weather went from bad to _____. - worse

From this to that: NEGATIVE FORM

1. He has a big house. - does not/doesn't have
2. The Olympic Champion was the first to cross the finish line. - was not/wasn't
3. Their trip took over eight hours. - did not/didn't
4. He had bought a present for his friend's birthday. - had not/hadn't
5. The weather was nice, and the students went outside. - was not/wasn't, did not/didn't

HALUAISIN TIETÄÄ...

Tavoite: Rohkaista oppilaita kysymään asioita toisistaan ja näin harjoittelemaan keskustelemista vieraalla kielellä heitä itseään kiinnostavista aiheista tai vaihtoehtoisesti harjoitella esimerkiksi kielioppia vuorovaikutuksellisesti. Yhdistetään vuorovaikutus, kirjoittaminen ja kuuntelu. Tehtävän tavoitteena on myös harjoittaa oppilaan kykyä kuunnella ja sisäistää kuulemaansa tietoa sekä muistaa se vielä myöhemmin.

Kesto: ~30 minuuttia perusohjeilla suoritettuna (oppilaat keksivät 5 ensimmäistä kysymystä itse, opettaja keksii viimeisen ja niiden tarkastaminen). Tehtävä on lyhyempi, jos opettaja on keksinyt kaikki kysymykset tai jos kysymykset koskevat esimerkiksi kielioppia.

Pelielementti: Dialogia ja keskustelua käytetään usein peleissä erilaisiin paikkoihin pääsemiseksi tai aarteiden ja muiden palkintojen saamiseksi. Yleensä pelaajalta vaaditaan tietty määrä "oikeita" vastauksia tehtävän suorittamiseksi.

Ohjeet: Oppilaat jaetaan 2-3 hengen ryhmiin. Itse päätettävien 5 kysymyksen lisäksi jokaiselle oppilaalle annetaan yksi extra-kysymys, jonka opettaja valitsee (listat esimerkkikysymyksistä sivuilla 4 ja 6). Jokainen oppilas kirjoittaa ylös 5 kysymystä, jotka haluavat kysyä toiselta oppilaalta. Kysymykset voivat koskea esimerkiksi harrastuksia, perhettä, heitä itseään – mielenkiinnon kohteet, mielipiteet jne. – käytännössä mitä vain riippuen siitä, määrääkö opettaja kysymykset koskemaan tiettyä aihepiiriä vai saavatko oppilaat vapaat kädet. Kysymykset kirjoitetaan englanniksi. Kysymykset eivät voi olla *Kyllä/Ei*-kysymyksiä, vaan vastausten täytyy muodostua kokonaisista lauseista. Myös vastaukset annetaan englanniksi. Vasta, kun viimeiseen kysymykseen on vastattu, oppilaiden tulee yrittää muistaa saamansa vastaukset jokaiseen kysymykseen. Kun oppilaat ovat valmiita, he voivat tarkistaa ja tarkentaa kirjoittamiaan vastauksia. Tällainen suoritustapa rohkaisee oppijaa aktiiviseen kuunteluun ja kuulemansa muistamiseen myös myöhemmin. Tehtävää voidaan pelimaailman tapaan käyttää esimerkiksi "reittinä" seuraavaan tehtävään; paikallaan tehtävän ja kirjoittamista sekä keskittymistä vaativan tehtävän jälkeen oppilaat pääsevät suorittamisen jälkeen aloittamaan aktiivisempaa ja nopeampaa tehtävää, esimerkiksi tehtävää sivuilla 15 ja 16.

Muokkaus: Tehtävä on helppo muokata koskemaan esimerkiksi sillä hetkellä käsittelyssä olevaa tekstiä, aihepiiriä ja niin edelleen. Tehtävän suorittaminen voi tapahtua käytännössä missä vain (luokassa, käytävällä...) Ensimmäisessä tehtävässä luotua karttaa voidaan käyttää määräämään jokaiselle ryhmälle paikan, jossa suorittaa tehtävä. Oppilaiden taitotasosta ja tehtävän pituuden säätelyn perusteella oppilaita voidaan pyytää kysymään joko enemmän tai vähemmän kysymyksiä. Opettaja voi myös keksiä kysymyksistä osan tai kaikki itse, joihin oppilaan tulee etsiä vastaus esimerkiksi oppimateriaalien tekstistä, internetistä tms. Tätä tehtävää voi käyttää tehokkaasti hyödyksi myös esimerkiksi testiin tai kokeeseen harjoitellessa; koska oppilaat pääsevät sekä kysymään että vastaamaan, tulee kaikkien oppilaiden yhtä lailla tutkia ja muodostaa kysymyksiä opettavista aiheista. Tehtävää voi käyttää sisältökysymysten lisäksi myös esimerkiksi rakenteiden harjoittelussa; oppilas kysyy rakenteeseen liittyvän kysymyksen (aukkotäydennys, korjaa virhe ja niin edelleen) ja lopuksi oppilaat tarkastavat vastaukset yhdessä. Tässä versiossa vastaukset voidaan kirjoittaa sitä mukaa kun ne kuuluaan, jotta vastaavan oppilaan käsitys "oikeasta" vastauksesta ei sekoitus kysyvän oppilaan käsityksen kanssa.

