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DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**Role Playing Game: Dungeons and Dragons as a tool to  
boost the motivation and confidence of Intermediate-level  
students in Centro Cultural Peruano Norteamericano –  
Sede Puno**

Tesis para optar el Grado de Magister en Educación  
con mención en Enseñanza de Inglés como Lengua Extranjera

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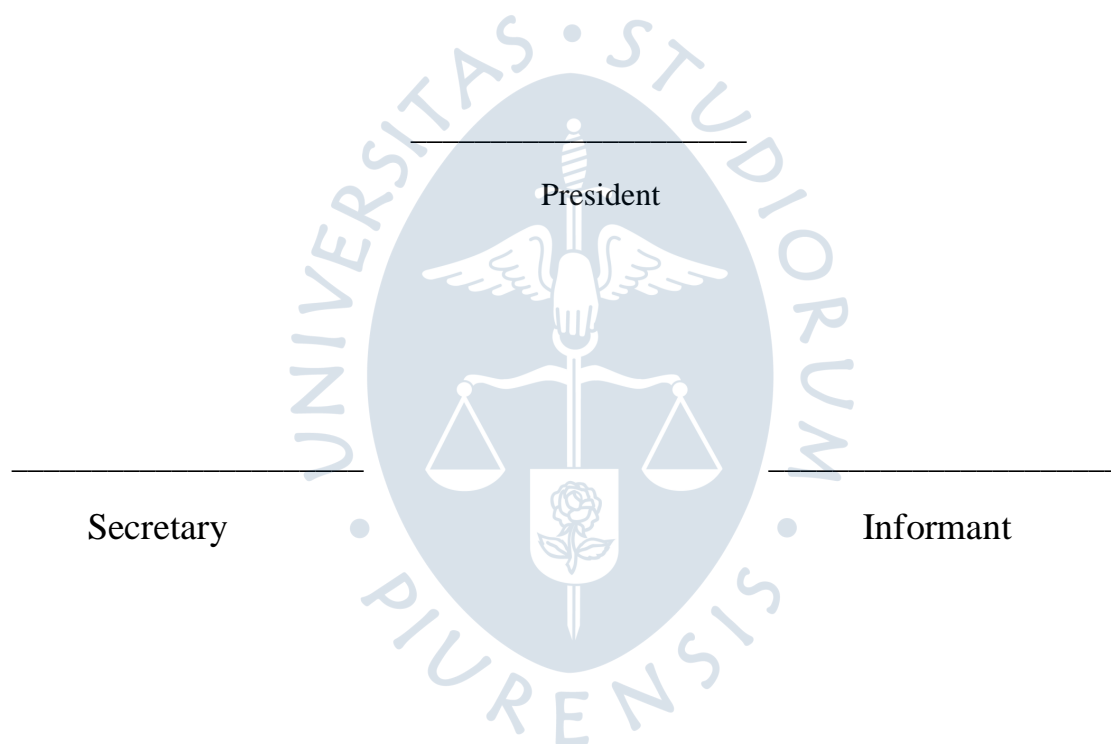
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**Lima, octubre de 2019**



## Approval

The thesis titled “**Role Playing Game: Dungeons and Dragons as a tool to boost the motivation and confidence of Intermediate-level students in Centro Cultural Peruano Norteamericano – Sede Puno**”, presented by **Carlos Antonio Rojas Manzaneda** in accordance with the requirements of being awarded the degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Dr Majid Safadaran Mosazadeh and defended on October 15<sup>th</sup>, 2019, before a Jury with the following members:





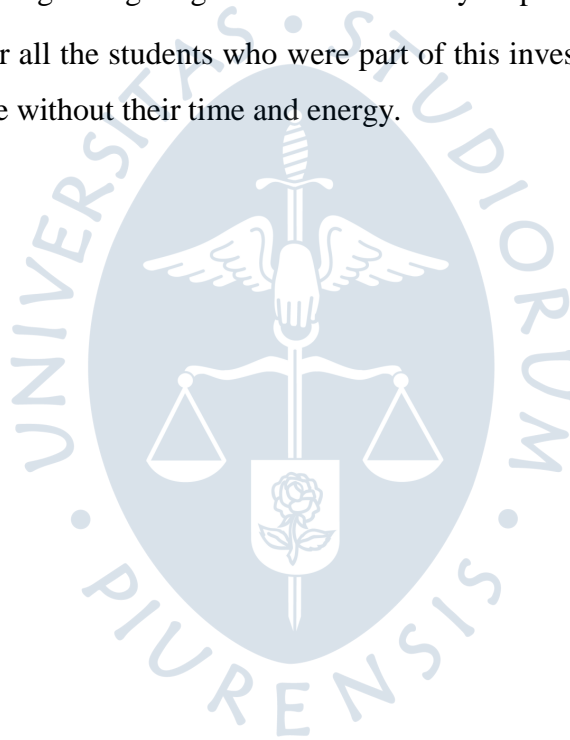
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This work of investigation is dedicated to my mother Ruth Marisol Manzaneda Cabala who has always been by my side showing unconditional love and loyalty. This work of investigation is the fruit of her constant support and a show of my recognition and love for all the years she had to struggle alone to permit me and my brother being professional and responsible men.

This thesis is just another piece to fulfill my “Promise of the dawn” and achieve her happiness as a fair reward for all her sacrifice and labor for all her life.

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## **Resumen Analítico - Informativo**

**Role Playing Game: Dungeons and Dragons as a tool to boost the motivation and confidence of Intermediate-level students in Centro Cultural Peruano Norteamericano – Sede Puno.**

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**Asesor(es): Dr. Majid Safadaran Mosazadeh.**

**Tesis.**

**Magister en Educación con mención en Enseñanza de Inglés como Lengua Extranjera.**

**Universidad de Piura. Facultad de Ciencias de la Educación.**

**Lima, 15 de octubre de 2019**

**Palabras claves:** Confianza/ inglés/ juego/ motivación/ nivel intermedio/ estudiantes/ juego de rol

**Introducción:** Tesis presentada para optar el grado de magister en Educación. El autor presenta los resultados de haber aplicado un juego de rol basado en D&D para analizar su impacto en la confianza y motivación de estudiantes de nivel intermedio en los años 2016-2017.

**Metodología:** El presente estudio usa un tipo empírico-analítico o positivo de investigación ya que está basado en una estructura hipotética-deductiva y formula preguntas de investigación e hipótesis.

**Resultados:** Los resultados demostraron que los niveles de motivación y confianza de los alumnos de nivel intermedio del C.C.P.N.A. de la sede Puno mostro una notable elevación después de aplicar el juego de rol basado en Dungeons & Dragons en clase. Así mismo, se vio el incremento de la participación de alumnos que normalmente no participaban en clase.

**Conclusiones:** El juego tiene un impacto en la motivación y confianza de los alumnos de nivel intermedio.

**Fecha de elaboración del resumen:** 04 de octubre de 2019

## **Analytical-Informative Summary**

**Role Playing Game: Dungeons and Dragons as a tool to boost the motivation and confidence of Intermediate-level students in Centro Cultural Peruano Norteamericano – Sede Puno.**

**Carlos Antonio Rojas Manzaneda.**

**Advisor: Dr. Majid Safadaran Mosazadeh**

**Thesis**

**Master in Education with mention in Teaching English as a Foreign Language.**

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**Lima, October 15th, 2019**

**Keywords:** Confidence, English, game, motivation, intermediate level, students, role playing.

**Introduction:** Thesis presented to achieve the Master Degree related to Education. The author presents the results of applying a role playing game based on D&D in order to analyze its impact in the confidence and motivation of Intermediate level students from years 2016 – 2017.

**Methodology:** The present study uses a Empiric-analytic or positive type of investigation since it is based on a hypothetical-deductive outline and formulates investigation questions and hypothesis.

**Results:** The results showed that the levels of motivation and confidence in the students of intermediate level of the C.C.P.N.A. in the branch of Puno had a notable increase after applying the role playing game based in Dungeons & Dragons in class. Also, there was an increase in the participation of silent students who normally do not participate in class.

**Conclusions:** The game has an impact in the motivation and confidence of the students of intermediate level.

**Summary date:** October 4<sup>th</sup>, 2019



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## Introducción

It is well known that games can have a very positive and fulfilling effect in the learning process of the students since they boost the motivation in class and they may even help to increase the confidence in their use of language.

The present investigation is entitled **“Role Playing Game: Dungeons and Dragons as a tool to boost the motivation and confidence of Intermediate-level students in Centro Cultural Peruano Norteamericano – Sede Puno.”** and has the objective to analyze the effect that the Role-Playing game: Dungeons and Dragons may have in the motivation and confidence of the intermediate-level students of the Centro Cultural Peruano NorteAmericano – Puno to speak the target language in class. It also has the objective to confirm if this game can help shy or silent students to increase their speaking time in class.

Prior to the beginning of the investigation it was necessary to define the hypothesis and objectives that would guide the process. The objectives are based on three points that these projects looks to investigate which are: 1) level of motivation of the intermediate level students, 2) level of confidence of the students in the use of the target language so they can increase it during the classes and 3) determine whether this game can increase the participation of shy or fearful students.

For the hypothesis it has been decided to predict that the game would have a positive impact on the students, due to the inherent strength that games have on people to increase their motivation and confidence since they allow them to learn in a non-stressful situation.

Due to the reasons described previously, the objectives and hypothesis in the present investigation are:

**The General objective of the present investigation is** to analyze and examine the impact of the role playing game: “Dungeons and Dragons” in the level of motivation and confidence of the Intermediate level students of the C.C.P.N.A – Puno and determine if the game can increase the participation of shy students in class.

By having this objective accomplished, we could use the results to help students that have fallen into the slumber that sometimes high level students suffer when they reach certain level and they start to feel unmotivated, since they feel that they have reached a level in which they cannot learn anymore and feel bored during classes.

### **Specific objectives:**

- a) To analyze the impact of the role playing game: “Dungeons and Dragons” in the level of motivation of the Intermediate level Students of the C.C.P.N.A.- Puno.
- b) To examine if the role playing game: “Dungeons and Dragons” can boost the level of confidence of the students so they can increase their use of L2 in class.
- c) To determine if the role playing game: “Dungeons and Dragons” can increase the participation of shy or fearful students in class.

The first specific objective tries to deal with the problems in attendance and lateness that are provoked by the lack of motivation in students who reach a high level. Some students just will not come to certain classes, since they will feel they already know what they will study and other will simply come late believing that it is just not necessary to be in the class since the beginning. This objective will find if the game can affect somehow the level of motivation that these students show during the class.

The second specific objective has to deal with the students that do not feel confidence in their mastery of the language and because of this, they do not feel ready or sure about the message they want to transmit. These students are normally the ones who prefer to talk only when asked and avoid making oral participations for the fear to be shamed or embarrassed by making a mistake. This objective will find how the game affects the level of confidence in the students during classes.

Due to the previous reasons, some students are silent during the majority of the class and they would rather observe and write than participate orally along with their classmates. Most of the time, the teacher must force these students to participate by directly asking them about some topic so they can answer, but this can be tiring for any teacher. This objective will find if the game can affect the level of participation that these students show during the class.

**General hypothesis:** The role playing game: “Dungeons and Dragons” has a positive and high impact in the level of motivation and confidence of the Intermediate level students of the C.C.P.N.A – Puno and can increase the participation of shy students in class.

Since the students as a general rule like to play and participate in funny activities that increase their interest in the process of learning, it is highly likely that they will show a positive response to the role playing game Dungeons and Dragons, since it has the main purpose of making their experience during the class more engaging.

**Specific hypothesis:**

- a) The role playing game: “Dungeons and Dragons” has a positive impact in the level of motivation of the Intermediate Level Students of the C.C.P.N.A. - Puno making the students engaged and interested in the use of English in class.
- b) The role playing game: “Dungeons and Dragons” can boost the level of confidence of the students so they can increase their use of L2 in class.
- c) The role playing game: “Dungeons and Dragons” increases the participation of shy or fearful students in class making them more confident and comfortable to speak.

The first specific hypothesis predicts that the game will have a positive effect in the level of motivation of the students that participate in it, since the game will make the students enjoy a very engaging experience that will test their limits in their use of the language; which in the end will make the learning experience more challenging and interesting for the students.

The second hypothesis predicts that the game will boost the level of confidence in the students, since the game will test them in their use of the language and will show them without a doubt that they can use the language in a very effective and natural way, which will cause that they have more confidence in themselves.

The third hypothesis predicts that the game will increase the participation of the shy students, since the game will encourage them to talk and tell others their ideas which will give them enough confidence and practice to increase their participation during the class.

Once this was ready, the investigation started and it was divided into 4 parts that are described as followed:

The first chapter consists of the investigation outline which will permit to see the background of the investigation by setting objectives and hypothesis which will guide the process of investigation.

The second Chapter will consist of the explanation of how the investigation will be done and how the original Game of Dungeons and Dragons is adapted to a class environment. The game rules and materials will be explained and deepened, as well as the story that will be used during the class to give the feeling of adventure to the students that will participate in the game.

The third Chapter will consist of the Methodology of the investigation where we will choose the population and the sample for the investigation as well as a description of the participants in the game.

The fourth Chapter will consist of the presentation of the results of the investigation and how this responds to the hypothesis presented at the beginning.

In the final part of this investigation, we will discuss the conclusions and recommendations reached after the application of the research in the classroom and whether it was successful or not in a real environment.



## **Chapter 1**

### **Investigation Outline**

#### **1. Formulation of the problem**

When a person starts to learn a new language is something comparable to begin a journey in a new place. At the beginning everything is attractive and mysterious and every corner and road is interesting and full of surprises. With the time, however, the things start to lose the initial magic, especially when the person has to pass for places that he already knows or that is similar to previous experiences. In that situation, the person would not be interested and he could even feel bored and angry for the lack of new experiences.

This is something that starts to happen when a person enters to the intermediate level of English Learning. In this level, the students must deal with a consolidation of preview knowledge that many times forces them to review basic structures that they have already analyzed many times, like Simple Past, Present Perfect, Prepositions and many other topics that are important to examine again since they have to fortify their mastery of them and go deeper in the use of these points, by receiving more profound information like Perfect Modals and others.

However, the student could just think that this is just a pointless review of something that he already knows or even think that the educational center just wants to extend the time of training for the money the institution will receive. As mentioned before, the motivation is low since the students enter to a phase in which there are few new things to discover in the classes and they tend to increase their late attendance or even absent record. Even if they are in classes they could be absent minded. The activities provided are easy for them and they finish them very fast making it very difficult to maintain their attention and interest.

Another problem found is the unwillingness of the students of intermediate level to participate and use the L2 in class. It is understood that they possess a good level and have the grammatical and vocabulary ability to engage in conversations and participate using their own words. However, they do not use their skills and they still prefer to use L1 among peers when they do a pair work or group work. They only use their L2 when they have to respond a question or when they have to read something previously written. This behavior causes their losing of valuable speaking practice



time which would boost their confidence to use L2. The reasons for this are many and go from fear of failure to simple laziness or lack of motivation to participate.

The final problem this work analyzes is the presence of shy or fearful students, who even though do very well during the written tests, are very reluctant to talk in class sessions. A method that is always tried to make these students work in pairs or groups. However, when this is done, they still prefer to leave the leading role to others and they are just content to be in the shadows trying not to participate directly except when asked. The point is that they really have a high level of proficiency in English but they are too shy to participate which will create problems in higher levels.

All these problems are associated to low motivation and lack of confidence in the use of L2, so the present work tries to analyze the impact of the adaptation of the role playing game: “Dungeons and Dragons” (**Independent variable**) which immerses the students in a fantasy world where they are the heroes that will have to face monsters, solve dilemmas and above all take decisions that will lead to consequences that will have to accept. This game is played in a cooperatively way and since the students are many, every hero will be controlled by a group of three or four students who will have to discuss the next move of this character during all the adventure. This game is highly communicative and will make their imagination soar while they travel to different scenarios. The game will definitely force students to talk more and in a more complex way than in any other normal role playing game and they will be rewarded for it.

The main question would be:

- *Can the role-playing game Dungeons and Dragons boost the motivation and confidence of students of the intermediate level of the C.C.P.N.A – Sede Puno?*

This project tries to analyze how this game can help the students of intermediate level of the C.C.P.N.A – Puno to boost their motivation (**Independent variable**) and confidence (**independent variable**) and so the questions for this project are the following:

- *Can the role playing game Dungeons and Dragons boost the motivation in the students during the learning sessions?*
- *Can the role playing game Dungeons and Dragons give more confidence to the students so they can increase their use of L2 in class?*



- *Can the role playing game Dungeons and Dragons increase the participation of shy or fearful students in class?*

## 2. Hypothesis

**2.1. General hypothesis.** The role playing game: “Dungeons and Dragons” has a positive and high impact in the level of motivation and confidence of the Intermediate level students of the C.C.P.N.A – Puno and can increase the participation of shy students in class.

### 2.2. Specific hypothesis

- The role playing game: “Dungeons and Dragons” has a positive impact in the level of motivation of the Intermediate level Students of the C.C.P.N.A.- Puno making the students engaged and interested in the use of English in class.
- The role playing game: “Dungeons and Dragons” can boost the level of confidence of the students so they can increase their use of L2 in class.
- The role playing game: “Dungeons and Dragons” increases the participation of shy or fearful students in class making them more confident and comfortable to speak.

## 3. Delimitation of the objectives

**3.1. General objective.** To analyze and examine the impact of the role playing game: “Dungeons and Dragons” in the level of motivation and confidence of the Intermediate level students of the C.C.P.N.A – Puno and determine if the game can increase the participation of shy students in class.

### 3.2. Specific objectives

- To analyze the impact of the role playing game: “Dungeons and Dragons” in the level of motivation of the Intermediate level Students of the C.C.P.N.A.- Puno
- To examine if the role playing game: “Dungeons and Dragons” can boost the level of confidence of the students so they can increase their use of L2 in class.

- To determine if the role playing game: “Dungeons and Dragons” can increase the participation of shy or fearful students in class.

#### **4. Justification of the investigation**

It is widely recognized that games in classroom and more specifically role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. Role play is very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while. (Dorathy – Mahalakshmi, 2011)

Stephen D. Hattings based on his observation in the conversation class, states that the role play would seem to be the ideal activity in which students could use their English creatively, stimulate meaningful conversation situations and give them an opportunity to practice and develop their communication skills. They also help students to enjoying themselves. Role plays don’t have to be deadly serious affairs, but as teachers we get more out of them if we approach them seriously and tie them in to our broader lesson goals. (Hattings, 1993)

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. (Budden, 2004)

Jeremy Harmer advocates the use of role-play for the following reasons: a) It is fun and motivating; b) Quieter students get the chance to express themselves in a more forthright way and c) The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. (Harmer, 1989).

It is mentioned that the problems related to the learning process are closely related to lack of motivation and confidence from the students, especially those who are silent or shy; so the application of the role playing game: Dungeons and Dragons has a high possibility to bring solutions to these problems and generate a great impact in the level of motivation and confidence of the students of intermediate level of the C.C.P.N.A – Puno.

The present project tries to confirm or deny these points by applying the game in a real context with real students in order to analyze the effect of the game in two intermediate level groups and see the impact they have in their motivation for participating in class and the confidence to use L2 in class in different contexts.

The project will also see if the Role playing game Dungeons and Dragons boosts the motivation of the students since it provides an interesting and fun context where they have to use their language to face different situations that will challenge their intelligence and imagination without knowing what they will face next, creating a suspense environment that will keep them interested until the end. Since they will be eager to play, they will try their best to accomplish the learning goals of the day. The combination of satisfaction for accomplishing something in the story plus the reward obtained for doing so will create expectation and a sense of accomplishment.

The project will analyze the level of confidence of the students when they notice that their use of L2 achieves a result, and they can directly see, that what they know really can be used in a real context and can obtain results with it. They will also see their real level and will have plenty of opportunities to practice real conversations in different contexts. Students will look actively for opportunities to participate during the sessions to get more information or more benefits.

The role playing game Dungeons and Dragons will increase the participation of shy or fearful students by putting them in the leading role in a non-stressful environment, where they will be free to expose their ideas and opinions when dealing with multiple situations. This will boost their confidence and will make them more willing to participate. They will play an active role since the rules will state clearly that everybody has to participate in the groups by turns.

In the end, the results will show the real effects of role-playing and games in the classroom which will serve other investigators or authors to generate new and better knowledge that will lead to more investigations on the topic and will permit to have a better understanding of the topic and to generate better ways to boost the motivation and confidence in the students in general.

## **5. Limitations of the investigation**

The present investigation had to overcome multiple problems.

The “Centro Cultural Peruano Norteamericano – Puno” is a branch institution which could be considered small in comparison with other branches, so the number of students and levels are limited. This made difficult to ask for specific intermediate levels to analyze, since they were limited. This was overcome by asking help from colleagues who offered to give their groups to me so I could apply the investigation.

The classes are daily and each session is of 90 minutes so this made difficult to separate a specific time for playing the game for more than 15 – 20 minutes at the end of the class after finishing the lesson of the day. This was even more difficult since the students had to take two exams monthly which demanded to complete the grammar and vocabulary points required for these exams. At the beginning, this created apprehension in both students and teacher, but after the game was established, it was noticed that the students were more relaxed in the exams.

The original game of Dungeons and Dragons has a very complex and numerous set of rules which would have been very difficult to apply in a classroom setting, especially when each “hero” was controlled by a group of students and not one individual like in the original game. This demanded the investigator to create an adaptation that was simpler and easier to apply in a classroom context where students could understand easily.

The Dungeons and Dragons game requires that the players have an adventure which includes settings, missions, characters, monsters, bosses and a script. All of that was created for the investigator as an original story.

At the beginning, many students who were not teenagers or who never had played these kinds of games were unwilling to play or preferred to be in silence. It needed patience to make them get their inner child and started to enjoy the adventure.

## **6. Antecedents of the investigation**

There are few books, papers and articles that talk about the use of specific games for the class; however, there are plenty that talk about the use of games and role playing in general and the benefits of its application in classrooms of ESL:

- **Phillips, B. (1993):** *“Roleplaying games in the English as a Foreign Language Classroom.” Department of English. National Chengchi University. Taipei.*

In this thesis, Phillips mentions his experience at using roleplaying games in another country and how non-native students can react to these activities. He concludes that the use of different experiences in the use of this type of activity (roleplaying games) can enrich the future usage of English as a Foreign Language and can be used as reference to repeat the positive points of the activities and avoid the negative ones. Having this experience as antecedent made it possible to create the present investigation evaluating the effect that the role playing game Dungeons and Dragons can have in the classroom.

- **Ling Jen, S. (2004):** The use of Language Games in ESL Classrooms. Universiti Teknologi Malaysia. Faculty of Education. Malaysia.

In this thesis Jen chose 45 English teachers who implemented language games and their experiences doing so. The author found in his results that the teachers who had implemented these games had better effects with their students than the ones who did not. The main advantage mentioned by the majority of teachers was the improvement of teamwork in their classes. This finding makes clear the necessity of applying games in the classroom to encourage more social skills necessary for their life. The present investigation seeks to recreate these results by improving the level of motivation and confidence of the students and also help the silent or shy students to increase their participation during the classes.

- **Benabadji, S. (2006):** Improving Students' Fluency through Role-Playing. Faculty of Letters, Languages and Arts. Department of Anglo-Saxon Languages. University of Oran Es-Senia. Argelia.

In this thesis the researcher mentions the benefits of role playing games in the teachers since they force them to be innovative, try different approaches and requires both teacher and students to collaborate actively in the classroom. This alliance produces a livelier, more challenging and rewarding session. She states that the use of this method shifts the kind of environment to a student centered reality. The author concludes that students who are exposed to role playing games have more practice

time and gain awareness and confidence in their ability to communicate through a second language. This makes a huge difference in the levels of communication that students show which affects the level of fluency they have when communicating.

Using this antecedent, the present investigation uses the role playing game Dungeons and Dragons to use a livelier, more challenging and rewarding environment to increase the motivation of the students, including the shy ones who do not feel confident in participating. Also, this project seeks to use the extra practice time and the awareness students gain during the game in order for them to gain confidence in their use of the language.

- **Feng, L., Yun D. (2009):** *“Role-play in English Language Teaching”*. *Asian Social Science*. Vol. 5. No.10, October 2009.

In this article, the author shares the advantages of using role playing activities in the classroom as long as they are focused on improving the four skills. He concludes that these kinds of activities can boost the motivation of the students at speaking, which is in direct relationship with the theme of this research since it is about the level of confidence and motivation students can develop when using this kind of activity.

The present investigation seeks to use the advantages previously mentioned to improve the confidence of the students in their use of the language so that even the silent and shy students feel comfortable enough to increase their participation during the class. Also, since this antecedent is related to the level of confidence and motivation, it is definitely related to the main objective of the present investigation.

- **Sigríður D. S. (2010):** *“The use of games in the language classroom.”* University of Iceland. Faculty of Education. Iceland.

In this thesis the author focuses in the use of games in the classroom in order to maximize a positive result in the learning of a foreign language. The author mentions that game provides benefits like the activation of interest and motivation of normal and silent students in the class, they help to build relationships among the students and they can be used in many contexts that provide of necessary practice which is of invaluable help for the learners.

The present investigation seeks to use the benefits that Sigridur mentions in order to increase the levels of motivation and interest since it is a vital part of the objectives and hypothesis of the present work. Since it is mentioned that these kinds of games can help to build relationships among the students, then it definitely can be used to help silent or shy students to open and participate during class and thus maximize the results obtained by using this technique.

- **Talak-Kiryk, A. (2010):** Using Games in a Foreign Language Classroom. SIT Graduate Institute. Brattleboro, Vermont. United States of America.

In this thesis the researcher concludes that the games applied in the classroom create a sense of community in the students. They also permit the students to express themselves in a free environment and in a natural way, not possible in other circumstances.

Using this information, the present investigation can benefit from the environment of community that Talak-Kiryk mentions in order to create a friendlier and more relaxed situation that can allow students, including the shy ones, to feel free of stress and increase their confidence in the use of the target language which will also increase their level of motivation. This will benefit the present investigation since all these points are key in the objectives and hypothesis that were presented at the beginning.

- **Zalka, C., V (2012):** Adventures in the Classroom: Creating Role-Playing Games Based on Traditional Stories for the High School Curriculum. Faculty of Curriculum and Instruction. East Tennessee State University. United States of America.

In this thesis the researcher proposes many stories where the students can experiment diverse personalities and points of view. The ideas presented were a huge aid in the development of the story and ideas proposed in the investigation, since they served as guide to create the story, characters and many of the plots that will help the students to immerse in the world and situations that in the long term, will increase the motivation and confidence by using the target language in a more complex and interesting way including those who are shy or silent in the class.



- **Darfilal, I. (2014):** The effectiveness of Using Languages Games in Teaching Vocabulary: The Case of the Third Year Middle School Learners. University of Tlemcen. Faculty of Letters and Languages. Department of English. Algeria.

In this thesis, the researcher analyzes the advantages of using games to enhance and improve the absorption and acquisition of new vocabulary in a foreign language in an entertaining way. In her conclusion, she indicates that the learners were highly motivated and it confirms the effectiveness of using games to boost the learning of vocabulary in students.

The present investigation uses these conclusions and tries to apply them in the present context of the classroom expecting that the students' use of language is enhanced in an entertained way. This will lead to a higher motivation and confidence levels of the students who participate in the game and will help them to attain better proficiency in the language.

- **Kratochvil, M. (2014):** "The educational Contribution of RPG Video Games: Modern Media in Modern Education." Department of English Language and Literature. Faculty of Education. Charles University in Prague, Czech Republic.

In this thesis, the author highlights the importance of include RPG (Role playing games) in the classroom due to the clear difference it makes in the class since it makes the sessions entertaining and engaging. He also states that students can benefit from them since the games promote the use of critical thinking and creativity.

The present investigation uses the role playing game Dungeons and Dragons that is highly communicative and follows Kratochvil description of being entertaining and engaging. During many parts of the adventure, students must use their critical thinking and creativity to overcome different difficulties and obstacles. These situations force them to use the language in a more complex way and at the same time they make them be very engaged, which increases their motivation. Also, with each obstacle eliminated their confidence rises which is one of the most important factors in the objectives of this investigation.

- **Kusnierek, A. (2015):** Developing students' Speaking Skills Through Role-Play. Teacher Training College in Leszno. Poland.



In this thesis the author exposes her disagreement to the exaggerated emphasis that most teachers put in grammar and vocabulary exercises but forgetting about the importance of Speaking skills. The research presents activities based on role playing games which encourage the students to participate more orally. She states that normal speaking activities tend to be stressful and even intimidating for the learners, but that using role playing games makes a difference since it permits the students to participate pretending to be someone else which serves as a protection in their minds. The results were that the students had overcome their initial fear to speak in the target language in front of people. The learners also had fun and seemed very motivated to continue advancing in the adventure.

