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# Role-playing Game Based Learning, EFL Curriculum

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**Role-playing Game Based Learning, EFL Curriculum**

by

Michael Armstrong

A Thesis

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

August, 2016

Thesis Committee:  
Shawn Jarvis, Chairperson  
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### **Abstract**

The following is a proposed curriculum design for an intensive English theme-based immersion program designed for use in Korean post-secondary education. It is designed to address three deficits within the EFL classroom; lack of significant increase in English ability, self-efficacy and motivation to study English.

This curriculum has a foundation in five main parts; Korean culture and social identity; Types of possible second language acquisition programs, Collaborative and Task Based learning; Bronfrenbrenner's Ecological Systems Theory; and Gamification and Role Playing Game Based Learning.

First I will discuss relevant literature, second I will present a proposed approach to learning based on the theories discussed in part I. Next I will present a curriculum based on the learning approach described in part II. In part III, I will demonstrate a sample curriculum for a proposed camp that addresses the three deficits listed above.

*“The essence of a role-playing game is that it is a group, cooperative experience.”*

**- Gary Gygax, creator of Dungeons and Dragons.**

## Table of Contents

	Page
List of Tables .....	6
List of Figures .....	7
Section	
Introduction .....	8
Rationale .....	10
Review of Literature .....	13
Korean Social Identity .....	13
Types of Possible Second Language Acquisition Programs .....	30
Cooperatives Learning Strategies (CLS) .....	34
Test Based Learning (TBL) .....	37
Ecological Systems Theory (EST) .....	41
Gamification and Role Playing Game Based Learning .....	46
Significance .....	56
RPGBL Curriculum .....	57
The RPGNBL-EFL-Curriculum Camp .....	60
Potential Integration of CMC .....	74
Conclusion .....	76
References .....	78
Appendices	
A. Sample Syllabus .....	85

Section	Page
B. First Week's Syllabus .....	86
C. Test Specification .....	90

**List of Tables**

Table	Page
1. Confucian and Western Values as They Relate to Academic Lectures .....	20
2. Most Popular Methods of SLA Currently in Use .....	32
3. Tasked Based Learning Definitions .....	39
4. RPGBL Curriculum Timetable .....	66

**List of Figures**

Figure	Page
1. Differences between cultures .....	17
2. Private education costs .....	18
3. Bronfenbrenner's ecological theory .....	42
4. Real world values changed to game based scenarios .....	48
5. The Fogg behavior model .....	50
6. The flow channel .....	53
7. Dimensions of human activity .....	55



## Introduction

He walks to work as usual. He lives in a small university town on the outskirts of Korea's fourth largest city. The town is Hayang, just outside of Daegu. The vast majority of the population is made up for students from the four universities in the surrounding area. Two small ones, Kyong-il (under 5,000 students) and Gyeongsan University; and two big ones (over 15,000 students), Daegu University and Daegu Catholic University.

He works at the latter, with its campus inside the middle of Hayang. On his walk up the hill toward the East gate, he thinks about the university he works for, 17,000 students attending 86 different majors. The majority of students are female about 75%, due to Daegu Catholic's lingering past as a women's university. It is a big campus, spread out, with parks, lawns and trees relieving the urbanity that sometimes pervades Korean universities. The walk from main-street to his office in building A-2 takes ten minutes and he notices the students during the walk. DCU is a private university and some students drive cars and those that do not are dressed well, in trendy clothing. Clearly, they are students are not struggling for money, and most can easily afford the tuition rates that far exceed those of public universities.

He enters his office on the fourth floor, climbing up newly renovated steps, moving past classrooms outfitted with projectors, screens, computer-podiums and seats. The classrooms haven't been updated for the past 3 years, but they fulfill the needs for basic media-assisted language learning. His office is similarly outfitted, and he glances at the door as he walks into the office. On the door, displayed prominently, above the window, sit six names, his fellow professors and office-mates, in the Liberal Arts department. He is one of 25

educators, 22 men and 3 women, aged 30-53, that teach first and second year students conversational English.

Sitting down at his desk and turning on the computer, he thinks about his lessons for the week. He teaches three levels of conversational English, Basic-Intermediate and Advanced, with class sizes of 19-20 students. He only sees the students for a single, 1 hour and 50 minute class per week, during each 16-week semester and that presents several problems. First, developing a relationship with the students is almost impossible given the limited time-frame they have together. This situation is worsened given that several aspects of Korean culture make the development of the student-teacher and student-student relationship of vital import for successful confidence building of students in a language learning environment.

Foreign language development is limited, due to the limited number of class hours, which ranges from 20-28 hours/semester based on how many holidays, tests or cancellations happen. Scaffolding is next to impossible, as students tend to forget the information they learned the week previously and continuous review is necessary. Lastly, students have limited motivation to speak English as a foreign language, when they only interact with it for such a small period of time and come from a mixed variety of majors, as well as, social backgrounds. The motivation to learn only exists as an extrinsic desire for higher grades, and this desire disappears once the semester ends.

As class time gets closer, he moves to his classroom to find his students sitting in their seats in two neat rows. The length of the class is short, about 5 meters, while the width makes of the majority of the size, about 15 meters. The large width of the class means there is ample

room for a long white-board and big projector screen. Unfortunately, the computer podium is in the far corner of the room and requires the professor to walk back and forth between the screen and the computer terminal. The general gender distribution of DCU is about 75% female, and the Liberal Arts English conversation classes match that ratio. The students generally range in age from 18-26, though rarely, older students can make an appearance. DCU has a fairly large international student population and about half of his six classes have an international student from another Asian country.

The classes are uniform throughout the department as far as grading and book units are concerned, but each professor teaches supplemental material from their own repertoire. He usually begins class by quickly taking attendance and running through the required book material first, before moving on to a relevant conversation activity that matches the grammar points covered in the first part of the book-driven class. Each week is like starting fresh, as the class is made up of mixed majors and students that normally have no interaction with each other. Despite the ages, the male students clump together, avoiding the larger ratio of female students for cultural reasons that transcend the normal shyness of young males. In addition, the range of ages and the students' lack of knowledge about primary information lead to a poor student-student social atmosphere where students are unsure about speaking up or disagreeing with each other. This is due to social factors related to their neo-Confucian upbringing and Korean cultural identity.

### **Rationale**

For the past 9 years I have incorporated role-playing game based learning (RPGBL) into my Korean EFL classes. RPGBL is a learning framework that incorporates either digital

or pen & paper (P&P) role-playing games (RPG's) as a method for addressing deficits in confidence, skill and motivation. In the past few years studies and curriculums have been designed to integrate RPGBL in the fields of medicine (Randi, & Carvalho 2013), general education (McClarty et al., 2012), engineering (Sancho, Moreno-Ger, Fuentes-Fernández, & Fernández-Manjón, 2009) and math (Ahmad, Shafie, & Latif, 2010). However, no curriculum, or research exist in the EFL context.

In addition, all of the current research and applications of RPGBL use digital, network and computer mediated communication (CMC). The RPGBL-EFL curriculum I propose steps back from direct media or computer assisted language learning (CALL) and begins with the original RPG-P&P systems. Examples of similar gaming systems include Dungeons & Dragons, White-Wolf games or any kind of live-action role-playing (LARP). Using these systems is done to mitigate the problems associated with digital based learning, namely, the lack of universal access to digital media in the classroom, as well as, create a more cooperative learning environment. Current digital mediums allow for cooperative learning on a basic level, but they are not on the level of face-face conversations...yet. While there is a place for CMC within the RPGBL-EFL curriculum, it is not necessary for functionality. I will provide more information on the integration of CMC and its future potential in the end of this thesis.

This curriculum has a foundation that is combined using three main parts; Bronfenbrenner's Ecological Systems Theory (EST) (1979) and social identity, cooperative learning and playful-work/gamification, using RPG's. In addition, this RPGBL-EFL curriculum is specifically designed to address the problems and difficulties of teaching within

a Korean class environment. Lastly, the curriculum outlined is a cross between a theme-based and total-immersion program.

This program will aid students in three way:

- 1) It will motivate students to study in and outside of class.
- 2) It will raise student confidence and mitigate Korean cultural limitations in a critical thinking based classroom.
- 3) It will increase student skill levels in English.

This curriculum does this by promoting maximum pleasure and enabling students to work together, creating their own avatars and narratives, intrinsically increasing their motivation to learn by giving them ownership over their avatars' looks, desires and action in a game-based learning environment.

I have chosen a wide variety of source materials to examine the potential of an RPGBL based curriculum. The research spans over 46 years, beginning with EST, which is examined through Bronfenbrenner's original theory (1979). In addition, Vygotsky's theories of cognitive development, which strongly influenced Bronfrenbrener, are also taken into account. Both of them believed that the social environment played a strong influence in a learner's ability to acquire new information (Vygotsky, 1978).

The second theory that is incorporated into RPGBL-EFL is cooperative learning strategy (CLS). Johnson and Johnson (1999) state that CLS is "the instructional use of small groups so that students work together to maximize their own and each other's learning". This format of learning also has a strong connection to Vygotsky who examined children interacting and measured the resulting increase in learning (1967). This approach to learning

has benefits that go beyond the class and studied material. It also develops high-level thinking skills, promotes academic achievement and enhances self-efficacy, social skills and oral communication (Cooper, 1990).

The last leg of the RPGBL-EFL tripod is based on a relatively new theory that also has strong ties to Vygotsky (1967). The current title being used is “gamification” (Gromik, 2005) coined in 2002 by Nick Pelling, though it has also been referred to as “playful work” (Rieber, Smith, & Noah, 1998), previously. It is the theory that people are intrinsically motivated to do something if there are game/fun aspects incorporated within that activity.

### **Review of Literature**

Before presenting the RPGBL-EFL-C, five areas need to be addressed and reviewed with literature providing insights into why they have been included into this curriculum.

Those areas are:

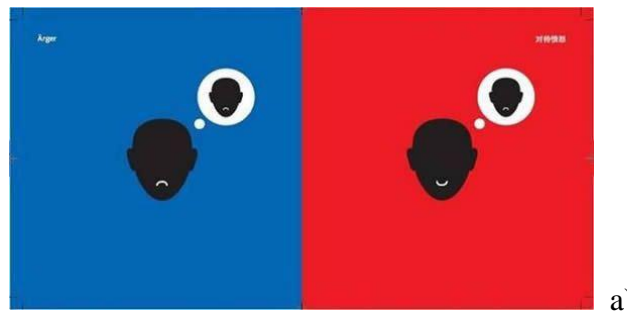
- 1) Korean culture, problems teaching in the Korean EFL context and social identity;
- 2) Types of possible second language acquisition programs;
- 3) Collaborative and Task-Based learning;
- 4) Bronfrenbrenner’s Ecological Systems Theory;
- 5) Gamification and Role Playing Game-Based Learning.

### **Korean Social Identity**

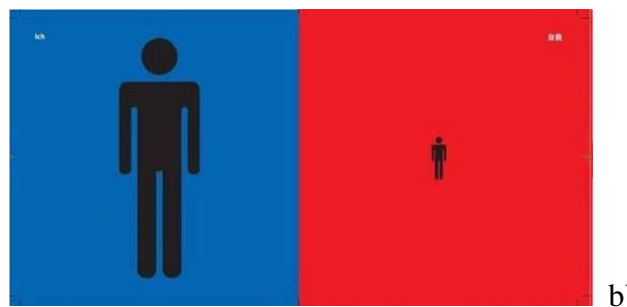
**Korean culture and problems teaching in the Korean EFL context.** Before delving into EST, it is important to understand why Korean EFL students are enabled more than other students by using an RPGBL curriculum. Korean social identity inherently creates several obstacles for learning in the EFL classroom. First, there is a native-teacher perceived lack of

confidence and shyness among Korean students. Second, native English speaking teachers (NEST's) often confuse students by not acknowledging or understanding the students' first-culture (C1) and focusing only on their own cultural concepts (C2). By understanding the students' C1, the educator can enable the students to step outside their own social identity and into the C2 of their new role in the RPGBL-EFLC.

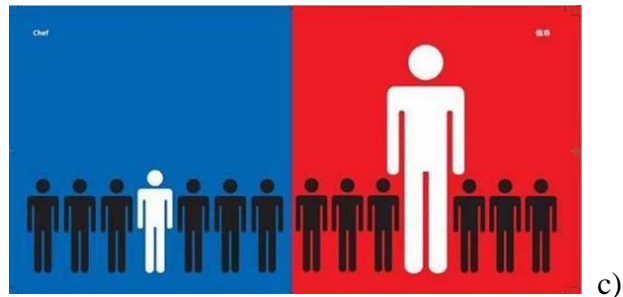
While there is no simple answer to "What is Korean culture?" It is possible to understand the differences between Korean and Western culture by looking at the extreme cultural dissimilarities. Though this as a generalized and dualistic approach, it is the best place to begin and since a picture is worth a thousand words, that is where we should start. By examining the following artwork, East meets West, by Yang Liu (2006), it is possible to grasp the differences between these two cultures. In the following pictures the left side portrays the Western norm, while the right side portrays the Asian norm.



a)  
Anger, embarrassment or disappointment

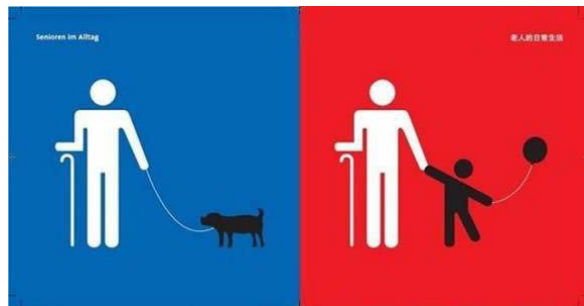


b)  
Assertiveness

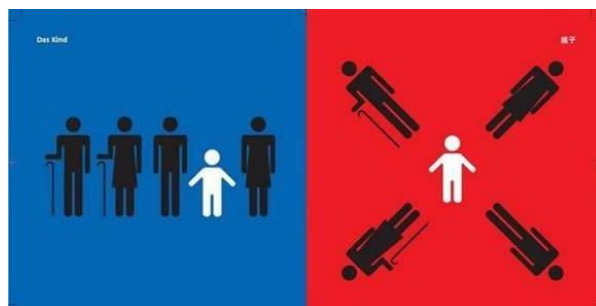


c)

How the leader should be treated.