Materiaalit (valinnainen): Kysymystaulukko sivulla 7, oppikirjat ja muut materiaalit, joita oppilaat voivat käyttää vastausten tarkistamiseen.

Kysymysesimerkkejä ja vaihtoehtoja lisäkysymyksiksi

VAPAA AIHEET / KESKUSTELU

1. What was the best holiday you have ever had?
2. What superhero would you want to be and why?
3. What are the 5 best things about you?
4. What is your favorite restaurant and what do you order there?
5. What is your favorite school subject and why?
6. What do you want to learn how to do?
7. What is the coolest thing you have ever seen?
8. What is your favorite season and why?
9. What is your favorite TV show and why?
10. What do you want to be when you grow up and why?
11. What is your favorite book or comic and why?
12. What makes you feel happy?



RAKENNE-ESIMERKKEJÄ

Change tense: IMPERFEKTI

- | | |
|--|----------------|
| 1. Yesterday I (play) baseball with my relatives. | - played |
| 2. Which pen you (give) to her? | - did you give |
| 3. They went to the cinema and (watch) a movie about forest animals. | - watched |
| 4. Our teacher (be) born in 1985. | - was |
| 5. My grandmother is a good writer, she (write) three books when I was little. | - wrote |

Now or then: PLUSKVAMPERFEKTI

- | | |
|---|-----------------|
| 1. She wanted to talk about the book she (read). | - had read |
| 2. The teacher (forget) our lesson, so we had a long recess. | - had forgotten |
| 3. A bird (build) a nest in our chimney. | - had built |
| 4. Did you hear? Their neighbor (fix) the fence between the houses. | - had fixed |
| 5. They (travel) a long way, but there were still two hours to go. | - had travelled |

Täydennä oikea muoto: ADJEKTIIVIEN VERTAILU

- | | |
|---|--------------|
| 1. Their horse was fast, but my horse was the ____. | - fastest |
| 2. Which one is the (vahvin) superhero, Thor or Superman? | - strongest |
| 3. Her scarf was (yhtä pitkä kuin) mine. | - as long as |
| 4. Which one is (nuorempi), you or him? | - younger |
| 5. The weather went from bad to ____. | - worse |

From this to that: MUUTA KIELTEISEKSI

- | | |
|---|----------------------------------|
| 1. He has a big house. | - does not/doesn't |
| 2. The Olympic Champion was the first to cross the finish line. | - was not/wasn't |
| 3. Their trip took over eight hours. | - did not/didn't |
| 4. He had bought a present for his friend's birthday. | - had not/hadn't |
| 5. The weather was nice, and the students went outside. | - was not/wasn't, did not/didn't |

QUESTION SHEET - KYSYMYSTAULUKKO

Question 1:	Answer 1:
Question 2:	Answer 2:
Question 3:	Answer 3:
Question 4:	Answer 4:
Question 5:	Answer 5:
Extra question:	Answer:

DO YOU KNOW THE WORD?

Objective: Practicing vocabulary and using the words in sentences and different contexts.

Duration: From 20 minutes to a full lesson depending on the modifications.

Gaming element: The two games used as inspiration for this material package have several skills and professions the player can develop. Using these skills often calls for combining ingredients, understanding them and how they work both together and individually to create functional objects. In a linguistic setting, this same principle works with word-sentence-structures: you need to be able to understand the word before you can use it in a sentence.

Instructions: Each group (3-4 learners) is given several words they need to explain to each other. Each learner is given a set amount of time, for example, 30 seconds, to explain as many words as they can. The number of words depends on how many sentences the teacher wishes the group to form and how long they wish the quest takes. Once all the words have been guessed correctly, the group needs to choose three or four (depending on the size of the small group) and form one sentence from each word. The teacher can decide if the word needs to be used in a specific type of sentence, following a set grammatical structure like a question, request, tense, and so on. The sentences are then presented to the teacher, and possibly to the rest of the learners, and the teacher gives feedback on the sentences and how the group worked together.

Modification: The quest can be made easier by replacing explaining the words with acting them as a pantomime. Checking the sentences learners have formed can be done in several ways. For example, the teacher can collect the sentences and present them anonymously to the whole class. They can then check together if there is anything to correct in them, making this an additional learning experience to the whole group, not just the learners who formed those specific sentences. The groups can also, if preferred, present the sentences themselves however they wish: through a screen, writing the sentences on a whiteboard and so on. This quest can be modified to be easier by, for example, removing the time limit and giving the learners more time for explaining the words and staying calm during the quest. This also reduced the pressure having a time limit can create. Again, this quest can function as a linking activity between two quests or being a revision exercise about a topic that has already been practiced before.