The present investigation uses the role playing game Dungeons and Dragons as a way to use the four skills without stressing or intimidating the students and increasing their practice time with the target language. This investigation uses the role playing games by making the students pretend to be heroes and working together to get a common goal. The students will get motivated and will gain confidence instead of getting frustrated for not being able to answer the typical questions made by the teacher. Due to these reasons, this antecedent is highly related to the objectives and hypothesis of the present investigation.

The application of the role playing game Dungeons and Dragons in classrooms is scarce and very few examples can be found. The ones that were found only existed in digital format:

- *D&D: ESL – TableTop Gaming in Classroom* (Parsons, 2013). Retrieved 02.02.16 from: <http://www.ogrejungle.com/dd-esl-tabletop-gaming-classroom-2013-09-16/>.

This example is an adventure created to motivate the students to use their language in class. The author explains the benefits of such activities and the reaction of the participants. The conclusions that the author reached was that the students were very engaged and that the motivation in the students were soaring. He also concluded that there was a an increase in the use of the English as a Second Language during the activity. This was one of the adventures used as reference to create the adventure applied in the present research since the level of motivation depended a greatly in the excitement and emotion that the adventure could transmit. It would have been useless to just make students participate in a shallow and simple story since the motivation would have simply dropped immediately.

The present investigation uses Dungeons and Dragons role playing game and follows the point that it has to be an interesting story that captures the attention of the students. Due to that, the story presents different scenarios and challenges that will assure that students experience excitement and emotion that will increase their levels of motivation and confidence which will maximize the benefits that students could get.

- *Gaming in the classroom* (Dungeon fantastic, 2014). Retrieved 02.02.16 from: <http://dungeonfantastic.blogspot.pe/2014/03/gaming-in-classroom-thoughts-on-rpgs.html>.

The author mentions his experience about using an RPG game oriented to the English class of Japanese students and how it helped them with the language. This was used as reference while creating the story in order to make the adventure more appealing for the students. The author mentions that it is very important to take in consideration the background and culture of the students that participate in this kind of activities since they could simply not understand part of the game or they could even feel offended for something they do not consider nice. Unless this is taken into account, the adventure would fail in motivating the students.

This antecedent permitted the present investigation to considerate the context and the culture of the students who would participate in the game. The present investigation had to change many aspects of the story and the creation of the characters so they can be more consistent with what the students considered normal. This point was critical since the students needed a connection with the story and situations even if the environment is one of fantasy. Due to this, this antecedent was very important since it permitted to polish many aspects in the creation process.

- *Dungeons and Dragons lesson?* (Hunter, 2011). Retrieved 02.02.16 from: <http://waygook.org/index.php?topic=24517.0>

The author mentions the benefits he received when playing this adventure with his class and how positive the students' reaction was after spending a good time from the creation of characters until the adventure itself. This work was very helpful when it was necessary to choose the character classes that would be used in the adventure, since only the most popular and best received characters were used in order to

facilitate the connection between player and character. This would allow the students to see the character as their own which would make their decisions more personal.

This antecedent permitted the author of this investigation to have clear outlines and suggestions about how to engage the students since the beginning by a correct use of the character creation. At the beginning it is essential that the students feel a connection with their character. Otherwise, the impact of the story and the future situations will not be as powerful and obviously will not affect the motivation that the student should have. If the students feel that connection with the character, the motivation will rise and by extension the confidence when using the language to keep advancing in the story.

- *Dungeons and Dragons in the EFL classroom – a basic adventure ‘Rescue the woodcutter’s daughter’* (Speck, 2012). Retrieved from: <https://chrisspeck.wordpress.com/2012/03/12/dungeons-and-dragons-in-the-efl-classroom-a-basic-adventure-rescue-the-woodcutters-daughter/>

In this article the author shared his personal experience at creating an adventure that his students could enjoy and at the same time was useful for the topic they were studying. The author concludes that it is a game that requires a lot of talking, communication, reasoning, reading and even some writing – all the skills you need to use a language. This adventure wouldn’t make a good lesson, it’s something you could do as part of an English club or similar.”

This antecedent was another important reference in the design process of the adventure since as mentioned before, the adventure has to bring a sense of excitement and emotion that allows a connection with the participants in order to activate motivation and confidence in them. Otherwise, the motivation would be neglected since the beginning and the students would simply not be interested.



## Chapter 2

### Theoretical Framework

Games in classrooms have been analyzed in the last years as a possibility to boost the learning experience of the students especially by taking distance with the classical notion that student should just listen to the teacher and prepare their notes to get ready for the exams. The new paradigm could be summarized with the words of Quinn and Iverson who said that students “need to be engaged more and to be put at the center of the learning experience to change from ‘passive vessel’ to ‘active participant’” (as cited in Pannesse & Carlesi, 2007). Additionally, games could be seen as “techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing and applying new information”. (Van De Bogart, 2009)

This stance has, of course, its non-believers who say that many times teachers use games as a way of just burn time and they do not give a substantial impact in the students, just like MacKenty affirmed in his work “All Play and No Work,” (2006) where he states that, “it’s the act of problem solving that makes games so engaging... devoid of challenge or risk of failure, games really aren’t all that much fun”. (p. 46)

Even though, some detractors could deny the effectiveness of games in classroom, evidence suggests that they are indeed a good vehicle to permit the students to use their skills by recycling their previous knowledge while engaging in a real scenario, socializing with their peers and enjoying the use of the language in a non-threatening environment. We must mention that “...nearly seventy percent of students learn best actively and visually” (McLester, 2005) and regardless of the format of the game, students can simultaneously build their problem solving skills while having fun throughout the process if an instructional game is well-designed (MacKenty, 2006, Harris, 2009) in “an effort to make learning authentic”. (Van De Bogart, 2009)

Although some may think board games are outdated with the advent of new technologies, in “Meet the New School Board,” Harris (2009) speaks of new and emerging simulation style “designer board games” (p. 25). These board games are typically aligned by theme or mechanics (p. 25.) Themed games tend to introduce contextual information and serve as an anchor for future learning. These appear as though they would work best as an introductory game for a unit as they introduce vocabulary, ideas and concepts. Mechanical games require players to “apply their knowledge to determine the path they will follow” (p. 25). For example, Dungeons &

Dragons is a game that allows students to role play different kinds of situations where the adventurers trying to overcome all kind of obstacles where they must use their strength, agility, intelligence and even ridiculous strategies to survive.

Students must apply knowledge previously learned in class to successfully complete their mission. These types of complex board games meet various performance indicators of the American Association of School Librarians (AASL) Standards for the 21st Century Learner (Harris, 2009, p. 24-25). Students apply strategy and critical thinking skills to “engage in an inquiry based research processes” by analyzing, synthesizing, evaluating, and organizing information to construct new understandings, draw conclusions and create new knowledge (p. 24). Additionally, students “participate and collaborate as members of a social and intellectual network of learners” where learning takes place authentically instead of through a worksheet or conventional lesson plan. (p. 25)

Having analyzed this theories, let's analyzed the Role Playing games in a deeper way to find its effectiveness in comparison with other types of games.

## **1. Definition of Role Playing Games**

Role Playing Games or RPGs are games played on a tabletop with pencil, paper, dice (often polyhedral), and a large dose of imagination (unlike the more usual language role plays which are acted out before a class, these games are non-performance oriented).

Players can be divided into two types: the referee (commonly called a Game Master or GM) and the players. The GM creates a scenario which he then sets in motion by explaining the situation to the players who have created Player Characters (PCs) to interact with one another and the GM's characters (Non-Player Characters or NPCs) during the game. Following a set of rules or guidelines, players determine the success of their actions by rolling dice and consulting tables. Sometimes players will use miniature figures placed upon the tabletop to represent themselves in the game.

Basically, RPGs are Interactive Stories in which the GM furnishes the basic plot elements (often based in fantastic or heroic genres) and the players shape the narrative through their actions within the context of the game. The game is played through the verbal interchange of the players, making it ideal for language learners. (Phillips, 1993)

Because they are cooperative games, RPGs don't have winners or losers in the traditional sense of the terms. In most games -- board games, card games, and dice games -- there is a clearly defined way to win, and a clearly defined way to lose, and winning is the goal of the game. In RPGs, the concepts of winning and losing do not exist and there are many ways in which a character can get what he/she wants. The goal as a player is to "help to create a story and to have fun. You may give your character other goals, and even be the bad guy of the story but the success of your character does not determine any sense of winning or losing. Like life, it's not so much whether you win or lose, but how you play the game" (Stratton, 1991) players don't compete against one another; they cooperate in fighting the monsters or overcoming other obstacles created by the GM.

## 2. Types of RPG's

There are certainly many types of settings as genres of literature and practically any is suitable for RPG. Phillips (1993), makes a clear and practical list of the major types that can be found:

**2.1. Fantasy or sword and sorcery.** This genre deals with stories centered on myth and legend. Usually these stories revolve around characters who are warriors or mages who often are sent upon quests. These are tales of the fantastic with monsters and magic all around. J.R.R. Tolkien's Lord of the Rings series, Robert E. Howard's Conan the Barbarian stories, Piers Anthony's Xanth series, the legends of King Arthur, the Chinese Ghost Story films, and many others. This is probably the most popular genre for RPGs.

**Games:** Ars Magica, Chivalry & Sorcery, Dungeons & Dragons, Empire of the Petal Throne, Fighting Fantasy, Middle Earth RPG, Palladium, Rune quest, Talislanta, Ysgarth, and many more.

**2.2. Space adventure.** This is a Science Fiction genre most often based in the far future. Characters are often space travelers who have adventures while traveling across the galaxy. Isaac Asimov's novels, Douglas Adams's Hitchhiker's Guide to the Galaxy



books, some of the novels of Janet Morris, the Star Wars films by George Lucas, the Star Trek films and television series, and others.

**Games:** Buck Rogers, Legacy, Mega Traveller, Ring world, Space 1889, Star Frontiers, Star Trek, Star Wars, Traveller, and others.

**2.3. Spies and superspies.** This is a genre based upon the secret agent. The most famous example of the genre is probably Ian Fleming's James Bond-007 books which have been made into several films. Other examples include Robert Anton Wilson's Illuminatus novels, the In Like Flint films, the Get Smart television series, and the Man From U.N.C.L.E. television series.

**Games:** James Bond, Ninjas & Superspies, Top Secret SI, and others.

**2.4. Detective.** These are the stories about detectives and private eyes. Most of Dashiell Hammett's books fall in this category (Philip Marlowe is the ultimate private dick). Remington Steele is a character of the genre, albeit a bit more polished. The City Hunter stories (comic books, cartoons, and the movie) loosely belong to this genre.

**Games:** Gangbusters and others.

**2.5. Horror.** This genre is different from Sword and Sorcery or Fantasy in that it pits "regular/normal people" against supernatural or fantastic creatures and that normally the players cannot defend from the enemies. Bram Stoker's Dracula is the classic archetype for this game genre, as well as Mary Shelley's Frankenstein. Almost anything by Edgar Allan Poe fits here. The Cthulhu stories by Howard Phillips Lovecraft have inspired many of the RPGs in this genre. While chiefly part of the action/adventure genre of films, the Indiana Jones movies can be considered as part of this genre, albeit loosely. The Ghostbusters films are good examples of humorous stories in the genre. Naturally, almost any book or movie involving vampires or werewolves falls into this category.

**Games:** Bureau 13, Call of Cthulhu, Chill, Ghost busters, Indiana Jones, Werewolf, Vampire, and others.



**2.6. Super hero.** This is the comic book genre. Characters are heroic men and women with super- human abilities who fight crime and generally try to save humanity from evil super villains. Many American comic books are of this genre. Films from these which belong to the type are Superman, Batman, and The Flash. The Incredible Hulk, Spiderman and Wonder Woman television shows are also of this type.

**Games:** Batman, Champions, DC Heroes, Marvel Super Heroes, Superworld, Teenage Mutant Ninja Turtles, Villains & Vigilantes, and others.

**2.7. Time travel.** This is another Science Fiction genre. In these stories, characters from one time travel to another. Usually the characters are from the present day traveling to the past, but not always. L. Sprague De Camp's *Lest Darkness Falls* and many of Keith Laumer's novels are very good examples of literature which treats this subject. *Time Tunnel* and *Quantum Leap* are television series which have dealt with time travel. Movie examples include *Back to the Future*, *Terminator*, *Somewhere in Time*, *Time Bandits*, and the *Bill and Ted* films.

**Games:** Doctor Who, Fringe worthy, Time Lords, Time master, and others.

**2.8. Western.** This is the genre of the American Cowboy story or film. When many Americans are children, they often play the child's game of "Cowboys and Indians." This genre is an extension of that curiosity about and fascination with the Old West. Some movies which are representative of the genre are *Silverado*, *Pale Rider*, *Dances with Wolves*, *Unforgiven*, *High Noon*, and the *Young Guns* films.

**Games:** *Boot Hill*, *Desperado*, *Wild West*, and others.

### **3. Benefits of RPGs in class**

There are many benefits for using RPGs in Teaching English as a Second Language and many authors have recognized them widely.

As mentioned previously, Jeremy Harmer advocates the use of role-play since they are fun and motivating, gives quieter students the chance to express themselves and offer more chances of language opportunities. (Harmer 1989). This point is especially

important for this investigation since one of the objectives is to analyze if shy or silent students can increase their participation in class.

D. Wilkins (1976) created the notional syllabuses, which arranged teaching program mostly on the basis of contexts instead of being limited by the forms of sentences to apply to the teaching contents to the desire of language application. Communication became a widely used technique and the most important aspect for him. According to it, Wilkins put forward the issue of role-play, which is actually an imitation the reality .the students are required to speak properly in line with the contexts and their "roles."

Fraser, Rintell, and Walters, (1980) mentioned role-play as a useful means to study learners' pragmatic competence. This means to evaluate how the speaker would react in a certain situation, so contextual features are important in determining how a speaker will behave in a role-play; the speech act can be kept constant while the contextual features are varied. Many dimensions of a learner's pragmatic competence may be explored in this way. In Fraser, Rintell and Walter's procedure; they also used role-plays with puppets when the subjects have been children.

Robert J. Di Pietro outlines a teaching technique for conversation classes which is very similar to RPGs in facilitation of language use in his insightful article, "The Open-Ended Scenario A New Approach to Conversation." RPGs are used as a basis for class discussion around open scenarios provided by the instructor or prepared by the students themselves. Since conversations are based upon assigned information, Di Pietro cites the educational scenario in which information is gained through further contact as being superior to more standard role-plays. This is how the RPG scenario is constructed. (Di Pietro, 1982)

The reading teacher may find RPGs useful for checking student comprehension as well as engendering a more thorough appreciation of literature. Reading comes alive for students when classroom teachers incorporate creative genre into the whole language curriculum. (Diaz-Rico, 1992).

Dorathy & Mahalashmi also mention some reasons for using Role-plays in Class, which are:

Role-plays help students cope with real-life situations, commonly used expressions, forcing them to think "on their feet".

Role-plays help students work together as a team or group, and communicate in order to understand each other, because role-plays are not simple acts of reading or reproduction the information from a piece of paper;

Role-plays can be adapted to the needs of the students, they may use specific vocabulary for specific situations, as learning English is sometimes done for a specific purpose; role-plays give learners more responsibility in their learning, encouraging interaction; role-plays offer students the chance to evaluate their learning progress and their level of English.

Role play can improve learners speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

They also mentioned some values of role-plays which are that they allow people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate often results in the ability to see himself as others see him.

The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. Role playing can often create a sense of community within the class. (Dorathy - Mahalashmi, 2011)

#### **4. Dungeons and Dragons history**

Dungeons and Dragons (**D&D**) was the first fantasy RPG and is still the most prominent. Gary Gygax, a war gamer, developed the game in the early 1970s after founding a subgroup of the International Federation of Wargaming (the Castle and Crusade group) and devoting his time to designing and playing miniature war games with a medieval focus -- using small metal sculptures to represent armies.

With Jeff Perren, Gygax wrote Chainmail, the rules booklet for the group. Dave Arneson, a member of Gygax's group, broke away and began to operate his own game. Arneson experimented with the rules by introducing magic into the combat system. Gygax discovered Arneson's system -as well as his character creation additions- through

wargaming newsletters. Founding TSR, he then merged all these concepts and created Dungeons and Dragons. This was the birth of RPGs. More games soon followed. A much more complicated version of the early D&D game, Advanced Dungeons & Dragons (AD&D), is now the industry leader.

## 5. Application of an Adaptation of Dungeons and Dragons

**5.1. Setting.** "D&D is a fantasy game, set in a world of "sword and sorcery, centering on fantasy, exploration, and problem-solving in mysterious underground places called DUNGEONS. (Other more complex settings are possible, such as cities and towns, wildernesses, castles, weird fantasy locations, etc.) You may not personally like fantasy literature, and there are many other games. But fantasy settings can be fun because of their unpredictable nature.

Science-fiction has the familiar trappings of spaceships and laser-guns; but in fantasy fiction there is no guarantee that if a character grasps a door handle, the door handle won't grasp back!"(D&D guidebook)

### 5.2. Materials

- a) **Set of dice:** In the original game, each player must have a set of 7 dice which are used in different moments. However, in the area where the investigation takes place, it is very difficult to obtain this set so in the adaptation I decided to play with just a D20 (a die with 20 sides) and 2 D6 (the typical die of 6 sides). These dice were manufactured in the C.C.P.N.A to be bigger and more resistant so the student can throw it to the center of the class every time they rolled.
- b) **Character sheet:** Every "hero" group will receive a character sheet where they will be able to see the basic information of the character, Hit Points, Armor Class, his/her skills, background and the inventory with all the items the character has. This sheet is adaptable and the group will be able to modify it as they see it fit, like the name, past story, etc.
- c) **Maps or diagrams:** The visual help is always a good way to boost the imagination of the players. The DM will prepare maps and diagrams that will serve the groups as guide to describe the movement of their characters and actions so they know

where they and their enemies are at all moment, this will let them think of their strategies in a better way.

- d) **Pencils or pens:** Desk materials are always a must so the group can track their HP and calculate their attack and so.

**5.3. Characters.** The quantity of races and classes in the original game exceeds everything one can imagine since you can literally create anything you want as a character. For this adventure the heroes would be the five that could be considered the archetypes of this kind of RPG:

- a) **Warrior:** The typical machine of destruction. Very strong person with little patience, he does not care for plans or strategy and just focuses in destroy anything in front of him. He's versatile and can use practically any weapon.
- b) **Paladin:** A natural leader. The paladin is a combination of strength and intelligence who always thinks and plans before acting. He has military experience and can use healing magic. He prefers the shield and hammer.
- c) **Hunter:** Detective of the team. He's very agile and cunning. He's a master of stealth and investigation and always tries to get the maximum benefit of any situation. He's very adept with bows and daggers.
- d) **Wizard:** Master of magic. He is not physically strong but can use all the elements and very underhanded tricks. He prefers to keep his distance to bomb his enemies with a barrage of spells. He uses wands or staves.
- e) **Magical Girl:** Fashionable Idol Princess. This character was created by the same students and it is the perfect example of how any character can be born from the imagination of the players. She puts her image above all and she always tries to get her best angle.

#### **5.4. Rules**

- a) **Creativity is the best:** The first and most important rule is that the more creative the students are, the more chances they will have to receive rewards. They must get into the shoes of their character and act according to their personalities. Tell them to use even voices that could represent their characters.

- b) **Dice is the master:** The second rule is that everything will be decided by the dice. If they are victorious or fail, life and death, win or lose will be decided for the number of the dice. As an example: Imagine the warrior find a door which is locked. What will the warrior do?

- Warrior: I'll kick the door open \*rolls the dice and gets a 7\*
- DM: *Sorry you fail. You kicked the door but it is too strong and you end up falling on your butt.*
- Hunter: *I'll lock pick the door \*rolls and gets a 17\**
- DM: *You take out your tools and easily unlock the door... do you want to open it?*

- c) **Combat Mechanics:** The previous example shows how the mechanics with the dice works. The combat system is similar but it takes in consideration the Armor Class (AC) which is the number an enemy needs to hit a hero and also the monsters. If they hit, then they will make a damage roll with the 2 D6 to see how much damage is made to the HP (Hit points) which represent the life of every creature in the game. As an example: The group finds a monster in a cave and decides to attack it. The monster is a goblin whose AC is 13 so that means that to make a successful attack, the hero needs to have a roll of 13 or more using the D20 and its HP is 14 which means that to defeat it the group has to make 14 points of damage.

- Warrior (AC: 15 / HP: 40): *I swing my sword and cut his head \*rolls the dice D20 and gets a 11\**
- DM: *You fail. The goblin evades your attack prepares to counterattack. Hunter is your turn.*
- Hunter (AC: 13 / HP: 30): *I shoot an arrow to the goblin \*rolls the dice D20 and gets a 15\**
- DM: *You hit! Roll for damage.*
- Hunter: *\*Rolls 2 D6 and gets a total of 8 points of damage\* I do 8 points of damage.*
- DM: *The goblin receives an arrow in the shoulder and staggers back in pain (HP: 6 / 14). It is the goblin's turn. It takes a machete and slash at the warrior*

*\*rolls a D20 and gets 19\* and it hits \*roll for damage with the 2D6\* it makes 4 points of damage.*

- *Warrior (AC: 15 / HP: 36): I grab the goblin and throw it to the wall. \*rolls a D20 and gets a 17\**
- *Warrior: \*rolls 2 d6\* I make 7 points of damage.*
- *DM: The goblin hits the wall with a tremendous force and falls down to the ground dead (HP: -1). You defeat the goblin.*

- d) **Reward System:** Every time monster or an event is defeated, the players can look for loot. They have a chance to receive gold or object that can be sold or used by the players. They also get Experience (EXP) that will allow them to level up and become stronger.

**5.5. Adventure.** The adventure prepared for the investigation was an original idea and totally created by the researcher. It immerses the students in a fantasy world where many good and evil races live together and where one can be anything they want. In this setting, the players are a part of a Mercenary group that has been invited by the Mayor of Loriel City to do a job. They travel there and try to find the Mayor's building in the middle of this huge and highly commercial coastal city.

***Part I: Dealing with Ali Al-bazur:*** The group finds the building and meets the mayor of Loriel City. They have to ask about the mission and its details.

***Mission:*** A renowned family has disappeared and the group is tasked to investigate the Manor of the family. The group can try to convince Ali to give more money for the mission or even try to steal it. Of course, any decision will bring surprising consequences.

***Part II: Investigating the Manor's outdoors:*** The group is escorted to the Altmain's Manor where they must discover what happened to the family. They also heard that a group of soldiers who previously entered to investigate never returned. What could have happened to all those people?

***Part III: Inside the Manor:*** After investigating the outside of the Manor, the group is ready to enter the building. What lurks inside?



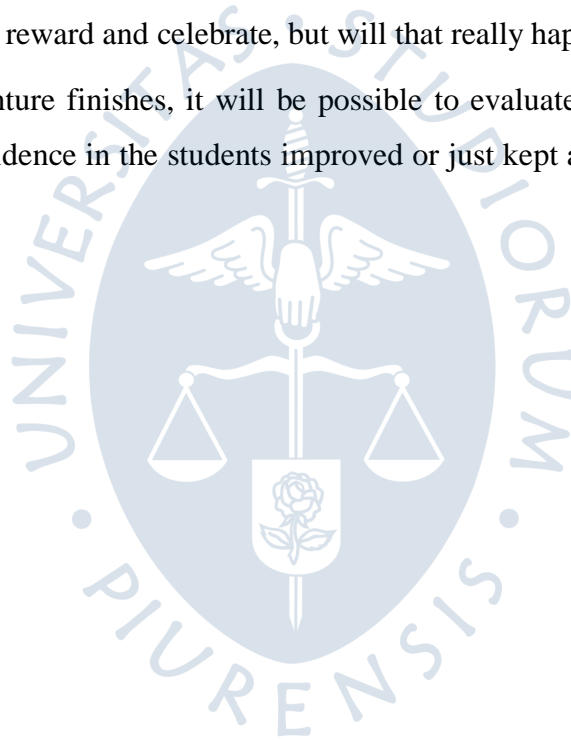
**Part IV: Secret Chamber:** After finding spiders and eliminating them, the group finds a secret chamber, but they will need to find a code to enter. The students have to look around to solve this puzzle.

**Part V: Moral Dilemma:** After defeating the enemies, the group finds a survivor goblin called Ratbag who surrenders and pleads for mercy. Will the group spare him or they will slay him mercilessly?

**Part VI: Morlag the Skinner:** The group finds the lair of Morlag (if spared Ratbag they will guide them) and now must decide how to face him. Will they rush and face him directly? Or will they use a cunning approach?

**Part VII: The end?:** After the defeat of Morlag, the group returns victorious and ready to collect their reward and celebrate, but will that really happen?

When the adventure finishes, it will be possible to evaluate whether the levels of motivation and confidence in the students improved or just kept at the same level that it started.





## Chapter 3

### Methodology of the investigation

#### 1. Investigation type

The present investigation is an Empiric-analytic or positive type of investigation since it is based on a hypothetical-deductive outline and formulates investigation questions and hypothesis that will be later proven. It uses statistical analyses and seeks to generalize the results of the studies by means of representative samples which are measured in a certain context.

The investigation uses standardized instruments of measurement like surveys and questionnaires given to the students in order to establish a series of conclusions based on previous hypothesis which will facilitate the comparison between them, in order to confirm them or reject them.

#### 2. Design of the investigation

The investigation is Quasi-experimental since the phenomenon (the role playing experienced) is caused or manipulated. The investigator determines the values of the independent variables (level of motivation and confidence in the intermediate level students of the C.C.P.N.A.) in order to analyze the effects while permitting the independence of reaction of the students. These variables will be measured using surveys and questionnaires to confirm or reject the hypothesis set at the beginning of the investigation, which were based on the questions that this investigation seeks to answer. The main question would be:

*Can the role-playing game Dungeons and Dragons boost the motivation and confidence of the students and especially shy or silent students of the intermediate level of the C.C.P.N.A – Sede Puno?*

This project tries to analyze how this game can help the students of intermediate level of the C.C.P.N.A – Puno to boost their motivation (Independent variable) and confidence (independent variable) and so the questions for this project are the following:

- *Can the role playing game Dungeons and Dragons boost the motivation in the students during the learning sessions?*

- *Can the role playing game Dungeons and Dragons give more confidence to the students so they can increase their use of L2 in class?*
- *Can the role playing game Dungeons and Dragons increase the participation of shy or fearful students in class?*

**2.1. Regarding the Centro Cultural Peruano Norteamericano – Puno.** The Centro Cultural Peruano Norteamericano – Puno is a private English institute and it is a branch of the Central Office located in Arequipa, Peru. The branch in Puno was opened on June 1<sup>st</sup>, 2001 and was officially inaugurated on August 29<sup>th</sup>, 2001 in Lima Street becoming one of the leaders in the teaching of English in the city of Puno due to the lack of another institute in the same level.

After eleven years of using the rented building located in the center of the city, it was decided to move to a bigger and more modern building that was inaugurated on November 4<sup>th</sup>, 2012. It has 25 classrooms equipped with interactive boards, a multimedia lab, Virtual Library and an art gallery

The C.C.P.N.A – Puno offers not only English classes but it also provides information about scholarships and interchange programs. For studies in foreign countries using programs like Youth Ambassadors and others. It also manages government programs like ACCESS that permits high level students in public schools to learn English via scholarships.

#### **INFORMATION:**

<b>Name:</b>	Centro Cultural Peruano Norteamericano
<b>Inauguration:</b>	August 29th, 2001
<b>Address:</b>	128 Luis Chevarría St. Puno, Perú.
<b>Telephone:</b>	(051) 365988
<b>Website:</b>	<a href="http://www.cultural.edu.pe/sedes/puno/">http://www.cultural.edu.pe/sedes/puno/</a>
<b>Number of teachers:</b>	35 teachers divided in Children and Regular programs.
<b>Number of students:</b>	1150 students in the regular program and 250 in the children program.

The C.C.P.N.A. offers three official programs to the people who want to learn English as a second language and the programs are:

- a) **HELLO ENGLISH:** This program is oriented to children and is divided in three levels depending on the age of the children that participate in them.
  - Little Ones: 03 – 06 years old
  - Kids Life: 07 – 09 years old
  - Growing Up: 10 – 13 years old
  
- b) **REGULAR PROGRAM:** This program is oriented to teenagers and adults and can be accessed when the person is 14 years old with no limit of age afterwards. The program is divided in three levels that mark the Basic, Intermediate and Advanced levels and focus the attention to the development of the 4 skills according to the CEFR.
  - **Living English (LEA):** This level makes the student study the basics and fundamentals of English language and correspond to the Fundamental and Basic level. Duration: 18 months.
  - **Moving Up (MUB):** This level deepens the use of English and corresponds to the Intermediate level of proficiency in English. Duration: 12 months
  - **Living It Up (LIUB):** This level looks for the mastering of the English as a Second Language and corresponds to the Advanced Level. Duration: 06 months.