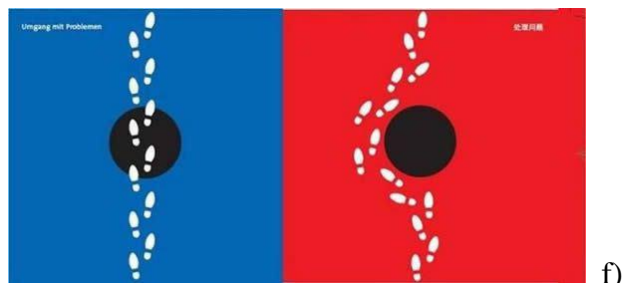


d)



e)

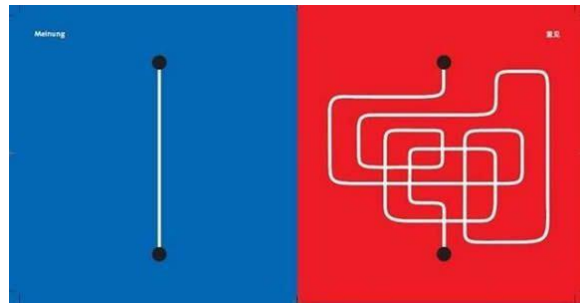
The role of the elderly



f)

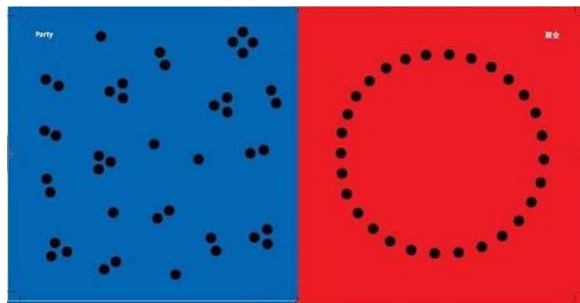
Problem solution





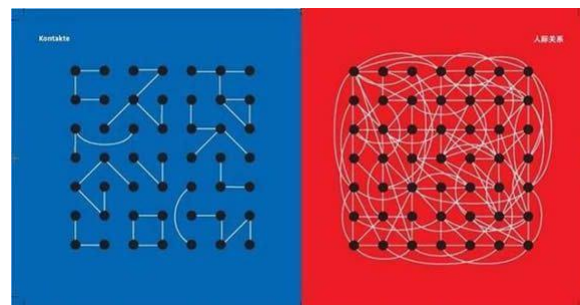
g)

Expressing opinions or providing suggestions



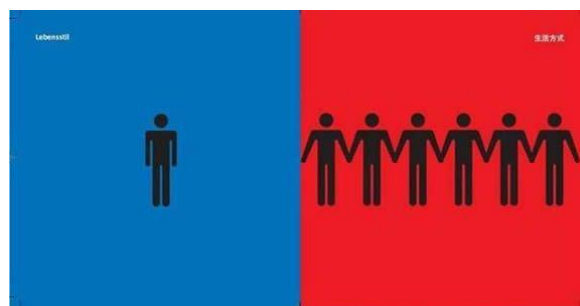
h)

At a party



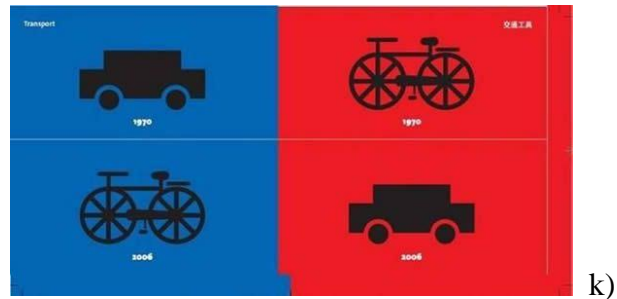
i)

Social connections, networking or relationships

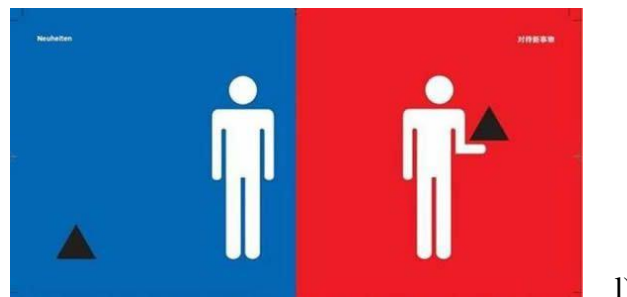


j)

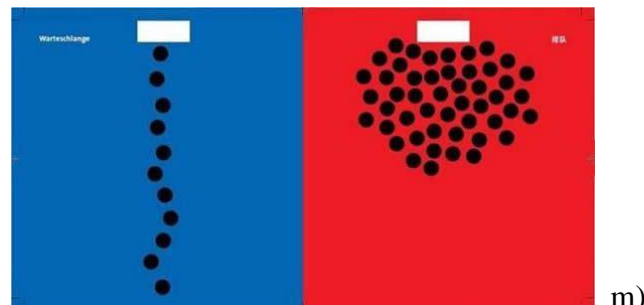
Seeing your place in society



Transport in 1970 and 2006



How trendy items are seen



Waiting in line

*Figure 1.* Differences between cultures.

Though the pictures are simple and dualistic, they provide a window into viewing Korean cultural norms.

What cannot be seen from the pictures is the Korean emphasis on education and the massive private education system almost all Koreans must endure. Yet, despite this massive educative structure, they have had little success in adopting English as a foreign language.

Trillions of won (KRW) are spent on English education every year, for example an estimated 13.7 billion dollars was spent in 2008, just on private academies. (Kang, 2009).



*Figure 2.* Private education costs (Kang, 2009)

The massive increase in the private education industry continues, because Korean parents, and myself, see the public education facilities as inadequate. Though there are many problems and all of them are inter-connected, four of the largest are:

- 1) Syntactic differences;
- 2) Defunct teaching methodology;
- 3) First culture interference;
- 4) Lack of motivation.

One of the biggest difficulties for EFL learners is grasping the difficulties of syntax. Korean word order is Subject-Object-Verb (SOV), whereas English has SVO syntax. This almost always leads to L2 students mixing up the word order of sentences. And while the Korean language does not have pronouns, it does have honorifics and depending on whom

they are speaking to the lexical and phonology may change. Conversely, English is rife with pronouns, but possesses almost no honorifics.

Although, there is no simple solution for this obstacle in learning EFL, a step in the right direction is repeated practice, student-centered conversations and learning within an immersive atmosphere. Unfortunately, the teaching methodology in many Korean educative environments is largely defunct. This is due to the student focus on passing the National University Entrance Exam (NUEE) and/or the Test for English for International Communication (TOEIC). So, the solution to the first problem is derailed as students must devote the majority of their time to passing the above tests. In addition, since the focus of these tests is grammar and listening comprehension, students must engage in rote memorization, rather than engage in conversation (Choe, 1997, p. 81).

Due to the emphasis on the NUEE, the whole public school system is skewed and designed around preparing the students to pass it. This rote memorization pattern exists on all levels of the educative system and by the time students reach the post-secondary level their ability to critically think and engage in free discussion, even in their L1, is severely limited. This is due partly to first culture interference and the completely teacher-centered learning environment they grew up in.

A possible solution for this is a doing away with the NUEE entirely, but that would still leave the difficulty of C1 interference. The big concept of Korean culture, especially in the learning environment, is Confucianism. A good break down of East vs. West teaching philosophy can be seen in the following table (Table 1). These differences, along with the

difficulties surrounding 'motivation', will be discussed at length in the following social identity section.

Table 1

*Confucian and Western Values as They Relate to Academic Lectures* (Flowerdew & Miller, 1995, p. 348)

Confucian	Western
Respect for authority of lecturer	Lecturer valued as guide and facilitator
Lecturer should not be questioned	Lecturer is open to challenge
Student motivated by family and pressure to excel	Student motivated by desire for individual development
Positive value placed on effacement and silence	Positive value placed on self-expression and ideas
Emphasis on group orientation to learning	Emphasis on individual development and creativity in learning

**Korean social identity.** The essays covered in the literature review are, in order; *Che'myon in the TEFL/TESL classroom*, *Kibun within the ESL classroom*, *Cultural translations for TESL/TEFL teachers: A Korean example*, *Linguistic, cultural and educational contexts of Korea* (James Robinson, classroom instructor, St. Cloud State University). From these essays it is easy to see that the overall binding structure of Korean culture and its place in the classroom can be summed up in one word: identity. Each of the essays deals with the concept of identity and how depending on the environment, person or a myriad of other catalysts the perception of that identity can shift, gaining or losing authority through others intersubjective perceptions and their own *metaphysical essence* (MPE).

One of the key components to understanding culture is the idea of inter-subjectivity. This concept has many different names and is often referenced as the Sapir-Whorf Hypothesis: “that the structure of a language affects the perceptions of reality of its speakers and thus influences their thought patterns and worldviews” (The Free Dictionary, n.d.). Because intersubjectivity is inherently a part of culture and where Koreans gain their social identity from, there can be no doubt that viewing culture from a sociocultural perspective is the correct path to gain true understanding. Joan Kelly Hall, in “Language and Culture Learning” (2011, p. 31), breaks down the sociocultural perspective as consisting for four key components, *Language*: a tool for social action, *Culture*: a social system of communicative practices, and *Learning*: the process of enculturation through social means, and *Individuality*: a single nexus of socially constructed identities.

The construction of individual identity, is simple by C2 standards, because it remains fairly constant. However, as can be seen from the following literature review, this is not the case for Korean “individual” identity.

### **Korean C1 concepts.**

***Che'myon in the TEFL/TESL classroom.*** In *Ch'emyon in the TEFL/TESL classroom*, Dr. Robinson (classroom instructor, St. Cloud State University) makes the argument that “teachers need to understand the culture based behaviors of their students” and I agree with this notion. The author then moves on to describe a primary cultural facet of the Korean classroom and that is the social construct of *ch'emyon*. In summary, *ch'emyon* is an over-arching codified set of social norms within Korea that dictates one’s place within society, as well as how they are perceived by others.

In the article the author quotes Choi Sang-Chin's 1994 essay, *Multifaceted analysis of ch'emyeon*, where he breaks down *ch'emyon* into five layers "1) virtue, 2) inner intention, 3) position and roles, 4) rules of propriety, and 5) outward behavior p(13)". Presumably, if one is mindful of these layers and incorporates them into their daily life they will have excellent *ch'emyon* and are able to support the *ch'emyon* of one's seniors.

This concept can have immediate application in the Korean classroom. In particular, point of interest is the first two "inner layers", as this is where the intrinsic motivation of students resides. The last three layers are much more related to extrinsic motivations and when seeking to stimulate a second language (L2) learner, the focus should be on former rather than the latter.

The author then moves on to compare the Western notion of "face" with *ch'emyon*. However, it should be immediately obvious that *ch'emyon* is different from the Western concept of "face". It seems obvious that the Western concept would be more individual in nature, and be linked, due to the puritan Christian influence, as a vice or deadly-sin quite similar to pride. In addition, the concept of "face" derives from a singular notion of ego and is not nearly as complex as *ch'emyon*. It is far more elaborate in nature, as mentioned in the essay, consisting of a social, individual and perceived metaphysical component. In addition, *face* is an individual concept, while *ch'emyon* has components and catalysts that stem from society and surrounding social networks. It is *other-centric* rather than *ego-centric*.

In addition, the author goes on to list various educational contexts where *ch'emyon* affects the classroom. All are relevant problems within the EFL/ESL classroom and all can be addressed equally as the author suggests by "setting the table" or allowing students to

understand the situation before it is changed. To begin a EFL/ESL class by introducing them into a classroom environment they are familiar with and then slowly change the focal point from teacher-centered to student centered-learning.

Lastly, the author comments “The more TEFL/TESL teachers know about *ch’emyon* and other aspects of Korean culture the better equipped they will be to teach in the Korean EFL classroom”. In order for a teacher to motivate their students to learn, they must first understand them and in the Korean context that means understanding basic cultural constructs, like *ch’emyon*.

The concept of *ch’emyon* easily fits into the sociocultural perspective due to three of its five components, as defined above, being socially manufactured, external and part of the inter-subjective. *Ch’emyon* encapsulates three of the four components of the sociocultural perspective.

Firstly, it directly deals with language as a tool for social action, because the formality and grammar structure of that language can change depending on the *ch’emyon* of the speaker and with whom, the speaker is communicating with. We can understand this Korean concept as dealing with culture as a social system or communicative practices by looking at the example of “setting the table”. Fluency and student understanding is increased in a SLA environment by accounting for the L2 learner's culture and following norms associated with that culture. Then by presenting western culture and English language as a social system with rules to the student, they can understand gain further understanding by comparison.

Lastly, though the first two factors of *ch’emyon* are seemingly internal (virtue and inner-intention), when viewed from the sociocultural perspective all five factors of *ch’emyon*



become factors of the inter-subjective. Virtues in society are not defined by individuals, but rather by the collective consciousness of an entire community. And though inner-intention is as close to an act of true individuality as possible within this cultural perspective, those intentions only exist as reactions from social catalysts. An example of this inner-intention might be offering everyone a bit of one's lunch, only to be politely refused, so that you can enjoy your lunch in peace. The action is seen as virtuous and polite, with the inner-intention being to enjoy one's lunch individually.

***Kibun within the ESL classroom.*** In *Kibun within the ESL classroom*, the authors focus on the Korean cultural construct of kibun which they describe as “mood or feelings” as the closest English translation. However, close does not mean exact. Much like the translation of ch’emyon above, kibun is an over-arching social norm that is more complex than can be translated with a simple word. A better translation is MPE as kibun transcends the physical and chemical world that Westerners believe make up humanity. Koreans believe that each person has a kibun and the power of one’s kibun is intrinsically linked to the social status of the person possessing it. The authors give the example of elders having more important kibun than younger generations, thus giving them more power in social relations.

The ramifications of kibun for the EFL/ESL classroom can be tragic for foreign educators if they cannot develop a way of perceiving kibun. This is especially true for teachers that expect western responses to questions. The western format response is Answer, Reason, Example, Answer, (AREA) For example...

Q: Do you want to have dinner?

A: No. (Answer), because I already ate. (Reason). For example, I ate dinner with my family an hour ago. (Example). That’s why I don’t want to eat. (Answer).

However, Koreans, because of kibun and wanting to maintain an intact kibun of the questioner might respond to the same question above with Reason, Example (RE).

Q: Do you want to have dinner?

A: "I already ate. (Reason) My family and I went to a restaurant an hour ago and I am very full. (Example) (negative response) I am very sorry" with no accompanying reason. Or, "sure!" regardless of whether dinner had been eaten or not.

The western response is direct and provides an immediate answer, while the Korean one offers an apology without ever offering a specific answer...that is kibun in effect. Without the perception to understand the answer, Westerners might still demand a direct answer; even after a Korean has given an answer that is satisfies kibun. This would then violate the kibun of the one who answered.

Thus, it is very important that teachers develop the ability to perceive kibun. This ability is called nunchi and is the subject of the next essay. Kibun exists as an MPE and nunchi is the skill by which it is observed. Much like ch'emyon these social concepts can be exemplified by the same three sociocultural components; language, culture and individuality.