Materials you need (optional): Example word-cards presented in the material package on page 10, small hour-glasses, or other means of setting the time to explain the words (mobile phones, sharing the time to the whole group on a screen etc.).



TIEDÄTKÖ SANAN?

Tavoite: Sanastonhallinnasta lauserakenteisiin ja sanaston käyttämiseen erilaisissa lauseyhteyksissä.

Kesto: 20 minuutista kokonaiseen oppituntiin riippuen muokkauksista ja tehtävän laajuudesta.

Pelielementti: Materiaalipaketissa inspiraationa käytetyissä kahdessa pelissä esiintyy useita eri ammatteja ja taitoja, joita pelaaja voi kehittää. Näiden taitojen käyttö vaatii usein erilaisten pienempien palasten tai raaka-aineiden yhdistelyä, niiden toiminnan ymmärtämistä ja miten ne sopivat yhteen, jotta niistä voidaan luoda toimivia kokonaisuuksia. Tämä pätee myös kielenoppimiseen: sana-lause-hierarkiassa lauseiden sujuva muodostaminen vaatii ensin sanan merkityksen ja käyttötarkoitusten ymmärtämistä.

Ohjeet: Jokaiselle ryhmälle (3-4 oppilasta) annetaan lista sanoja, jotka heidän pitää selittää toisilleen englanniksi. Jokaiselle oppilaalle annetaan tietty aika selittää sanoja, esimerkiksi 30 sekuntia. Annettujen sanojen määrä riippuu siitä, montako lausetta opettaja toivoo oppilaiden muodostavan ja siitä, kuinka kauan koko tehtävän halutaan kestävän. Kun kaikki sanat on arvattu oikein, ryhmän tulee valita sanoista kolme tai neljä (ryhmän koosta riippuen) ja muodostaa lause jokaisesta sanasta. Opettaja voi päättää, tuleeko sanaa käyttää esimerkiksi tiettyä rakennetta käyttäen (kysymys, tietty aikamuoto, pyyntö ja niin edelleen). Lauseet esitellään lopuksi opettajan lisäksi myös halutessa koko muulle luokalle ja opettaja antaa lauseista ja ryhmän työskentelystä palautetta.

Muokkaus: Tehtävän suorittamista voi helpottaa esimerkiksi korvaamalla sanojen englanniksi selittämisen niiden esittämisellä pantomiimina. Lauseiden tarkistaminen voidaan tehdä monella tavalla. Opettaja voi esimerkiksi kerätä lauseet itselleen ja tarkistaa ne yhdessä koko ryhmän kanssa niin, että alkuperäisten lauseiden kirjoittajat pysyvät anonyymeinä. Tämä tekee tarkistamisesta ylimääräisen koko ryhmän oppimishetken. Ryhmät voivat myös halutessaan esitellä lauseet koko luokalle valitsemallaan tavalla: ruudulta, taululle kirjoittamalla ja niin edelleen. Tehtävää voidaan helpottaa esimerkiksi poistamalla aikaraja, antaen oppilaille enemmän aikaa selittää ja rauhoittua tehtävän tekemiseen ilman aikarajan mahdollisesti luomaa painetta. Tämä tehtävä toimii hyvin esimerkiksi linkkinä kahden tehtävän välillä tai sellaisten aiheiden kertaamisena, joita on jo aiemmin harjoiteltu eri tehtävien kautta.

Materiaalit (valinnainen): Sanakortit materiaalipaketin sivuilta 10, pienet tiimalasit tai muut välineet ajanottoa varten (puhelimet, ajan jakaminen koko luokalle esimerkiksi älytaululta).



WORD CARDS - SANAKORTTEJA

<p>VERBS - VERBEJÄ</p> <p>PICK</p> <p>LOOK FOR (something)</p> <p>LISTEN TO (something)</p> <p>WASH</p> <p>PAINT</p> <p>WAKE UP</p>	<p>VOCABULARY - SANASTOA</p> <p>A SUBMARINE</p> <p>A WHALE</p> <p>A JELLYFISH</p> <p>A CRUISESHIP</p> <p>A SEAGULL</p> <p>A BEACH</p>	<p>COUNTRIES - MAITA</p> <p>INDIA</p> <p>SWEDEN</p> <p>ITALY</p> <p>MEXICO</p> <p>CANADA</p> <p>GERMANY</p>
<p>FOOD - RUOKA</p> <p>CHIPS</p> <p>EGG</p> <p>BANANA</p> <p>LEMON</p> <p>STRAWBERRY</p> <p>BREAD</p>	<p>DRINK - JUOMA</p> <p>JUICE</p> <p>MILK</p> <p>TEA</p> <p>COFFEE</p> <p>ENERGY DRINK</p> <p>SMOOTHIE</p>	<p>ANIMALS - ELÄIMET</p> <p>COW</p> <p>PIG</p> <p>HORSE</p> <p>BAT</p> <p>SNAKE</p> <p>ELEPHANT</p>
<p>OCCUPATION - AMMATTI</p> <p>FIREMAN</p> <p>POLICEMAN</p> <p>VET</p> <p>FLORIST</p> <p>OPTICIAN</p> <p>BANK CLERK</p>	<p>GADGETS - LAITTEITA</p> <p>DISHWASHER</p> <p>FREEZER</p> <p>MICROWAVE</p> <p>CELLPHONE</p> <p>HAIRDRYER</p> <p>LAPTOP</p>	<p>HOBBIES - HARRASTUKSIA</p> <p>DRAWING</p> <p>SPORTS</p> <p>ICE SKATING</p> <p>ORIENTEERING</p> <p>VIDEO GAMES</p> <p>GYMNASTICS</p>