**2.2. Regarding the students.** The students come from different backgrounds and they vary in ages being the youngest 3 years old in the Children Program and the oldest 58 years old in the Regular Program. The students are present in number of female and male in a similar number.

The students chosen for this investigation are those in the intermediate level given more emphasis to their proficiency in the language than in other aspects like age, gender or background. However, it was expected to have groups mixed with all these aspects and still to have the role playing game Dungeons and Dragons be effective with all of them.

The intermediate level in the C.C.P.N.A. is divided into twelve levels each cycle having the duration of a month. The Intermediate Stage has the name of MOVING UP (MUB) and it uses the book MASTER MIND from McMillan and it features 2 sets of books with 12 units each one. The students study two units per cycle which permit them to finish the two books in the 12 months that Intermediate stage lasts.

The books mentioned offer an ample range of activities where the students can develop the skills of Listening, Reading, Writing and Speaking. However, sometimes the topics given for the Speaking section are outdated or are not appropriate for the zone which can make this section a little tedious to manage for the students.

For this reason, the investigator believes that the role playing game Dungeons and Dragons is a good complement for the Speaking activities done in this book.

### **3. Population and study sample**

**3.1. Universe.** The universe includes all the students in the different levels of the Centro Cultural Peruano Norteamericano in the city of Puno.

**3.2. Population.** The population chosen for this investigation includes 129 intermediate level students with ages ranging from 14 to 36 years old both men and women and different backgrounds in the Centro Cultural Peruano Norteamericano in the city of Puno.

**3.3. Samples.** Taking in consideration that for the present investigation, the population is a small quantity, the investigator required the C.C.P.N.A. to facilitate the full 129 students to apply the experimental activity. However, the coordinator indicated that it was impossible, but that they could provide me with two classes of 25 students each with similar range in ages (17 – 25 years old).

The students chosen for this investigation are all high intermediate level students in their eleventh month of studies in that level. The level given according to the classification of the C.C.P.N.A. is MUB11 which is almost advanced level.

According to the standards met by the cultural in this level, the students in this cycle should have between B2 – C1 level of proficiency according to the CEFR which

means that they are capable to read, write, listen and speak in a very proficient level which enables them to participate in a daily routine and normal life in the case they were in an English speaking country or any country where English is needed to communicate. Due to these reasons, we can conclude that the students in this level have a high proficiency in the use of English

For these reasons, the sample for this investigation will consist of two groups which will be the experimental group (the group which will play the game) and the control group (the one in which the game will not be applied). They worked with the same book which was Master Mind 2 by McMillan and will work in the same content which is detailed:

Table 1. Table of content of the unit used from Master Mind 2 by McMillan.

<b>FIRST CYCLE</b>	<b>WEEKS 1 - 4</b>
<b>MUB111</b>	<b>CONTENT</b>
UNIT 9 Just Playing?	<ul style="list-style-type: none"> <li>• Vowel sounds</li> <li>• Comparison of adverbs: superlatives</li> <li>• Comparison of adverbs: comparatives</li> <li>• Verb + object + verb: object + -ing form</li> <li>• Offers/invitations: should, would</li> <li>• Vowel sounds</li> <li>• Vowel sounds</li> <li>• Computer games</li> <li>• Generation gap</li> </ul>
UNIT 10 Word Spreads Fast	<ul style="list-style-type: none"> <li>• Defining vs. non-defining relative clauses: use of that</li> <li>• Defining vs. non-defining relative clauses: punctuation</li> <li>• Adjectives ending in -ed and -ing: use</li> <li>• Adjectives ending in -ed and -ing: list</li> <li>• Adjectives ending in -ed and -ing: -ed adjectives followed by prepositions</li> <li>• Defining and non-defining relative clauses</li> <li>• Relative clauses</li> <li>• Adjectives</li> <li>• How to tell a story</li> <li>• Lucky charms</li> </ul>

<b>SECOND CYCLE</b>	<b>WEEKS 3 - 8</b>
<b>MUB112</b>	<b>CONTENT</b>
UNIT 11 Music to my Ears	<ul style="list-style-type: none"> <li>• Take, have or break?</li> <li>• Unreal tenses: wish, if only, would rather, it's time, hope</li> <li>• A burglary</li> <li>• Music in the future</li> <li>• Scissor Sisters</li> <li>• Music</li> <li>• Phrasal verbs with take</li> <li>• Take a vacation</li> <li>• Modifiers: amplifiers</li> <li>• Natural disasters</li> </ul>

SECOND CYCLE	WEEKS 3 - 8
MUB112	CONTENT
UNIT 12 The Face of the Earth	<ul style="list-style-type: none"> <li>• Changing stress in nouns and adjectives</li> <li>• The passive: infinitive</li> <li>• The infinitive: form, subject, complement, purpose and split</li> <li>• Modifiers: emphasize</li> <li>• Modifiers: downtoners</li> <li>• Earth Hour</li> <li>• The world of the coral reef</li> <li>• Tsunamis</li> <li>• Changing stress in nouns and adjectives</li> <li>• Stress</li> </ul>

Source: Cory-Wright, K., Maggs, P. (2011). Master Mind 2. McMillan.

It is widely accepted in the C.C.P.N.A. – Sede Puno that these cycles are very complicated since they are the transition to the Advanced levels and students are usually stressed and tired. Due to the number of topics they have to study which includes previous knowledge that they have to remember and consolidate and new topics they have never seen.

All these factors create a very heavy environment in which many students are unmotivated and this creates desertion, lateness and in general apathy.

The investigation tries to observe and test how the role play game Dungeons and Dragons (**Independent variable**) can lessen these negative effects and boost the motivation of the students participating in it. (**Dependent variable**).

Table 2. Experimental groups: Description of the Experimental and Control group for the research

A. Experimental Group (Group A)	
Number of participants:	25
Level of English:	High Intermediate
Age of participants:	Ranging from 17 - 25
Male participants:	13
Female participants:	12
B. Control Group (Group B)	
Number of participants:	25
Level of English:	High Intermediate
Age of participants:	Ranging from 16 - 25
Male participants:	16
Female participants:	9

Source: Own elaboration. (2016)

Both groups will complete a questionnaire before and after the eight weeks (**which correspond to two 20-day cycles**) that the investigation takes place to see the response of each one. The experimental group will also complete an additional questionnaire where they will state their opinions about the Role Playing Game they participated in.

#### 4. Variables

**4.1. Independent variable.** The role play game: Dungeons and Dragons

#### 4.2. Dependent variables

- Motivation level of intermediate level students of the C.C.P.N.A – Puno.
- Level of confidence to use L2 in class in intermediate level students of the C.C.P.N.A – Puno.
- Level of confidence of shy students in intermediate level students of the C.C.P.N.A – Puno.

**4.2.1. Motivation in the students.** The students chosen for this investigation come from multiple and different backgrounds where their experiences vary from one another and we can say that each of them have different reasons to study English.

Some of them need the language for professional reasons since they are asked to have certain level of English to pass an exam or to be able to get a promotion. We could say that since these people have a goal, their motivation is very high but they could lose it due to time or tiredness, which makes necessary to use techniques that permit them to enjoy the experience of learning the language.

Other students were forced to study by their parents or relatives to use their time in something productive; so the motivation level in these people are low since they were forced to learn and they may believe that they only need to pass and not to improve or to better themselves. This fact calls for action to be taken in order to change the mentality of these students from “I am here against my will” to “I want to be here” and role playing games like Dungeons and dragons could be the answer to this. Other students also study English as a hobby or for personal gratification. This group can be said to have a high motivation to study but at the same time, since they do not have something to anchor them, they could quit very easily if they feel they are just doing the same thing time after time, which makes important to create an environment that motivates them to



keep attending classes and improve their use of language which makes Dungeons and Dragons a good tool to accomplish this.

The points mentioned before stress the necessity of creating a fun and accomplishing environment where the students feel that they still have something to learn by attending classes. We mention this point since there is a very high number of students that consider that the classes after intermediate level are just redundant and repetitive.

The truth is that it is indeed the case, since the intermediate level repeats many of the topics already studied by the students. Of course, the material does this to deepen the comprehension and understanding of those topics in new levels which will not only bolster the knowledge of the topic but also expand its use in ways that the students hadn't imagined until that point. However, this is not like that from the point of view of the students at least at the beginning. They pass from a point in lower levels in which they discover new things every day to a point in intermediate level in which they feel they are just repeating things that they already know, and many may even think that the institution does this only to be able to charge more money.

Due to these reasons many students do not show the same concern and responsibility they had in previous levels which may lead to behavior that was not present before like lack of support and participation in class, lateness and even desertion to some classes which will only delay their development in the use of the language which will be noted later at advance levels.

The role playing game "Dungeons and Dragons" is expected to inject new motivation by making students experience something new where they can really see their level in English and how to use it in "real situations" inside a fantasy world where they will have to face unexpected and challenging situations where experience and intelligence are more important than strength and resources.

This investigation seeks to evaluate if games like this can motivate students in a level where normal activities can fail and if they can inject new feelings and emotions that the students may have forgotten so the motivation of the students are boosted to avoid the problems mentioned above due to the lack of motivation.



**4.2.2. Level of confidence in students.** It is well known that confidence is an important part in the use of any skill, since even if the person using it is an expert, he or she can be affected by the lack of confidence and as a result, the final score may not reflect the real level of the user.

For this reason, the C.C.P.N.A. and staff always try to give the maximum speaking time to the students and try to make sure they practice in all possible scenarios so they have confidence when using their language in a real situation.

Even so, students may still lack confidence due to their personality, family background, education or personal experience with English and because of this some people feel nervous when asked to participate or talk in front of other people even if they are their own peers.

The students chosen for the investigation show a high level of confidence due to their level and time of practice with the language and it also affects the fact that they have been together as a class a long time so they already know each other and this brings a sense of unity and confidence among peers.

However, there may be still some reservations when new or difficult topics are found and they may need more motivation so their confidence can be boosted and they can participate in a more active way during the classes which will provide of more practice time and will by consequence strengthen their confidence. This will then be reflected in their use of the language in real situations.

This investigation will analyze if the role playing game Dungeons and Dragons gives students the confidence to speak and participate without feeling threatened for good or bad answers and if they can use their English in a free and natural way.

**4.2.3. Shy students.** As mentioned before, due to different factors, some of the participants in this investigation could feel nervous and prefer not to talk or participate during classes since they lack the confidence to do so. There are cases in which the situation can be very serious and some students simply do not talk even if the teacher wants to force them to do so.

Even though this situation is rare in the sample chosen for this investigation, we have to admit that they exist and it is important to discover if this role playing game can be of any help to them and others like them.

With this in mind, shy or silent students will be detected and their progress will be followed in a journal in both groups.

**4.3. Time of experiment.** Since a normal class in the C.C.P.N.A. is of 90 minutes every day, it will be impossible to play the role playing game Dungeons and Dragons all the class. This is also difficult since there are other contents to cover and so, for this investigation it has been decided to do the sessions of the game every day for 30 minutes at the end of the class.

**4.4. Interruption of game for a week.** In order to observe the reaction of the students, as well as the effect on their motivation, the game will be interrupted in the 4<sup>th</sup> week of the application. This will permit to see how the students are affected and if they have any complain or simply they do not have any problem with the absence of the game.

## **5. Techniques and instruments for gathering of data**

**5.1. Systematic observation.** The investigation will use the technique of Systematic observation and Participants observation and will consist of analyzing the reactions of the students from the samples and the effect of the role play game: Dungeons and Dragons in their levels of motivation and confidence during the eight weeks that the investigation will last, while taking especial notes about the development of the shy or silent students. This will be registered in a journal that the teacher will fill every day and will make a summary at the end of each week. A summary of the journal and diary is presented in the section 4.3 of the present research as part of the data analysis.

**5.2. Student survey.** The students will be given two questionnaires during the investigation. They will measure their levels of motivation and confidence in the use of English.

The first survey will be taken to both groups the experimental and the control one at the beginning and end of the application of the role playing game Dungeons and Dragons to find out how effective it was in the levels of motivation and confidence.

The second survey will only be taken by the experimental group who plays the role playing game, to observe their opinions and experiences with the mentioned game and how it affected them personally in their use of the language.

Once finished, all this data will be compiled and verified to show the results in the form of statistic tables that will permit other investigators to use this information for future investigations.

The questionnaires were made entirely by the author of this investigation using questions which could show the validity of the hypothesis presented in the theoretical segment. The models of the questionnaires are in the appendixes I and II.

**5.3. Diary and journal.** The diary and journal will be a tool used to take notes of any important or relevant thing that could happen during the application of the role playing game. The journal will place a high importance in the observation of shy or silent students and their progress in both groups while they participate in the role playing game Dungeons and Dragons, to see if they are affected in any way that may give them more confidence and motivation in their speaking time in the class. A summary of the journal and diary is presented in the section 4.3 of this investigation as part of the data analysis.

**5.4. Application of the game in the classroom.** This section is a review of how was the game applied per se during the class. It will show how a teacher who would want to apply this game could introduce it during the first day.

Table 3. Timetable of the steps for the application of the game Dungeons and Dragons for the first time

<b>First day</b>	
<b>a) Introduction of Dungeons and Dragons.</b>	Tell the class that they are going to play a game in which they can control a hero and unlike video games, there are no limits to what they can do and you can be any type of character they want. Remind them that they can decide to do anything they wish but that there are consequences to every decision they take.
<b>b) Introduction of the Game Master (GM).</b>	Teachers introduce themselves as GMs who will tell the story as the students' progress in it. Mention that the GM acts out the NPCs (Non Playable Characters) in the story and that he or she controls the monsters. Add that as a good GM, his mission is to kill the students' character if possible and that they should always try to defeat and outsmart the DM.
<b>c) Introduction of Rolling system.</b>	Present the dice set they will use and how to use it. Explain that although it is true that they can do whatever they wish during the adventure, the outcome will be decided by the number they roll with the dice. E.g. If a warrior want to break open a locked door he can certainly try but the number he gets by rolling will decide if he succeeds or fails. Make them understand very clearly that every outcome is decided by the dice and they cannot change it.
<b>d) Introduction of the Combat Mechanics.</b>	Explain students that in certain moments they will have to fight against other creatures and that the dice will also decide the outcome. Explain that every creature has a HP (Hit Points) number which is the number of points he has before dying and Armor Class which determines if the enemy is able to hit or not depending on the roll. (More information about this in the section 2.5.4)
<b>e) Introduction to the characters.</b>	Introduce to the characters the students will be controlling explaining their personality traits and advantages as well as the type of weapons and combat style they use. However, the students will be the ones who will give life to these characters so they may very well change it.
<b>f) Create groups</b>	This part can be made by the teacher applying this game as they consider the best and using any ways they know about forming groups.
<b>g) Rolling to choose the character</b>	Once the students are separated in four groups (depending on the number we could create an extra character) each one must choose a representative and roll a D20 die. The group that has the highest roll chooses first and then the rest in descending order. This action also reinforces the idea that the higher the roll the better the benefits.
<b>h) Start adventure.</b>	Once they know their characters and receive their character sheets, start the adventure and let them play. Remember to use voices and mimics so they can see the characters and the world they are in. They should use images to help with the submersion process Encourage students to do the same
<b>i) Participation and Language Rules.</b>	State some rules that the groups have to follow like <b>1)</b> Every member of the group has to participate speaking every turn. No permanent representatives allowed. <b>2)</b> Avoid too strong language or attack verbally to other classmates. <b>3)</b> No Spanish is allowed. If this happens the character will receive a "Divine punishment" immediately (like receiving a hit from a filling vase and thus losing HP). <b>4)</b> Encourage peer correction and self-correction at all times to maximize the use of L2 in class.

Source: Own elaboration.

**5.5. Process of data and results.** For the present research the investigator used the program SPSS 24.0 JUNE 2016 to process the data obtained by the questionnaires applied to the students that participated in the roleplaying game Dungeons and Dragons. The graphics and information obtained from the program is interpreted and explained in the next chapter.

## 6. Procedures of the investigation

Table 4. Steps for the procedure of investigation. Organized steps for the procedure set by procedure and description

Step	Procedure	Description
1	Investigation project making	Theoretical information recompilation
2	Presentation of the project	Presentation of the Practicum which would be the project before the application of the research.
3	Creation of adventure	This part includes: a) Creation of characters b) Creation of maps c) Creation of story d) Creation of materials like the dice and sheets necessary for the immersion in the story where students would dwell during the research.
4	Burocratic process	This section includes the permission from C.C.P.N.A. in Puno to allow the researcher the application of the investigation in the institute. It also includes the selection of classes and students which would participate in the research.
5	Application of the roleplaying game dungeons and dragons	This is the application of the research per se in the classroom. It will take 8 weeks where the students will be observed and questioned.
6	First Week:	<i>Part I: Dealing with Ali Al-bazur:</i> The group finds the building and meets the mayor of Loriel City. They have to ask about the mission and its details.
7	Second week:	<i>Part II: Investigating the Manor's outdoors:</i> The group is escorted to the manor where they must discover what happened to the family. They also heard that a group of soldiers who previously enter to investigate never returned. What could have happened to all those people?
8	Third week:	<i>Part III: Inside the Manor:</i> After investigating the outside of the manor, the group is ready to enter the building. What lurks inside?
9	Fourth week:	This week, in order to analyze the impact of the absence of the game in the group A, we decided to interrupt the game and see the reactions of the group and its effect in the motivation level.
10	Fifth week:	<i>Part IV: Secret Chamber:</i> after finding spiders and eliminating them, the group finds a secret chamber but they will need to find a code to enter. Where could the secret code be?
11	Sixth week:	<i>Part V: Moral Dilemma:</i> After defeating the enemies, the group finds a survivor goblin called Ratbag who surrenders and pleads for mercy. Will the group spare him or they will slay him mercilessly?

Step	Procedure	Description
12	Seventh week:	<i>Part VI: Morlag the Skinner:</i> The group finds the lair of Morlag (if spared Ratbag they will guide them) and now must decide how to face him. Will they rush and face him directly? Or will they use a cunning approach?
13	Eight week:	<i>Part VII: The end?:</i> After the defeat of Morlag, the group returns victorious and ready to collect their reward and celebrate, but will that really happen?
14	Processing of information	a) Note all experience in diary b) Use SPSS to process the information c) Create graphics and their explanation
15	Creation of thesis	The document where we put all the information collected is created and polished.
16	Presentation of thesis	The document is presented to the jury for the corrections before its defense.

Source: Own elaboration. (2016)

## 7. Validity and reliability

**7.1. Validity.** The use of surveys and questionnaires is a way to have an idea of how students feel and as Ackroyd and Hughes (1981) mentioned:

- “Practical.
- Large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way.
- Can be carried out by the researcher or by any number of people with limited affect to its validity and reliability.
- The results of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package.
- Can be analyzed more 'scientifically' and objectively than other forms of research.
- When data has been quantified, it can be used to compare and contrast other research and may be used to measure change.
- Positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses.”

As mentioned above, the use of this tool allows to obtain a quantifiable amount of information which can be analyzed and permits the hypothesis to be accepted or rejected. The questionnaires were validated using the Cronbach's Alpha method.

**7.2. Reliability.** The present investigation compares two groups that present a similar background in English competence (intermediate level) and age. They also share the same number of participants.

One of the groups had classes normally without taking the activity while the other group did use the activity in the end of each class. The activity has the goal of increasing the motivation and reduces the stress that the students normally suffer in these cycles, that are the transition to the advanced level and where they have to consolidate and learn a lot of content specify in part 3.3.3.

The behavior in both groups would give us an idea of how much the activity influence their motivation and whether it can help shy students to open up and use their speaking more.







## **Chapter 4**

### **Analysis of results**

The results were analyzed by comparing the answers to questionnaires made to the 50 participants in the investigation. These participants were separated into two different groups to facilitate a comparison between the students who experimented the activity of Dungeons and Dragons and the other group which did not take part in the role-playing game, to assess the different results and opinions from both participants at the end of the trial.

These two groups were separated into:

- Group A: 25 students who played the game Dungeons and Dragons for a month.
- Group B: 25 students who did not play the game Dungeons and Dragons and had normal classes during all the month.

The analysis of the results were separated in three parts to create a more solid and organized presentation.

The first part consists of the presentation and analysis of the answers given by both groups to the questionnaire before and after the game Dungeons and Dragons is applied to the group A. This section presents their preview ideas and opinions about English and motivation in general and how the game Dungeons and Dragons increased or decreased their motivation to study English. Then in the second section, the results of the interview made to the group “A” which was the group chosen to participate in the role-playing game Dungeons and Dragons are analyzed and their reactions and opinions about the activity are shown and how much they felt it helped them. Finally, the third section analyzes the progress of shy and silent students in the group “A” during the sessions of the role playing game Dungeons & Dragons. This results allow us to detect how effective was this activity in boosting the motivation and talking time of shy and silent students.

## 1. Responses before and after playing the game: Dungeons and Dragons

### 1.1. Question: Do you feel confident about talking in class?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

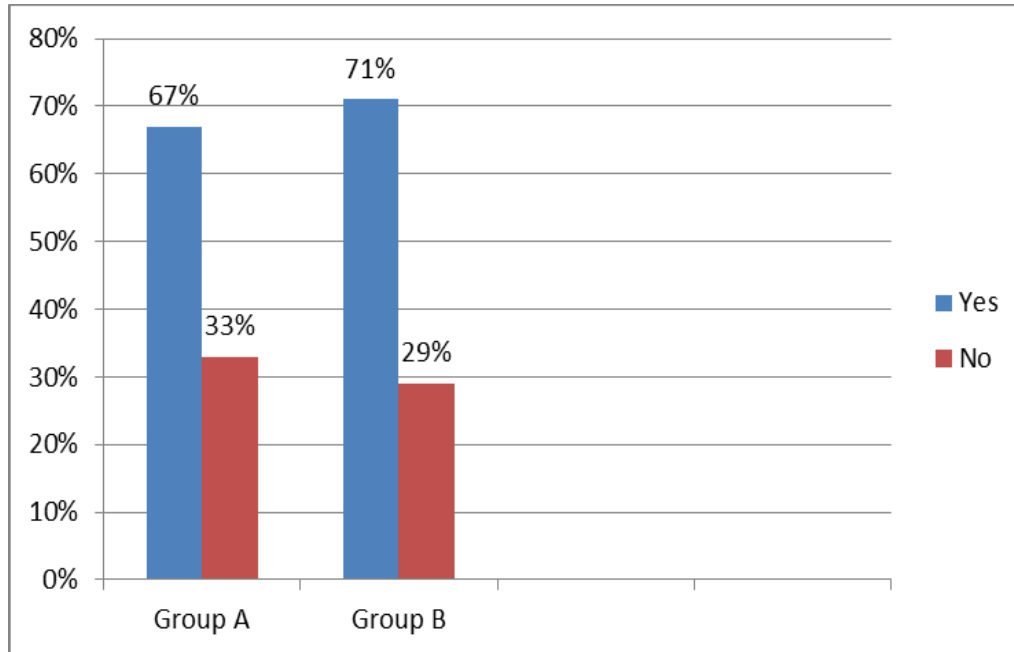


Figure 1. Do you feel confident about talking in class? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups the majority (around 70%) of the participants accepted that they felt enough confidence about talking in class but there were some students (around 30%) who said that they do not feel confident since they do not feel they have a good level or because they are shy.

The results showed that even if it is true that the majority felt confident enough to use their language, there were still some students who preferred not to use their language and they needed to boost their confidence somehow.

**b) After the application of the Role Playing Game Dungeons and Dragons**

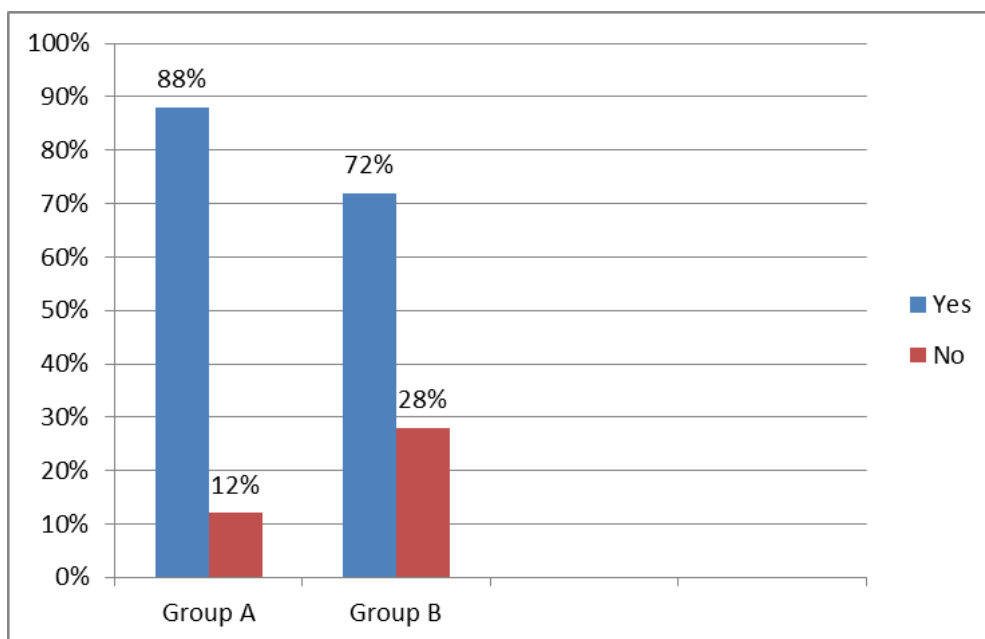


Figure 2. Do you feel confident about talking in class? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

After the application of the role playing game in the experimental group we could see that the group “A” which played the game had an increase of 20% in the quantity of people who felt confidence. Many of the students commented that this boost of confidence had its origin in the game Dungeons and Dragons since it gave them more opportunities to talk and use their English in a practical way without feeling threatened to fail which made them very comfortable.

The group “B” which was the control group that did not play the game had no major change which showed that the students were of the same opinion except for some of them that felt that they had gained some confidence due to the practice of the classes. We have to note that these students had typical classes which include some role playing games but it seems they were not as effective as the role playing game Dungeons and Dragons.

These results show that the role playing game Dungeons and Dragons can increase the confidence of students who normally do not feel comfortable talking and participating in class and can boost their talking time which will ultimately give them more practice time which in return will also boost their confidence even more.

## 1.2. Do you think you can communicate with a native speaker in English?

### a) Before the application of the Role Playing Game Dungeons and Dragons

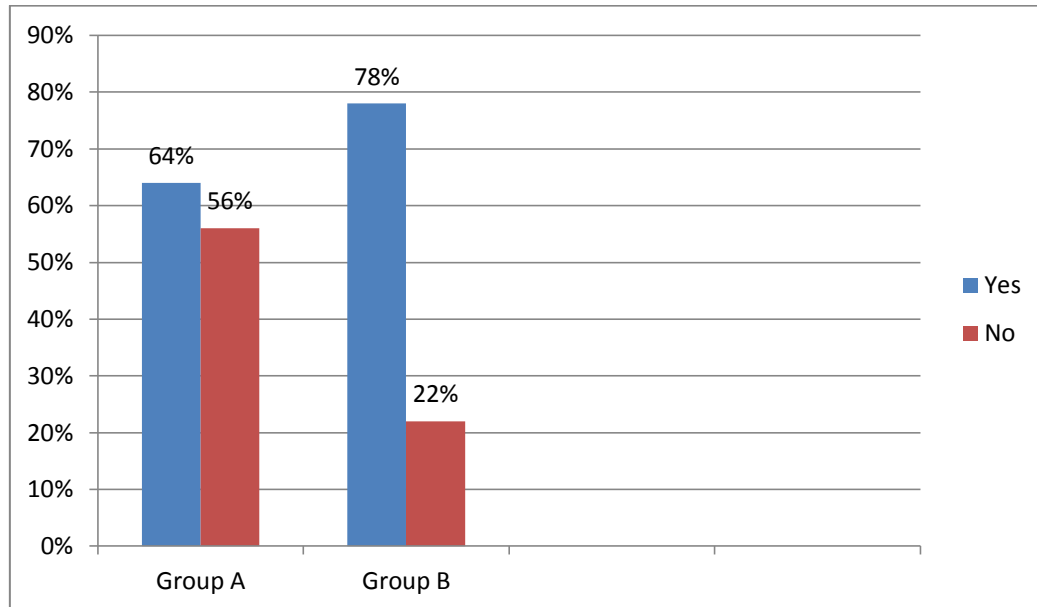


Figure 3. Do you think you can communicate with a native speaker in English? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In the next question the groups show different answers. The group “A” shows that a 64% feels confident to talk with a native speaker while that in the second group a 78% felt they could. The rest of people feel that they still need more experience and practice. In both groups, some students mentioned they had talked to tourists and other said they had friends in other countries that they had regular conversations with.