If language is a tool for social action, then kibun and nunchi are inherently part of Korean language. As in the example of the dinner question above, the language responses, lexicon and word-suffix's can all change depending on the kibun and nunchi skill of the speaker. The very idea that nunchi is a skill for understanding social communication cements its places into sociocultural perspective. And finally, since kibun is a reflection of others nunchi and identifies an individual's social status, it is clearly related to an inter-subjective framework.

*Cultural translations for TESL/TEFL teachers.* In *Cultural Translations for TESL/TEFL Teachers: A Korean Example* the Korean social construct of nunchi is discussed. As mentioned above, nunchi is the ability to perceive someone's kibun and is a necessary trait for an EFL/ESL teacher. Unfortunately, because it is based on perceiving something that only exists in the meta-physical realm it is very difficult for Westerners to develop nunchi or, even understand what it is. One correlative example might be similar to a "woman's intuition".

In addition, because of the difficulty of mastering it, many ESL/EFL teachers might dismiss its relevance in the classroom. However; the difficulty, should not dissuade teachers given that the nunchi of the classroom is one of the simplest hierarchical systems to overcome. And it can be overcome by "setting the table" and easing L2 learner's into student-centered learning.

*Linguistic, Cultural & Educational Contexts of Korea.* In *Linguistic, Cultural & Educational Contexts of Korea* the author discusses the differences between English and Korean languages. The major differences consist of "syntax, phonetics, sociolinguistics, and discourse structure" which can cause misunderstanding when translating directly from language to another. Furthermore issues of phonology cause problems for Koreans. For example with "/th-dh/, /f-v/, and /z/," and "the most typical problem for Koreans is the /r-l/ distinction".

However, the phonological and syntactic differences can be addressed with grammar, the cultural differences cannot. Because as listed above with ch'emyon, kibun and nunchi these social constructs exist partly on the meta-physical plane they cannot be quantified or accounted for by the western mind very easily.

The author goes on to list major characteristic differences such as “keunki or perseverance”, “eonkeun or politeness” and “sunjong/bokjong” or obedience. These are all virtues that do not exist and can be polar opposites from Western virtues. For example, a wife in an abusive marriage is taught to avoid divorce and persevere in her marriage for the sake of the children actually and because getting that divorce can have many terrible outcomes. Perhaps even worse than the loss of kibun, might be the loss of her children, due to the strong patriarchal leanings for family law in Korea. Those seeing this perseverance and obedience would respect her more for this act because it is a sacrifice for her family. While a Western woman in the same situation is judged harshly by public opinion for the same action. Though divorce is now as common in Korea as in the US the social stigma for divorcees does not exist in the US. It is quite common for a Korean divorcee to say that their spouse has died, as being a widow is not quite as bad, rather than admit they were divorced. Though marrying a second or third time is common in the US it is much rarer in Korea, though this is changing.

Lastly, the author concludes that the many differences are most noticeable in an ESL setting and I agree. In the EFL classroom there is less need to demonstrate the dramatic differences, even with notions of syntax and phonology, as the main focus is basic communication, not accuracy. The author notes that as long as teachers can acknowledge that cultural differences exist, they can possibly find ways of combating them.

Unlike the other articles the clear way to understand the sociocultural perspective of this article is to exam it through the lens of learning. Joan Kelly Hall (2011) defines learning as a process or enculturation (p. 89) through social means. It is important to allow for that enculturation taking place in the EFL classroom. Though in an EFL setting, the enculturation

will be limited in scope; by examining L1 concepts in the L2 and understanding of the C2 can take place. By seeing the gaps in the interpretation of the L2, the EFL student can discern connections and between their own L1 and their newly acquired L2. For example, while studying the meaning of the concept for “sunjong/bokjong” or obedience in English, the teacher can first facilitate an examination of it in English, before going on to exam possible comparisons provided by an English-Korean dictionary. This process allows the L2 learner to incorporate the C2 subconsciously without an overt change through the learning process.

As listed above, there are three main forces within Korean social identity. Ch’emyon, kibun and nunchi. To summarize, ch’emyon is the set of social norms that dictate ones place within society and how they are perceived by others within the through inter-subjective means. kibun is a meta-physical essence (MPE) that exists within and around all humans and the power of ones kibun is intrinsically linked to the social status of the person possessing it. And, nunchi is the ability to perceive someone’s kibun and process the ever-changing power-shifts of ch’emyon

In the second chapter of *Teaching and Reading Language and Culture*, by Joan Kelly Hall (2011), the author defines individual identity as constantly forming, reacting as a catalyst to various forms of agency (p. 36) or the inherent motivation of individuals. “Identity is constantly constructed on the micro-level, where an individual’s identity is claimed, contested and re-constructed in interaction and in relation to the other participants” (p. 37). This is similar to the notions of Ch’emyon and Kibun. The social identity derived from these Korean concepts mostly exists within the intersubjective. Different identities are not always relevant

for different situations and context plays a big role in deciding which identity comes to the forefront. These concepts are very similar to the Sapir-Whorf hypothesis.

Thus, these communicative actions or social structures exist on an individual level as patterns, but when integrated communally form institutions. Within this institution a co-construction of identity takes place. This co-construction can be conceptualized as taking place in the inter-subjective realm. This realm is a purely social realm that uses language and other communicative practices to define reality. The social structures it defines do not exist in and of themselves, as they are in a constant state of flux, but they can be defined semi-permanently. This is just as the *kibun* of a Korean may change given different circumstances of environment and social situation. That is, if they have the *nunchi* to see the change.

This is further explored by Dale Lange the author of *Implications of the new cultural standards and theoretical frameworks for curriculum, assessment, instruction, and research* (2003) starts with a list of four assumptions that need to be taken into account when educators engage in the “presentation of principles for the teaching and learning of culture in second language classrooms”. Those four assumptions can be summarized as follows;

- 1) Culture is the most powerful component in L2 learning.
- 2) Using culture in the L2 classroom has amazing potential if developed correctly.
- 3) For further L2 growth, sociocultural understanding must be emphasized in the L2 classroom.
- 4) Directors in the L2 fields must make a shift in L2 materials to be more culture centered.

All four assumptions lean to a main point of emphasizing C1 in the L2 classroom. There can be no doubt that culture and second language learning are inherently linked and if educators can master using students C1 while emphasizing the importance of the L2, students can only increase their understanding of their desired goals. By letting the students explain their social identity in various contexts, the teacher will be able to facilitate their understanding of Western culture by providing comparisons. Each student will be able to provide many different contexts of identity to examine their own *kibun* and *che'myon*. While students with different levels of *nunchi* can provide commentary and discussion will ensue.

RPGBL-EFL-C ensures this discussion and will take place by addressing both the four major problems for Korean students (syntactic differences, defunct teaching methodology, C1-interference and lack of motivation) and by providing a scaffolding immersive environment in which to learn. Learning in English step by step, while taking into account C1 and leading the students into slow grasp of both C2 and EFL is the key addressing Lange's (2003) four assumptions.

### **Types of Possible Second Language Acquisition Programs**

The RPGBL-EFL-C uses a theme-based, total immersion program for SLA. This model is best as it starts by immediately motivating students intrinsically, before leading them into more difficult subjects. It does this with a spiraling scaffolding program with an emphasis on addressing issues of C1 and providing a positive L2 and C2 environment. However, there are many types of SLA programs and before settling on the current model, it is important to understand other varieties of possible SLA programs that might fit into the RPGBL framework.

In the past SLA methods singled out a target language to be studied solely (Lyster, 2007). However, the majority of SLA programs currently use content-language-integrated learning (CLIL). CLIL use non-English related subjects and study them while using English. (Lyster, 2007). In this type of learning English is not the vehicle, but rather the destination. These programs enable students to learn passively, while focusing on another subject and this can aid in motivation and confidence, especially if they are familiar with or are interested in this other subject.

The following table breaks down the most popular methods of SLA currently being used (Martin, 2009) in the Korean SLA environment.



Table 2

*Most Popular Methods of SLA Currently in Use*

Core Study	This is the form of study in the majority of Korean private institutions. Students learn the L2 solely, but instruction is primarily through the L1 and students usually only attend one class a day or even once a week, as in the case of post-secondary education. Core study is much less effective than CLIL (Genesee, 1987; Potowski, 2007).
Theme-based Instruction	“Theme-based teaching is an approach in which different areas of the curriculum are integrated instead of being separated into different subjects. It is considered that teaching which is integrated around a theme suits the way students naturally learn”. (Yang, 2009) In addition this is a very motivational form of learning, as the themes are generally chosen to specifically target the interest of the learner's.
Maintenance bilingual programs	The majority of material is given in the L2 but a limited amount is taught in the L1 to prevent loss of motivation. Maintenance programs differ from immersion programs because the L1 is the medium of instruction (Johnson & Swain, 1997).
Enrichment bilingual programs	This is another form of SLA that is common throughout the Korean private education system. Some content based subjects are taught in the L2 but the majority is taught in the L1. Bilingualism and academic content are equally important curricular objectives.
Mono-literate Bilingual Programs	This program focuses on the four primary learning skills (speaking, listening, reading and writing) in the L2 but only fosters oral-aural skills in the L1 for home and culturally relevant contexts. This pedagogy is usually used to preserve heritage languages (Genesee, 1987).
Adjunct Language Instruction	This presents a spiraled curriculum where content is taught in both the L1 and L2. The classes are linked and have coordinated curriculum and assignments. Native speakers and non-native speakers are intermingled in the content course to provide authentic communication while non-native speakers are sheltered in the SLA course to provide support and comprehension of the content class.
Partial Immersion	The L1 and the L2 are used as a medium between the teacher and students. At least 50% of instruction must be in the L2 to be considered a partial immersion program. The majority of students have the same L1. Partial immersion is not as effective as total immersion because less time is spent learning the L2 (Genesee, 1987; Lyster, 2007).
Total Immersion	Students are taught all subjects in the target language in specially designed CLIL classes. The program aims to achieve dual language maintenance of the L1 and L2. Immersion is more effective than core study (Lyster, 2007).
Two-Way Immersion	Two languages are utilized for instruction. The students' L1 must be one of the languages which are used for instruction in the program. Ideally there is an even split among the number of students who speak either language as their mother tongue. The program is designed to make native and non-native English speakers bilingual and bi-literate. (Potowski, 2007).

As can be seen from the above table, some SLA programs are better than others. The standard language learning in Korea is made up of core-based learning and after 60 years, most Koreans are still struggling in their desire to become proficient in English. The fact is, more time spent using the target L2 enables a greater potential to learn it. Whether reading, writing, listening or speaking, the more it is done, the greater benefit for the student. To that effect, two-way immersion (TWI) would enable the greatest opportunity for Korean students to engage in EFL, with the greatest potential for a positive outcome.

The three goals of TWI, 1) developing proficiency in L1 and L2, 2) achieving academic performance and 3) demonstrating positive cross -C1 and C2 values (Potowski, 2007) would be ideal in the RPGBL-EFL-C. In addition, the constant presence of native English speakers (NES) both in, and out of the class would add motivation and enable Korean students to step outside their C1. However, TWI fails in the Korean context, due to the lack of NES available. The next best SLA is the total-immersion (TI) program.

RPGBL-EFL-C is designed for an intensive four-week course and because the classes' students are contained in an area, it is possible to implement a TI program of SLA with little difficulty. While most TI programs only teach students for 6-8 hours in the targeted L2, the camp-style nature of this curriculum allows for an even more immersive environment of 12-14 hours a day in the L2 environment.

The theme-based instruction (TBI) provides the students with motivation to study and discuss the content of the courses outside of the class environment in either the L1 or L2. However, because almost all of the concepts are new and have only been acquired in the L2, the relevant discussions must include strong L2 components. These out of class discussions,

while not possessing the SLA possibilities of TWI, will still greatly improve the students' lexical and content understanding.

### **Cooperative Learning Strategies (CLS)**

CLS is a framework of learning that “employ[s] small teams of pupils to promote peer interaction and cooperation for studying academic subjects” (Sharan, 1980, p. 242). CLS creates a positive psychological team environment where students must work together to achieve a common goal. The student groups are trying to achieve two objectives, the micro-goal and the macro-goal. The micro-goal is to succeed at whatever task is presented to them. In the context of RPGBL, this will usually be attaining some achievement in the role playing game (RPG) environment. The macro-goal is SLA and this is accomplished through group interaction and communication conducted solely in the L2 during class time.

Cooperative learning requires four elements for it to function efficiently; interdependence, individual accountability, group-interaction and taught social skills (Tuan, 2010). First, Interdependence, or strong relationships, is necessary, because it creates an equal team environment. In this equal environment, everyone contributes while working toward a common goal. This relationship is natural to the Korean social identity, and most Korean EFL learners will naturally adopt the “we” setting of any group.

Second, individual accountability is necessary within the group. This means that there must be no passive learner's, or non-participants in the group. This can be avoided by assigning a group leader, failing this formal assignment, usually the oldest Korean student in each group will be given this responsibility.

Third, group interaction is facilitated by creating an environment for small group discussion.

As mentioned above, Korean students have extra difficulty in larger groups where other language learner's possess unknown qualities. The table needs to be set, and by working in smaller groups the students can increase their self-efficacy and confidence in speaking. In addition, the inter-group dynamic creates a competitive environment. This naturally gels the small student groups into a closer social unit where the groups are set against each other in order to achieve the best set of micro-goals. Korean students natural understand this competition, as they faced similar have faced similar challenges their whole scholastic life. This provides another source of motivation for students in the classroom.

Fourth, students need to know how to interact positively. This is where positive interaction, comments and criticism need to be addressed. Though there is a hierarchy within the small group structure, social norms of decency and praise need to be adopted in order for CLS to function at its highest capacity. Often these norms are not known inherently and must be taught. (Tuan, 2010). The following is a list of traits of groups in CLS vs. groups in a traditional setting.

**CLS Groups**

- Positive interdependence
- Individual accountability
- Heterogeneous
- Teacher selected groups
- Cooperative skill instruction
- Concern for peer learning
- Task and maintenance emphasized
- Student reflection and goal setting
- Teacher observation and feedback
- Group problem-solving interactor

- Group processes their effectiveness
- Equal opportunity for success

### **Traditional Groups**

- No positive interdependence
- No individual accountability
- Homogeneous
- Student selected groups
- No cooperative skill instruction
- Little concern for peer learning
- Only task emphasized
- No student reflection and goal setting
- No teacher observation and feedback
- Group problem-solving intervener
- No group processing
- Uniform standard for success (Tuan, 2010, Table 1)

In his examination of small group work, David Nunan, (1999, p. 52) writes that students often produce more conversation with other learner's, rather than native speakers. In addition, students did not pick up each other's erroneous ways of speaking. The small group structure allowed students to express a greater range of language, without the fear of being wrong.