ONCE UPON A TIME...

Objective: This quest type is designed to mainly focus on reading comprehension, problem-solving, oral skills, and pronunciation.

Duration: 30-60 minutes depending on how many additional steps are included in the quest.

Gaming element: The player or learner can participate in the creation of a story and/or telling it. These kinds of quests that include problem solving and logical thinking are quite common in gaming.



Instructions: The example stories in the material package are shortened versions of 4 classic stories, but the stories can be written by the teacher or the learners as well. The teacher chooses if the groups have 3 or 4 participants and picks out the same number of short stories, prints the texts out, and cuts them to shorter pieces, like a puzzle. The task is to put the pieces of the stories in the right order; this calls for reading each piece properly, and logical thinking about the order in which the pieces make a coherent combination. Once the teacher has checked that the pieces are in the right order, the learners decide who will read which story aloud. The part where the stories are read aloud is supposed to be recorded; this part is not obligatory, but the recording can be done with, for example, tablet computers, the learners' own mobile phones or other suitable devices. The recordings are digitally shared or sent to the teacher, and the teacher assesses and gives feedback on the learner's pronunciation and fluency according to the evaluation criteria and instructions given in the teacher's material from the National Curriculum or from another source the teacher used as a tool in assessment. Recording the stories can be done in a private room or somewhere otherwise quiet.

Modification: The learners can also actively take part in creating the stories. In this case, the quest forms into a longer quest chain, which starts with the learners creating their own stories either based on a given or a freely chosen topic. The stories are given a set length and the teacher gives feedback on the stories before moving on to the group work part of the quest. The pieces do not have to be from stories; they can also be pieces of news, song lyrics etc. depending on what topic the group is tackling at that time. Instead of recording the stories, the learners can also read them aloud in the classroom; this means that the learners are able to hear each other producing spoken foreign language with as low of a threshold as possible. The quest can also include a kinesthetic element by making the process of searching for the story pieces part of the quest itself; the pieces are cut and, for example, color coded or hidden behind a QR code, and the learners need to move around the school or the classroom to find the pieces of the stories assigned to them. This way the quest can be made more versatile and it can be modified to fit one whole teaching lesson (for example, 45 minutes) and into a larger project, where more language skill areas are practiced both individually and together.



Materials you need (optional): Four examples of short stories the teacher can use on pages 13 and 14. The pieces can also be combined on a digital platform, depending on the preferred working methods of the group.

OLIPA KERRAN...

Tavoite: Tämä tehtävä keskittyy pääasiassa luetun ymmärtämiseen, ongelmanratkaisuun, yhteistyöhön sekä ääntämiseen.

Kesto: 30–60 minuuttia riippuen tehtävän vaiheiden määrästä.

Pelielementti: Pelaaja pääsee itse osallistumaan tarinanluontiin ja mahdollisesti myös sen kerrontaan. Tällaiset ongelmanratkaisua ja loogista päättelyä vaativat tehtävät ovat yleisiä pelimaailmassa.



Ohjeet: Materiaalipaketissa on käytetty neljää klassisen tarinan lyhennettyä versiota, mutta tarinat ja tekstit voivat olla esimerkiksi opettajan tai oppilaiden itse keksimiä. Ryhmän koosta riippuen (sopivin määrä 3–4 oppilasta) opettaja jakaa saman määrän tarinoita, jotka on leikattu 4–6 osaan tarinasta ja sen pituudesta riippuen. Jokaiselle ryhmälle jaetaan sama määrä tekstejä kuin ryhmässä on oppilaita. Ryhmän tehtävänä on järjestellä tarinan palaset oikeaan järjestykseen; tämä kohta tehtävästä vaatii jokaisen palasen tarkkaa lukemista ja loogista päättelyä siitä, missä järjestyksessä palaset käyvät parhaiten yhteen niin, että niistä muodostuu koherentti kokonaisuus. Kun opettaja on tarkastanut palasten oikean järjestyksen, oppilaat päättävät kuka lukee minkäkin tarinan ääneen. Ääneen lukeminen on tarkoitus äänittää; tämä osio ei ole pakollinen, jos äänitysmahdollisuutta ei sillä hetkellä ole, mutta äänittämiseen voidaan käyttää esimerkiksi tablettia, oppilaan omaa puhelinta tai muuta käytettävissä olevaa laitetta. Äänitteet esimerkiksi jaetaan tai lähetetään opettajalle sähköisesti ja opettaja arvioi oppilaan ääntämistä ja puheen sujuvuutta OPSin ja muiden tarvittavien arviointikriteerien mukaisesti. Äänittäminen voidaan oppilaan toiveesta tehdä rauhassa erillisessä tilassa.