These results showed that the access to the Internet has allowed that more students had extra sources of practice apart from the institute and their teachers since they mentioned that many websites and even Multiplayer games permit them to have speaking time that they can use to practice and hone their Speaking ability.

**b) After the application of the Role Playing Game Dungeons and Dragons**

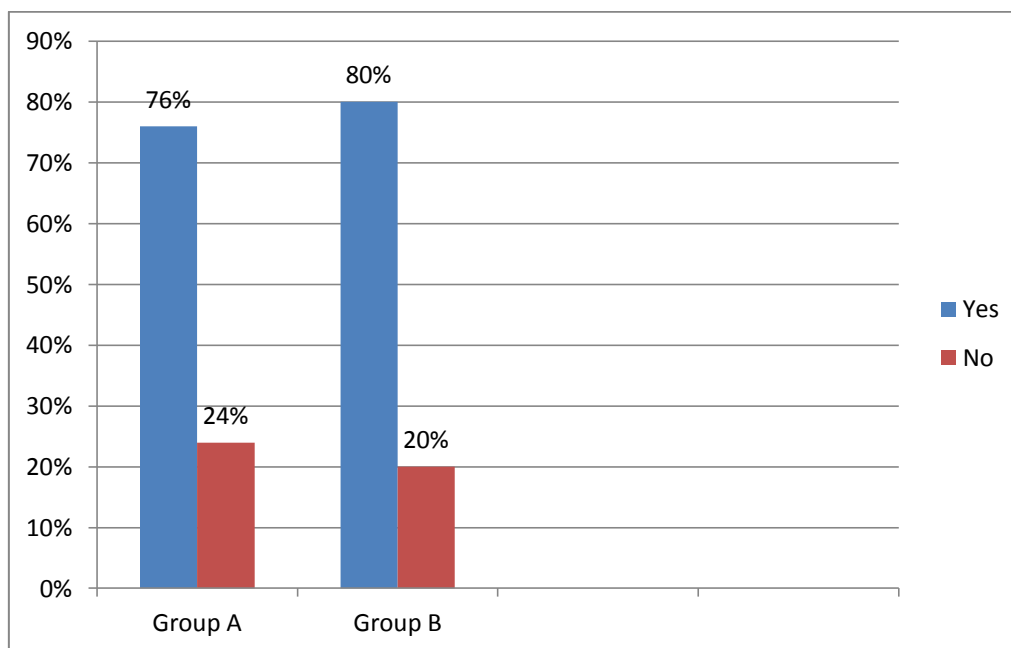


Figure 4. Do you think you can communicate with a native speaker in English? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The graph shows a major increase in confidence in the number of the students (76% in comparison with the previous 64%) in the group A, who played the game. Again many students commented that the game provided an important source of practice and new vocabulary that made them a little more confident in their use of English.

The group B only shows a small difference in comparison with the original data since the participants in the group B only showed a 2% of increase that the people with confidence after being given normal classes without the game Dungeons and Dragons.

These results makes possible the assumption that the Role playing game Dungeons and Dragons can boost the confidence of the students by giving them an important source of practical speaking time that can hone their Speaking skill to the maximum and can prepare them for real situations in which they will have to use their language.

### 1.3. Do you feel comfortable talking in English only?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

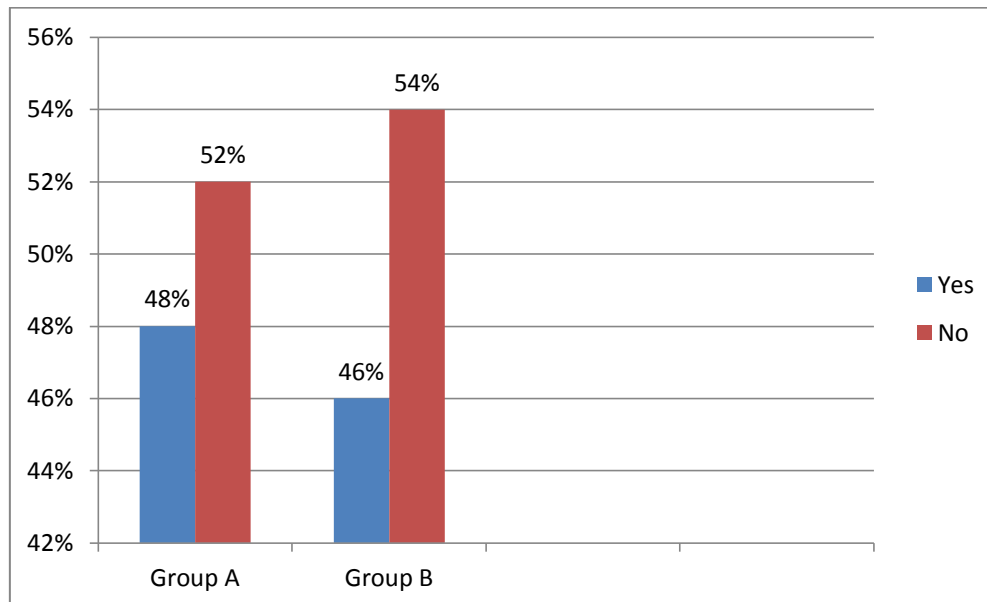


Figure 5. Do you feel comfortable talking in English only? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In this question both groups are divided and show that there are still many people who prefer to use L1 when talking in class since they feel that it is more natural and comfortable. Some students mentioned that even if they have a good level of vocabulary knowledge, they still feel somehow threatened by using English during all the class and they prefer using their mother tongue specially when they do not remember or do not know the correct words to transmit some ideas.

It is important to point out that even if they do not feel comfortable with it, they still try their best to keep the speaking in the target language the most of the time and they have clearly a high proficiency in the use of the English in their conversation. However, it is also true that sometimes they use simple vocabulary and the most of them have problems using more advance and complex vocabulary when trying to convey their ideas.

**b) After the application of the Role Playing Game Dungeons and Dragons**

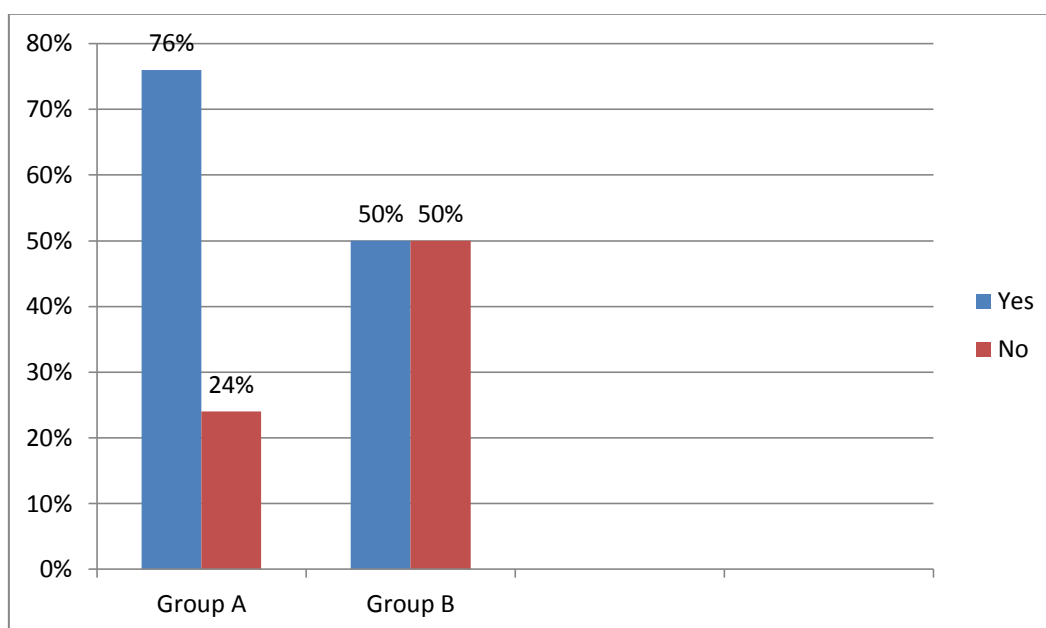


Figure 6. Do you feel comfortable talking in English only? Results from the questionnaires after playing the game Dungeons and Dragons.  
Source: Own elaboration. (2016)

Both groups showed an increase in their comfort at using English in the class. However, we can appreciate that the group “A” who experienced the game Dungeons & Dragons, had the more significant rise going from 48% to 76% in their acceptance to use only English in the classroom.

The group “A” mentioned that normally when they have to speak in class they feel the pressure to give the “correct answer” so they are not embarrassed but that by playing the role playing game Dungeons and Dragons, they felt secure since they did not feel that they needed a specific answer since there were many possible ways to resolve a situation during the game.

It is necessary to point out that in the group “B” students mentioned that the vocabulary of the unit was in their opinion very difficult and this may have affected their answers in the present survey.

#### 1.4. Are you confident in transmitting your ideas correctly in English?

##### a) Before the application of the Role Playing Game Dungeons and Dragons

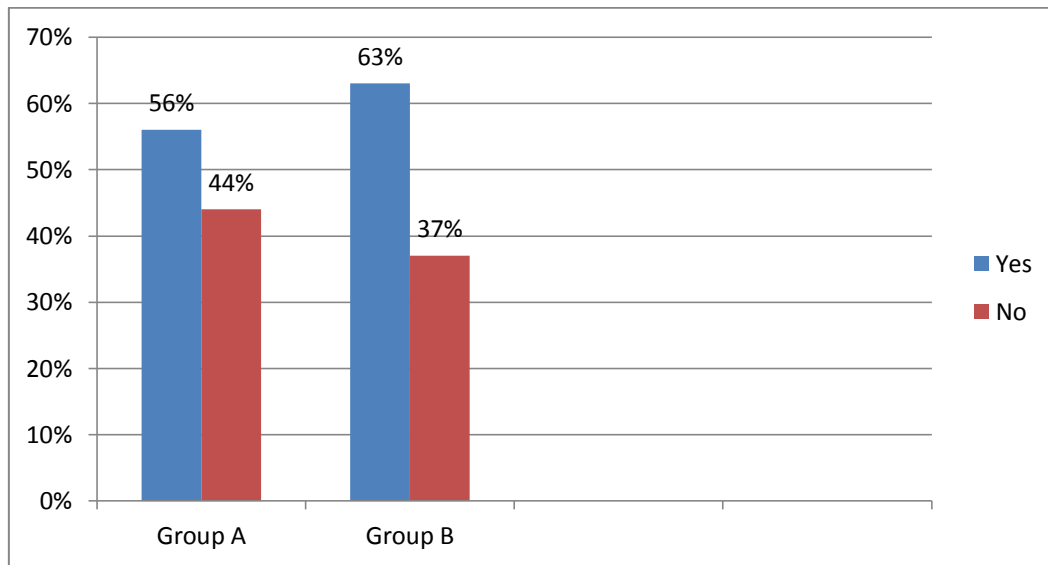


Figure 7. Are you confident in transmitting your ideas correctly in English? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

Again here group “B” shows more confidence than group A but there are still people who feel they cannot transmit their ideas as they wished. Many of them recognize that they have the idea but do not know how to tell them which is a source of frustration for them and this has an impact in their oral production since they prefer to be in silence or to use simpler vocabulary that may provoke their message to lose their intended meaning once said.

Other factor mentioned in both groups was that they felt nervous about giving the incorrect answer in front of their peers and be embarrassed by them which made them reluctant to try using new and more complex vocabulary.



**b) After the application of the Role Playing Game Dungeons and Dragons**

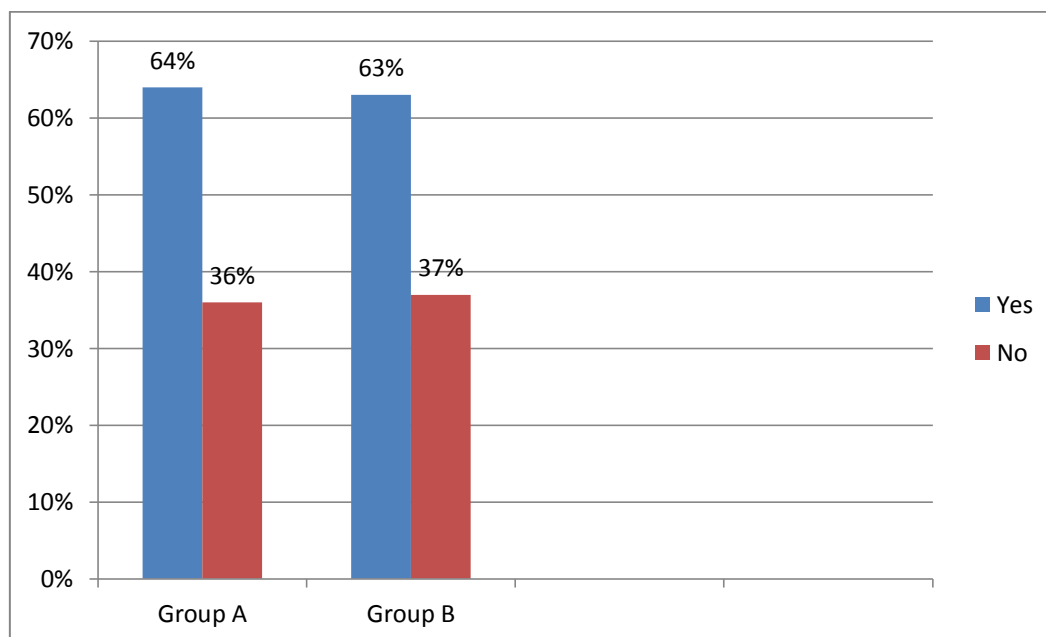


Figure 8. Are you confident in transmitting your ideas correctly in English? Results from the questionnaires after playing the game Dungeons and Dragons.  
Source: Own elaboration. (2016)

After playing the game, the group “A” didn’t show a big difference in comparison with the previous graph. However, there was still a small improvement of 9% in the number of students that felt confident at transmitting their ideas which make us think that the role playing game Dungeons and Dragons can affect the way the students feel about transmitting their ideas in the target language even if it is only a little.

The group “B” had no change in their opinions and just repeated their answers since in their eyes there was no difference. Many of them even complain saying that they had already done this survey and they did not see the point in doing it again. This made necessary to explain the situation to the students and tell them that it was necessary for this investigation. Still, some of them considered the survey irrelevant and a waste of their time.

### 1.5. Do you feel confident in participating in class?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

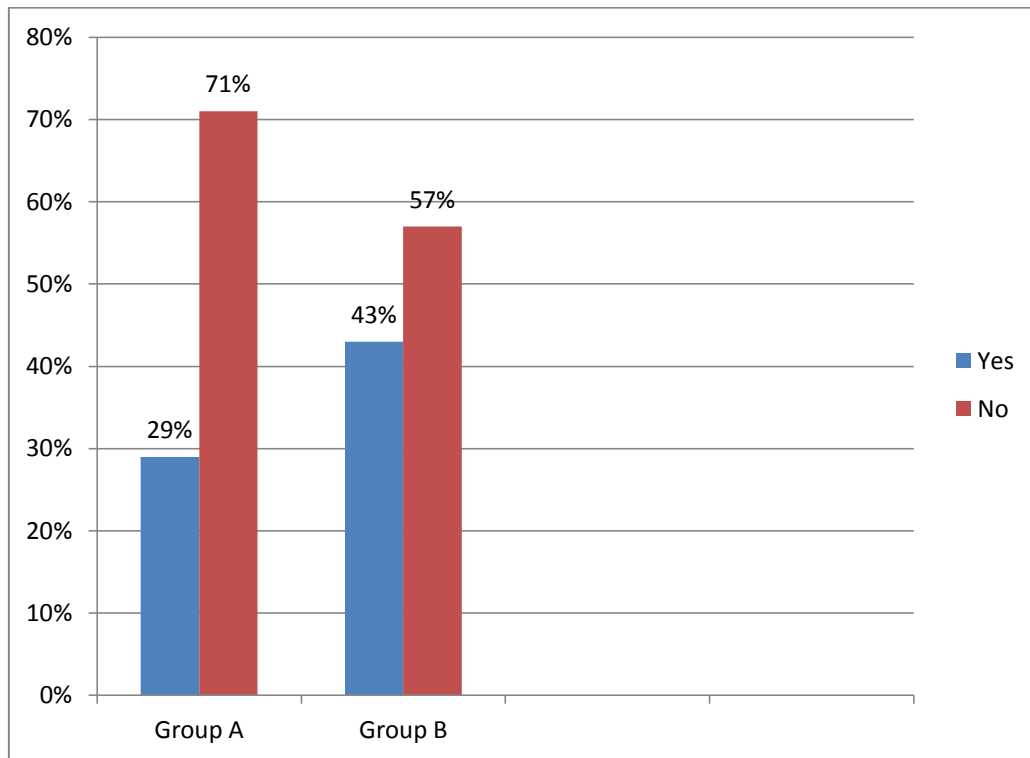


Figure 9. Do you feel confident in participating in class? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In this question, the students in both groups accepted that they did not feel confident in participating and that they felt very nervous when they had to do so. Only a minority mentioned they felt very confident in giving a correct answer.

The students in both groups also mentioned that depending on the teacher, the participation in class could be very stressing; especially when there are fixed answers and they have no freedom to give their own opinions. They mentioned the case of certain teacher that asked very specific and difficult questions that made them so nervous that the class was so silent that the teacher had to answer their questions sometimes.

**b) After the application of the Role Playing Game Dungeons and Dragons**

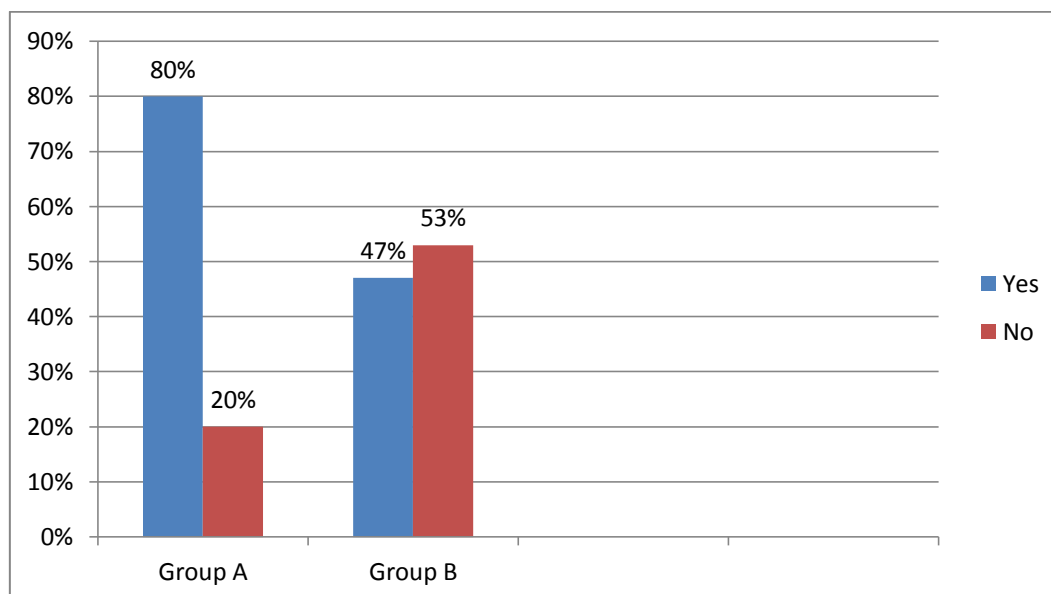


Figure 10. Do you feel confident in participating in class? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The results in the second graph show a big difference in the group “A” with a rise of practically a 50% of students who said they felt confident when participating in class after experiencing the game Dungeons and Dragons. The group “B” also had an increase of 4% but the experimental group takes the most important mention. This, in the opinions of the student, was the result of the fun and the confidence the game gave them. The students participating in the game (group A) felt very relaxed and had a good time which made them try to speak more without feeling any pressure.

Since the game permitted them to find original solutions to certain situations, they did not feel that there was a fixed or exact answer to the problems and they had the freedom to propose different solutions to each situation which boosted their speaking time and since there was no one who judge them for their answers, this increased their confidence when talking. This also could be appreciated in the normal session of classes when many students who previously were silent, spoke more and more confidently.

### 1.6. Which skill do you consider the most difficult to master?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

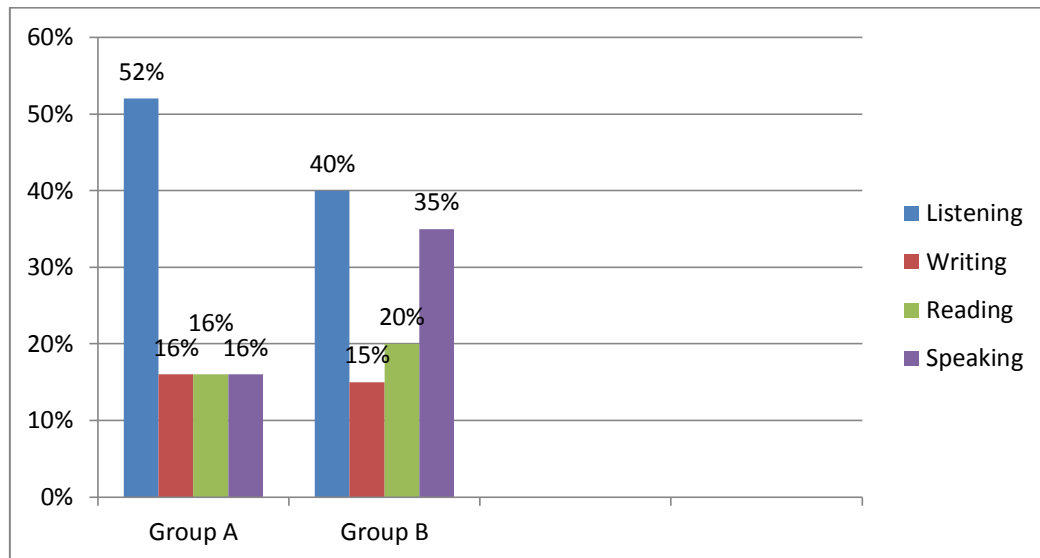


Figure 11. Which skill do you consider the most difficult to master? Results from the questionnaires before playing the game Dungeons and Dragons. Own elaboration. (2016).

Source: Results obtained by the author during the application of the investigation

The vast majority in both groups (52% and 40% respectively) recognized that they had a lot of difficulties with the Listening skill and they mentioned their desire to have more practice on it. They mentioned that they did not have many opportunities to practice their Listening skills since the most of their time they listen in Spanish.

The second skill considered the most difficult for them was speaking skill (16% and 35% respectively) and they mentioned that since they did not have many people to practice outside the class, they felt they lack the sufficient practice. The rest of the skills were the same in group “A” (16%) while the reading skill was seen as the next most difficult skill to learn in group “B.”

**b) After the application of the Role Playing Game Dungeons and Dragons**

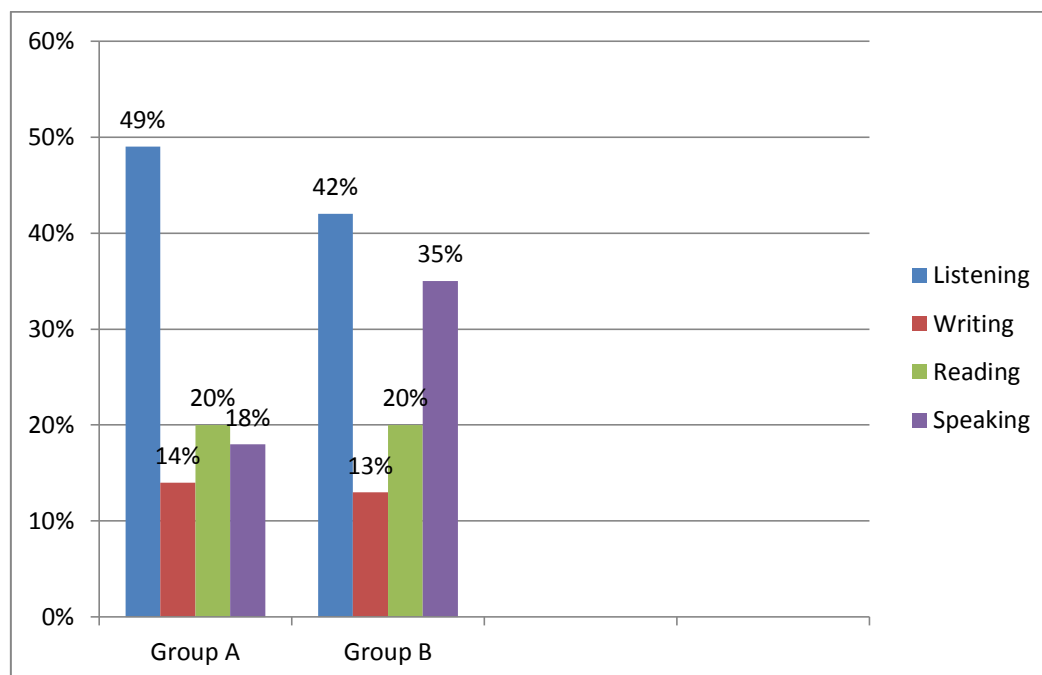


Figure 12. Which skill do you consider the most difficult to master? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In this question, the results do not show much difference, except for an increase in the idea that Reading skill could be more important in the group “A”.

However, the students in the experimental group (“A”), mentioned that the role playing game Dungeons and Dragons was a very good way to practice the Listening and Speaking Skill. They not only could listen to the Dungeon Master (the investigator), but they could also have a lot of peer practice among themselves and they could also propose their ideas to the Dungeon Master who in turn replied to the student which created a huge amount of listening and speaking practice that was maintained for all the game session.

Due to this reason, It is possible to affirm that the role playing game Dungeons and Dragons is beneficial for the Listening and Speaking skill practice.

## 1.7. Do you like English?

### a) Before the application of the Role Playing Game Dungeons and Dragons

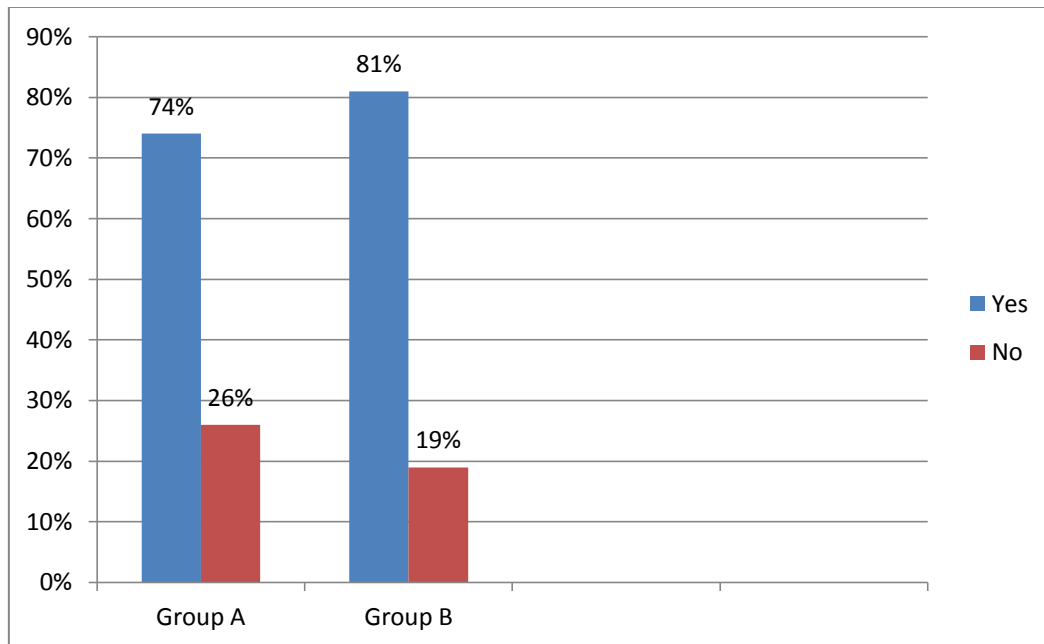


Figure 13. Do you like English? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The vast majority of student mentioned that they like English. However, some students accepted that they do not like the language and they mentioned that they were only learning it because they were forced to learn by parents or because they needed the language to get a university degree.