The constructionist definition of motivation puts emphasis on social context, rather than just individualistic choices (Brown, 2007, p. 169). The Korean identity is a social one and students in this context are motivated by not only social context, but community, social status, group security and internal forces of control as well (p. 170). The competitive environment of small groups engaging in CLS further motivates Korean students to take part in SLA.

This strategy has a strong foundation that relies on developing learner's cognition and this approach is based on Piagetian and, as previously mentioned, Vygotskian theory (Tuan, 2010). Piagetian theory dictates that students must be active participants in their own learning rather than passive receptacles of information. In addition, stress and conflicts resolution help promote L2 students growth (Kail & Cavanaugh, 2012; Murray, 1994). Ironically this follows the Confucian quote "I hear and I forget. I see and I remember. I do and I understand." It is ironic because almost all neo-Confucian learning models follow the exact opposite pedagogical framework, instead focusing on a completely lecture driven and answer based format. This is the primary difference between student-centric learning and teacher-centric learning.

### **Task Based Learning (TBL)**

Within CLS is a smaller component involving task-based learning. TBL is known by many variations in the academic world, such as task-based language teaching (TBLT), task-based language learning (TBLL), task-based instruction (TBI), and task-based teaching (TBT), among others. However, for the purpose of this project we will refer to it only as the most common form, TBL. As said previously, TBL is a branch of CLS that focuses on meaning exchange using language for the real-world (Van den Branden, 2006). The basic premise is that the learner's are given a task, and they must utilize their L2 to complete the task. TBL is a "... goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others" (Willis, 1996, p. 24).

TBL focuses less on lecture and study of grammar and more on authentic language use and repeated speaking (Brown, 2007). Grammar is seen as something reinforced naturally as the L2 student becomes more fluent and more able to communicate freely with confidence. RPGBL and this curriculum closely follow that philosophy and primarily focus on speaking as the prime catalyst for second language acquisition (SLA).

So, what is a task? Nunan (2004) states there are two different kinds of tasks: real-world (target) tasks and pedagogical tasks. Pedagogical tasks use language that is designed for the classroom and target tasks use language that is commonly used outside of the classroom in the "real-world". For example, a task like booking a flight or making a business presentation would be considered a target task. In contrast, an instance of a pedagogical task would be listening to teachers instructions and following them.

Many authors in the EFL field have done their best to define what the "T" in TBL stands for. The following table presents, in detail, their thoughts.

Table 3

*Tasked Based Learning Definitions*

Author	Definition
Breen (1987, p. 23)	“Any structured language learning endeavor which has particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning - from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.”
Littlewood (2004, p. 319)	“A piece of work to be done, especially one done regularly, unwillingly or with difficulty.”
Van den Branden (2006, p. 4)	“An activity in which a person engages in order to attain an objective, and which necessitates the use of language.”
Long (1985, p. 89)	"A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form.... In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. 'Tasks' are the things people will tell you they do if you ask them and they are not applied linguists."
Prabhu (1987, p. 24)	“An activity which required learner's to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'.”
Nunan (2004, p. 4)	“Is a piece of classroom work that involves learner's in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.”
Willis (1996, p. 23)	“Activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”.
Ellis (2003, p. 16)	“A task is a work plan that requires learner's to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.”



I think a better definition is the following:

A task is a desired goal that a student, ideally groups, must attempt to accomplish using a target language. Though there is a specific destination, there is no specific route or lexical imperatives that need to need to be expressed. Students accomplish the task through the medium of the L2, passive SLA through the process of finding the product.

Of key import is the notion that a goal be desired. It is imperative to take every opportunity to motivate EFL learner's and by making a class goal, one that is desired, the target language will be achieved that much easier.

As mentioned above, CLS emphasizes small groups, because they work. Put simply, they enable SLA. Of course there is a “specific destination”, however, the process by which to get there does not need to be defined. The task is the end-point, but the overall emphasis should be on SLA and an exploration of the target language.

Stephen Krashen separates the process of acquisition and learning into two processes in his Acquisition-learning hypothesis (2007). This theory states that learning is a “product of formal instruction and it comprises conscious” thought. Conversely, acquisition happens passively “and is a product of ...the process children undergo when they acquire their first language”. According to Krashen, (2007) learning is less important than acquisition.

The main draw-back of TBL, especially Krashen’s Acquisition theory, is the lack of focus on grammar and linguistic form. However, this is more than made up for in the increased motivation, increased language production and positive additions to the class environment. When TBL is instituted using CLS, students become ‘extra-engaged’ and more likely to surely engage in SLA.

RPGBL further branches off from TBL, because instead of only focusing on a “real world” activities it focuses on collaborative activities that may include activities or projects that cannot take place in reality. Though all of the same conditions apply, RPGBL may include fantastic fictional worlds and situations in addition to ones in the real-world.

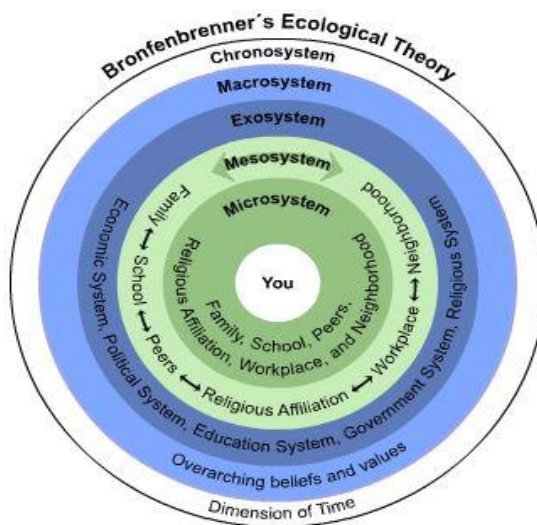
Vygotskian theory, like his contemporary Bronfenbrenner, suggests that learner’s developmental cognition is based upon the social inter-subjective environment they take part in. As a result, in SLA environments it is important to create natural and social environments where second language learner's (L2L's) can participate with a variety of people and situations. (Brown, 2007). This meshes with the notions already brought up of Korean C1, setting the table, social identity and the notion of scaffolding. All of these concepts are further developed in Bronfenbrenner’s EST fourth essential component of the RPGBL-EFL curriculum.

### **Ecological Systems Theory (EST)**

The fourth part of the RPGBL-EFL curriculum is Bronfenbrenner’s EST. It is a sociocultural theory of development that takes a step beyond just cultural components and states that all parts of development are connected, and that no aspect of it can be isolated or is more important than any other stage. (Kail & Cavanaugh, 2012, p. 16). EST proposes that learning development progresses through identifiable environmental systems. This idea that the ecological and social environment plays a major part in a students' development was modeled by Urie Bronfenbrenner (1979, p. 3) who described the environment of a person as being similar to a Russian doll. He stated that the individual’s environment can be represented

as a set of concentric interactive layers. Their continued interaction with each other and with the individual defines the possible routes of learning.

Imagine a series of concentric circles, like an archery target. In the middle is the personality and intangible characteristics or “ecological self” (ES) (Lee, 1993, p. 43), the next ring extending outward is the physical body and tangible characteristics. These first two rings comprise the Microsystem. As the rings extend outward we can see the first social environment of the family, followed by friends, acquaintances and finally the surrounding community. These fourth and fifth concentric circles are comprised of the Exosystem and Macrosystem. These circles deal with social institutions, and cultural issues. Lastly, is the Chronosystem which is comprised of temporal environmental events and transitions that have taken or will take place over the course of a person’s life (Bronfenbrenner, 1994).



*Figure 3.* Bronfenbrenner’s ecological theory.

In addition, an individual’s position within these rings is not set in stone. The identity of the ecological-self changes depending on the variables or rings being interacted with. EST,

like the Korean C1 identity, acknowledges that identity is a transient construct and moves based on independent catalysts present at anyone moment.

RPGBL-EFL-C models EST in its learning structure. Though it does suggest that EST is the one and only type of learning, like Krashen's Natural Order hypothesis, (2007), EST does provide an ecologically constructed paradigm that mimics social identity creation starting with the self, and then extending outward from intimate to less-intimate social realms. This learning model follows the biological development of human children as they first define their physical and emotional self before initially interacting with the environment around themselves. (Bronfenbrenner, 1994). This is the first ring, or ecological-self.

The next ring, is the micro-system. Beyond the self, this is the next most intimate ring, as it is made up of close interpersonal relationships. It is:

A pattern of activities, social roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social, and symbolic features that invite, permit, or inhibit engagement in sustained, progressively more complex interaction with, and activity in, the immediate environment. (Bronfenbrenner, 1994).

This definition makes it clear that the role of the self is transient and is able to change on depending circumstances. It is the first of the social rings and closely resembles Korean C1 culture, where the notion of 'self' is derived from outside forces working with a person's intrinsic value.

The mesosystem is "a system of microsystems" (Bronfenbrenner, 1979). It is made up of relationships between two or more social catalysts. Whenever the ecological-self encounters a new situation, a mesosystem is formed. (Bronfenbrenner, 1979). Thus, there is an infinite number of potential mesosystems. Each formed mesosystem may be a permanent

static arrangement like the relationship of an individual's parents and a favored teacher or may be transient and only last as long as the catalysts are present. An example of this instance would be an individual, their friend and an encounter with a clerk at a convenience store.

In the three rings represented so far, the ES, the micro and the macro-system, the ES is must necessarily be present in order for the rings to exist. This is not the case for the fourth ring, the exosystem.

The exosystem comprises the linkages and processes taking place between two or more settings, at least one of which does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the developing person lives (e.g., for a child, the relation between the home and the parent's workplace; for a parent, the relation between the school and the neighborhood peer group). (Bronfenbrenner, 1994)

This system consists of more abstract notions, because these linkages are not dependent on the self. Despite the self not necessarily being present for these inter-relationship interactions, there is an indirect causal relationship with self. For example, a student might never see a friend's home environment, but events with that friend's home environment might cause a negative state of mind for that friend. This, in turn, might have a negative impact on the individual and their friend.

Like the mesosystem, there is an unlimited number of potential exosystems, however, Bronfenbrenner (1994) identifies three that are most likely to effect the development of an individual. These are the parent's workplace, family social networks and the neighborhood-community. This is true for Korean culture; however, one caveat is that the "neighborhood-community" has now extended well beyond its past limited spatial and physical parameters. By taking into account social networks, the internet and virtual-realms, neighborhood-communities no longer comprised of locations within walking distance.

The next ring is the macrosystem, which:

...consists of the overarching pattern of micro-, meso- and exosystems characteristic of a given culture or subculture, with the particular reference to the belief system, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards, and life course options that are embedded in each of these broader systems. (Bronfenbrenner, 1994)

In short, this ring represents culture or as the graphic above says the “overarching beliefs and values” within the contextual existence of the ES. “Intrasocietal contrasts also represent macrosystem phenomena. The systems blueprints differ for various socioeconomic, ethnic, religious and other subcultural groups” (Bronfenbrenner, 1979, p. 26). Here the ES’s experience can change and is different depending on its existence within the status quo. As in the other systems, and with Korean culture, the ES is transitional.

The outermost ring is the chronosystem, and it:

...encompasses change or consistency over time not only in the characteristics of the person but also of the environment in which that person lives (e.g., changes over the life course in family structure, socioeconomic status, employment, place of residence, or the degree of hecticness and ability in everyday life). (Bronfenbrenner, 1994)

The element of time must be represented in any model describing development, as by its very nature, growth takes place over time. The chronosystem is not limited to just interacting with the ES, and is transitional like the preceding systems, but not just in space. It is transitional over temporal events as well. Events, environments and relationships might have just as much relevance for the ES as current events. Just as potential future events, environments and relationships might have as much relevance.

Now, where does this fit into the RPGBL-EFL curriculum. Because the EST takes into account transitional social roles, relating to social and ecological environments, it is uniquely suited to providing an educative framework to teach Korean students in. These students have

in innate knowledge of the changing roles because of their background knowledge of concepts such as ch'emyon, nunchi and kibun.

In addition, the expanding, concentric ring pattern of human cognitive and social development mirrors the development of avatars in almost every RPG. All avatar or character creation begins with body construction, before moving on to inner-identity. In the beginning process of any game system, micro-systems like relationships are created, before moving on to exo-, macro- and chronological concepts of past, present and future. To create an avatar in an RPG, is like creating a virtual person. Before that avatar can be given tasks or take part in collaborative game activities, it must be developed. By passing through the EST various rings, the avatar becomes real in the eyes of their creator and is able to accomplish meaningful “real world” tasks, despite only existing on paper. Each ring is a different scaffold of development and as the student gains knowledge, and EFL ability, they are able to proceed outward to incorporate new rings into their avatars ecological-self. However, that avatar creation is dependent on the RPG is it is created in. That brings us to the final essential component of the RPGBL-EFL curriculum.

### **Gamification and Role Playing Game Based Learning**

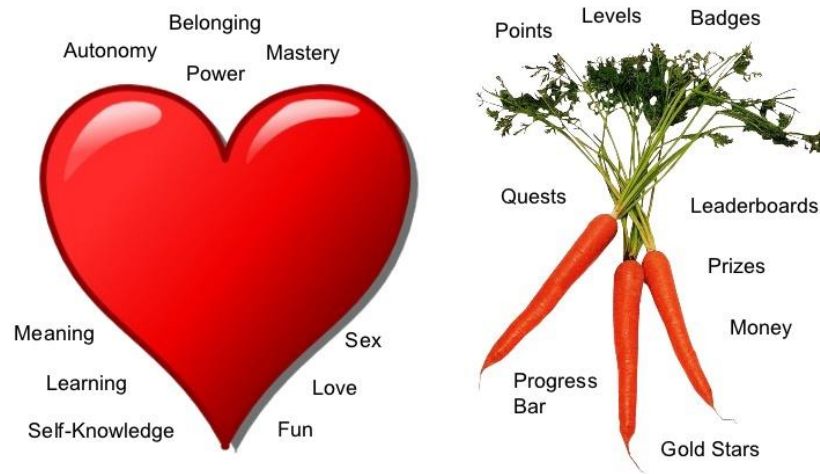
What has been discussed so far is the cultural identity of the students this curriculum is designed for, and inherent difficulties in their pursuit of EFL. Furthermore, the best environments to engage in SLA and the benefits of group and TBL were discussed in detail. And just previously the idea of a pedagogical framework based on EST was proposed. Four out of five essential components of the RPGBL-EFL-C have been listed. The last essential

component is the concept of Gamification and how an EFL classroom can incorporate its theory and create RPGBL.