Muokkaus: Oppilaat voivat aktiivisesti osallistua myös tarinoiden tuottamiseen. Tässä tapauksessa tehtävästä muodostuu laajempi tehtäväketju, joka alkaa oppilaiden kirjoittamien tarinoiden luomisella. tarinat voivat opettajasta ja ryhmästä riippuen koskea tiettyä aihepiiriä tai aiheet voidaan valita vapaasti itse. Tarinoille määrätään tietty pituus ja opettaja arvioi kirjoitetut tekstit ennen ryhmätyöskentelyvaiheeseen siirtymistä. Tekstien ei tarvitse välttämättä olla tarinoita; tehtävässä voidaan käyttää esimerkiksi uutisia, kappalesanoituksia ja niin edelleen riippuen siitä, millaisia aiheita ryhmä sillä hetkellä opettelee.

Äänitteiden tekemisen sijaan oppilaat voivat myös lukea lyhyet tarinat halutessaan ääneen luokassa vuorotellen; tässä tapauksessa oppilaat pääsevät sekä kuulemaan toistensa vieraan kielen tuottamista sekä harjoittelemaan ryhmän edessä puhumista mahdollisimman matalalla kynnyksellä. Tehtävään voidaan myös lisätä liikunnallinen elementti tekemällä tarinan palasten etsimisestä ylimääräinen aktiviteetti ennen niiden yhdistelemistä; leikatut palaset voidaan esimerkiksi värikoodata tai piilottaa QR-koodin taakse ympäri luokkaa tai koulua ja ryhmän tulee ensin löytää omien tarinoidensa palaset. Tätä kautta tehtävästä voidaan luoda moniosaisempi ja esimerkiksi koko oppitunnin (esim. 45 min) mittainen projekti, jossa useaa eri kielitaidon osa-aluetta päästään harjoittelemaan yksin ja yhdessä.



Materiaalit (valinnainen): Neljä esimerkkitarinaa sivuilla 13 ja 14. Palaset voidaan myös asettaa digitaaliselle alustalle ennen niiden yhdistämistä, jos ryhmä haluaa käyttää mieluummin sähköistä työskentelytapaa.

4 SHORTENED VERSIONS OF CLASSIC STORIES – 4 LYHENNETTYÄ VERSIOTA
KLASSIKKOTARINOISTA

The Thirsty Crow (by Jaspreet Gill)

After flying a long distance, a thirsty crow was wandering the forest in search of water.

Finally, he saw a pot half-filled with water.

He tried to drink from it, but his beak wasn't long enough to reach the water inside.

He then saw pebbles on the ground and one by one, he put them in the pot until the water rose to the brim.

The crow then hastily drank from it and quenched his thirst.

Lazy John (originally Juan Tamad)

There was a boy named John who was so lazy, he couldn't even bother to change his clothes.

One day, he saw that the apple tree in their yard was full of fruits.

He wanted to eat some apples, but he was too lazy to climb the tree and take the fruits.

So, he lay down underneath the tree and waited for the fruits to fall off.

John waited and waited until he was very hungry, but the apples never fell.

The Dog and the Bone (or *The Dog and his reflection* by Aisopos)

Once there was a dog who wandered the streets night and day in search of food.

One day, he found a big juicy bone and he immediately grabbed it between his mouth and took it home.

On his way home, he crossed a river and saw another dog who also had a bone in its mouth. He wanted that bone for himself too.

But as he opened his mouth, the bone he was biting fell into the river and sank.

That night, he went home hungry.

The Tortoise and the Hare (by Aisopos)

There was once a hare who was friends with a tortoise. One day, he challenged the tortoise to a race.

Seeing how slow the tortoise was going, the hare thought he'll win this easily.

So, he took a nap while the tortoise kept on going.

When the hare woke up, he saw that the tortoise was already at the finish line.

Much to his surprise, the tortoise won the race while he was busy sleeping.

Stories' shortened versions originally from <https://ofhsoupkitchen.org/short-stories-with-morals>

TWO STEPS FORWARD!

Objective: Active listening, pronunciation and following given instructions to reach a goal or a set location.

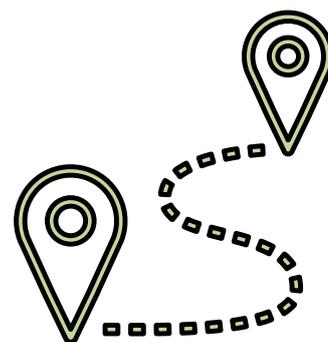
Duration: 10 minutes depending on the number of learners per group and how many steps the obstacle course has.