It was necessary to pay extra attention on those students who were “forced” to study English by their relatives or other people or that just the language for their careers since even if this could be a kind of motivation, it definitely affected the development and the opinion of the students about the language.

**b) After the application of the Role Playing Game Dungeons and Dragons**

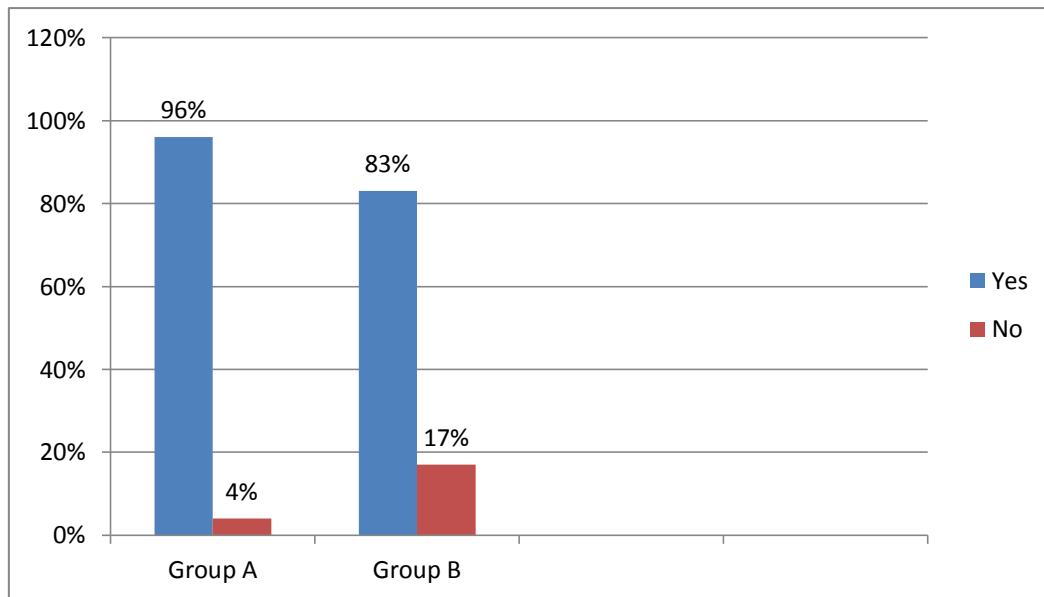


Figure 14. Do you like English? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Results obtained by the author during the application of the investigation

The results of the group A after playing the role playing game: Dungeons and Dragons show a total difference since the people who said that they like English increased from 74% to 96%. Many students commented that in the game they realized that English was funnier than they had originally thought and that was the reason for their change of mind. Due to this, many of the students who previously had said that they did not like English changed their minds and now they marked yes to this question.

The group “B” did not have an important change except for a 2% of difference in comparison with the previous survey which indicates us that the student in this control group maintained their previous opinions about English and they did not have any reason to change them.

### 1.8. Do you see English as an important tool in your life?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

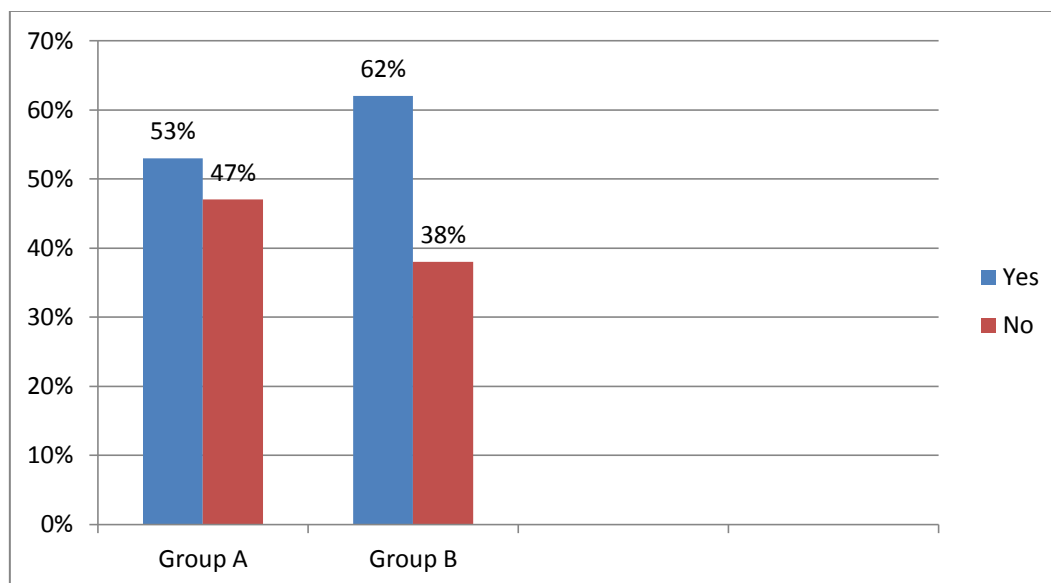


Figure 15. Do you see English as an important tool in your life? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups, students were divided and the people who mentioned that it was important mentioned it was important for their studies and work since their work was somehow related to tourism and it was necessary to communicate to their clients. Other students mentioned that it was important for their careers even though this was not related to tourism and a good portion mentioned that they considered that they would need the language in any moment in the future. Finally, other simply stated that they liked English and it was important for their everyday life for entertaining.

The students who said it was not important, mentioned that they only needed it to pass exams in universities but that besides that, they did not need it at all nor believed they will need it in the future.



**b) After the application of the Role Playing Game Dungeons and Dragons**

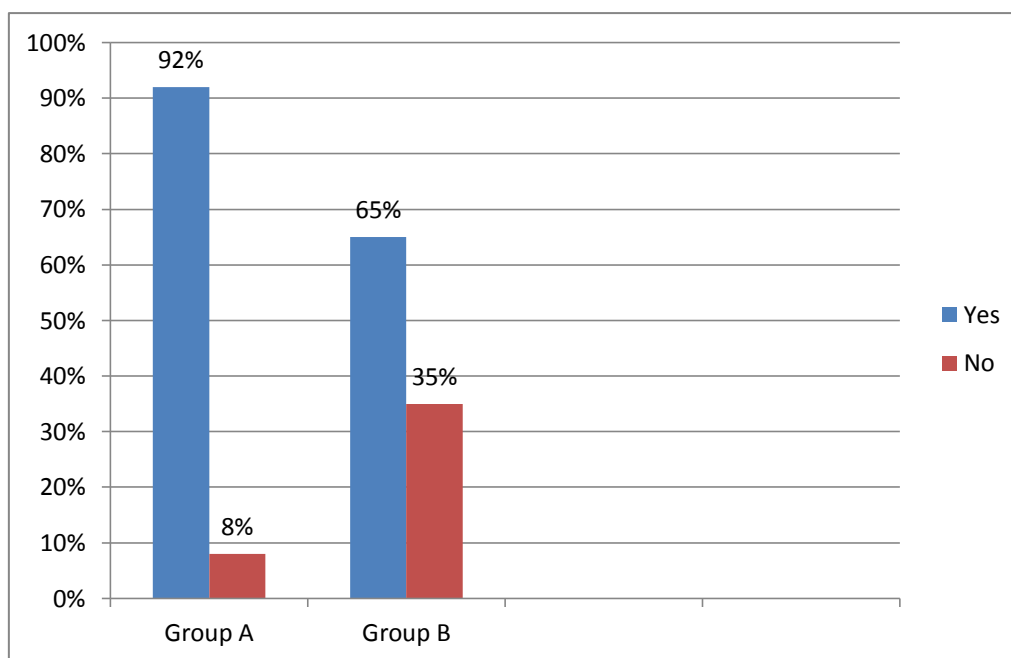


Figure 16. Do you see English as an important tool in your life? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

Again the group A shows a massive change of opinion after their experience with the game Dungeons and Dragons going from a 53% to a 92% mentioning that they would like to continue improving their English to explore more alternatives in their future, mentioning masters and even working abroad.

This result could be explained by the boost in motivation the role playing game gave to the students in the experimental group “A” since they were very excited every time they played and some mentioned that it was the first time they had so much fun with English in a regular basis. They explained that they now looked forward to playing every day.

The control group “B” did not show much difference except in a 3% in relation with the previous survey which supports the idea that their opinions mostly stayed the same.

## 1.9. How do you use English now?

### a) Before the application of the Role Playing Game Dungeons and Dragons

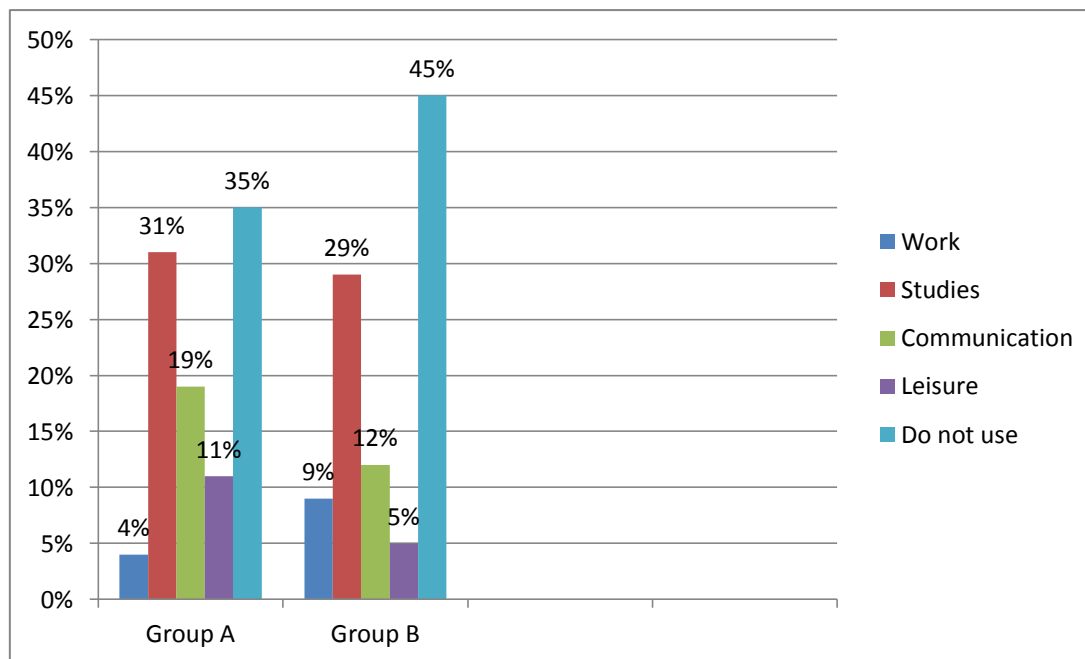


Figure 17. How do you use English now? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups the majority of students mentioned they do not use English outside the class. Other segment mentioned they use English for studies and just a minority mentioned they used English for other situations.

The other situations mentioned were studies (31% and 29%), communication (19% and 12%) which included the time they spent talking in their classes in the C.C.P.N.A. which for them counted as being communicating.

Leisure and work showed the lowest percentage of use for English showing a maximum of 10% in the majority of them.

**b) After the application of the Role Playing Game Dungeons and Dragons**

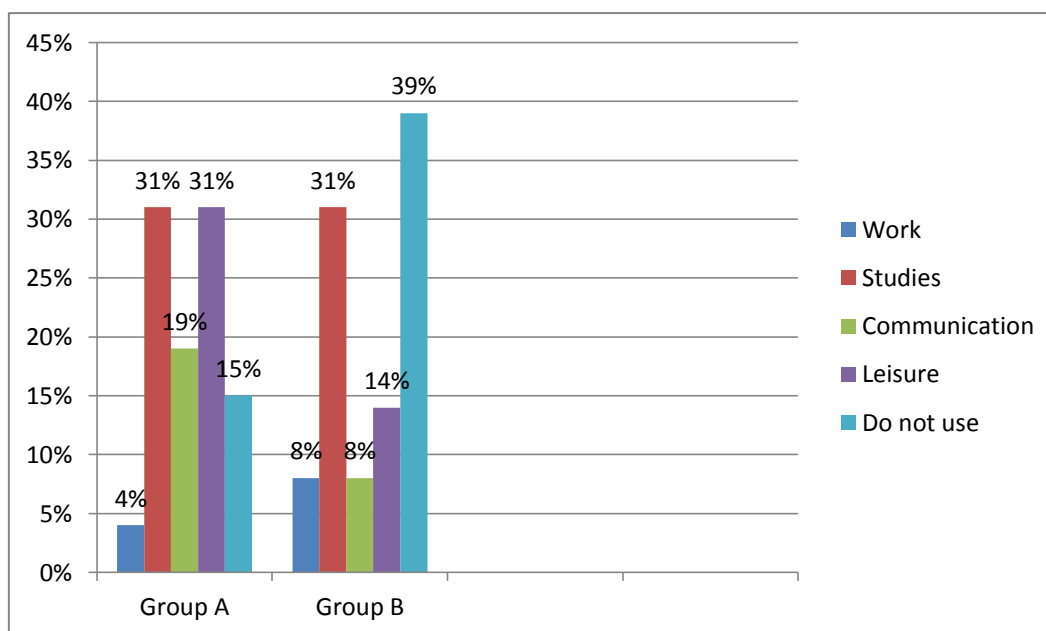


Figure 18. How do you use English now? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The graph shows a rise in the use of English in the Leisure bar in the experimental group “A” due to their participation in the role playing game Dungeons and Dragons which in their opinion boosted their speaking time while having fun and they mentioned that they felt they were using English more than before and they considered this a great opportunity. In this group, the most of the opinions were positive and they asked that this would be more permanent not only in the current cycle but in the future too.

The control group “B” showed some differences with the previous survey. The studies segment showed a 2% of increase due to the fact that many of the participant mentioned they had entered into a very important part of their education. The most particular difference was in leisure, since they mentioned they had forgotten to mention watching videos or reading blogs in English the last time.

### 1.10. Do you think English will play an important role in your future? Explain

#### a) Before the application of the Role Playing Game Dungeons and Dragons

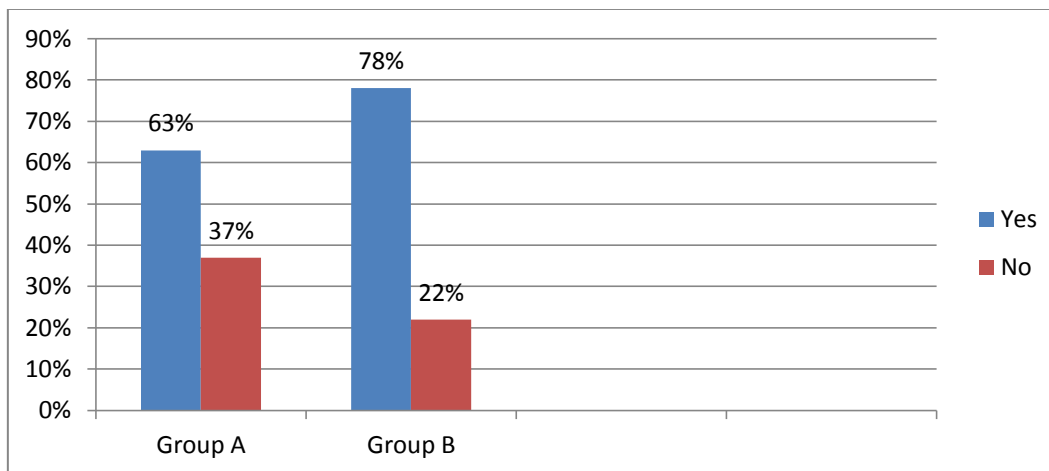


Figure 19. Do you think English will play an important role in your future? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

Students mentioned that they had plans for English in the future. The most mentioned comments were that they will need it for their professional careers, university tests and some are planning to travel abroad.

#### b) After the application of the Role Playing Game Dungeons and Dragons

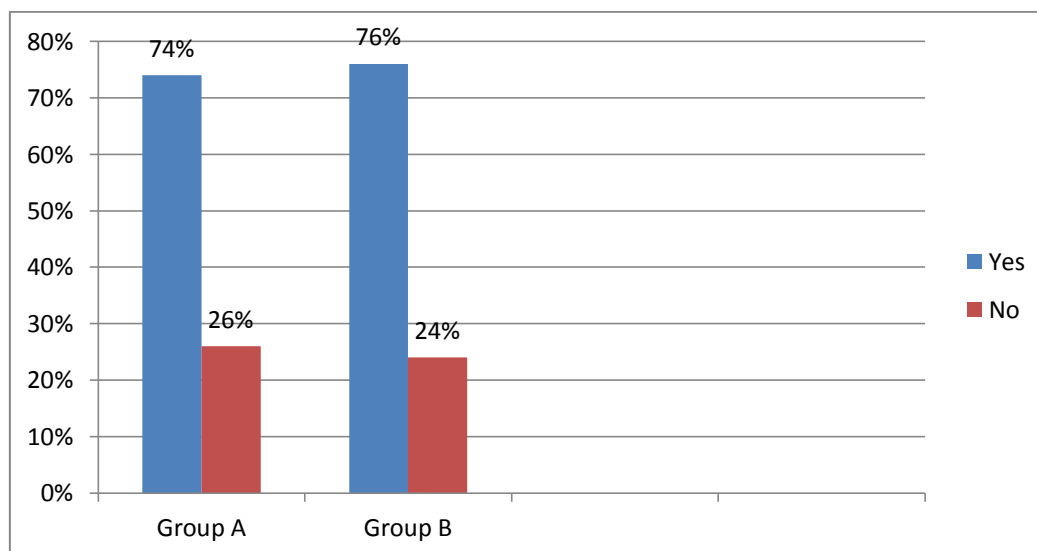


Figure 20. Do you think English will play an important role in your future? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Results obtained by the author during the application of the investigation

The second graph shows a new change in the opinion of the experimental group “A,” who after playing the game Dungeons and Dragons feel that English may play a more important role in their future than they had originally thought. The difference between the two surveys goes from 63% to 74% which presents an increase of an 11% in the people who think like that.

The control group “B” showed a small decreased of 2% in the people who considered that English would have a role in their future.

### 1.11. Do you like acting or roleplaying? Are you good at improvising?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

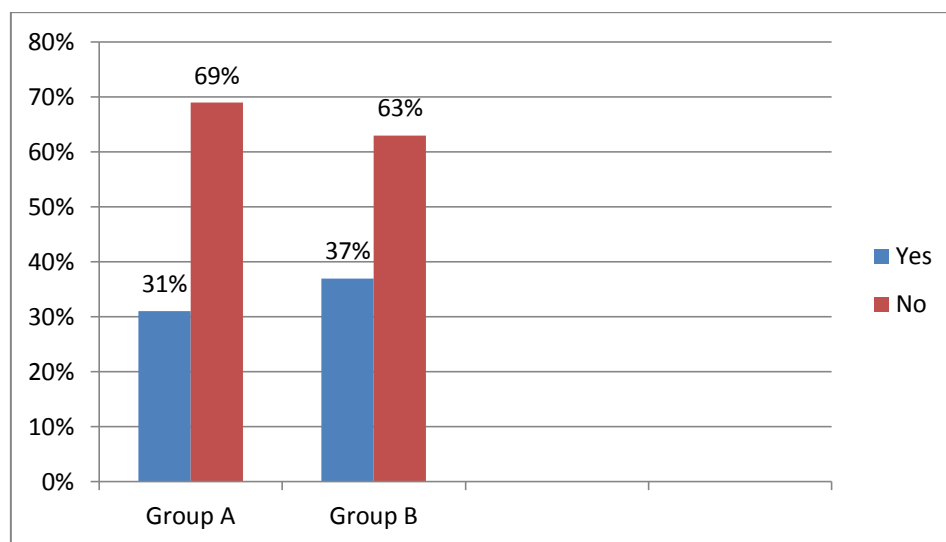


Figure 21. Do you like acting or roleplaying? Are you good at improvising? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups, the students mentioned they did not like acting or role playing and that felt really nervous and embarrassed when asked to do so. They mentioned that only people who know how to act should be do it since they consider that an unprepared person would only embarrass himself when trying.

Other students mentioned that they felt that they were terrible at acting and improvising so they preferred not to do so.

**b) After the application of the Role Playing Game Dungeons and Dragons**

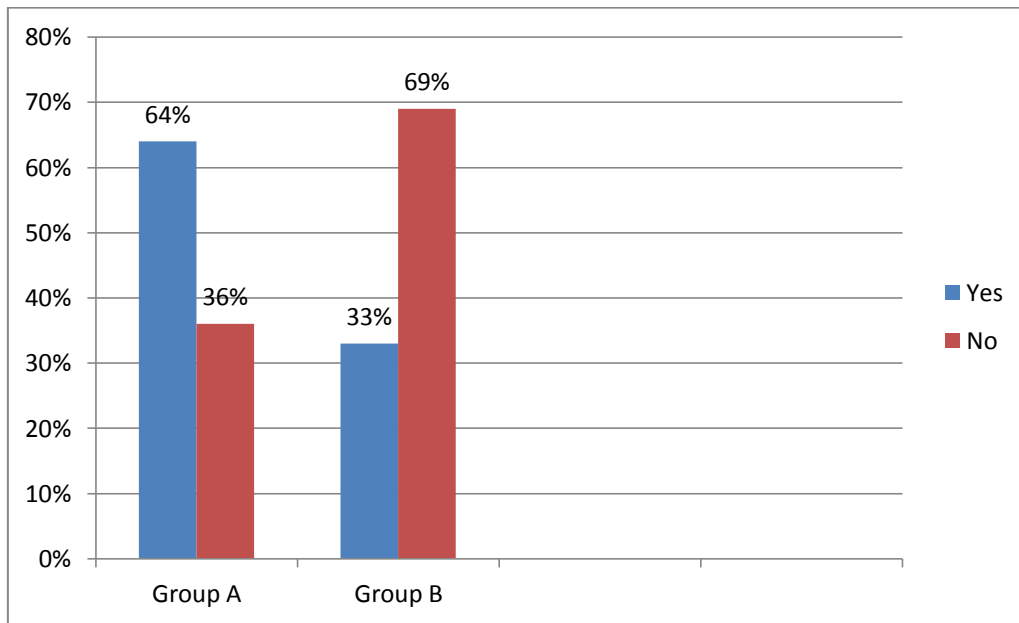


Figure 22. Do you like acting or roleplaying? Are you good at improvising? Results from the questionnaires after playing the game Dungeons and Dragons.  
Source: Own elaboration. (2016)

The second graph about the experimental group “A,” shows an increase of 33% in their idea that they may be good at acting or improvising. It can be affirmed that this is the result of playing the role playing game Dungeons and Dragons since in that game; it is asked that the students assume the role of a hero who will have to improvise and act according to the personality of the character which can be very different from the one of the students.

They also need to think quickly and try to find solutions to problems that appear suddenly and surprisingly without getting out of character.

The control group “B” increased the amount of people that had the idea that they were not good at acting and role playing which makes us see the difference in the outcome from the participants who were part in the game from those who were not.

### 1.12. Do you like playing in class? Why do you think it's important?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

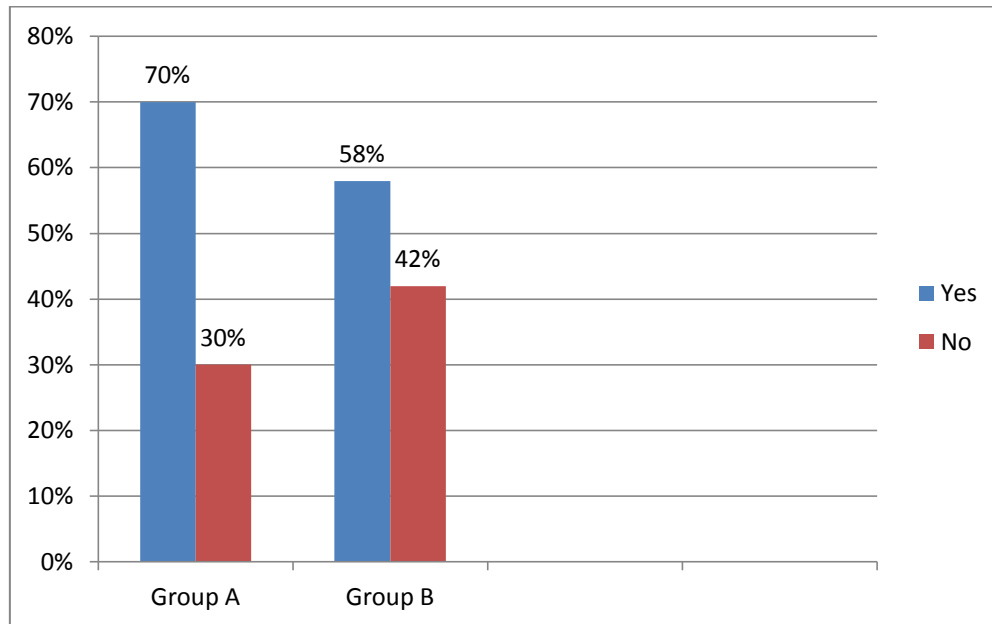


Figure 23. Do you like playing in class? Why do you think it's important? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

Both groups accepted that they liked to play in class, but they mentioned that the class should be more for learning. In their opinion, playing should be restricted and only for specific moments. Some students decided not to comment since they said that in other classes the games had led to chaos and disorder that had affected the normal advance and this had had terrible consequences in the exams and also in their final scores.

The previous answers made it clear that the students were not inclined to the absolute necessity of games which would give the opportunity to see their reaction to the role playing game Dungeons and Dragons.

**b) After the application of the Role Playing Game Dungeons and Dragons**

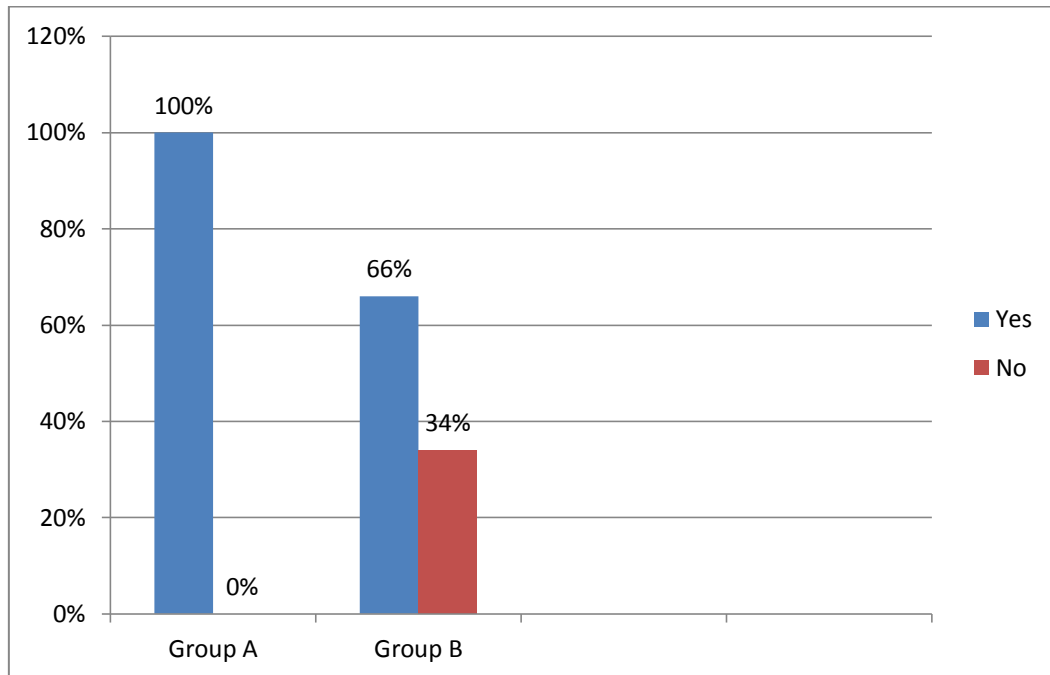


Figure 24. Do you like playing in class? Why do you think it's important? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The second graph is absolutely descriptive. After experiencing the roleplaying game Dungeons and Dragons, the 100% of students in the group A agreed that playing this kind of game was totally adequate for classroom activities and they mentioned that it made the class more active and made them feel very comfortable and safe to express their ideas and opinions.

The control group "B" also had an increase in the amount of people who considered that games were necessary (8%). The control group also experimented some games but they were sporadic and in no way as regular as in the experimental group "A." Even so, some considered that gaming was definitely necessary in the class but they still maintained that should be restricted.