Gamification is the new term to describe, as the name suggests, the action of adding game-based components to previously unplayful tasks. Taking real world tasks, just like the same tasks involved in TBL, and turning them into game based scenarios. Initially this concept was readily adopted by marketing and global conglomerates to add loyalty, reward and point-based systems to everything from buying coffee to buying cars. Perhaps the most famous example of this is Air-miles. Now, with ubiquitous CMC and online social networks these points can be exchanged for more than just physical products. According to Gabe Zichermann (2010), one of the biggest proponents of gamification, people in social groups want more than just points for products. They want, in order of desire; status, access, power and lastly stuff or SAPS. The rise of Facebook games and massive multiplayer online RPG's (MMORPG) like World of Warcraft (WoW) have demonstrated this to be true. These games do not provide physical products as rewards. The most product-like rewards exist as virtual items with real-life dollar values. Recently, badges, levels, titles and first-place rankings provide the motivation for players to continue in these social game-based environments. The majority of these kinds of motivations are extrinsic; however, power, status and ambitions are not.



## Intrinsic value > Extrinsic Rewards



*Figure 4.* Real world values changed to game based scenarios (Kim, 2011, p. 48).

These games attract initial users with the fast and easy point reward based systems. As they learn the initial, usually boring, stages of the game, they are kept entertained by the constant, and usually rapid, achievement of mini tasks. As they gain understanding and skill, the fast based achievements dwindle off to a medium level. Here, habit based playing continues until they reach the highest levels of skill. Finally, achievements and point based loyalty systems are reduced to a minute level. However, at this point the game player has incorporated playing the game into their life-style. The famous Chinese philosopher, Lao Tzu, said:

Watch your thoughts; they become words. Watch your words; they become actions.  
 Watch your actions; they become habit. Watch your habits; they become character.  
 Watch your character; it becomes your destiny.

The gamification model follows these words of wisdom on human behavior. It changes extrinsic motivation into intrinsic motivation over time. It introduces a scaffolding effect that

takes an unskilled user and with attempts and practice, leads them into becoming not only skilled, but also, inherently motivated to continue. This effect is aided by the addition of a social atmosphere. According to Zicherman's SAPS theory (2010), status, access and power are all major intrinsic motivators and all require a social environment in order to come into play, pun intended.

B. J. Fogg's Behavior Model (FBM) (2011) demonstrates this by pointing out that for thoughts and actions to change three things must be present.

- 1) Trigger
- 2) Skill or Ability
- 3) Motivation

Fogg (2009) states that there are three main triggers is a "facilitator" for people that have high motivation but lack ability, "spark" for people who lack motivation, and a "signal" for people who have both high motivation and ability. It is the triggers job to lead people toward incorporating the targeted behavior as part of their character or destiny.

The FBM consists of an  $x$  and  $y$  axis. The vertical axis is the motivation, starting from low motivation and rising to high motivation. The horizontal axis is the ability, starting with low ability and rising to high ability. The ideal targeted behavior can only be achieved if all three things are taken into account.

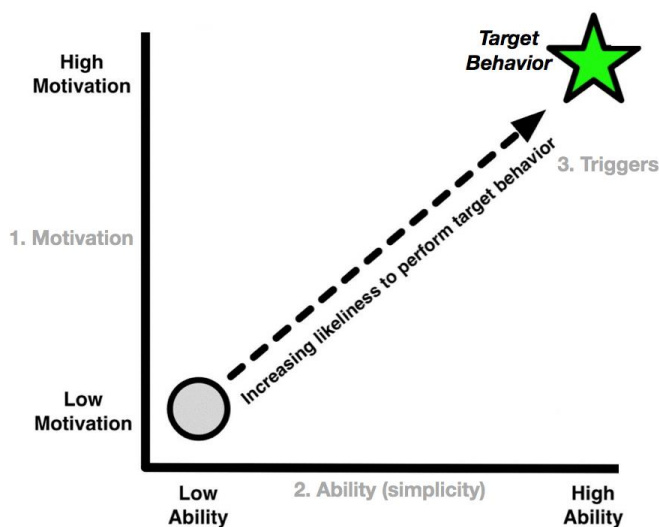


Figure 5. The Fogg behavior model (2009, p. 2).

Unfortunately, the author doesn't list a trigger for people who have low motivation and low ability as is the case of many Korean EFL classrooms. However, I think a "facilitator" can fill that role as well. The author goes on to state that motivation and ability can be directly or inversely related at extreme levels. For example, no matter one's ability; they will attempt an action if the right motivation is present. He gives the example (2009) of trying to fix a computer for hours, despite the lack of computer knowledge, in order to save family pictures. The motivation to save family pictures is a key component in this example, the fear of losing them, and the hope of saving them.

Fogg (2011) states that there are three dualistic core motivations; sensation: pleasure and pain, anticipation: hope & fear, and social cohesion: social acceptance and rejection. The obvious goal is to increase pleasure, hope and social cohesion. Conversely, if someone has a very high ability, they require much less motivation in order to engage in a specific behavior.

A key component of the FBM is scaffolding, this is especially the case when someone has a low ability. In order to succeed, as in the gamification models, they need to be lead to succeed, step by step. A low skill means work must be fun. Playing and/or gaming have inherent motivational value and by providing a venue for students' creativity and collaboration, learning can be accomplished and reinforced without the students' direct knowledge.

Another learning model that bears striking resemblance to the FBM is the concept of Flow. Flow is state of mind with intense focus that leads to improvement of the task in action (Egbert, 2003). Other people outside scholastic circles often refer to this as "being in the zone" or "in the groove (Jackson & March, 1996). Lao Tzu coined the expression "wu-wei" or "action with no-action" to describe this mental state. Both the conscious mind and unconscious mind work together in a state of action and non-action. Most of us have experienced this in our everyday lives, especially with actions that are familiar to us. In high stress or difficult environments that we are familiar with, we can slip into this mental state and accomplish excellence of action. Athletes that perform well at the Olympics, or cooks that are able to send out order after order of perfectly cooked food.

To put this in the Korean context, we can use the example of the game Starcraft made by Blizzard. This is a game that the entire country of Korea has been enraptured with for the last 15 years. In the 2005 National Geographic Documentary, entitled "Starcraft: World Cyber Games 2005" (Toss, 2010, 13:45) one of the most famous Korean Starcraft players, XellOs - Seo Ji Hoon, undergoes a medical exam and brain imaging. His brain, along with an amateur player is examined while they play Starcraft. Due to Seo Ji Hoon's high level of excellence in

the game, he slips into a state of flow easily when playing the game. The brain scan revealed that, while the amateur most heavily used parts of his brain associated with vision, consciously deciding his response to every move. Seo Ji Hoon's brain scan showed something different. In his scans two different parts of the brain were most active. The frontal lobe, responsible for decision making and reasoning or conscious brain was very active. In addition, the limbic area, the brain area responsible for memory and instinct, was hyper-active. The Limbic area sits in the unconscious part of our brain responsible for behavior, motivation and emotion. Being in the zone, or as academics call it, being in a state of flow, allowed Seo Ji Hoon to use both conscious and unconscious brains at the same time.

The flow or zone based model (ZBM) bears a striking resemblance to FBM. Just like in the FBM, ability lies on the horizontal axis. The target behavior is the "flow channel" the space between the anxiety of difficult challenges and the boredom of no challenge. Instead of motivation the ZBM lists challenges on its vertical axis, ranging from low to high (Kim 2011, p. 43).

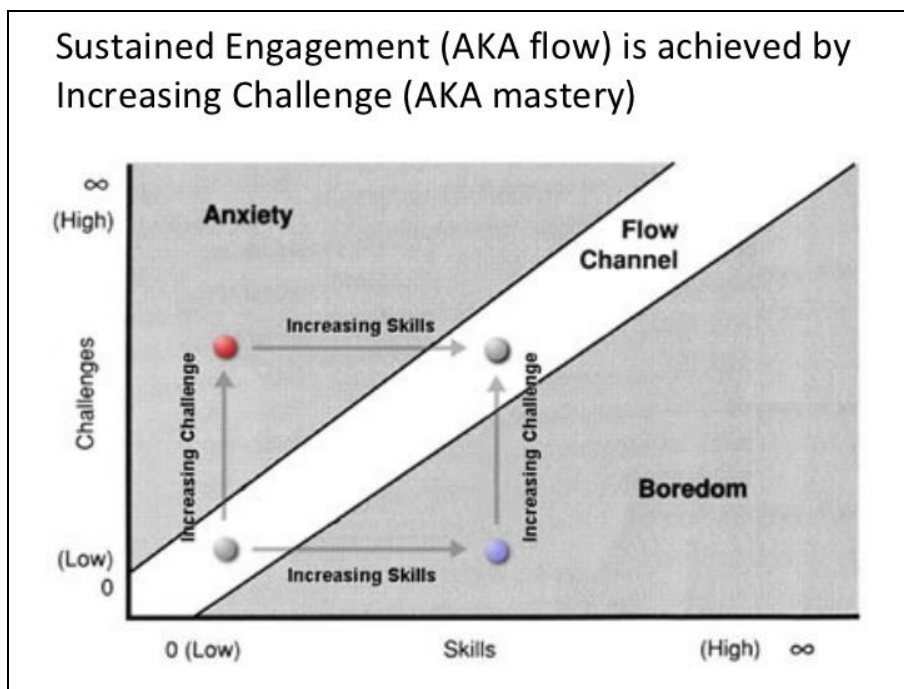


Figure 6. The flow channel (Kim, 2011, p. 43)

Egbert (2003) lists five dimensions of flow; challenge and skills, attention, interest, control and, playfulness. Egbert states that an “optimal balance between challenge and skills is an important condition for the flow experience to occur. This balance leads to success at the task, which motivates the person to repeat the task at a more challenging level.” (p. 502). This completely mirrors gamification and the FBM.

The second dimension of the ZBM is focused attention. EFL learner's in a reading environment have difficulty achieving flow and are only able to achieve “microflow” or short periods of flow, before they are interrupted by lack of L2 understanding (p. 504). The third dimension of flow is learner interest. Egbert posits that flow could exist “in a language classroom during a clear, interesting, and achievable task” (p. 505). The fourth dimension of the ZBM is learner control. Flow is a function of an individual and the environment. In a group or class setting, it is the social environment that the interaction takes place with. If an

EFL student, taking part in a group setting can maintain some sense of autonomy it is possible for them to achieve flow. Egbert states, these environments “even in school, are more conducive to flow than controlled environments and tasks” (p. 505).

The last condition of flow is “playfulness”, the definition that Egbert provides (p. 506) directly correlates to the idea of gamification. Flow and microflow describe states of mind that enable the entire brain to become active in problem solving, critical thinking and motivation. Flow is a quantifiable and neural reality, which can be measured and observed. The flow channel and target behavior can only be achieved if the learner is motivated, engaged as an autonomous individual in a comfortable social environment, and has a defined task to accomplish.

The goal of RPGBL is “...to promote situations where a person is motivated to learn, is engaged in the learning act, is willing to go to great lengths to ensure that learning will occur, and at the same time finds the learning process (not just learning outcomes) to be satisfying and rewarding” (Rieber et al., 1998). In addition, the play and game aspect ensure that learning is fun by providing three essential catalysts; fantasy, curiosity and challenge. (Amory, Naiker, Vincent, Adams, 1999). By examining the following figure of the dimensions of human activity, taken from Rieber et al. (1998) demonstrates “quadrant A” as “playful work” and that is the target focus of this RPGBL. By promoting maximum pleasure EFL students will take an active role in their game and by working together develop their own narrative, as well as, finding their own place within it.

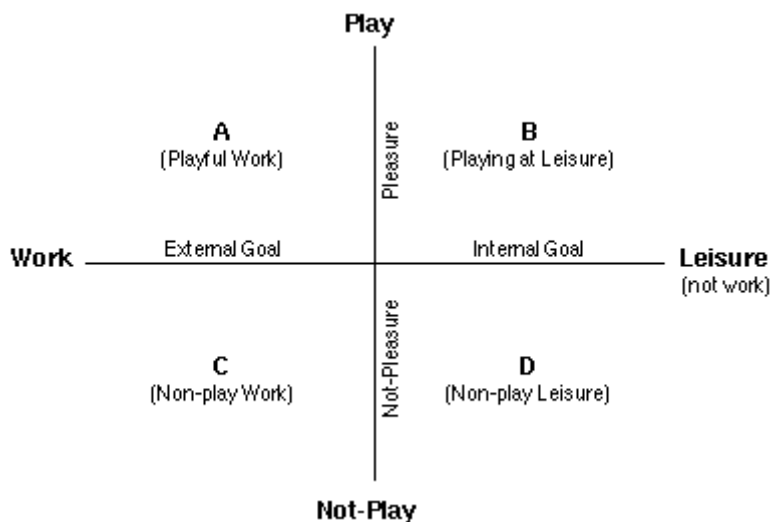


Figure 7. Dimensions of human activity.

Unlike TBL, instead of putting themselves or some random character in a “real world” environment, that may alienate them from being an active participant in the lesson, they are given the opportunity to create their own character from the ground floor up. This provides students with a learning model that lets them actively take part in the creation of a fictional character, while intrinsically motivating them to acquire new language. Giving students' ownership over their newly made characters dramatically increases students desire to learn. This ownership is transferred by giving the students creative control over their characters looks, actions and desires. Once the students have an emotional connection, their characters are put into a game setting with an element of chance involved, students become even more motivated to compete and acquire language in order to increase their chances of winning. And with a character or avatar that they directly create the EFL learner's are intrinsically linked to it and motivated to develop their understanding further. This is enhanced when the student groups and their created avatars are put into competition with each other within the game environment. However, this is a complicated process that cannot be jumped directly into.



Final understanding is the goal, but that can only be achieved if the students can personalize their motivations and that takes time. Scaffolding techniques are required to increase student group stability, self-efficacy and understanding. Setting the table, addressing issues of culture, creating an immersive SLA environment, allowing for autonomous CLS, setting achievable goals in a framework following the EST and lastly, motivating students with low ability, while challenging students with great ability are all possible by using RPBBL.

### **Significance**

The research suggests that implementation of a gaming system, within a collaborative based learning environment, while keeping a Bronfrenbrenners naturalistic framework for EFL will yield very strong results in competence, confidence and motivation. As shown in the above figures, the goal of playful-work and flow should provide the inherent motivation students require to begin working together. The only anticipated caveats to a successful implementation of the RPGBL curriculum have to do with the students themselves.

Many Korean university students, especially majoring in the hard sciences, lack the creativity and critical thinking ability needed to assimilate into the RPGBL framework easily. This is due to the college entrance exam structured education system within Korea. Within this system all questions are stressed as having only one answer and thinking outside-the-box is looked down upon. Enlivening students' creativity and mitigating their previous learning experiences will be done by introducing a scaffolding and spiraling learning structure, that eases the student-pairs and groups into the RPGBL system over an extended period of time. By dangling the carrot of extrinsic motivational rewards, while slowly replacing those rewards with intrinsic motivations, EFL learners will immerse themselves in this newly

created framework. In addition, by balancing the FBM and SBM with the end goal of a state of playful work, the student's motivation and attention will constantly be refreshed. How this scaffolding can be done is discussed in the next section, introducing a sample RPGBL–EFL curriculum.