Gaming element: For example, crossing obstacles and dangerous areas by following instructions given by an NPC (non-playable character) or the quest giver. The instructions can also lead the player to a treasure or prize. The learner giving the instructions can also act as a type of "treasure map", whereas the learner following the instructions is the player looking for the treasure.

Instructions: The learners are divided into groups of 2 or 3. The groups exit the classroom one by one, and the teacher is waiting for them at the obstacle course or where the quest is supposed to be completed. Each learner gets to act both as the one giving the instructions and the one following them. The teacher has 3 lists of directions, and each learner is given one. The same instructions should not be used twice within the same group. One learner must guide the other according to the directions to a prize or a finish line. The teacher spectates and assesses if the quest is completed successfully. Three examples of these sets of directions are on page 17.

Modification: This quest is a fun and rather quick one to complete, as the other learners can stay in the classroom and finish other tasks while 2 or 3 learners are completing the quest. The directions and instructions can include different amounts of steps, jumps, walking backwards, crawling, tiptoeing etc. This quest is easy to fit between two larger quests. It can also function as a follow up quest after one that is more demanding in terms of concentration or staying in place, sitting and so on. Also, this quest, having a concrete goal the learners move towards, can act as the final or one of the final quests the teacher wishes to use. It can end with learners receiving a diploma, a final shared prize like something fun to do together, and so on.

Materials you need (optional): Objects to function as obstacles like chairs, desks, sofas etc., the prize the learners are after (gaining access to the next quest or something more concrete like candy).



KAKSI ASKELTA ETEEN!

Tavoite: Aktiivinen kuuntelu, ääntäminen ja ohjeiden seuraaminen tavoitteen saavuttamiseksi tai maaliin pääsemiseksi.

Kesto: 10 minuuttia riippuen pienryhmän koosta ja kuinka monta askelta ja kohtaa esterataan ja ohjeisiin kuuluu.

Pelielementti: Esimerkiksi vaarallisten alueiden sekä esteiden ylittäminen seuraamalla pelin hahmon tai quest giverin (tehtävänantajan) ohjeita tarkasti. Ohjeiden avulla voidaan myös päästä käsiksi aarteeseen tai palkintoon.

Ohjeet: Oppilaat jaetaan 2-3 henkilön ryhmiin. Ryhmät poistuvat luokasta vuorotellen ja opettaja odottaa heitä luokan ulkopuolella tai sillä alueella, jolla tehtävä tulee suorittaa. Jokainen oppilas pääsee sekä ohjeistamaan että suorittamaan rataa. Opettajalla on käytössä 3 erilaista ohjelistaa ja jokaiselle oppilaalle jaetaan yksi. Samoja ohjeita ei tulisi käyttää saman pienryhmän kohdalla kahta kertaa. Yksi oppilas ohjaa toista ohjeiden mukaisesti päästäkseen palkinnon luokse tai maaliviivalle. Opettaja seuraa suoritusta ja pitää huolta, että tehtävä suoritetaan onnistuneesti. Kolme esimerkkiä ohjelistoista löytyy sivuilta 17.

Muokkaus: Tämä tehtävä on hauska ja nopea suorittaa ja muut oppilaat voivat muiden ryhmien suorituksen aikana pysyä luokassa ja tehdä muita tehtäviä. Ohjeet voivat sisältää esimerkiksi eri määriä askelia eri suuntiin, hyppyjä, takaperin kävelyä, ryömimistä, hiipimistä, varpaillaan kävelyä ja niin edelleen. Tämä tehtävä on helppo sijoittaa esimerkiksi kahden isomman tehtävän väliin. Sitä voi myös käyttää jatkotehtävänä esimerkiksi enemmän keskittymistä ja paikallaan olemista vaativalle tehtävälle. Lisäksi, koska tämä tehtävä sisältää selkeän konkreettisen päämäärän johon oppilaat yrittävät päästä, sitä voidaan käyttää myös tehtäväketjun viimeisenä tai yhtenä viimeisistä tehtävistä. Suorittamisesta voidaan antaa esimerkiksi koko ryhmän yhteinen palkinto, jotain mukavaa tekemistä ja niin edelleen.

Materiaalit (valinnainen): Esineitä radan luomiseksi (tuolit, pöydät, sohvut ja niin edelleen), palkinto, jota kohti oppilaat liikkuvat (pääsy seuraavan tehtävän suorittamiseen tai jotain konkreettisempaa kuten esimerkiksi karkki, tarra tai muu fyysinen palkinto).



DIRECTIONS - KULKUOHJEITA

DIRECTIONS 1

1. Two steps forward
2. One large step left
3. Climb over the chair
4. Hop towards the door
5. Four steps right
6. Jump over the chasm (long piece of tape, a pile of pillows etc.)
7. Turn around
8. Six steps backwards
9. Turn around again
10. Tiptoe on the colored steps
11. Congratulations, you found the treasure!