### 1.13. Do you think playing can boost English Learning?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

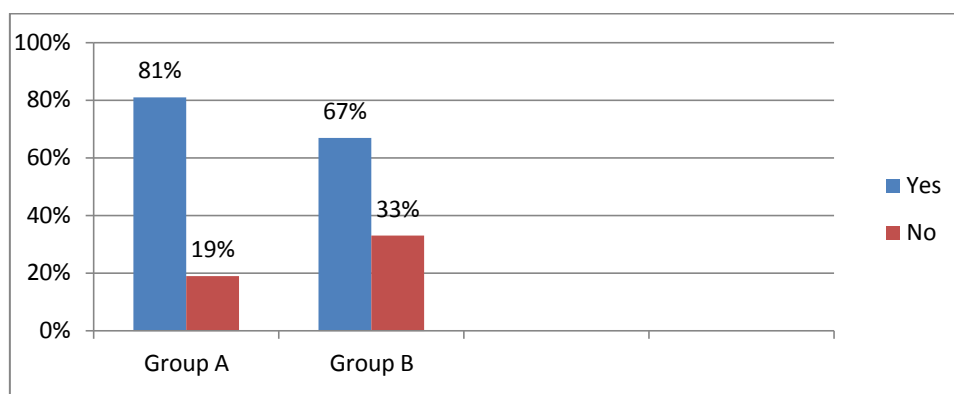


Figure 25. Do you think playing can boost English Learning? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The majority of participants (81% and 67% respectively) responded that playing could boost learning but they were not able to explain how so. The minority (19% and 33% respectively) said that playing was just to relax but that they didn't believe it could help to their learning.

The result shows us that the most of people inherently associated playing with learning and they thought that a good and organized session of playing could definitely have benefits in their learning process.

#### b) After the application of the Role Playing Game Dungeons and Dragons

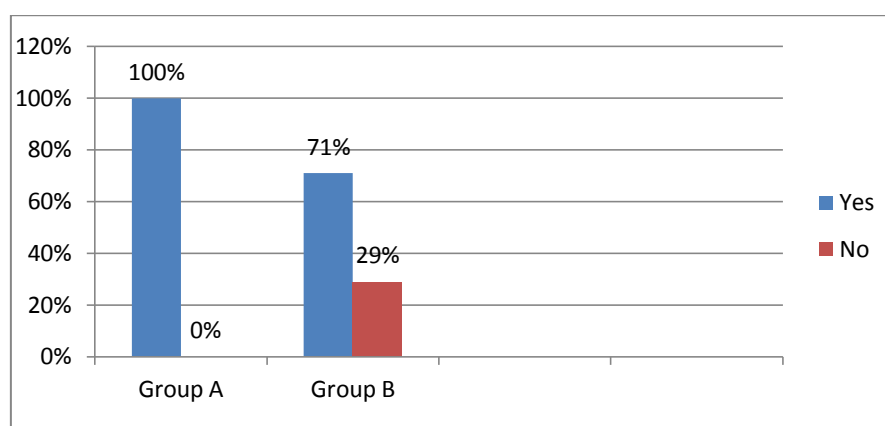


Figure 26. Do you think playing can boost English Learning? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

Once again the opinions in the group A were overwhelming and the 100% of students firmly believed that the game Dungeons and Dragons was definitely a good method to enhance the learning of English. The reasons mentioned were many including: increase of vocabulary and expressions, opportunities to talk and express their opinions, encourage using more complex language, fun and relaxed environment among others.

#### 1.14. Do you like solving problems? Are you good at it?

##### a) Before the application of the Role Playing Game Dungeons and Dragons

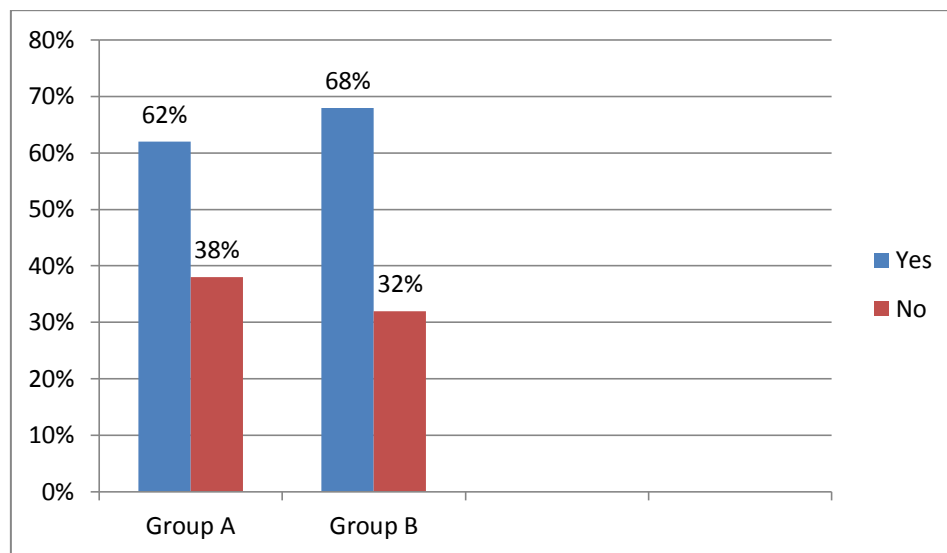


Figure 27. Do you like solving problems? Are you good at it? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups, the majority of participants (62% and 68% respectively) responded that they were good at solving problems in their lives and they felt very good when they are able to do so.

These results clearly shows the students like to be challenged and they expect the same situation during their classes of English so the teachers must develop techniques and new ways to keep the students interested during all the learning process.

**b) After the application of the Role Playing Game Dungeons and Dragons**

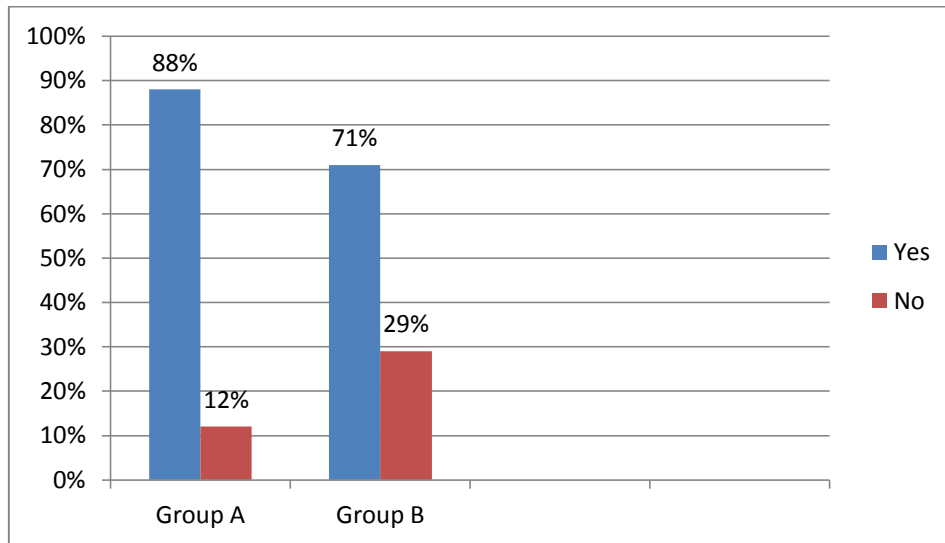


Figure 28. Do you like solving problems? Are you good at it? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The second graph shows an important increase of 26% in the number of students who believed they were not good at solving problems in the group A. This increased must be the result of playing the role playing game Dungeons and Dragons since they are forced to face challenges that require of creativity and quick-thinking. There were students who were surprised to see they could have interesting and sharp ideas during the game which increased their confidence about solving problems.

The control group “B” also showed a small increase (3%) in the amount of people who considered they were good at solving problems but we must recognize that this difference is very small in comparison with the results shown by the experimental group “A” which make us conclude that the role playing game Dungeons and Dragons has a high effect in the confidence that students show when solving unexpected problems.

### 1.15. Do you have enough opportunities to use your English in class?

#### a) Before the application of the Role Playing Game Dungeons and Dragons

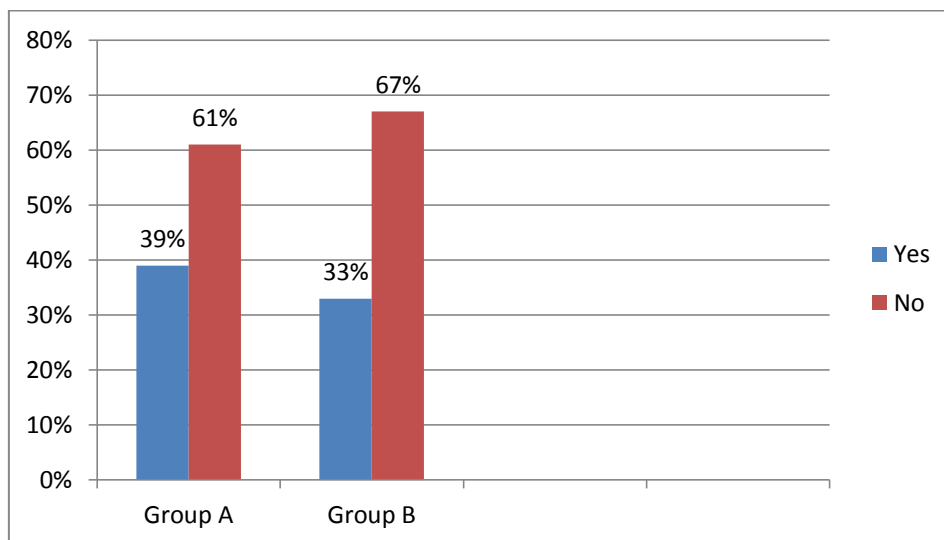


Figure 29. Do you have enough opportunities to use your English in class? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In both groups the majority of participants (61% and 67% respectively) do not consider that they have enough practice in the target language even when they are forced to use English during classes.

They mentioned that even though they can use English, sometimes in a forced way, they felt that more practice is needed since the most of the time, they feel they are writing or completing activities in the book. According to many the only moments they could practice their English was when they had to repeat from a listening or the teacher or when they needed to do pair or group work and even then they used Spanish in low volume.

They also mentioned that since the institute was the only place they could practice, they needed more urgently.

**b) After the application of the Role Playing Game Dungeons and Dragons**

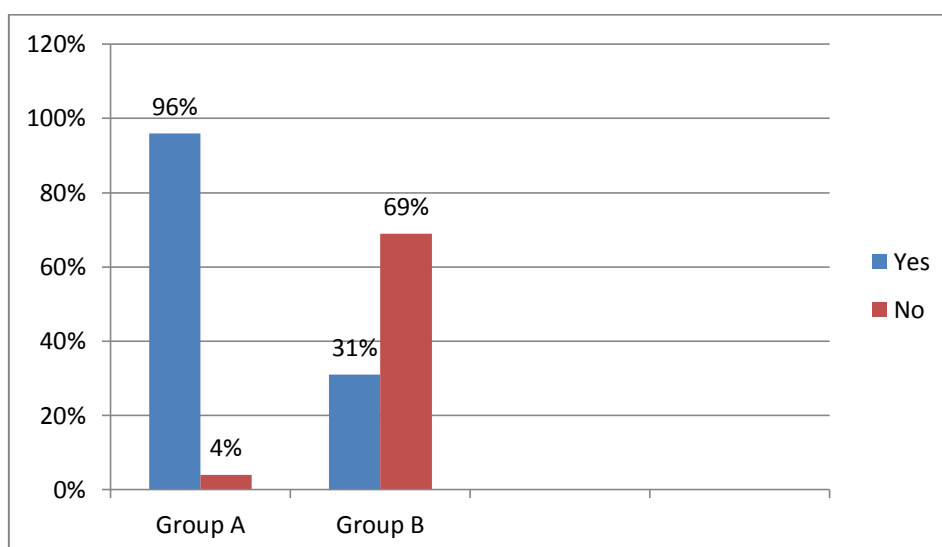


Figure 30. Do you have enough opportunities to use your English in class? Results from the questionnaires after playing the game Dungeons and Dragons.  
Source: Own elaboration. (2016)

The experimental group “A” shows a considerable difference in their opinions after playing the game Dungeons and Dragons going from an original 39% to a 96%. All the students agreed that the game provided a massive opportunity to practice their language in levels that were incomparable with a normal class. They mentioned that the quantity of speaking time they had in those 20 minutes were even more than in the rest of the class.

The control group “B” had a slightly increase (2%) in the quantity of people who considered that they did not have enough practice time in Speaking skill during the classes which shows the difference between the two groups and permits to conclude that the role playing game Dungeons and Dragons is an important source of speaking time practice.

**1.16. Do you feel you have enough opportunities to use your English in your normal life outside the classroom?**

**a) Before the application of the Role Playing Game Dungeons and Dragons**

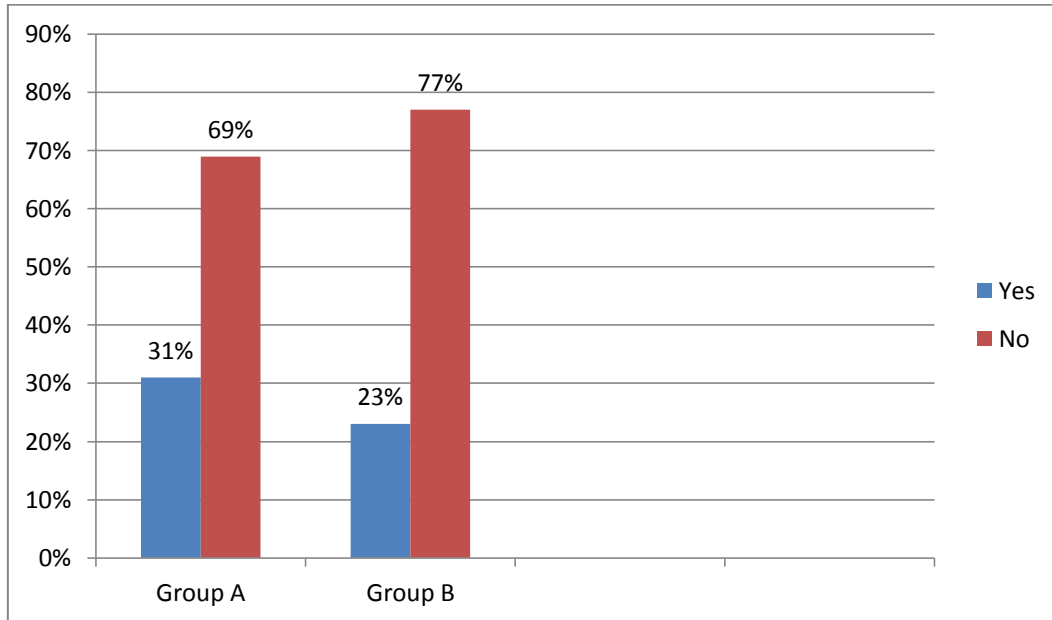


Figure 31. Do you feel you have enough opportunities to use your English in your normal life outside the classroom? Results from the questionnaires before playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

The majority of students (69% in group “A” and 77% in group “B”) felt that they had insufficient practice outside the class except for those who have friends in other countries or that work in tourism. This makes them feel unprepared in the case they have to use their English in a real situation which influenced their levels of motivation and confidence when using their English outside the safety zone that the classroom offers them.

It is still possible to see those people who use their English outside the class by reading and listening books and videos in the Internet or by playing video games or by talking to friends in other countries.

**b) After the application of the Role Playing Game Dungeons and Dragons**

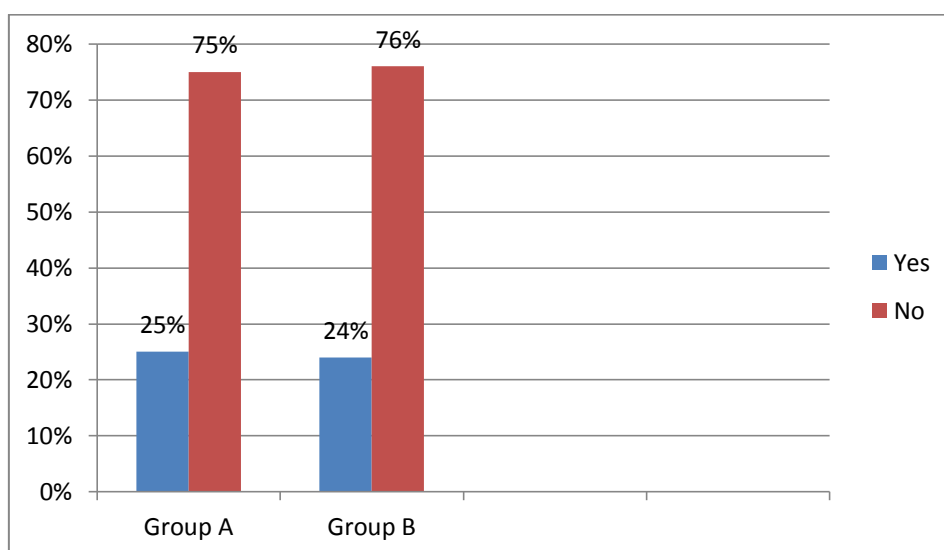


Figure 32. Do you feel you have enough opportunities to use your English in your normal life outside the classroom? Results from the questionnaires after playing the game Dungeons and Dragons.

Source: Own elaboration. (2016)

In the second graph there is an increase of 6% in the number of students who consider that they have not many opportunities to practice English outside the class, except for those who work in Tourism or that have friends in other countries in the experimental group “A,” but nothing leads to the belief that this has any relation with the game.

The control group “B” only showed a small increase (1%) in the quantity of people who think that they use English outside the class.

This result show that the role playing game cannot influence in the use of English outside the class.

**1.17. Analysis of the results compared to the original questions of the project.**

The results of these graphics show a clear answer to the three original questions of the investigation:

- *Can the role-playing game Dungeons and Dragons boost the motivation in the students during the learning sessions?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons are highly motivated so the answer to this question is affirmative.

- *Can the Role playing game Dungeons and Dragons give more confidence to the students so they can increase their use of L2 in class?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons showed more confidence when they had to participate during classes and there was a boost in confidence in many of them so the answer to this second question is affirmative.

- *Can the Role playing game Dungeons and Dragons increase the participation of shy or fearful students in class?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons showed a clear boost in confidence and participation during classes which was very noticeable in students that were previously very shy and silent, so the answer to this question is affirmative.

## 2. Opinions of the group “A” that participated in the game

This part includes the answers that the students in the group A wrote in the questionnaire made only for those who experimented the role playing game Dungeons and Dragons.

### 2.1. What is your opinion of the role-playing game Dungeons and Dragons?

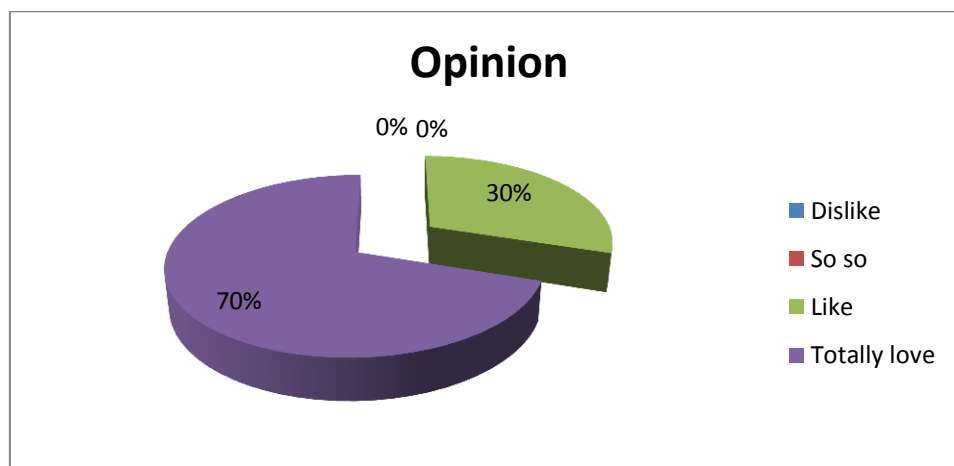


Figure 33. Opinion of the Role-playing game Dungeons and Dragons.  
Source: Own elaboration. (2016)

The results showed that there was not a single person who disliked the game and what is more they enjoyed it from the beginning. All the comments showed positive



opinions including some students that mentioned that the game had encouraged them to speak more than they had in any class and that they had discovered parts of them that did not know before.

## 2.2. Does it motivate you to speak more in English in class?



Figure 34. Level of motivation of students to speak more English in class.  
Source: Own elaboration. (2016)

The total of participants (100%) in the experimental group “A” answered to this question with a “Yes.” They mentioned that the environment was perfect to express freely and that they had the need to talk. One student even commented that once he had started he simply could not stop.

## 2.3. Would you say this game has given you more confidence at speaking in English? How?



Figure 35. Level of confidence of students at speaking in English.  
Source: Own elaboration. (2016)

The 100% of participants answered that the game had boosted their confidence in a very decisive manner. They mentioned that the practice and the new vocabulary given during the sessions made them feel more competent in their use of English. Other mentioned that at the beginning they had felt nervous and lost but that once they had advanced in the adventure, all those feelings were left behind and they enjoyed the game without worries.

#### 2.4. Do you have fun with the adventure and situations in the game?



Figure 36. Level of fun experimented by the students during the game.  
Source: Own elaboration. (2016)

All the participants agreed that they had a great time during the game. They mentioned they had feel the excitement of adventure without the necessity to get out of the classroom. They also mentioned that they did not know how fun English could be.

#### 2.5. What was the best part of the game?

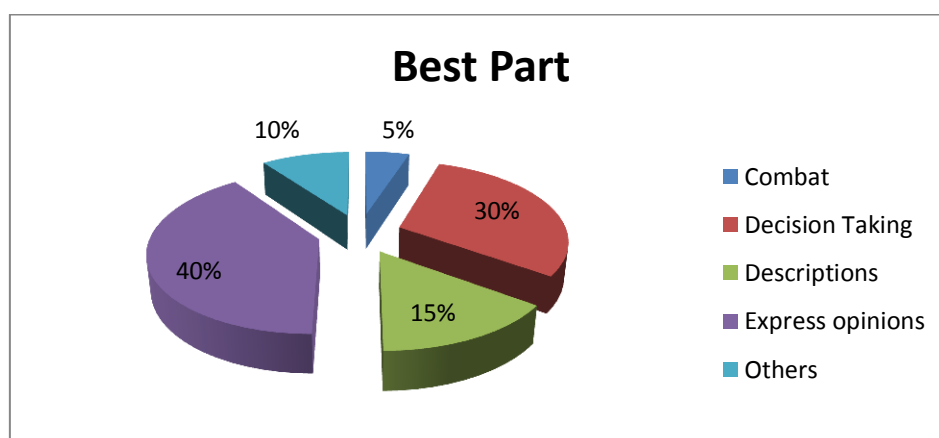


Figure 37. Opinion about the best part of the game.  
Source: Own elaboration. (2016)

There were multiple answers for this question but the majority of them mentioned their favorite parts of the game were the opportunity to express their opinions (40%), the need to take smart decisions (30%), the descriptions of the places and monsters (15%) and the combat system (5%), among others (10%).

**2.6. Do you think this game could motivate and give more confidence to shy students to speak more?**



Figure 38. Opinion about boost in motivation for shy students.  
Source: Own elaboration. (2016)

The total number of students who participate in the game agreed that this game was perfect to motivate shy or silent students since it provided a fun and non-threatening environment where they could express their opinions freely. The talking time was also a great practice time that also would boost their confidence.

**2.7. Do you consider this game an improvement to the class or it makes no difference to you? Why?**

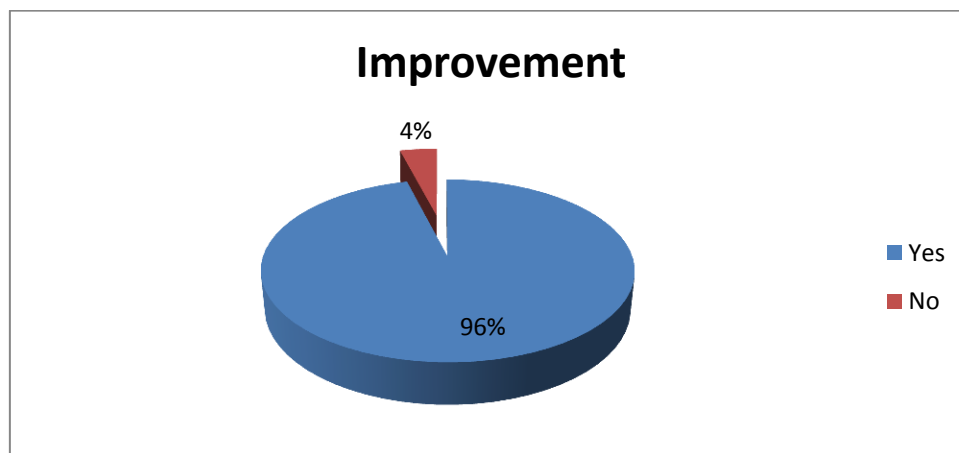


Figure 39. Opinion about the game effectiveness during the class.  
Source: Own elaboration. (2016)

The 96% of participants considered that the game was a good improvement for the classroom environment since it was different and very engaging for the students. A 4% of the participants thought it wouldn't make much difference in the global advance of the classes.

## 2.8. Do you think this game or similar should be part of the curriculum of the cultural?



Figure 40. Opinion about the insertion of the game in the regular curricula.  
Source: Own elaboration. (2016)

The 100% of students mentioned it would be a great idea to implement these kinds of games permanently in the curriculum of the C.C.P.N.A – Puno since according to them it gives a great practice time and boost the confidence of the students.

## 2.9. What other methods to motivate students apart from this game can you mention?

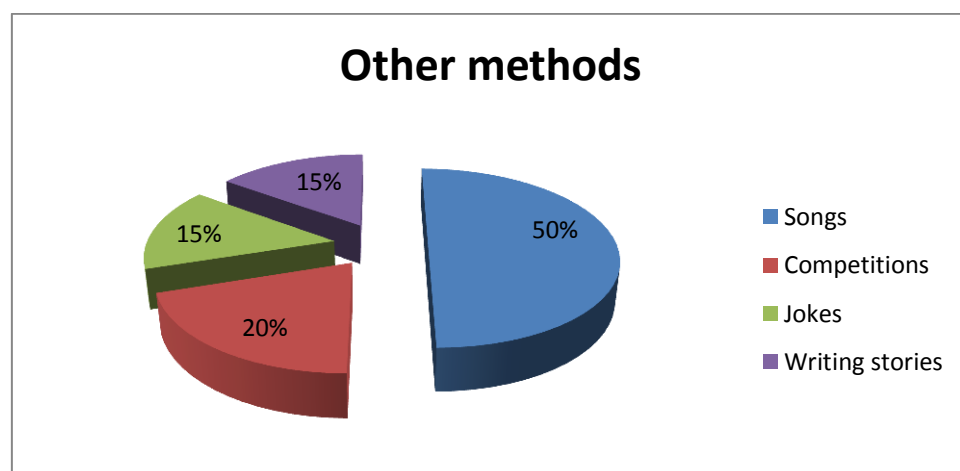


Figure 41. Other methods apart from game to motivate students.  
Source: Own elaboration. (2016)

Again the answers were many, but the most popular were the implementation of songs in the classes (50%). A 20% of the participants mentioned the use of competitions in different things. The other 30% was divided by Jokes and Writing stories.

#### 2.10. What improvements do you think we can make to the game to make it better?

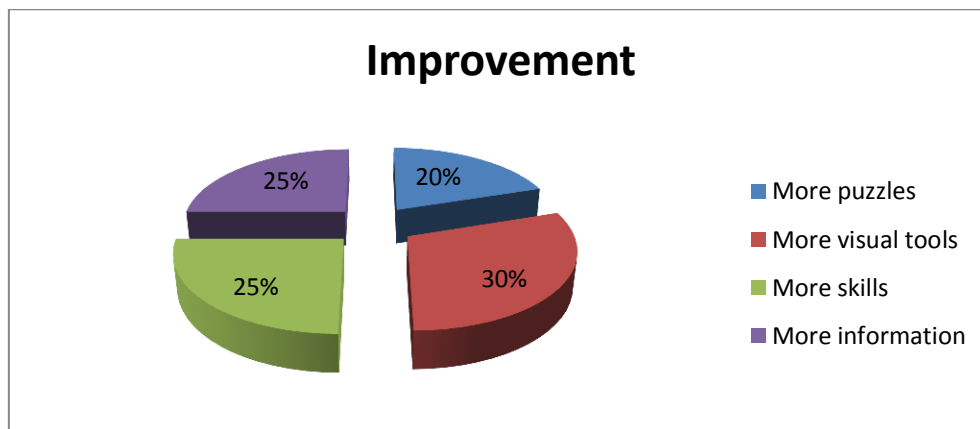


Figure 42. Opinion of the students about how to improve the activity.  
Source: Own elaboration. (2016)

The majority of improvements were that of increase the visual tools like maps, pictures and puzzles. Also, the students asked for more information about their characters and more skills to fight better.