### **RPGBL Curriculum**

**Role-playing games.** There are many role-playing games, the first ever created were table-top or pen & paper (P&P), like traditional Dungeons & Dragons (D&D), played on a table, with paper, pencils and dice. Also, live-action role-playing (LARP) played in costumes and using paper-rock-scissors instead of dice. Currently the most common RPG's are CMC based like WoW or the most popular in Korea, League of Legends (LoL).

All RPG's share common traits, these stem from the original game of D&D.

- 1) Avatar creation (personality, history and physical form)
- 2) Powerful career-path for avatars and leveling up.
- 3) Experience points.
- 4) Ability and skill scores and rule system.
- 5) Items, money and material wealth
- 6) Random chance for success.

First a character or avatar must be created. This avatar is a separate identity from the player, with different personality characteristics, different history and different motivations. This is where the idea of role-playing comes in. During avatar creation, the player must make design everything from scratch, including body type, hair color, fears and background...

down to the smallest detail. With each detail the player adds to their avatar, the further emotional and intellectual investment they have in wanting it to gain power or find success.

Secondly all RPG's involve a powerful career-path for each avatar to follow. In every RPG, avatars begin at a higher level of power than the players themselves, and this creates an instant motivation live vicariously through the actions of their own avatar. With time and successes their avatar gets more powerful through a process called "leveling-up". This is done through gaining EXP which brings us to the third common trait: Experience Points. This is a Point-based system that enables increases for the avatar in power, abilities, skills, or levels in their chosen career-path.

The fourth commonality is definitely the least fun aspect of an RPG for most players. It is the rule system and avatar ability and skill quantification. Here, aspects of the avatars physical and mental creation need to be quantified with numbers and mostly simple mathematical formulas. For example, in the D&D system avatars composite quantification involves six ability-scores; Strength (Str), Constitution (Con), Dexterity (Dex), Intelligence (Int), Wisdom (Wis), and Charisma (Chr). Normal human range for these ability-scores is 3-18...with 18 being the upper human maximum. Thus an 18, Str would mean an avatar would have Str like Arnold Schwarzenegger in his prime, or an 3, Chr might mean an avatar has Tourette's or habitual terrible body-odor.

In addition ability scores, skills and powers are quantified as well, usually adding the previously quantified ability-score value, to quantified and relevant skill value. For example, an ability score of +4 Str would add to a skill score of +5 in jumping, making for a total value

of +9. These numbers need to be calculated by hand in a P&P or LARP game-system, but are always calculated instantly in a CMC game-system.

The fifth commonality is gaining material wealth, and personal avatar power through items and game currency. All RPG's have a material wealth reward system in place, in addition to a game economy. In some game systems this game-economy can be very simple, while in others it can be as complex as the actual Dow Jones stock-market. Either way, avatars gain game-currency or powerful items, providing another avenue for power acquisition within the game.

The final common trait is random chance. All RPG's use random chance generators in their gaming systems and this is a primary motivation mechanism. Without the chance of success and failure, games would hold little excitement for players. P&P RPG's use multi-sided dice (d4, d6, d8, d10, d12...etc.). LARP game-systems use paper-rock-scissors and CMC-based games use random number algorithms. Thus the game becomes akin to gambling or sometimes actual gambling, with avatars risking currency for reward. Each use of their skills or actions requires a random chance. Their chances of success increase with level of power, more EXP and items their avatars possess.

The more attached the player is to their avatar, the more they have to gain from their avatars success, and the higher their motivation is to play the game. This creates the perfect foundation for a theme-based, total immersion learning curriculum with inherent motivation and that is the RPGBL-EFL curriculum.

### **The RPGBL-EFL-Curriculum Camp**

The RPGBL-EFL curriculum is designed as a P&P system and this part can be laborious for students, as the rule system must be taught, in addition to the gaming concept as a whole. However, the P&P gaming systems have a huge advantage over CMC, gaming-systems. That advantage is an unlimited platform for creativity, as the game environment takes place within the imagination. CMC games are finite and can only allow progression and exploration that their programming provides for. However, quite often in players in RPG games create circumstances or express desires that cannot be incorporated or allowed in a CMC RPG platform. P&P allows for all desires and player desires, because the only limit is the players own imagination. This is a massive advantage for making a universal gaming experience that all students from any demographic can enjoy and participate in.

**Rationale.** I have applied RPGBL to students of all ages and backgrounds in Korea. My first experiences were with children ages 8-12, who still had strong imaginations and free time to enjoy games outside of their student lifestyles. Even today, my experiences with this age group are similar, regardless of gender. Once students' go through the tedious process of learning a system of gaming, which involves a lot game theory and numbers, they immediately immerse themselves in the gaming world.

This immersion increases once they create a personalized character and see it by drawing a simple picture and answering basic personality questions. However, once the students' in this age range actually begin playing the game, they often forgot they are speaking an L2, and totally focus on achieving in-game goals.

Game terms like; 'dexterity', 'constitution' and 'initiative' are difficult English words to speak, but once learned, even students' in the 8-12 age bracket speak them with ease. One of the unexpected side-benefits of RPGBL is that students' are forced to use game-terms, and thus speak English, outside of class to discuss the game and their characters. Though there is a lot of code-switching, students in the younger ages are very curious about avatars for other classes and they often compare their avatars powers, levels and abilities in the hallway or common areas outside my classes during break-time.

Recently, I overheard two girls and a boy, all from different classes, comparing their characters. The conversation went something like this:

Girl 1: (English) "I have a half-orc Barbarian, level 4", (Korean) "What about you?"

Girl 2: (English) "Elf, Wizard, level 4, but I have 18 HP and fire-hands!"

Boy 1: (Korean/English) "What are 'fire-hands'?" (English) "I have half-orc-Monk, level 1, he is 10 HP"!

The most unexpected part of this conversation was the boy and his response. He had just started learning the game system and I had not taught him the grammar for "I have" yet, but he was able to repeat the English grammar use of the girls from higher level classes with no thought. It was collaborative learning in action, outside of the classroom. The motivation and necessity to speak English are inherently linked to the RPG and enabled student-student learning. Though the boy did not speak correct grammar, he was able to communicate his point.

Past elementary school, in Korea, time constraints put the biggest limitation on RPGBL, as time is needed both in and out of class to develop connection to an avatar. The less time students' have for conversational English, the less effective a tool RPGBL becomes.

While I have found success with most middle-school students using this system as they get closer to high school, the less free-time they have for conversation-based L2 learning.

While the college entrance exam, virtually eliminates free-time for L2 conversational learning, post-secondary education offers it in abundance. University age students (age 18-26), are very familiar with RPG's and respond well to RPGBL. They have much more free-time and see conversational English as a valid stepping-stone to life improvement, either through the ability to freely travel or career enhancement. Students' of university age are just as motivated to learn as children age 8-12, but have more disposable free-time and that makes them perfect candidates to be students in an RPFBL-EFL-Curriculum Camp.

Teaching adults RPGBL is much more difficult, but this is largely due to time constraints. Most adult classes take place immediately before or after an 8-10 hour work-day and are only 50-60 minutes in length. Also, adults have very little free-time to spend doing homework and thus, cannot achieve a strong avatar connection. Learning a game system is easy for adult students, but having the free imagination and time in order to connect with their avatar is much more difficult. In addition, some adults shy away from game-based learning due to complete unfamiliarity with RPG's and bias about games in the classroom being childish.

***Camp organization.*** This sample RPGBL curriculum is designed for Korean university students age 18-26. The primary curriculum focus is enabling students to think creatively, and be motivated to engage in English study both inside and outside the classroom.

The curriculum will be deployed in during summer or winter vacation break from the university semester. Since summer and winter break are both 9-11 weeks long, this enables a

longer, immersive, and intensive learning environment for students. The proposed curriculum will take place over 4 weeks, Monday to Friday, from 9am-9pm, with the weekend free, except for homework assignments. In addition, the camp will be timed so that the 3<sup>rd</sup> Sunday of the camp is the same day where the country-wide TOEIC-speaking test is given.

The location of the camp can be any location with dorm and food access to students. Typically, most university campuses are free during the winter and summer vacation periods and are able to host various student groups in the dormitories and cafeterias. The minimum number of students required for this camp is 3 with no maximum number of students provided enough learning space, trained personal and housing. However, for the purposes of this sample RPGBL curriculum based camp we will be using 3 classes of 12 students (36 students total), Classrooms #1, #2, and #3, housed in a university student dormitory, taking meals at the university cafeteria.

Three Native English teacher's (NET) with university teaching and RPG experience, along with three Korean teacher-assistants will staff the camp. The materials needed consist of paper, team-t-shirts, staff t-shirts, lanyards, 20 sets of multi-sided RPG dice, pens, pencils, colored pencils, photo-copiers and board markers.

The overall structure of the camp will consist of 3 teams with student-members generating their own team-names in order to increase group attachment and increase student familiarity. Korean EFL students understand team competitiveness and can quickly identify with a group/team based consciousness due to their C1 and factors of their identity listed previously. For this sample curriculum the teams of A, B and C, will be used. Each team will be made up of 12 students and each classroom will be made up of three, 4-person groups from



each team. Thus, four people from team A, will be in classroom #1, #2, and #3, and the same with teams B and C.

This overall team structure works enhances classroom competition for CLS, enables a strong social identity bond from the EFL learner's and provides the first foundation of the reward system enabling a strong spiraling pattern of gamification both within the classroom and in the camp organizational structure. The reward system within the camp will be comprised of three pools, Individual rewards, classroom group rewards which both contribute to the third pool, team rewards. The reward system can be anything, but for this sample camp we will use (EXP). Individuals and groups will compete for EXP's in order to gain status and power for the team. In addition, these EXP points may be spent to increase their avatar's power and abilities. For example,

Positive EXP individual/group rewards for:

- Speaking English in class
- Speaking English outside of class
- Doing homework
- Coming up with a creative idea
- Succeeding on a test
- Helping a teacher
- Helping another student
- Being the first to successfully complete a task
- Circumnavigating an obstacle in the game
- Role-playing their avatar well
- Attaining an in-game goal or achievement.

Negative EXP individual group rewards for:

- Excessive speaking Korean in class
- Excessive speaking Korean outside of class
- Failing to do homework
- Breaking camp rules
- Being late for class

All earned EXP is tallied at the end of every day and added to each team's total score, which is displayed at a prominent place within the camp along with the positive/negative reward system. In addition, individual student EXP rankings will also be listed. This provides motivation for individual-achievement within the team, as well as, group collaboration for inter-team competition.

***Team organization.*** A, B and C will each be made up of 3 class-units and each class unit will be made up of one basic level student, two intermediate level students and one advanced level student. For a team total of three basic level students, six intermediate level students and three advanced level students. More information on the student level-assessments can be found at the end of the Camp Curriculum design under the subheading "Language Assessments and TOEIC-Speaking test". In addition, each team and class unit will be created with as much gender and age balance as possible, providing the biggest mix of demographics possible, given the limits of student enrollment and assessment. This is done to create as much of a heterogeneous CLS environment as possible. Balanced gender division has the benefit of improving inter-group participation, communication, self-efficacy and classroom manageability (Hunter, Gambell, & Randhawa, 2005).

Each team, (A, B and C) of 12 students will have a group leader for class #1, #2 and #3 and an overall team leader. Initially, the position of class-leader will be decided by age. This concept is inherently familiar to Korean students and follows their C1. However, the leader positions will be reassessed at the end of every week of class, based on the number of individual EXP each student within the team has generated. Leader-positions are valued, as

they not only provide social status within the team, but each leader-position is given an in-game item that increases their avatar's power.

For example, at the end of week two, Soo-Jung, of team A, in class #2, achieves the highest individual EXP for her team. Soo-Jung, displaces the old leader of her class and takes over the team-leader position for both her class and her overall-team. This provides her avatar with two in-game items, a magical ring that lets her levitate at-will and boots that let her avatar move twice its normal speed. In addition, there is the inherent social status from having the highest position available within the camp environment, which provides motivation for her teammates to take her position the following week.

### *Camp curriculum.*

Table 4

#### *RPGBL Curriculum Timetable*

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 9-11am	Presentation Review	Group Discussion	Presentation	Group Discussion	Presentations
<b>2</b> 10-12	Microsystem Review	Microsystem	Microsystem	Microsystem	Microsystem
<b>3</b> 1-2	Exosystems Review	Exosystems	Exosystems	Exosystems	Exosystems
<b>4</b> 2-4	Chronosystem Review	Chrono-system	Chrono-system	Chrono-system	Chrono-system
<b>5</b> 4-6	Motivation Review	Motivation	Motivation	Motivation	Motivation
<b>Evening Activities 7-9pm</b>	Team Building	RPG Tournament (week 2-4)/ Rules Acquisition (week 1)	Team Building	RPG tournament (week 2-4)/ Rules Acquisition (week 1)	Friday Curriculum Assessment.

\* This is an accurate time table, with the exception of the first and last day of the camp. During the first day 9am-noon, student assessments will be given and teams will be put together in order to create a team name. Ice breaking activities will be done to introduce staff and students to each other. On the last day, from 4pm-6pm, the closing ceremonies will take place and students will be made aware of their TOEIC-Speaking test results.

Each class in the curriculum is 1 hour and 50 minutes in length, and a total of six, different classes are taught during the 5 class periods from 9-6pm. In addition, the evening will be filled with a variety of team-building activities and RPG tournaments, during the hours of 7-9pm. During the Monday class, the previous week's material is reviewed and tested. The overall focus is on vocabulary, speaking and communication. Grammar and reading is of secondary concern and will be increased naturally through reinforced and intensive speaking environments.

This is an intensive learning environment with 10 hours of English-communication time each day, broken up by a one-hour lunch and one-hour dinner. The timetable is designed to offer maximum English language atmosphere, with each day ending with action orientated learning exercises that rely on the students own creation to review previously learned skill sets. In addition, there is the added benefit of ending on a positive note and leaving the L2L with instilled motivation (Kottler, Zehm, & Kottler, 2005, p. 107).

The pedagogical goal of the teachers will be to act as a facilitator rather than a dictator and push the students toward the center of the learning circle, rather than posing as the sole giver of academic property. This will notably improve the self-efficacy among the students and speed up the SLA perceptibly (Simpson, 2011, p. 28). The classes offered are the following.

*Presentations.* In order to increase confidence and mitigate C1 cultural limitations among students it is very important that students be not only comfortable speaking English, but able to speak freely in front of their peers. By teaching presentation skills ranging from body language, elocution and proper format, while providing opportunities to speak alone in

front of an audience, EFL learner's will develop the skills and the motivation they need to speak comfortably, no matter the situation. In addition students will be taught techniques that mitigate the production of the nervousness inducing hormone, cortisol, while increasing the confidence building hormone, testosterone. The topics of presentation will be based on material covered in periods 2-4.