DIRECTIONS 2

1. Jump one meter forward
2. Four steps right
3. Turn left
4. Climb over the sofa
5. Two steps forward
6. Tiptoe six steps
7. Stomp on the colored steps
8. Hop over the flowers (pillows etc.)
9. Spin around
10. Three steps right
11. Congratulations, you found the treasure!

DIRECTIONS 3

1. Crawl under the table
2. Two steps forward
3. Turn around
4. Four steps backwards
5. Turn around again
6. Sneak on the colored steps
7. Jump over the chasm (long piece of tape, a pile of pillows etc.)
8. One step forward
9. Three steps right
10. Jump to the marked area (colored paper, a cross made of tape etc.)
11. Congratulations, you found the treasure!

PROJECT: GATHERING AND HANDLING INFORMATION

Objective: Handling and identifying entities and details, seeking and acquiring information, using several language skills, working individually and in a group, sharing roles and fulfilling responsibilities.

Duration: This quest is supposed to be completed as a project and can take several lessons (45 min.) from start to finish.

Gaming element: Players can often comment and react to other players' actions in games. For example, in *RuneScape* and *World of Warcraft*, the player can perform moves like dances, waving to others and so on, to add a communicative element to the playing experience. In addition to giving feedback, this quest is also about knowing how to combine smaller pieces into a coherent combination, which resembles gathering information or clues in games.

Instructions: (Lesson 1) This quest is easy to use for tackling larger topic areas and themes such as cultures. Each learner is given a topic from which they must create either a physical poster or a digital presentation. The other learners cannot know each other's topic yet. Sharing the topics can, for example, take place digitally (listing the possible topics and they disappear as a learner picks one for themselves), or, in a more traditional way, by randomly picking a topic written on a piece of paper. After sharing the topics, the first part of gathering information takes place at home and works as homework for the next lesson.

(Lesson 2) Next time when the learners come to class, they are divided into groups of 3 or 4. Each learner is given a specific territory or range of responsibility. For example, if the main topic is "countries of the world", one learner forms questions about nature, the other about animals, the third about the size and other geographical characteristics of the country and so forth. Each learner is asked these questions and the answers are written down either digitally or on paper. Those asking the questions must figure out what their peer's topic is. Once each learner's topic has been guessed, the learners move back to working independently. The questions and answers from earlier are given to each learner as additional helpful material. In this sense, each learner gets to participate in the process of each other's presentation by creating helpful questions they can use when searching for more information on their topic.

(Lesson 2 onwards) Then, the learners must work on, for example, a poster or a digital presentation (one working method is chosen for the whole group so that going through the posters or presentations is more efficient). Once everyone is ready, the whole group has a "poster exhibition" or alternatively each learner shares their digital presentations on a shared platform or folder where everyone can go view them and leave comments. In a digital form, the learners leave comments on the presentation itself, and with physical paper posters they, for example, the reaction cards provided on page 20. The teacher also gives feedback how they prefer.

Modification: Since the posters and presentations can be created both in a more traditional way on paper and digitally as, for example, a slideshow, the teacher has a lot of ways for modifying the steps of this project quest. In paper form, the learner can focus more on its visual appearance and design (circle, a wide timeline...) whereas with a digital version they can add videos, sound, and recordings and so on.

Materials you need (optional): Reaction cards on page 20. The learners write feedback and comments next to the icons and images in English. For the posters and presentations, you would need, for example, crafts supplies, laptops, tablet computers etc.

PROJEKTI: TIEDON KERÄÄMINEN JA HALLINTA

Tavoite: Kokonaisuuksien ja yksityiskohtien hahmottaminen ja tunnistaminen, tiedonhankinta, useiden kieli- taidon osa-alueiden käyttäminen, ryhmä- ja yksilötyöskentely, roolien jakaminen ja vastuun kantaminen.

Kesto: Useammalle oppitunnille (45 min) venyvä tehtävä ja suoritetaan projektimaisesti.

Pelielementti: Muiden työskentelyä ja pelaamista voidaan useissa peleissä kommentoida esimerkiksi chatin kautta. Esimerkiksi *RuneScapessa* ja *World of Warcraftissa* pelaaja voi myös tehdä erilaisia liikkeitä kuten tansseja, vilkutuksia ja niin edelleen toisille pelaajille kommunikoinnin ja vuorovaikutuksen lisäämiseksi. Tämä tehtävä käsittelee palautteenannon lisäksi myös pienempien elementtien käytön hallintaa sekä niiden yhdistelemistä toimiviksi kokonaisuuksiksi, muistuttaen näin myös peleissä tapahtuvaa tiedon ja vihjeiden etsintää.