#### 2.11. Do you feel motivated to speak in class more than before starting the game?

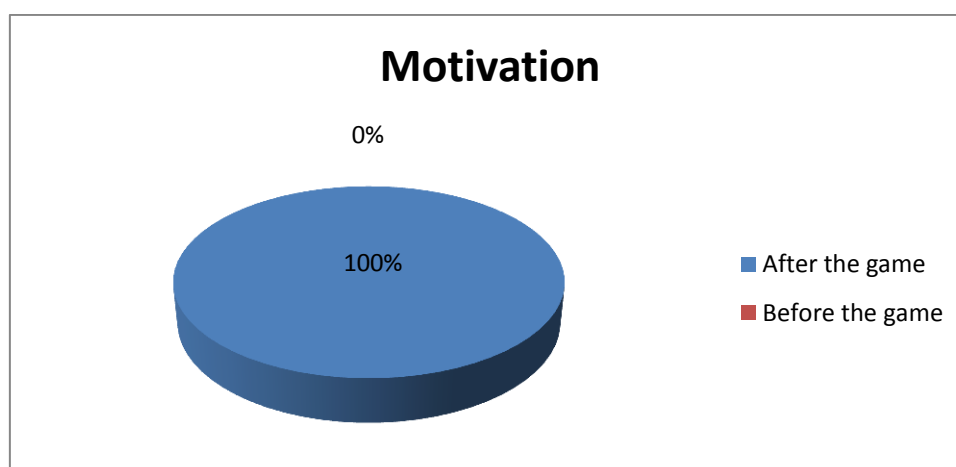


Figure 43. Opinion of the students about how the game motivated them.  
Source: Own elaboration. (2016)

The 100% of students affirmed that they felt more motivated after the game. Some of them mentioned that before the game they felt not ready to speak with others in English. They also mentioned that since the game they had started to really think in English and it was much easier to talk.

### 2.12. How did you feel when the game was interrupted for a week?

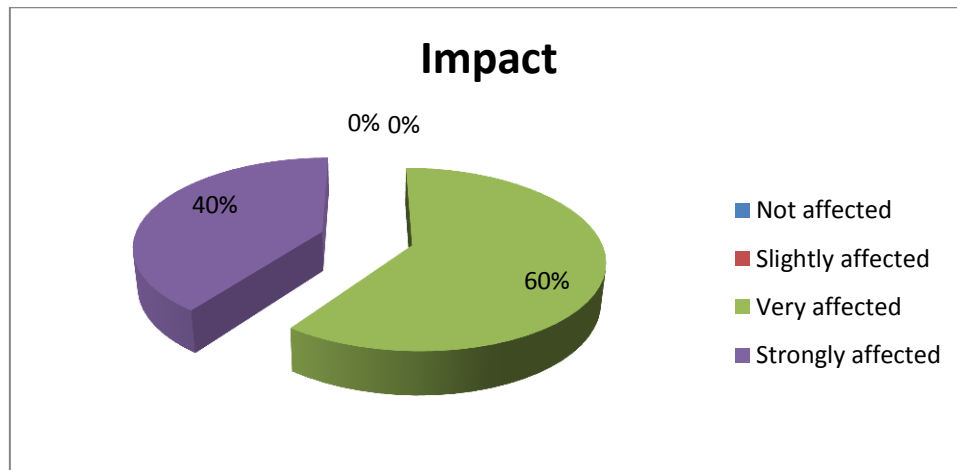


Figure 44. Impact of the stop of the game in the students.  
Source: Own elaboration. (2016)

The 60% of the students mentioned that they had been very affected for the suspension of the game and a 40% had been strongly affected. They mentioned that they missed the game and that the class environment was not the same. They were bored and they mentioned they had been sad.

### 2.13. How was the class affected for the interruption of the game for a week?

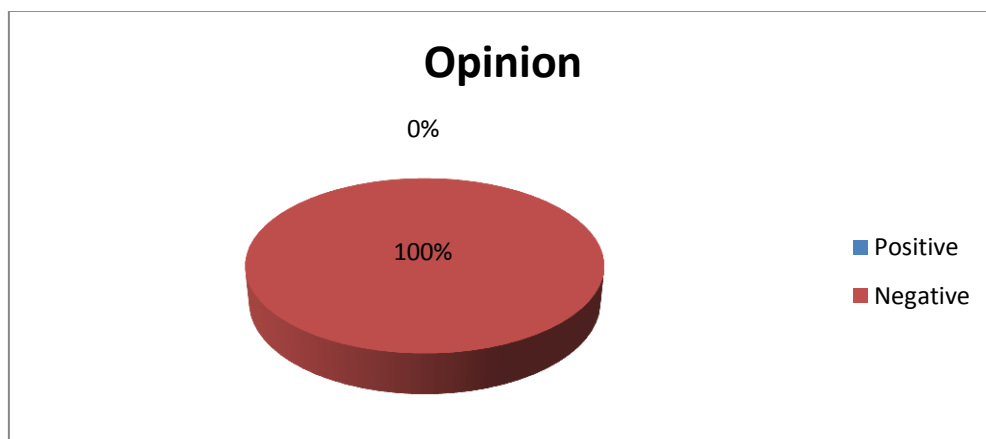


Figure 45. Opinion about how the interruption of the game affected the class.  
Source: Own elaboration. (2016)

The 100% of the students felt that the class had been affected in a negative way during the suspension of the game. They mentioned that the class was boring and tedious and that they just waited for the end of the class.

#### **2.14. Analysis of the results compared to the original questions of the project.**

- *Can the role-playing game Dungeons and Dragons boost the motivation in the students during the learning sessions?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons felt very motivated and they noticed that motivation in the normal classes. They also mentioned their dissatisfaction when the game was interrupted which also increased their motivation to participated in order to have the game back. All this shows that the answer to this question is affirmative.

- *Can the Role playing game Dungeons and Dragons give more confidence to the students so they can increase their use of L2 in class?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons showed more confidence and more participation during the classes since the beginning of the game in comparison with the other group which did not show the same reaction. This indicated that the game had a clear effect in the difference of levels of participation in both groups. The answer to this question is affirmative.

- *Can the Role playing game Dungeons and Dragons increase the participation of shy or fearful students in class?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons shows clearly that even shy and silent students felt a boost in their confidence and they increased their participation in class, The levels of motivation and confidence in shy students increased so the answer to this question is affirmative.

### **3. Diary and Journal of the investigation**

This section analyzes the summary of the principal events and reactions from the students noted in the journal that assisted in the observation that the investigator did

during the application of the game. The section recounts the events per week and brings to attention the reaction of the students in the normal class advance, during the game, the levels of motivation and participation in both situation as well as the reactions of the shy students during this times.

### **3.1. First Week**

#### **A. Class content**

- Vowel sounds
- Comparison of adverbs: superlatives
- Comparison of adverbs: comparatives
- Verb + object + verb: object + -ing form

The classes start as usual and the advanced has been planned in a way to allow 20 final minutes each class for the application of the game to the group A while using extra practices or videos to the group B which will not have the game.

Both groups present a light level of stress due to the heavy quantity of material they have to cover and by the end of the class they are usually extremely tired and waiting for the class to end up so they can go. Here is where the game is introduced to group A while the group B is given extra practices or shown videos to spend the last 20 minutes.

**Group A:** It is introduced to the game but in this week the signs of stress are still high and the motivation is not high. However, it is interesting to point out that students are really expecting to play at the end of each class which could be used to make them participate more during classes. The use of electronic devices is high and this can make them get distracted. Another point that is important to notice is that this week we have some students being absent or late in some classes.

**Group B:** It is not introduced to the game but instead they are given extra practices and videos. They struggle with the grammar sections and they are not very participative always waiting until the teacher calls them to participate. Their participations are simple and one could even say reluctant. The use of Spanish is very present and also the use of electronic devices which made them get distracted. Some students are absent and late.



## **B. Students during the game D&D**

**Part I: Dealing with Ali Al-bazur:** The group finds the building and meets the mayor of Loriel City. They have to ask about the mission and its details.

The students that participated in the game were the ones in group A and they felt surprised and confused at the beginning trying to understand the rules. They were very tired after the class but they soon learn the rules of the game and as the game picked their interest, the signs of fatigue diminished and they started with the adventure. The language they use in general is simple and the structures and vocabulary are not complex.

During the adventure, the actions they chose to do with their characters were not original and very simple but it is understandable at this moment when they are just adapting to the game. The use of Spanish language during the game is very high so the “punishments” for them are usual. The teacher had to push for them to participate in a more imaginative way and he had to help them sometimes when they did not know how to pronounce or say a word they needed.

In general, they enjoyed the story and the freedom the game gives them doing actions that even the GM could not predict like going shopping around the city instead of going directly to the Mayor for the quest. This created a set of unpredicted dialogues and characters that the DM had to create in the moment.

## **C. Levels of motivation and participation**

**Group A:** The motivation during the classes still shows a level similar at the one present before the game started since it just started but students show more interest as the days pass and they seem to consider the game as a way to vent up their stress. The participation in the class does not seem to be different from the group B but the students could participate more if given rewards for it in the game (use of inspirations that they can use during the game for participating during classes).

**Group B:** The motivation of the students is normal considering that is the first week and does not show a considerable difference with the group A. We will have to wait to see if this changes in the future weeks.

#### **D. Behavior of the shy students**

**Group A:** They were surprised and kind of confused for rules as the rest of their peers. The shy students tried to again be in the shadows and hide during the adventure but the rule stated that they had to participate every four turns so they had to speak with their groups to be ready with the answer they decided for the character. The first week they just tried to give simple and concrete answers.

During the class they are still non participative and silent and they seem to be very confused by the grammar and vocabulary of the unit but they are reluctant to ask for help from the teacher or their peers.

**Group B:** As their counterparts of the group A they are silent the majority of time and just participate when they are called by the teacher. They try to hide in the groups and make others talk and even if they participate their answers simple and short.

### **3.2. Second week**

#### **A. Class content**

- Offers/invitations: should, would
- Vowel sounds
- Vowel sounds
- Computer games
- Generation gap

**Group A:** As the days advance, the signs of stress are still present but it seems they still see the game as a way to vent up their stress. The advance of the topics is as planned and they seem to struggle with the grammar topics but they are soon overcome with the use of extra material. Interestingly, the students are using some of the grammar structures and vocabulary in the game. I do not know if it is intentional but it is a very pleasant surprise the way they used the game to experiment with this vocabulary. It is worth noting that no student was absent during all week. It is true that we cannot assure that it is because of the game but it is a good sign that shows the interest of the students in being present for the classes. They took the Midterm exam of this cycle.

**Group B:** This group also shows signs of stress and fatigue and as their peers in group A, they struggle with the grammar sections but they seem to have more

difficulties than the group A when using the same materials. However, they still understand using the extra practices and more examples used during the 20 minutes to help them in this area. Some students are absent during these days. They also took the Midterm exam of this cycle.

## **B. Students during the game D&D**

***Part II: Investigating the Manor's outdoors:*** The group is escorted to the manor where they must discover what happened to the family. They also heard that a group of soldiers who previously enter to investigate never returned. What could have happened to all those people?

In the second week the story grew more complex and thus the students seemed more excited to where the story was going. The same as the previous week, the students took decisions that made the GM nervous and they searched the area not leaving any stone unturned (literally), this created new scenarios that were not planned previously but that made the story much more interested than expected during the planning.

The language used by the students was still simple but they used verbs and vocabulary previously studied during the classes which was a good step up since they did not seem to notice they were doing which shows that the topics from the unit were being internalized by the students.

The groups took more time deciding what to do which created an opportunity for more STT (Student Talking Time). The groups made their characters more daring and unpredictable which in turn made the game more interesting.

Spanish still present but it is less than previously due to punishments that they receive in the game for its use. This creates opportunities for peer correction since the same group corrects them so they are not punished.

The teacher still has to help them but it is less than before, in this part of the story the GM insists that the students tell more details

In general, the students seem to enjoy the game very much and they even try to finish the content of the day faster so they can have more time to play.

### C. Levels of motivation and participation

**Group A:** The students participating in the game showed a high level of motivation during the game. They participated in a very active manner and using their intermediate level of English for the adventure.

However, this did not reflect as much during the normal classes. They still participated and showed interest but they were very worried during this week due to the Midterm exam that they had to take and this seems to have influenced their mood during the classes. It is noteworthy that even if they were stressed and worried they still participated more than the group B and this could be because of the rewards (inspirations) that they received during classes and that they can use in the game.

**Group B:** This group showed the same levels of motivation as the previous week. The stress created by the midterm exam caused students to show more fatigue than normal but this was alleviated in some way by the video activities they had instead of the game. Their participation stayed the same and there was no difference with the previous week.

### D. Behavior of the shy students

**Group A:** They were totally engaged in game and they seem to enjoy it a lot. Still, the shy students had to be encouraged to talk by their classmates when it was their turn and they do not seem to discuss much when deciding what to do with the others.

During the normal class, however, they are still reluctant to participate but they seem to respond better if they sit down next to a person from their group in the game. They speak more with them even if not to the teacher or to participate.

**Group B:** The shy students in this group do not show any change, they are still reluctant to talk to teacher or peers and they only do so when they have to.

## 3.3. Third week

### A. Class content

- Defining vs. non-defining relative clauses: use of that
- Defining vs. non-defining relative clauses: punctuation
- Adjectives ending in -ed and -ing: use

- Adjectives ending in -ed and -ing: list
- Adjectives ending in -ed and -ing: -ed adjectives followed by prepositions

The scores of the Midterm exam were mixed in both groups but it was generally ok. It is possible to feel the environment more relaxed after receiving the scores in both classes.

**Group A:** The students in this group were very relaxed after the exam. They seemed to be better motivated and more adept in the classes. They presented some problems with the relative clauses but they soon seemed to overcome the problems and doubts they had. The students participated more in general due to the expectative to receive inspirations that are free turns they can use during the game. They continued showing a lot of expectancy for the game and they still tried their best to finish the advance of the day to have more time in the game. They talked more freely and very easily when they had to speak during the sections of the class where they have to discuss in pairs or groups.

**Group B:** This group also seemed more relaxed after the exam but they also seemed more uninterested in the moments of working in pairs. The students do not talk as much as the other group during speaking sections and they return to their low motivation as days pass. The videos still showed some effect in their motivation but the extra practices do not seem to be working in lifting their motivation anymore.

## **B. Students during the game D&D**

**Part III: Inside the Manor:** After investigate the outside of the manor, the group is ready to enter the building. What lurks inside?

The students in the group A have already understood the mechanics of the game completely and they are the ones leading the story without the need of the GM giving much advice. The journey they create is getting deeper and new hints tell them that the original idea they had may not be correct. When they had to check the house and defeat the unexpected hosts, they discover a very dark secret from the family they were sent to look for. The students were shocked with this discovery and the actions they did afterwards were a cause of great discussion not only inside their respective groups but with other groups.

The language they had to use was very complex especially in the moment they had to take difficult decisions and they had to defend their position against the other character's groups.

This helped the students to improve their language and it was a nice surprise that was not expected.

The decisions that the students took for their characters were very interesting and unexpected, sometimes it was funny, like when one of the characters decided to move every book from the bookcase to see if she found something. The GM decided that curiosity should be rewarded so he received a secret note that in the future would lead him to another adventure if she follows the clue. Things like this were common and the students were rewarded appropriately.

The use of Spanish is still present but it is never used when students mention what the character will do, but when they are deciding what to do inside their groups. The punishments are still present but they are decreasing day after day.

The teacher is now just a figure that answers to the questions of the characters and describes the situation. With more time, it is expected that his participation will be only of guide and the students will do the adventure.

In general, the students enjoyed the adventure a lot and they seemed to be particularly fond of defeating the GM every time. They cannot wait for the next part of the adventure.

### **C. Levels of motivation and participation**

**Group A:** The students in this group presented a high level of motivation during the game and they wait every game anxiously. They participate using better language and strategies with every game and the discussions were very intense and sometimes heated to take a decision as a team.

In the normal classes, they seemed to be more relaxed and their participation is starting to improve especially during the pair work and group work they are assigned. The participation is high due to the inspiration prizes they receive after contribute with correct answers or just volunteer.

**Group B:** The level of motivation seemed to improve after the exam but it fell again with the passing of the days and finally at the end of the week the students return

to a mode of apathy. They do not seem interested in participate or talk much to their peers in pair work or group work activities. The video activities still alleviate this situation but the rest of the class the motivation and participation is very low.

#### **D. Behavior of the shy students**

**Group A:** They always expect the game to happen and would even demand it to take place. Shy students show signs of more confidence and are ready when it is their turn. They start to seek help from others in their answers since the outcome will affect to the whole group.

In the normal part of the classes the shy students did very well in their written exam which shows that they have a high level of competence for their level. Their attitude seemed to have improved and you can see that they are very comfortable when they are pair up with their classmates from the same group than in the game but they are still reluctant when they have to work with other students. It is something that we should address in the future.

**Group B:** Unexpectedly, the majority of the shy student in this group also did well in the exam except for one or two who needed to rise their score to pass normally in the end of the month. This also shows that these students are shy or do not have confidence but they have a very good level and their only problem is when they have to speak in front of the class or among their peers.

**3.4. Fourth week.** This week, in order to analyze the impact of the absence of the game in the group A, It was decided to interrupt the game and see the reactions of the group and its effect in the motivation level.

#### **A. Class content**

- Defining and non-defining relative clauses
- Relative clauses
- Adjectives
- How to tell a story
- Lucky charms



This was the last week of this cycle so the students were worried about the Final Written and Final Oral they had to take at the end of the month. The levels of stress were high again and we could see the worry in the students of both groups.

**Group A:** The students in the group A were worried about the final tests but they were anticipating the game as a way to cope with stress. However, when they were informed that the game would have to stop for that week so they could concentrate in the tests, the dissatisfaction was evident in the majority of them. They still continued participating and working in groups but the level of motivation seemed to fall down and the participations also were reduced. They constantly asked the teacher if they were going to be in the same class with them the next month since in the C.C.P.N.A. each cycle could change teacher. They were reassured when the teacher said they were going to continue together and that the game would return he next cycle.

In the end of the month, all the students of the group A passed the cycle into the next one with no fails or drop outs.

**Group B:** The stress levels in this group was even more than in the other one due to the proximity of the final tests which made students to be very worried. The use of extra practices and video activities were key to calm down the situation and they participated more in order to increase their extra points and understand the grammar points they were weak in.

In this group 2 students dropped out (they failed due to lateness or absences) and one failed the cycle due to not reaching the minimum score (80).

## **B. Students during the game D&D**

This week it was decided to interrupt the game to observe the reaction of the students. The reactions in the group A varied from disappointment to shock. Some students were angry and even asked if the game would return.

They only calmed down when the teacher reassured them that the game would return the next month in the new cycle.



### **C. Levels of motivation and participation**

**Group A:** The students showed their dissatisfaction for the interruption of the game and the levels of motivation fell down. This was also affected for the final tests they had to take that week which also increased their stress.

During the normal part of the class they still participated and worked well with their peers which showed that even without the game they could advance normally. However, they were always asking about the game and they insisted to receive their inspiration normally since they wanted to save them for when the game returned. In general the motivation was a little lower than normally but it rose again when they were told that the game would return the next cycle.

**Group B:** Due to the final tests, the levels of stress rose and the motivation was low but it was also an incentive to participate more in order to gain more points for the final part of the cycle.

### **D. Behavior of the shy students**

**Group A:** Since we suspended the game for a week, the shy students got disappointed and some of them always asked when we could continue. They also shared the happiness of their peers when they were told that the game would return.

In the normal classes they are still reluctant to work with people who are not from their character group but we can see that they are opening more slowly.

**Group B:** The shy students still are reluctant to participate unless they are encouraged by the teacher. Even when they participate, they use simple sentences and just answer to the questions in a simple way.

## **3.5. Fifth week**

### **A. Class content**

- Take, have or break?
- Unreal tenses: wish, if only, would rather, it's time, hope
- A burglary
- Music in the future

This week marked the second cycle which would be the last intermediate one for both classes. After this they would be advanced level students.

**Group A:** Students start the new week greatly motivated and they seemed to be happy to hear that the game will continue. The motivation in the classes is soaring and they seemed to have no problems with the content of the unit. The speaking skill from the students seemed to have increased in level since they participate more and their discussions in the speaking sections are more complex and interesting.

**Group B:** The students in this group start the new cycle normally and there is no difference whatsoever in their levels of motivation. The first week is marked for lateness and absences that are normal for the first week when not all the students sign up on time.

The participation is sporadic and they only do so for extra points. The language they use is low and simple but the environment is better than the previous month maybe because of the familiarity of having the same teacher which marks a continuum that they seem to like.

## **B. Students during the game D&D**

**Part IV: Secret Chamber:** after find spiders and eliminate them, the group finds a secret chamber but they will need to find a code to enter. Where could the secret code be?

The students of the group A play again since the point where they stopped. They found the code in the second floor along with a terrible secret of the Maintenain Family who are not the decent and innocent people all the people in town believed. They find a secret passage that took them to a chamber where they find enemies to get rid of. The students had to plan their attack. They decided to use a surprised attack which gave them advantage over their opponents. For this strategy the students had to use more complex language and they had to negotiate their actions to get the best outcome which in the end resulted in their victory.

The actions of the characters were also very interesting to listen. Some of them were doing acrobatics and some students included sound effects in each attack along with body language.

The use of Spanish returned in a minimum quantity but it was swiftly vanished by some punishments in the beginning. The use of Spanish is present during the group talk but it is being reduced little by little.

The teacher did not have to encourage the participation during the game nor did he have to boost the use of more complex actions since the students did all of this by themselves.

### **C. Levels of motivation and participation**

**Group A:** The levels of motivation during the game were very high especially since they could not play the previous week. The students practically demanded to play and finished the activities planned for that day very fast so they could have more time than normal to play in the final part of the class.

The motivation during the normal part of the class was very high since they seemed to be waiting eagerly for the game to start which made the students highly participative and motivated to talk especially since this would bring them more inspirations that could be used later in the game.

**Group B:** The students in this group showed a normal level of motivation but this started to dwindle as the days passed and they once again seemed to be not motivated. The use of extra material and videos alleviated this situation but after some days they seemed to be a little bored by the routine of having practice and videos at the end of the class.

### **D. Behavior of the shy students**

**Group A:** As the adventure resumed, the motivation of the shy students is the same as the others and they seemed extremely happy to be able to play again. During the game they were ready to participate in a very enthusiastically way. Shy students seemed to be very comfortable to talk inside their own character groups and even if they are not the ones who do most of the talk they definitely are talking more than before.

During the classes, the shy students are also showing signs of talking more. They talk definitely more when they are paired up with people from their own group in the game but they have opened up more also with other students too and even if it is true

that they are still the passive students when talking and participating they are definitely talking more than at the beginning of the investigation.

**Group B:** In this group the shy students do not show any change except for the participation when they have to inside their groups. The participation during class is minimal and just when it is encouraged by the teacher.

### 3.6. Sixth week

#### A. Class content

- Scissor Sisters
- Music
- Phrasal verbs with take
- Take a vacation

**Group A:** As the days advance, some signs of stress appear due to the fact that the students have to take the Midterm exam of this cycle. The topic of phrasal verbs present some problems for the students and many of them do not seem to understand or remember the phrasal verbs from the unit but the use of extra material helped them to overcome these problems. It is worth noting that no student was absent during all week and the majority are coming very early which shows the great interest they have in the classes. They took the Midterm exam of this cycle.

**Group B:** This group also shows signs of stress and fatigue and as their peers in group A, they struggle with the grammar sections as much as their peers in the other group. However, they still understand using the extra practices and more examples used during the 20 minutes to help them in this area. Some students are absent during these days. They also took the Midterm exam of this cycle.

#### B. Students during the game D&D

**Part V: Moral Dilemma:** After defeat the enemies, the group finds a survivor goblin called Ratbag who surrenders and pleads for mercy. Will the group spare him or they will slay him mercilessly?

This week in the story the students had a serious moral dilemma to face in the adventure. After they defeat the enemies in the secret chamber, three small goblins

threw their weapons and surrendered asking for mercy. The class had to decide whether to spare their lives or execute them in cold heart.

The positions were varied and each group took a lot of time debating what the best course of action was and the possible consequences of the two decisions could carry. The debate reached its climax when two of the groups were decided to kill the goblins and the others not.

Finally they decided to spare their lives under the condition that they told them their secrets. The goblin leader called “Ratbag” did not dare to hide anything and told them what happened to the family they were looking and the dark plans of the Hobgoblins that were behind all the plot.

The language used by the students during the debate was very complex and high level and they had to use vocabulary that they normally would not. They even used the phrasal verbs that we had studied that week and many times in a correct way and in the correct context.

The actions of the characters were very surprising and it was nice to see how the personality of the characters had influenced the students controlling them subconsciously in the moment to take the decision about the goblins.

The teacher just let the students debate and did not try to sway their decision on any direction which assured that the students take a personal decision based on their own principles.

In general, the game this week was very intense and funny. It was surprising to see that the best defenders of the goblins were the shy students.

### **C. Levels of motivation and participation**

**Group A:** The students were very active and smart when playing the game. They have improved their strategy approach and have improved their skills very fast. Many times the GM has had problems dealing with them and they have outsmarted him each and every time. This brings a lot of satisfaction to the students who find this opportunity a way to defeat the teacher who they are supposed to respect.

During the class they are very participative and the motivation is high. Their speaking ability is very good during the pair work and group work and they are almost

always present and on time for the classes which shows that they are very interested in the class.

**Group B:** The students' motivation has fallen and their level of stress seems to have increase due to the Midterm exam they have to take at the end of the week. The videos and extra material helps to lessen the impact of this stress but in comparison with the other groups they are definitely less motivated during the classes.

#### **D. Behavior of the shy students**

**Group A:** The shy students are becoming better at game and they are starting to use more complex ideas and vocabulary to get more benefits inside their groups. These shy students seemed more confident when explaining what their characters do. They were the main defendants of the goblins and they did not want to execute them after they surrendered. This reaction showed me that they have a strong connection with the weak.

During the class they are more open and they talk more, especially when they work with the classmates from their character group. However, they are more confident even when they have to work in other groups and they are starting to participate for inspiration too.

**Group B:** The shy students in this group show no change and they are still very silent and just participate when obliged. In comparison with the group A, they definitely have not improved.

### **3.7. Seventh week**

#### **A. Class content**

- Modifiers: amplifiers
- Natural disasters
- Changing stress in nouns and adjectives
- The passive: infinitive
- The infinitive: form, subject, complement, purpose and split
- Modifiers: emphasize

**Group A:** The scores of the students in this group were more than average which made them feel more reassured about this cycle. The students were very participative and worked together in a very nice way with each other. Students did not have any problem with the grammar part or with the vocabulary sections and they easily assimilated. This week was very smooth and quiet in the normal classes and they still seemed very motivated to finish the advance of the day before in order to play more time. Once again there were no absents and very few late students.

**Group B:** The scores of this group were mixed but they were still in the range of possibilities to pass. They participate normally but most of the time they are bored or tired after their typical day of activities. They still complete their planned activities in a very nice way but their motivation and participation levels are not at the same of their peers in group A.

## **B. Students during the game D&D**

**Part VI: Morlag the Skinner:** The group finds the lair of Morlag (if spared Ratbag they will guide them) and now must decide how to face him. Will they rush and face him directly? Or will they use a cunning approach?

After the students decided to spare the goblins, they lead them very happily to the main base of Morlag who is a massive hobgoblin in charge of the forces that are using the Altemain Manor as bastion. In the way, they learnt that goblins like Ratbag are slaves and that they could use the goblins as distraction. They once again must decide their approach in the attack.

The language used by the students is complex and high level since many approaches existed, all of them had to be discussed until they agreed to take a frontal surprise attack dividing forces and using terrain as an advantage plus the help of the goblins.

The students used their characters in a very powerful way, many of them used previous knowledge based on video games to create a plan that was incredible to imagine. The battle started and the class finished as Morlag started his counter attack.

The Spanish disappeared completely this week and there was no necessity of punishment. The teacher just let the students discuss their approach without interfering



in any way. The results were that they used a lot of vocabulary and they discussed in a very intense way having produced a good student talking time.

In general, the game was very exciting and fun. The students created the story and they seemed to enjoy how the story developed.

### **C. Levels of motivation and participation**

**Group A:** The motivation was very high this week since the students knew that the end was approaching and they wanted to know how the story was going to end. During the game the groups were extremely active and the discussions were intense not only inside most groups but when they had to discuss with other groups to decide the strategy they would use to start the final battle.