*Group discussion.* Here the students learn various strategies for group communication; debate, Q&A, general discussion, group and casual conversation are covered. The topics of group discussion will be based on material covered in periods 2-4. With the overall focus being on communicative language, CLS, and expression of details in a linear format. Specifically, dialogue building techniques, asking questions and providing reasons, and detailed examples to aid communication.

*The Micro, Exo and Chronosystems.* These systems of learning are a fusion of EST, TBL, CLS and RPG's, using Bronfrenbrenner foundational concentric circles as target learning goals. EFL learner's are given the task of creating and developing an avatar and utilizing it throughout the various ES's.

*Microsystem.* Here students create the personality and physical characteristics of their avatar. Areas of personality, morality and physical characteristics are discussed. Also, EFL learners will learn to describe items and possessions within the immediate vicinity of their avatars. In addition themed vocabulary is acquired and applied in a TBL and CLIL classroom settings. The vocabulary and student generated language will be the focus of classes that take place in period 1. A sample syllabus for the microsystem can be found in Appendix A.

*Exosystem.* The students begin by exploring social situations in a theme and TBL format. From casual greetings to shopping to argumentative situations, the L2 learner's avatar is put into situations that the student must weave through using learned vocabulary and phrases. The vocabulary and student generated language will be the focus of classes that take place in period 1.

*Chronosystem.* This class is the closest thing to grammar in the overall curriculum. The focus of this class is patterning environmental events and transitions over the course of their avatar's lives. Past, present and future events will be taught and the students must incorporate these concepts into the overall design and history of their avatar. Specifically, their avatars personal history, recent and current events in the avatars life, and future goals and ambitions of the students' avatar. This class will have the biggest writing component of the six classes offered, however the majority of the class will be conversation. The vocabulary and student generated language will be the focus of classes that take place in period 1.

*Motivation.* This class is consists of playing the actual RPG. Initially the class will involve learning the basic rule system and applying the concepts to their newly created avatar. Abilities will be quantified with number values and numbered skills being added, stemming from decisions made in the Micro, Exo and Chronosystems. For example, if a student decided earlier in the day to create a relatively physically weak avatar with a charming and handsome face in the Microsystem period. That data will be incorporated into the Motivation class through quantification. Using the D&D gaming system from earlier, this would mean an avatar with a value of 6 Str and a 16 Chr.

This serves as a daily review of learned lessons, but it also incorporates the linguistic components directly in the EFL learner's primary focus of motivation, their avatar. There is an immediate pay-off to learning and retaining the SLA, because of the in-game applications, and reward system for both the individual learner, their immediate group and their overall-team.

Once the basic concepts of the rule-system are learned during the first two-three classes, the focus of the class will change to actual game-play. Four person Team-groups will divide into pairs and choose one avatar to play in that evening. Two-student teams or dyads work well because of the inherent comfortable nature and equality of discussion that takes place among them (Collie & Slater, 1987, p. 8). With 12 students in a class that will make for six-avatar-games. Student-pairs will have to work together using their acquired English to overcome obstacles, solve puzzles and defeat antagonists within the RPG. Successful communication of their avatar desires, good role-playing of avatars personality and attaining game centered goals will garner EXP for themselves and their team. In addition, they will have opportunities to gather new and potentially powerful items as their avatars progress through the RPG world. An example of the first week's syllabus can be found in Appendix B.

*Team-building.* This evening activity will pit entire 12-person teams against each other in different challenges twice/week. In total eight challenges will take place, each with a different theme. However, the overall objective is improved social cohesion and motivation through team based competitions. The first two activities have basic sample explanations, but the activities are not important, the focus is on group competition and highlighting different skill-sets and attributes.

Activity 1: Scavenger hunt and obstacle course to be done as a team. (2 hours)

**Sample lesson**

Step 1: Create a score menu. The Score menu assigns point-values to items to be 'hunted'. Some example menu items are as follows...

- Smart-phone snap-shot of team members in front of a landmark (3 points)
- Smart-phone snap-shot of a blue-car (1 point)
- Pine cone (1 point)
- Pieces of litter around the Camp area (1 point)
- Smart-phone recording of students singing "Gangnam Style" (5 points)
- Signatures of all camp instructors (5 points)
- Something smooth (1 point)
- Something hard (1 point)
- A Brick (3 points)
- etc...

Step 2: Hand out the score-menu and explain the meaning of each item to students. (30 min)

Step 3: Give students 1 hour to hunt as many items as possible. (1 hour)

Step 4: View and award points based on the collections of each team. (20 minutes)

Step 5: Award EXP or in-game items for the avatars of the winning team (10 minutes)

Activity 2: Cooking challenge. 1/3<sup>rd</sup> of the team has access to the recipe, 1/3<sup>rd</sup> has access to cooking products and 1/3<sup>rd</sup> has access to the cooking utensils. (2 hours)

**Sample lesson**

Step 1: Set up a table with copies of the recipe taped to it, at the back of the room (A)

Step 2: Set up a table with ingredients, cutting boards and safe-knives in the middle of the room (B)

Step 3: Set up a cooking/food preparation station at the opposite end of the room (C)

Step 4: Explain the rules..., (20 minutes)

- A students must describe the recipe to B students
- B students choose and prepare the ingredients before passing it on to C students
- B students also describe cooking and final preparation instructions to C students
- A Students are prohibited from speaking with C students and vice-versa.
- The team with the dish most closely resembling the recipe wins.
- Running is not allowed.

Step 5: Give teams time to choose who will be A, B and C and practice (20 minutes)

Step 6: Begin the cooking challenge (40 minutes)

Step 7: Award EXP or in-game items for the avatars of the winning team (20 minutes)

Step 8: Eat the results (20 minutes)

Activity 3: Music challenge. Hearing a musical pattern and replicating it as best as possible.



Activity 4: Describing shapes. 1/3 of team can see the picture and describe it to 1/3<sup>rd</sup> of the team.

The last 1/3<sup>rd</sup> of the team waits for the second 1/3<sup>rd</sup> to describe it to them, and they will do their best to draw the picture. (Similar to activity 2, but with drawing instead)

Activity 5: Trivia. Teams must answer general trivia questions.

Activity 6: Dance routine. Students must create and demonstrate a dance routine.

Activity 7: Puzzle. Teams will be given Einstein's famous logic puzzle....”Who owns the fish?”

Activity 8: Social trivia. Teams will be tested on their knowledge of other people within the camp, students, instructors by answering trivia questions with answers derived from personal knowledge.

Each activity is designed to enable different students within each team to help out during different challenges. Physically weak students may be a hindrance in Activity 1, but may do very well in other challenges, depending on where their personal strengths lie. The primary focus is strengthening the team-bond in a positive and competitive way. Successes in these activities will carry EXP and game-item rewards.

*RPG tournament/ rules acquisition.* During week 1, students will be given the chance to engage in Q/A about the rules system. In addition, they will be able to engage in free play, avatar development and other activities associated with gaining a better understanding of the RPG world, rules and avatar creation. Review of core vocabulary and attaining enough basic player knowledge to take part in the following weeks Motivation class periods and RPG Tournaments will be the primary focus.

During week 2-4, class-based student teams will take part in a six-chapter story RPG module, participating in a different chapter during each tournament. Student-teams that solve

the most puzzles, conquer the most antagonists, gather the most in-game wealth and earn the most EXP will win each chapter of the tournament.

*Language assessments and TOEIC-speaking test.* Language assessments will be given in three ways.

- 1) Initial language assessment given on the first day of camp.
- 2) Friday curriculum assessment
- 3) Week 3, TOEIC-Speaking test.

On the first day of each camp, students will be language assessed during an individual casual conversation speaking to one NET, with an additional two, NET's listening-in from behind a curtain. This is done to alleviate the stress of speaking English with a foreigner and assess the student's communicative ability. At the end of the conversation the three teachers will come to an agreement on whether the student fits into one of three general speaking categories; basic, intermediate or advanced. This assessment can use any communicative English scoring rubric the NET's feel comfortable with. In addition students previous scores, if any, on TOEIC-speaking, OPI/c and PELT-test will be available for teachers to help with their assessment. By the time most students will take this camp they will have had their English ability tested in multiple ways. The most common tests are TOEIC test, OPI/c test, PELT test and IELTS. Every four weeks the TOEIC-Speaking test is given throughout the entire country of Korea, and it is common for many university students to take that test. Many of the biggest companies and public offices require that test to be taken and applicants score to be included in their job applications. As a result, collecting student's prior language test scores aids in teacher assessment of students.

Secondly, every Friday students will be given a syllabus content achievements test for basic lexical and oral proficiency in the RPGBL curriculum. This test is used to ascertain whether students can demonstrate learned syllabus items taught in class. An example test-specification for Week 1, Friday assessment can be found in Appendix B.

The institutional, ubiquitous English tests provide instant test validation and, in particular, the TOEIC-Speaking exam is universally recognized by Korean students for its use in job applications and international internship programs. The third method is language assessment within the camp will take place at the end of the third week of the camp, students will be brought to a TOEIC-Speaking test at the closest venue. The student scores are given out on the following Friday, the last day of the camp. An increase in TOEIC-Speaking score will be the judge whether or not the RPGBL-EFL curriculum was able to help the student increase their English fluency. It would be possible to conduct an “in-house” assessment, but the validation for students would be minute compared to speaking-test the students are already familiar with and can use in many venues after the camp

### **Potential Integration of CMC**

Sofar, the RPGBL-EFL-C has been presented as a purely P&P system. However, computer mediated communication and smart-phones could easily be integrated into the different learning frameworks. CMC integration would increase the complexity and effect of RPGBL-EFL-C in several ways.

- 1) Phone applications to access the rules system
- 2) Instant message systems to keep in touch with team members and staff
- 3) Online accessibility of each students' avatar for review by other students.

- 4) Student learning and collaboration in the “virtual-space”.
- 5) Continuing study, resources and networking after the camp finishes.

The first example, would be the students accessing “D&D Complete Reference”, the free smart-phone application that can search through the entire open game system for D&D 3.5. This would give students instant access to rules and enable discussions and communication without the need for cumbersome and heavy books. Other applications that might be useful are dice-rolling applications and damage calculators.

Secondly, students could use instant messaging systems like Kakao or Kakao Story, two of the most popular instant messaging applications in Korea, to keep in touch. By enabling “group” talks, students would increase social networking both within the camp and within their teams. In addition, staff and teacher-assistants could keep tabs on these group discussions, helping students keep the focus on English and explaining any difficult answers.

Third, by publishing students’ avatar's statistics online, students would be able to constantly update their attributes, and personality. Searching for relevant pictures and media components to aid in their avatar development. Websites like prezi.com or community-chat forums like probboards.com would be ideal for this purpose. In addition, students would be motivated to innovate within the rule system and communicate with each other about ways to maximize certain aspects of the game. This leads to the next point, online learning, collaboration and the “virtual-space”.

If we imagine learning as taking place in the classroom, outside of the classroom, there is one more space where it is possible to learn. The virtual space. Here students can engage each other and/or role-play as their actual avatar. Negative social codes are alleviated and

students gain the benefits of free communication as their avatars, or the chance to collaborate and help in the design for the RPG world. For example, students might create non-player-characters (NPC's) for future interaction in the game world. Or students might generate locations and puzzles for other teams to solve.

Lastly, CMC and online resources would enable instant access to learned material within the class, student-generated material from the virtual-space, other online similarly theme-based resources, and enable networking after the camp finishes. These could be done through continuing use of chat-forums or by creating a social-group, for example, using the “group” option on facebook.com.

### **Conclusion**

In my 10 years of teaching EFL in Korea, I have taught 17, 4-week, intensive camps to students of all ages. From elementary students, to mega-corporation executives. Learning English in an immersive and intensive environment will always increase EFL students’ ability if students participate. However, that is a big “IF”. Four weeks of English can be very difficult for students of any age and maintaining attention and focus without mental-drift is very difficult. The most successful camps I coordinated and taught at were English fluency intensive camps for LG: Chemical in the Osan, training center. They were successful, because the students, all engineers and researchers for the company, were constantly motivated to learn. The goal of the camp was to improve students English-communication skills in order to pass the company language test, called the LAP test. The test is loosely based on the OPI test and passing it with a 3.5, or “upper-intermediate” grade meant the opportunity for a promotion, increase social/career status and a financial windfall.

Teaching children and university students is different. Though they might recognize the value of English education, there is no direct stimulus and motivation to study. The motivation needs to be provided for them. Using the BFM and ZBM, we can see that it is possible to provide that motivating force. Gamification allows students to switch from extrinsic reward system to an intrinsic desire system over time. EXP and item rewards, will give way to students actively playing their avatars for the thrill of the game. As their created avatars grow in complexity, history and social interactions, students will care more about autonomy, fun, power and fulfilling personal desires than, learning English for the sake of getting some random EXP.

Collaboration, team-building will remove Neo-Confucian negative attitudes and enabling free communication. In addition, students are free to discuss English topics and staff can elicit language free of C1 limitations, because the language and tasks are dependent on the identity of the avatar, not the student. Because of the competitive team-based nature of the camp, students will continue to study and communicate in English outside of the class environment.

Lastly, because of the intensive team environment, students will gain confidence in their abilities, no matter their starting level of English ability. Working in heterogeneous CLS groups will insure the communicative and comfortable environment from which to learn EFL. However, this is just a justifiable theory, the next step will be applying this curriculum to a group of Korean university students in the future.

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### Appendix A: Sample Syllabus

Microsystem				
Date	Topic	Unit	Function	Target Language
Week 1.1	Introduction of Course	Intro	Introducing students to format	Group formation and lesson RPGBL phrases
Week 1.2	Personality	1	Introducing personality traits	Vocabulary
Week 1.3	Personality	1	Types of Personality	Prepositions and the “be” verb, Prepositions and adjectives
Week 1.4	Feelings	2	Introducing feelings	Vocabulary
Week 1.5	Feelings	2	Feelings about objects	Incorporation of vocabulary into avatar.
Week 2.1	Review of Personality/Feeling	1 & 2	Review	Review
Week 2.2	Attitudes	3	Nailing down the avatar	Incorporation of vocabulary into avatar.
Week 2.3	Body	5	Introducing the Body	Vocabulary
Week 2.4	Body	5	Body types	Adjective order
Week 2.5	Body	5	External features	Vocabulary and incorporation into the avatar
Week 3.1	Review of Body/Attitudes	3 & 5	Review	Review
Week 3.2	Attire	6	Introducing Attire	Vocabulary
Week 3.3	Attire	6	Materials	Adjectives to describe materials
Week 3.4	Attire	6	Fashion	Expression through fashion
Week 3.5	Accessories/ Items	7	Introducing Accessories	Vocabulary
Week 4.1	Review of Attire/Accessories	6 & 7	Review	Review
Week 4.2	Ambitions	4	Introduction of Ambitions	Vocabulary
Week 4.3	Ambitions	4	Defining the avatars ambitions	Future tense
Week 4.4	Ambitions	4	Setting short/long term character goals	Conditionals
Week 4.5	Ambitions	4	Incorporation	Incorporation of vocabulary into avatar

## Appendix B: First Week's Syllabus

### Motivation: Week 1

#### Materials and Resources

The materials needed for this lesson are quite minimal and vary depending on the classroom environment. The things necessary would be paper, pencils, some 4, 6, 8, 10, 12, & 20 sided dice, a stripped down version of the D&D PHB for each student pairing and copy of the Dungeon Masters Guide (DMG) for the teacher. That is for the basic class; however, more advanced technology like overhead projectors, PowerPoint screens and miniature maps can only enhance the lesson for the students.