Ohjeet: (Oppitunti 1) Tämä tehtävä sopii hyvin esimerkiksi laajojen aihealueiden ja muun muassa kulttuuriteemojen läpikäyntiin. Jokaiselle oppilaalle jaetaan aihe, josta tämä lopulta tekee esimerkiksi posterin tai digitaalisen esityksen. Ideana on, että muut oppilaat eivät tiedä toistensa aiheita. Aiheiden jaon voi tehdä tämän varmistamiseksi esimerkiksi digitaalisesti (aiheet ovat listana ja häviävät sitä mukaa kun oppilas aiheen valitsee) tai perinteisemmin hatusta lappuja nostamalla. Aiheiden jakaminen tehdään niin, että ensimmäinen tiedonhaun vaihe tapahtuu kotitehtävänä seuraavaa tehtävän käsittelyä sisältävälle tunnille.

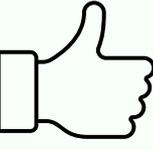
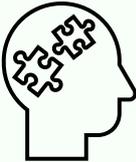
(Oppitunti 2) Kun oppilaat saapuvat seuraavan kerran oppitunnille, siirrytään 3–4 oppilaan ryhmiin. Ryhmässä jokaiselle osallistujalle jaetaan oma vastuualue. Jos aiheina on esimerkiksi ollut maita, yksi oppilas valmistelee kysymyksiä liittyen maan luontoon, toinen kysyy eläimistä, toinen maan koosta ja sijainnista esimerkiksi maanosan perusteella ja niin edelleen. Kysymykset kysytään jokaiselta ryhmän jäseneltä ja vastaukset kirjataan ylös samaan paikkaan esimerkiksi digitaalisesti tai paperille. Muiden tehtävänä on selvittää, mikä aihe kullakin ryhmän jäsenellä on ollut. Kun kaikkien ryhmän jäsenten aiheet on arvattu, siirrytään takaisin yksilötyöskentelyyn. Aiemmin ylös kirjoitetut kysymykset ja niiden vastaukset annetaan kunkin aiheen tekijälle lisämateriaaliksi. Tässä mielessä muut oppilaat ovat päässeet tutustumaan muiden aiheisiin ja auttamaan mahdollisten apukysymysten keksimisessä posterityöskentelyä varten.

(Oppitunti 2 eteenpäin) Oppilaiden tulee seuraavaksi työstää esimerkiksi posterin tai diaesitys (yksi toteutusvaihtoehto valitaan koko ryhmälle, jotta esittely toimisi sujuvammin). Kun kaikkien tuotokset ovat valmiina, ryhmä pitää "posterimessut" tai vaihtoehtoisesti oppilaat jakavat omat diaesityksensä esimerkiksi yhteiselle alustalle tai yhteen kansioon, josta kaikki pääsevät katselemaan, lukemaan ja kommentoimaan töitä. Digitaalisessa muodossa oppilaat kommentoivat tuotoksia sähköisesti ja fyysisten postereiden tapauksessa kommentointi tapahtuu reagointilappujen kautta sivulla 20. Myös opettaja antaa tuotoksista palautetta haluamallaan tavalla.

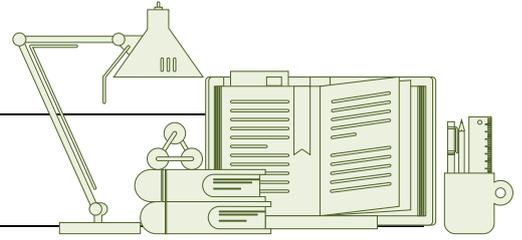
Muokkaaminen: Koska jokaisen oppilaan tuottama esitys/posteri voidaan tehdä sekä fyysiseen tai perinteisempään muotoon sekä digitaaliselle alustalle, on opettajalla monia mahdollisuuksia muuttaa tehtävän suorittamisen vaiheita. Paperisessa versiossa oppilas saa panostaa esimerkiksi posterin visuaalisuuteen ja malliin (ympyrä, leveä aikajana) kun taas digitaaliseen versioon voidaan sisällyttää videoita, ääntä ja äänitteitä ja niin edelleen.

Materiaalit (valinnainen): Reagointilaput sivulla 20. Oppilaat kirjoittavat sanallista palautetta ja kommentteja kuvan viereen tyhjään tilaan englanniksi. Itse postereiden/esitelmien suorittamiseen voidaan tarvita suoritustavasta riippuen askartelutarvikkeita tai esimerkiksi kannettavat tietokoneet tai tabletit.

REACTION CARDS - REAGOINTILAPUT

PALAUTELOMAKE OPPILAALLE JA OPETTAJALLE



Name:
 Dates (from first to last quest):
 Group:

Tehtävä, päivämäärä Quest, date	Missä onnistuin? What did I succeed in?	Missä on vielä parannettavaa? What do I need to practice more?

Opettaja täyttää

Tehtävä, päivämäärä Quest, date	Palaute ja kommentit Feedback and comments	Muuta? Anything else?