During the classes, the motivation levels were also high and the students' stress could not be seen at all. They participated a lot and always asked for their inspirations so they could use them later in the game. No absences and with the majority of students very early, we can see that the game affects their interest in being present in class.

**Group B:** The motivation is normal but many students were late or absent. The extra material and video activities are the most expected part of the class. The participation is irregular and some days are higher than others.

### **D. Behavior of the shy students**

**Group A:** Even the shy students start to show more knowledge and actions not even predicted by the Dungeon Master in the planning process. The shy students show more participation even in the normal segments of the class like just responding to normal questions and not only inside their groups but even alone. This could be a result of their wish to obtain inspirations in their own in order to help their groups during the game. This is reinforced by the encouragement and praise they receive from their peers which make them work even harder.

**Group B:** The shy students in this group do not show any improvement and they are still silent and isolated preferring to be in the shadows and only answering when asked.



### 3.8. Eight week

#### A. Class content

- Modifiers: downtowners
- Earth Hour
- The world of the coral reef
- Tsunamis
- Changing stress in nouns and adjectives
- Stress

**Group A:** The stress levels do not rise even though the students will have their final exams at the end of the week. The students seemed to have found a way to cope with stress in the game and they enjoy every part of it until the end.

The language during class is one of very high level and the activities they do are very well planned and executed. This week they had multiple activities like writing essays or make a presentation about natural disasters and in all of them the students worked very well together and surpassed the expectations in each one of them. In the end there were no failed students in this group and all the original 25 students passed to the next cycle with good scores.

**Group B:** The students in this cycle were definitely not in the same level of the other group. Their levels of motivation and participation pale in comparison and the final results also were different. During the two cycles that this investigation lasted, two students failed the course and four students dropped out or abandoned the course due to absences or accumulation of late marks.

#### B. Students during the game D&D

**Part VII: The end?:** After the defeat of Morlag, the group returns victorious and ready to collect their reward and celebrate, but will that really happen?

The students defeated the final Boss after an intense and exciting battle with many surprises that made the students gasp and shout many times. After the victory they had to collect and distribute the loot and decide which character would keep certain special

treasures that include some Dragon eggs. The discussion was once again intense but in the end they decided to leave it to the luck (dice rolling) and return to the town to collect their reward. However, a final surprise waited to the heroes when they discovered that the town has been seized by an army of giant golden dragons looking for their eggs. The students showed their surprise when they discover that the adventure has not end but it has just started.

The students' language and participation was very high and they used many of the structures and vocabulary they had studied during the previous months.

The characters had interesting reactions and we can assure the students tried their best to be in character all the time. Their personalities played a huge role hen negotiating the distribution of the loot.

The use of Spanish disappeared completely in the final week and the punishments were not necessary at all.

The teacher did not have to encourage or intervene in the discussions of the groups and the students were autonomous which created a nice environment were the students realized they had the control and they had to take their own decisions.

In general the story was exciting and full of surprises and the students as well as the DM enjoyed every part of it.

### **C. Levels of motivation and participation**

**Group A:** The motivation levels during the game and in the normal part of the class were extremely high and some days it was a hard competition for the inspirations. The participation of the students was high and accurate.

During the class the students seemed to have no problems even with the difficult topics they had to solve.

**Group B:** Their levels of motivation nd participation were nowhere near as the ones in the group A but they still participated when necessary.

### **D. Behavior of the shy students**

**Group A:** As the final part of the game reached the climax and students showed more excitement especially when they defeat the Final Boss, the shy students played a

very important role in the discussion which is a very big contrast to the beginning of the investigation. The shy students immersed with the rest of their peers and shared their excitement for the victory.

They also showed more participation in class even when they had to work with other students that were not in their hero groups. Their level of confidence and motivation has reached a level that it was originally not expected.

**Group B:** The shy students in this group showed no improvement and they stayed reluctant to participate and join in the discussion with their classmates until the end. They still participated but only when asked to.

### 3.9. Analysis of the results compared to the original questions of the project

- *Can the role-playing game Dungeons and Dragons boost the motivation in the students during the learning sessions?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons increased their motivation since the beginning of the game and it continued to raise until the end of the research. This shows that the answer to this question is affirmative.

- *Can the Role playing game Dungeons and Dragons give more confidence to the students so they can increase their use of L2 in class?*

The results show that the students in the group “A” that participated in the roleplaying game Dungeons and Dragons had a boost in their confidence steadily during the application of the game. This did not occur as fast as with the level of motivation but it is perceived the raise of this throughout the application of the game. The students also increased their participation in class slowly but surely. This indicates that the answer to this question is affirmative.

- *Can the Role playing game Dungeons and Dragons increase the participation of shy or fearful students in class?*

The results show that the shy students in the group “A” that participated in the roleplaying game Dungeons and Dragons increased their levels of motivation and confidence steadily during the application of the game. They started slow and were still silent at the beginning but the game progressed their participation also did. This was

most notable when they had to take a moral decision when they had to decide to spare or kill characters who had already surrendered. It was very surprising to see that the shy students were the most vocal in defending these characters which showed their strong sense of justice. The answer to this question is affirmative.

#### **4. Pedagogical Implications**

After the application of the investigation with the two groups previously mentioned we mentioned that the game Dungeons and Dragons applied in the classroom can increase and improve the class dynamics and motivation of the students. Other benefits that this game could bring to the class include:

The use of more complex language by the student due to the necessity of expand their vocabulary and grammar range to be able to get better results during the game.

Students gain autonomy once they understand the rules and they start to take decisions and experiment with possibilities they had not thought previously during the multiple and different situations they face in the game.

The STT (Student Talking Time) is maximized since the students need to talk with their peers, discuss the possible actions, decide and negotiate in the different situation they have to face and then report to the other groups and to the GM.

There are a lot of opportunities for Peer correction and Self correction during the adventures. This is boosted since the use of Spanish is penalized and the students will correct themselves in order to not be punished.

The levels of motivation and participation are maximized once the students are hooked into the game, especially if the use of motivators like inspirations or other prizes are well managed.

The confidence in shy students is boosted as seen in the journal. The shy students started to participate in a reserved way but as the game progressed they started to open up more and more and this could occur in other classes too.

The motivation levels are very high and this could be seen by the low rates of lateness, drop out students and failed students in the group that participated in the game.

## Conclusions

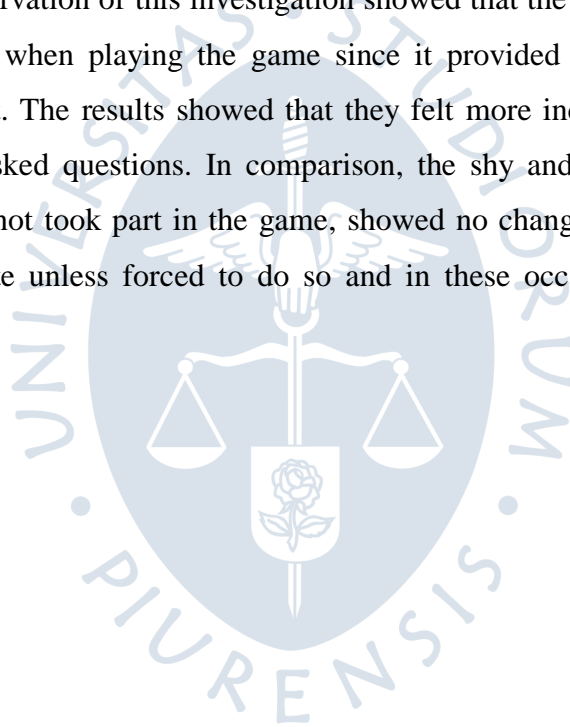
FIRST: The general hypothesis that affirmed that “The role playing game: “Dungeons and Dragons” has a positive and high impact in the level of motivation and confidence of the Intermediate level students of the C.C.P.N.A – Puno and can increase the participation of shy students in class” is confirmed, due to the evidence that show that this game is effective and can boost the confidence in the students. Through all the process it could be seen without a doubt that the game Dungeons and Dragons produced a huge impact on the group A which was the one who went through the process of participating in the game, while the group B which did not participate clearly shown the opposite effects and did not have any important impact on the motivation, confidence and the shy students remained silent and shy until the last day.

SECOND: The hypothesis that affirms that The role playing game: “Dungeons and Dragons” has a positive impact in the level of motivation of the Intermediate Level Students of the C.C.P.N.A. - Puno making the students engaged and interested in the use of English in class is proved as correct, due to the evidence in the analysis of results done by the surveys which the students responded after the process. The hypothesis is also proved correct by the observation of the effects that the game had on the students of the group A who seemed much more engaged and interested in the use of English in class, not only during the game but in the normal part of the class. It is also noteworthy that the group that participated in the game showed no dropouts nor failures while the other group, the group B, not only did not show any particular change in their levels of motivation but they were also very reluctant to participate in class, and the students of this group had a high rate of lateness, absence and even dropout.

THIRD: The hypothesis that stated that “The role playing game: “Dungeons and Dragons” can boost the level of confidence of the students so they can increase their use of L2 in class” was verified by the raise in the participation of the students in the group A using L2 during the class both during the game and the normal part of the classes which can be related by their higher confidence in their use of it. The evidence gathered by the surveys shows statistically that even the students felt the difference in their level of self-confidence and they felt that it was because the game Dungeons and Dragons had given them plenty opportunity to talk and practice their use of English, which in the end boosted their confidence and made them more secure when they had to participate using L2 in other situations apart from the game and the class. The data also shows that

the group B which did not participate in the game had no change in their level of confidence when using L2 in class. They were unwilling to participate and many times they preferred to use Spanish because they did not feel ready or adequate to share their ideas and opinions in English.

FOURTH: The hypothesis that declared that “The role playing game: “Dungeons and Dragons” increases the participation of shy or fearful students in class making them more confident and comfortable to speak” was attested by the observable increased in the participation of shy or fearful students during class; not only during the game but also in the normal part class being very noticeable the boost in their self-confidence and comfort at the moment of participating using L2 to speak. The evidence in the journal used during the observation of this investigation showed that the silent and shy students felt more reassured when playing the game since it provided a non-threatening and relaxed environment. The results showed that they felt more inclined to participate in groups and when asked questions. In comparison, the shy and silent students in the group B which did not took part in the game, showed no change or improvement and refused to participate unless forced to do so and in these occasions they were very uncomfortable.



### **Recommendations**

FIRST: As plenty of investigations proposed before the present thesis, it is undisputable that role-playing games like Dungeons and Dragons and other RPGs offer infinite possibilities for the process of Teaching English as a Second Language, since they give the opportunity for students to be engaged more and to be put at the center of the learning experience to change from ‘passive vessel’ to ‘active participant’” (Pannesse & Carlesi, 2007). These games and many others are techniques or tools which provide an environment where students do more than simply listen to a lecture. Students are doing something including discovering, processing and applying new information” (Van De Bogart, 2009). They also provide the teachers an opportunity that will enable them to make learning authentic,” (Van De Bogart, 2009). Due to these reasons, there should be more research and more investigations about this topic which can be considered to have great potential.

SECOND: As Phillips (1993) mentioned “there are certainly many types of settings as genres of literature, and practically any is suitable for RPG” which expressed very well the vast diversity of topics and themes which could be adapted from games besides the ones similar to D&D which are waiting to be adapted in a way that can be used to teach English in a more effective and funny way, so the students can improve their motivation and confidence in the use of English as shown in the present investigation. It is requested from all the professionals who are related in the field of Language Teaching that they create more materials, stories and methods to use the games in class for the benefit of the students.

THIRD: As this investigation as proved, shy or silent students should never be considered a lost case and it must be remembered that they just need help. As the information of the journal has showed, they can be helped using the correct method. As teachers and educators, it must always be the objective to do everything possible to assure the best learning experience to all students, and even more, those who are weak since this could be of great impact not only in their experience with English but maybe also with their self-confidence and future prospects. If this small game was able to help shy students and make them feel better with themselves, it stands to reason to believe that a much better planned project could produce even better results.

FOURTH: The work of one man can only produce limited results since mankind can only show their greatest potential with the cooperation of the collective. As this is

the case, it is necessary that private and public institutions which have access to manpower and resources vastly superior to what can be shown in this investigation, research and produce materials and projects that could be used in order to offer the students the best kind of learning process. It may, of course, not getting the results one would expect in the beginning but as Stratton (1991) stated "the success of your character does not determine any sense of winning or losing. Like life, it's not so much whether you win or lose, but how you play the game."





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## Appendixes





**Appendix 1. Questionnaire 1 Applied to both groups A and B previously to apply the game Dungeons and Dragons**

1. Do you feel confident about talking in class?
  - a) Yes
  - b) No
2. Do you think you can communicate with a native speaker in English?
  - a) Yes
  - b) No
3. Do you feel comfortable talking in English only?
  - a) Yes
  - b) No
4. Are you confident in transmitting your ideas correctly in English?
  - a) Yes
  - b) No
5. Do you feel confident in participating in class?
  - a) Yes
  - b) No
6. Which skill do you consider the most difficult to master?
  - a) Yes
  - b) No
  - c) Yes
  - d) No
7. Do you like English?
  - a) Yes
  - b) No
8. Do you see English as an important tool in your life?
  - a) Yes
  - b) No
9. How do you use English now?
  - a) Yes
  - b) No
10. Do you think English will play an important role in your future? Explain
  - a) Yes
  - b) No
11. Do you like acting or roleplaying? Are you good at improvising?
  - a) Yes
  - b) No
12. Do you like playing in class? Why do you think it's important?
  - a) Yes
  - b) No

13. Do you think playing can boost English Learning?

- a) Yes                      b) No

14. Do you like solving problems? Are you good at it?

- a) Yes                      b) No

15. Do you have enough opportunities to use your English in class?

- a) Yes                      b) No

16. Do you feel you have enough opportunities to use your English in your normal life outside the classroom?

- a) Yes                      b) No





**Appendix 2. Interview Applied to the Group “A” which participated in the Role Playing Game Dungeons and Dragons.**

1. What is your opinion of the role-playing game Dungeons and Dragons?
2. Does it motivate you to speak more in English in class?
3. Would you say this game has given you more confidence at speaking in English?  
How?
4. Do you have fun with the adventure and situations in the game?
5. What was the best part of the game?
6. Do you think this game could motivate and give more confidence to shy students to speak more?
7. Do you consider this game an improvement to the class or it makes no difference to you? Why?
8. Do you think this game or similar should be part of the curriculum of the cultural?
9. What other methods to motivate students apart from this game can you mention?
10. What improvements do you think we can make to the game to make it better?
11. Do you feel motivated to speak in class more than before starting the game?
12. How did you feel when the game was interrupted for a week?
13. How was the class affected?

### Appendix 3. Dice used in the Role Playing Game Dungeons and Dragons.

#### A. Original dice



Figure 3A: Set of dice.

Source: Extracted from: <http://www.elcuartitodelosroles.com/> 2013\_11\_01\_archive.html

#### B. Dice used in classroom



Figure 3B: Set of dice made by Material Resources from CCPNA.

Source: Picture taken by the author's camera

## Appendix 4. Maps used for the Role Playing Games Dungeons and Dragons.

### A. Loriel City



Figure 4 A1: Coastal City

Source: Extracted from: [www.en.wikipedia.org](http://www.en.wikipedia.org)



Figure 4 A2: Old medieval city of Palermo

Source: Extracted from: <http://us.123rf.com/450wm/kasto/kasto1308/kasto130800064/21649434-old-medieval-cefalu-is-a-city-and-comune-in-the-province-of-palermo-located-on-the-northern-coast-of.jpg>



Figure 4 A3: Coastal fortress

Source: Extracted from: <http://bna-art.s3.amazonaws.com/www.bootsnall.com/articles/wp-content/uploads/2012/02/Dubrovnik.jpg>



Figure 4 A4: Medieval fantasy city in Skyrim

Source: [www.batwavecentral.com/batwave/viewtopic.php? f=10&t=396&start=0](http://www.batwavecentral.com/batwave/viewtopic.php?f=10&t=396&start=0)

## B. Atticus Family Manor



Figure 4 B1: Mansion in Greenwich

Source: <http://homesoftherich.net/2014/05/17-25-million-newly-listed-georgian-colonial-mansion-in-greenwich-ct/>



### C. First floor

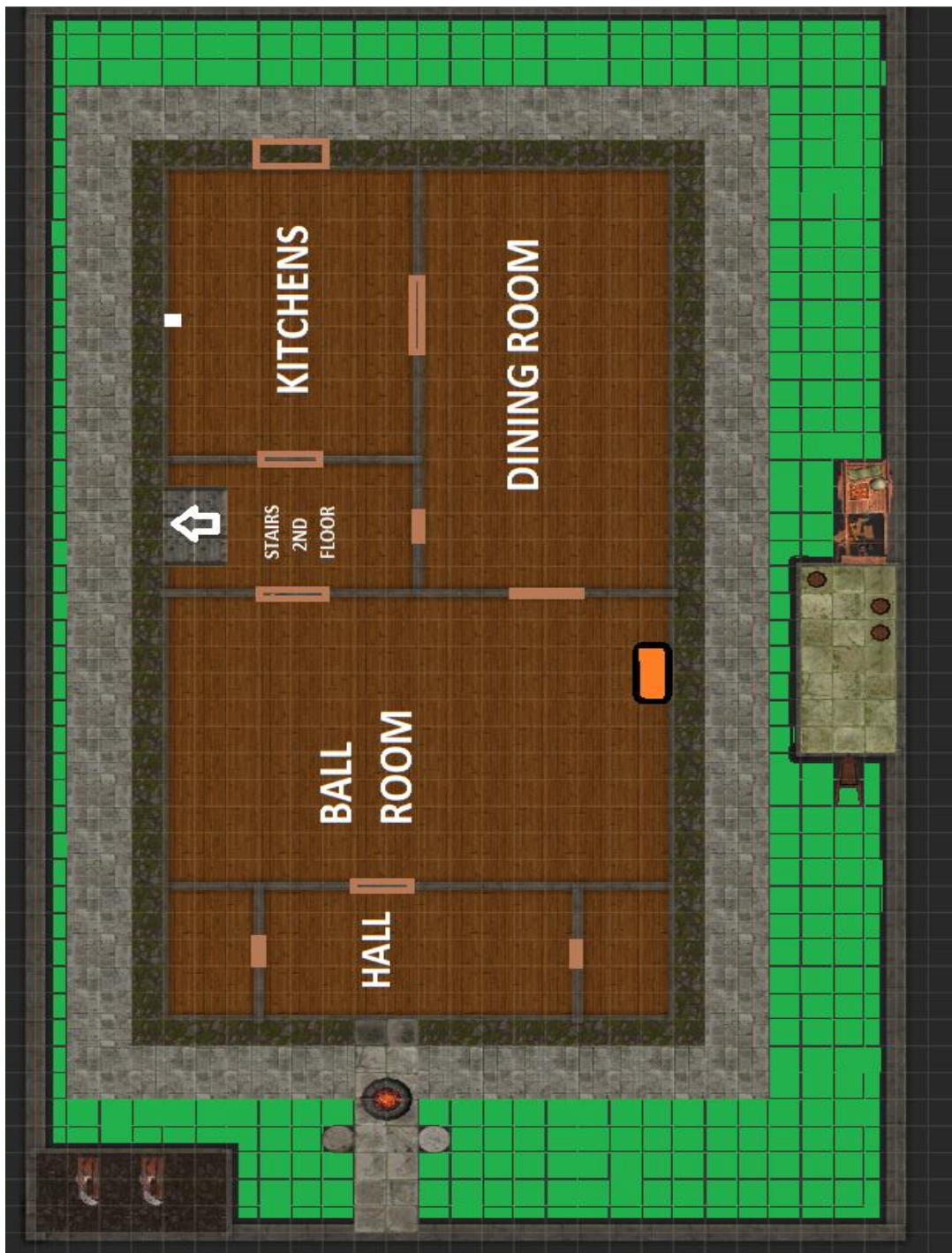


Figure 4 C1: Map of the First Floor for the adventure

Source: Map designed by the author using “Donjon Dungeon Generator” in:  
<https://donjon.bin.sh/d20/dungeon/>

**D. Second floor**

Figure 4 D1: Map of the Second Floor for the adventure  
Source: Map designed by the author using “Donjon Dungeon Generator” in:  
<https://donjon.bin.sh/d20/dungeon/>



## E. Secret Basement Room

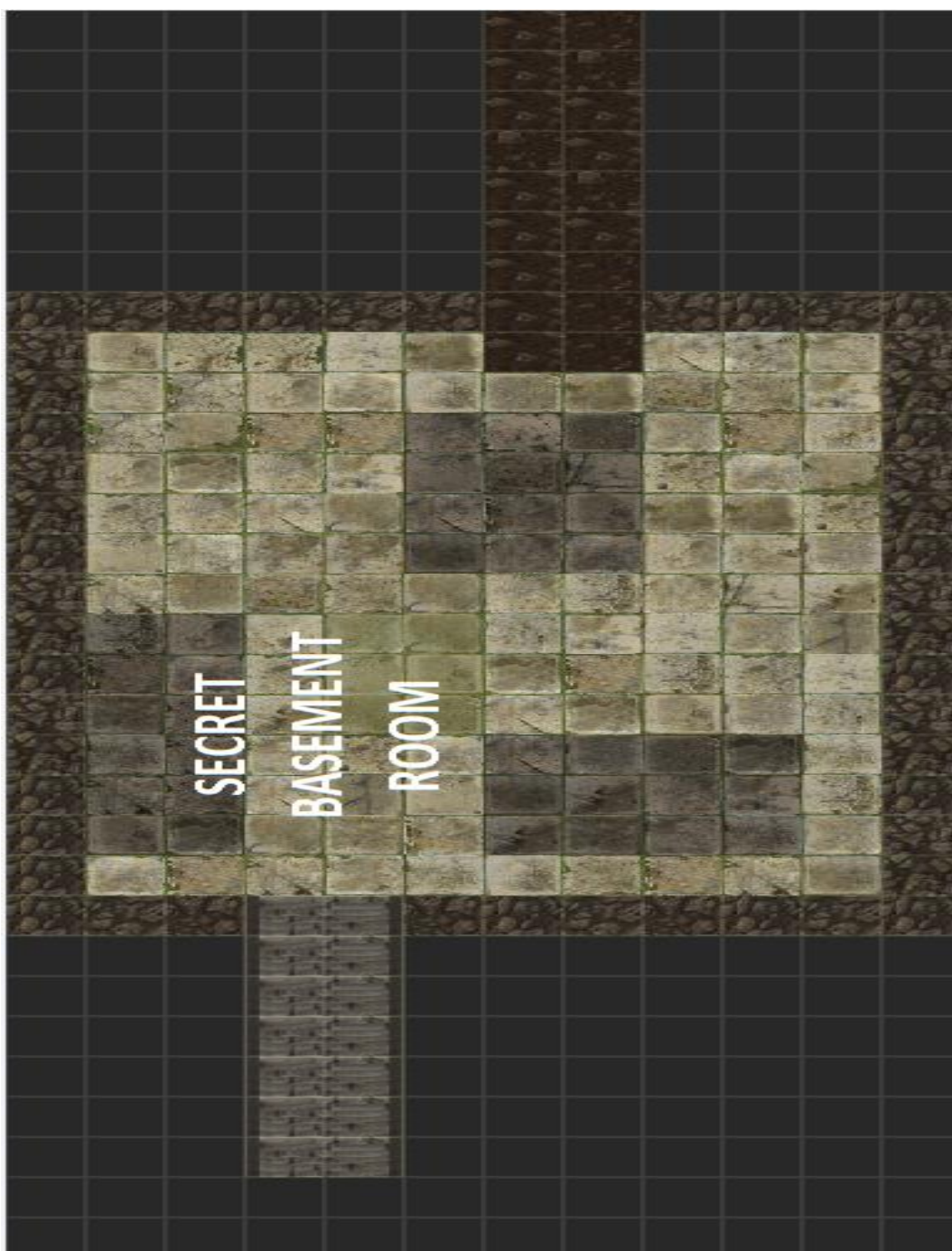


Figure 4 E1: Map of the Secret Basement for the adventure

Source: Map designed by the author using “Donjon Dungeon Generator” in:  
<https://donjon.bin.sh/d20/dungeon/>

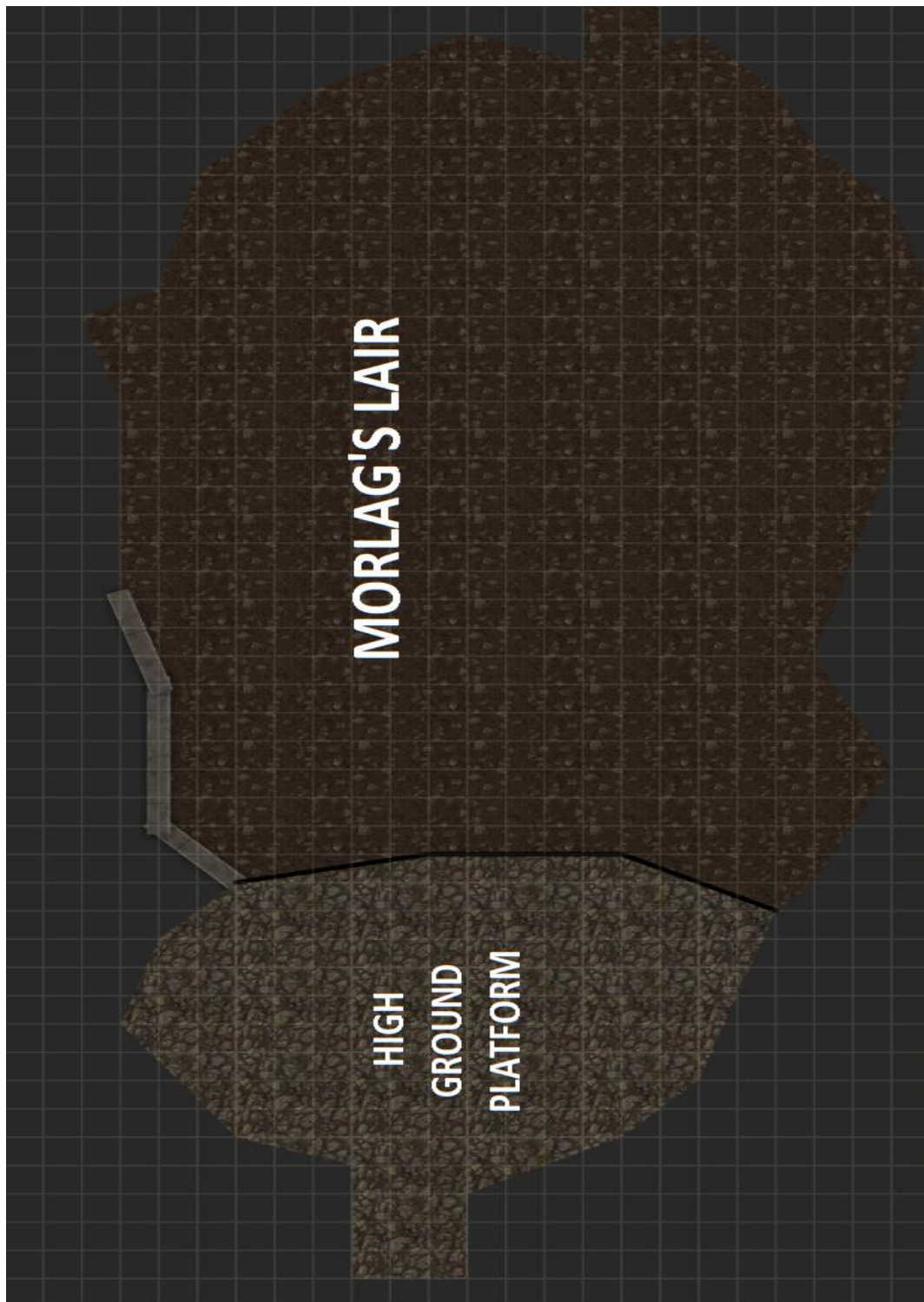
**F. Morlag's Base**

Figure 4 F1: Map of Morlag's Base for the adventure

Source: Map designed by the author using "Donjon Dungeon Generator" in:  
<https://donjon.bin.sh/d20/dungeon/>



## G. Centro Cultural Peruano Norteamericano - Sede Puno



Figure 4 G1: Picture of the exterior of the C.C.P.N.A – Sede Puno  
Source: Picture extracted from: <http://www.cultural.edu.pe>



Figure 4 G2: Picture of the interior of the C.C.P.N.A – Sede Puno  
Source: Picture extracted from: <http://www.constructoravalencia.com.pe/>