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English with Guybrush Threepwood and the Secret of Monkey Island

Learning English grammar through computer games at Swedish junior high school level

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Abstract

The computer has been a part of the language learning since the 1950's. It has had many roles in the classroom and the potential usage of it is ever changing and evolving. Today the computer is widely used around the world as equipment for entertaining and game playing. When it comes to game playing it has been confirmed that it can be very effective in teaching. This is also true for language learning. This study aims to investigate if a non-educational game, *the Secret of Monkey Island,* could be potentially used to teach English grammar to Swedish learners of English at junior high school, year 7. This is done through a comparison study where two groups of students receives different exposure to the target grammar followed by a test in order to establish to what extent the game can be used in inductive grammar teaching. The results of this study showed that the game in fact can be used as a tool for learning English grammar. However, the students who played the computer game did not reach the same level of learning outcome as the students who received traditional teaching. The study also indicated some differences in achievement between boys and girls where the boys favored game-based learning and the girls performed better after traditional teaching. The conclusion of this study, however, is that the game should, if it is to be used to its full potential, be integrated with inductive grammar teaching where explicit rule teaching is given.

Keywords: CALL, inductive grammar approach, computer, language learning, game, immersion, extramural learning

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1 Introduction

The phrase *lek och lär* (play and learn) is perhaps as commonly used globally as it is in Sweden. The meaning of the phrase typically refers to young children and their everyday games and interactions where they learn new things through play. For instance, the concept of buying and selling is picked up in a store and it is further developed when playing shop at home. Similar play to learn strategies is found among the animals where lion cubs and other predators play with each other in order to learn and master the survival skill of hunting.

As play and games seem to be a deeply rooted strategy for learning it is not surprising to find games and playing of various kinds in the educational system. It could be claimed that it mostly takes place at the lower ages of school but games have been found effective at higher levels as well. Kinder (2010:27-28) explains that while some games can be used at the end of a teaching section in order to help the students make use of and remember the grammar rules or functions they just learned, other games can be the fundamental material for the teaching. Furthermore, Kinder claims that when the grammar content becomes more difficult to understand games have the potential to solve the problem for the students, helping them grasp the grammar being taught (2010:29). Naturally, there are a number of different types of games that can be used in teaching. Board games, card games, quizzes and computer games have all great potential for usage in the classroom. While computer games as a category is the youngest of the four it is most likely the fastest growing.

Computer Assisted Language Learning (CALL) has been a part of language teaching since the 1950's (Bax: 2003:15) and a variety of computer-based programs, games and exercises have been used by language students ever since. Early stages of CALL allowed only basic features and more or less digitalized versions of traditional exercises. Not too surprising, as the technology developed so did the possibilities and types of exercises meant for learning language. Today there are more than enough games to choose from and depending on which language aspect one might want to practice, there are many alternatives. Vocabulary and simple grammar could be learned via simple fill-in-the-gap quizzes and communication can be improved within the realms of an interactive role-play game online. Some games come with the teaching material i.e. on a CD-ROM included in the textbook while the majority exist on the Internet. Many grammar games and other exercises are designed to explicitly train and teach language but there are a multitude of games that could, even if they are not

designed as educational games, be used in as tools in teaching. Moreover, they can be used with success and spark a motivation among the students. *Digital Play* the award winning teacher development blog (Mawer & Stanley, 2015) provides various ideas of how mainstream games can be adapted for teaching English[1]. This then brings up the subject of the usage of games originally not designed for teaching in educational exercises. A simple game of *hangman*[2] is perhaps not necessarily invented as a tool for educators but both training of pronunciation of the English alphabet and checking a vocabulary homework could easily be done using *hangman* with positive outcomes. Heathcote (2012) writes about the benefits of acquiring English through the online game World of Warcraft[3]. He states that while the participants of the study felt that they gain a lot, language wise, from the game the best outcome would have been reached with the intervention of an educator. However, the game does give the players an increased knowledge of English and perhaps most importantly an arena outside of school where they can use the language (Heathcote, 2012:29). The learning that takes place outside the walls of the school is known as *extramural* learning (Sundqvist, 2009:1) and will be further discussed in Section 2.4. Similar to Heathcote's essay this study also made use of a non-educational game in order to investigate the impact it might or might not have on learners of English as a second language.