#### Implementation

Once all the dyads have been created and everyone is in their seats and at their tables the method of implementation begins. The steps are as follows,

1. Explain to the students that they will be taking control of a fictional character from any movie, comic, cartoon, video game, book or T.V. show. In the last stage of this lesson, once the groups understand their chosen characters motivations, moods and desires, they will take them out in a four character "party" seeing if they can complete a series of tests and challenges.
2. Give the students ten minutes to come up with a fictional character from any genre of film or literature. Some examples include: Sponge Bob, Batman, Superman, Protagonist from "Iris", The Joker, Wolverine, Thor, Sailor Moon, Homer Simpson, Joey from "Friends", Charlie Brown, Master Chief from "Halo" ...etc.
3. Once the various pairs of students have their character they must understand his/her/its motivations and they can do that by discussing the following list of questions:

*1. How old are you? 2. What ethnicity are you? 3. Where were you born? 4. Are you religious? What religion? 5. Who is in your family and where are they? 6. Are you introverted or extroverted? 7. Have you ever committed serious crimes? What? Been caught? 8. Have you ever done violence to/killed another? Many times? Why? 9. What are your vices? 10. What are your virtues? 11. What general goals motivate you? (career, love, ideals, money, fame etc..) 12. What specific goals motivate you? (a new item, put a person in jail, etc..) 13. What do you fear? 14. Do you have any secrets? 15. Do you use your head or gut more? 16. Are you more selfish or selfless? 17.*

*What was your education? 18. What are your favorite foods and drinks? 19. What are your most hated food and drinks? 20. What are your favorite activities? 21. What are your most hated activities? 22. How is your sense of humor? What makes you laugh? 23. Who is your character's role model? 24. How do you feel about marriage? 25. How do you feel about friends? 26. How do you feel about sex? 27. How do you feel about your family? 28. How do you feel about your country? 29. How do you feel about yourself? 30. Are you superstitious? 31. What's a good catch phrase for your worldview? (life's a bitch, what goes around comes around, live fast die young and leave a beautiful corpse, carpe diem, etc...) 32. What kind of music do you like? 33. Do you have hobbies? 34. Do you believe in capital punishment? 35. What are your attitudes towards monsters? 36. What are your attitudes towards the various races? 37. What are your attitudes towards the afterlife? 38. What would you die for? 39. What is your general political view? 40. What are best three adjectives to describe you? 41. How do you feel about the Monarchies? 42. What is your attitude towards the law? 43. Would you eat people if stranded on an island? 44. Do you believe in an absolute good and evil, or is it all relative? (Armstrong, 2009, p. 6)*

Answering these questions should take up the majority of a two hour class and also provide some homework/group work. The questions may seem mundane, but the students will immensely enjoy answering them, because they will be not only discussing a character that they like, but also gain satisfaction in finding or creating answers that are not immediately obvious. The process of answering all these questions will enrich the students with more personality themed vocabulary, while imprinting each dyad's chosen character in their minds, creating the beginnings of pathos.

4. Once the inner workings of the character have been created, the outer looks must be created. Using a list of physical attributes and or fashion items or if you have it, the descriptive vocabulary chart from *Jazz English 2*, (2006) on pages 102-104 by Gunther Breaux, get the students to describe their character. This will mirror vocabulary and activities being done in the Microsystem class during period 2. Starting from the hair and going down, describing physical attributes first and then later fashion items or accessories. They should follow normal grammar rules, but an easy format to remember is quantity, quality, texture/pattern, color and noun. For example, *long silky beautiful wavy black hair*. As well, the students should do their best to produce a visual image of their character, either through drawing or image download. Get the students to use as many adjectives as possible when describing their character and remind them to include any equipment they may have on them. As a last step, mix the groups up and let them



describe their character while the listeners draw it using only the audio cues to create the image.

5. Now that the characters have been created both physically and mentally, it is time to assign their attributes into the game system and assess their skills. Using the character creation guide in the PHB the students should assign each character 6 ability attributes (Strength, Dexterity, Constitution, Intelligence, Wisdom and Charisma) with a score of 1-20, with a 1 being the lowest possible and a 20 being just above the normal human maximum of 18. There are several methods of point allocation listed in the PHB, but the easiest one is to get the students to assign a 20, 18, 16, 14, 12 and 10 to a corresponding ability. The students must also decide what skills the character possesses. Here the teacher must be wary, as this can be a tedious lesson, assigning meaningless numbers into empty boxes can steal quite a bit of motivation from the class. A good way to increase the motivation is to give other groups “veto power” over any suspiciously high ability scores. This not only keeps game balance, but it creates open discussion for students. The best way to keep the motivation and momentum going is to end the 2 hour lesson with a series of challenges that each dyad must put their character through. Here, each dyad is given 1d20 which they are to roll and add their characters’ final skill score to, creating the element of chance, which all students love. For example if Soo Yun and Jin Ha’s character of Spider-man is attempting to jump over an elephant they must roll the 1d20 + 10 (Spider-man’s Jump Skill), they must beat a static number of 15 for difficulty. So they need to roll 5 or higher on the die 20. Ending the lesson like this serves two purposes. First, it keeps the intrinsic motivation flowing and second it reinforces the game system and action/verb vocabulary in a fun way, using repetition to aid in memorization.
6. During the next lesson the RPG can begin. Create a setting in which all the pairs of students' characters meet. Rifts in the time-space-continuum always work for me and select a beginning genre: murder mystery, crime, science fiction, fantasy, historical fiction; spy; romance, etc. Put the characters into that world and using the die 20 system the group of characters, through challenges that require the player-dyads to think how their character, not themselves, would act. Some example challenges might be crossing a ravine using only the materials at hand or freeing a princess from a tower guarded by giant frogs. Other examples to include if the characters are inherently good are to give them moral choices. If they are cowards, give them choices of courage. It is important to remind them again and again that they should play their character and not follow their own choices. The best way to encourage this is to assign EXP end of each lesson. Dyads that take

actions similar to how their character would have taken those actions, based on their 44 answered questions receive more experience points, while those that misplay their character receive none.

## Appendix C: Test Specification

### Friday Evening Test Specification

**Description of test:** This syllabus content achievements test for basic lexical and oral proficiency in the RPGBL curriculum. This test is used to ascertain whether students can demonstrate learned syllabus items taught in class.

**Test audience:** Korean EFL university students ranging in age from 18-26.

**Test scheduling:** This given every Friday evening during. There is no limit to how many times this test can be re-taken. There is a 50-minute time limit on the multiple-choice and a 10-minute time limit for the oral question and answer.

<b>Problem statement</b>	There is a need for an achievement test to be given at the end of an RPGBL learning week. The test must measure the gain in learning from a 48 hour long camp week. In addition, backwash is considered important as it should encourage students practice skills for further study in the successive levels of the RPGBL curriculum. This is intended to be the first of 3 weekly “level-tests” that will gauge how well the students are learning the material. This test may be repeated as many times as is necessary and it is expected that some students may fail upon the first examination.
<b>Specifications:</b> <b>A. Content</b>	<ul style="list-style-type: none"> <li>• Operations are based on multiple choice lexical based questions</li> <li>• Topics: Presentation, Group discussion, Micro-, Meso- and Chronosystem, Motivation, RPG rules.</li> <li>• Structural range: All those taught in class or on the syllabus</li> <li>• Vocabulary: basic English and taught lexicon based on the class.</li> <li>• Dialect &amp; Style: American English</li> </ul>
<b>B. Structure</b>	<ul style="list-style-type: none"> <li>• Two sections</li> <li>• 50 multiple choice and 10 oral questions based randomly taken from the 50 questions studied in the Microsystem syllabus.</li> <li>• Timing: 60 minutes.</li> <li>• Medium: Pen and paper.</li> <li>• Technique: 50 multiple choice questions that relate to lexical and game rules. 10 oral questions based upon the students avatar/character creation.</li> </ul>
<b>X. Techniques</b>	<p><b>Multiple choice Examples :</b> I _____ my magic spell. A) cast B) throw C) attack D) run</p> <p>H.P. = _____ A) High packs B) Heart picks C) Hit points D) Hard pills</p> <p><b>Oral test examples :</b> <i>1. How old are you? 2. What ethnicity are you? 3. Where were you born? 4. Are you religious? What religion? 5. Who is in your family and where are they? 6. Are you introverted or extroverted? 7. Have you ever committed serious crimes? What? Been caught? 8. Have you ever done violence to/killed another? Many times? Why? 9. What are your vices? 10. What are your virtues?</i></p>

<b>Δ. Criterial levels of performance</b>	Satisfactory performance is represented by 80% accuracy in each of the two sections. The number of students reaching this level will be the numbers who have succeeded in terms of the syllabus objectives and lexical items.
<b>E. Scoring procedures</b>	Responses to the multiple choice will be scored on a scanatron and the machine will score each exam. The oral test will be administered by a single teacher with access to the students' pre-made avatar and written responses to the 50 questions on the syllabus.
<b>Trialing/analysis</b>	<ul style="list-style-type: none"> <li>• Informal trialing: will be done using 50 RPG players in an online environment.</li> <li>• The test in five different forms will be tested so that problems with each item, administration and scoring can be corrected.</li> </ul>
<b>Validation</b>	<ul style="list-style-type: none"> <li>• The most important validation will be criterion-related. This test will be validated by the teachers who receive the students in their classrooms. The smaller the number of "misplacements" the greater the concurrent and predictive validity of the test. In addition, face validity will be ensured as students that have passed the Microsystem are easily able to take part in the Mesosystem. Students currently in the Microsystem class will recognize this through word-of-mouth and demonstrations. Furthermore, this will provide intrinsic motivation for students to pass the next level of the game and ELIP.</li> </ul>
<b>Handbook</b>	<ul style="list-style-type: none"> <li>• A handbook will be created listing the rationale for the test, giving an account of how it was validated and test sample items. These handbooks will be distributed to the students in the Microsystem 2-3 weeks before they complete the course.</li> </ul>

### Test platform + Sample test items

After completion of the Microsystem class. The students will be delivered the following letter....

*(Avatar Name),*

*You have been challenged to defeat the mighty Dire-Bear, Harzard. Harzard can only be killed by magic berries, located on the tallest mountain. To get the berries you have to climb a minimum of 40 steps and pass wizards questions at the top. Your test begins when you enter the testing room.....*

Upon entry to the test room the students will be given the multiple choice exam with the explanation that matches the handbook given to them 2-3 weeks prior. Each test item on the multiple choices they get correct, they advance one step up the mountain. They need to get 40/50 correct to meet the minimum requirements; if they get all 50 correct they will get a magical item for their avatar. There is no limit to the amount of time they can take the test, so even if they pass it, they may want to take the test again to see if they can get a perfect score. This has the benefit of the test-re-test form, as well as, helping the students review at any given time.

Some sample multiple-choice items might include....

1. I \_\_\_\_\_ my magic spell.  
A) cast B) slay C) attack D) run
2. H.P. = \_\_\_\_\_  
A) High packs B) Heart picks C) Hit points D) Hard pills
3. STR = \_\_\_\_\_  
A) Strut B) Strength C) Straight D) Struggle
4. Leader (opposite) =  
A) Lazy B) Neat-freak C) Strict D) Follower

After getting up the mountain/completing the multiple choice test, the students exit the test room and must pass an oral test consisting of 10 questions they previously answered out of the 50 questions on the syllabus. They are instructed to “talk to the wizard” who tells their avatars that they cannot pass up the mountain further unless they prove that they know themselves.

They just need to verbalize their previously written responses and understand the teachers verbalized questions. The answers do not have to be in full sentence form, and can be as little as two-three words in length. Most important is proving the ability to communicate the syllabus and course study items verbally.

The 50 questions are ...

*1. How old are you? 2. What ethnicity are you? 3. Where were you born? 4. Are you religious? What religion? 5. Who is in your family and where are they? 6. Are you introverted or extroverted? 7. Have you ever committed serious crimes? What? Been caught? 8. Have you ever done violence to/killed another? Many times? Why? 9. What are your vices? 10. What are your virtues? 11. What general goals motivate you? (career, love, ideals, money, fame etc..) 12. What specific goals motivate you? (a new item, put a person in jail, etc..) 13. What do you fear? 14. Do you have any secrets? 15. Do you use your head or gut more? 16. Are you more selfish or selfless? 17. What was your education? 18. What are your favorite foods and drinks? 19. What are your most hated food and drinks? 20. What are your favorite activities? 21. What are your most hated activities? 22. How is your sense of humor? What makes you laugh? 23. Who is your character's role model? 24. How do you feel about marriage? 25. How do you feel about friends? 26. How do you feel about sports? 27. How do you feel about your family? 28. How do you feel about your country? 29. How do you feel about yourself? 30. Are you superstitious? 31. What's a good catch phrase for your worldview? (life's a bitch, what goes around comes around, live fast die young and leave a*

*beautiful corpse, carpe diem, etc...)* 32. *What kind of music do you like?* 33. *Do you have hobbies?* 34. *Do you believe in capital punishment?* 35. *What are your attitudes towards monsters?* 36. *What are your attitudes towards the various races?* 37. *What are your attitudes towards the afterlife?* 38. *What would you die for?* 39. *What is your general political view?* 40. *What are best three adjectives to describe you?* 41. *How do you feel about the Monarchies?* 42. *What is your attitude towards the law?* 43. *Would you eat people if stranded on an island?* 44. *Do you believe in an absolute good and evil, or is it all relative?* 45. *What does your character look like?* 46. *What do they wear?* 47. *What accessories do they have?* 48. *What is your fashion style?* 49. *Do you prefer casual or formal attire?* 50. *Have you always looked like this?*

Though there is a time limit of 10 minutes, it is expected that the students will finish well under the 10 minutes. In addition, they only need to answer 8/10 correctly. If they answer 10/10 their avatar will be given two magical healing potions.