In this game, The Escape of Monkey Island, the player does not interact with other players but rather explores a fictional world where conversations with other characters in the game are key to figuring out the next step. This puts the player in a virtual environment where all information, every conversation and every text in the game is in English. This is a common trait of the computer games of today so this specific characteristic is neither surprising nor strange in any way. On the other hand it provides a setting that could be compared to a classroom making use of the *immersion method*. The immersion method lets students knowing little or no English enter a classroom setting where the only language used is English (Chandler, 2013:1). Through the time spent listening to and trying to communicate with peers the language is picked up and learned. Immersion classrooms simulate the mechanisms taking place in real life when a person moves to another country and is forced to communicate in the language used in the country (ibid). Often times the learners find that this is a quick way to learn

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[1] The blog post 'Arcane Season' is just one example of how an ordinary adventure game could be adapted to teaching. (http://www.digitalplay.info/blog/2014/07/25/arcane-season-the-stone-circle/)
[2] Hangman is a common guess-the-word game where the participants guess one letter at a time having a limited number of guesses to figure out the hidden word.
[3] World of Warcraft is one of the most popular Mass Multiple Online Role Playing Game at the moment.

a foreign language- at least when it comes to basic communication. This study will focus on the game's ability to develop the students' grammatical knowledge through immersion. Because the students will face grammar that is not explicitly labeled as 'grammar' and these phrases will exist in natural conversations the method of grammar teaching of the game could be considered to be part of the *inductive grammar approach*. The inductive grammar approach cues the students to discover the grammar rules for themselves instead of just being told what the rule is (Thornbury,1999:49) (see Section 2.3.3).

1.1 Aim and Scope

This study intends to investigate the potential effect computer games could have on learning English grammar at junior high school level in Sweden. A comparison studying the differences in achievement and acquired grammatical knowledge, regarding the proper use of the preparatory subjects *it is, there is/are* and the demonstrative pronouns *this, that, these* and *those*, has been performed to answer the research questions. Among all the grammar areas that might pose as difficult for Swedish learners of English, these two grammatical features were chosen because the game script revealed that they both occurred frequently in the game. These specific grammar areas are difficult for Swedes due to the fact that Swedish only use 'det' as the preparatory subject whereas English has two. Furthermore, Swedish can have a singular demonstrative pronoun where the English language cannot (see Section 3.5).   This comparison will let one of the two student groups meet the grammatical area through a game while the other group will receive traditional teaching following the inductive grammar approach in the grammar areas specified above. The aim for this comparison is to uncover the potential effects games have on the English grammar teaching by answering the following research questions:

- To what extent could a non-educational English computer game, *The Secret of Monkey Island* (LucasArt, 2009), be used in inductive grammar teaching set in an immersion-like environment, to teach the proper use of the preparatory subjects *it is, there is/are* and the demonstrative pronouns *this, that, these* and *those* to the Swedish players?
- How does teaching this grammatical content via a computer game compare to or differ from traditional teaching?

- Which of the two methods above give the best student grammar learning results in this study?
- What differences can be found between boys and girls receiving computer game-based grammar teaching and what are the most common mistakes?

2 Contextual and theoretical background

2.1 Computers as technological utilities

Teaching has always taken advantage of the technology available in society. Nevertheless, some might argue that schools are constantly somewhat behind in the development not making use of the very latest products. Even if that might be the case, it is evident that, at least in western countries, schools do try to use the new technology as much as possible. Mentioned in the Swedish syllabus for the compulsory school, technology is to be a vital part of the students' education. After finishing their education the students are to be able to "use modern technology as a tool for searching knowledge, communication, creativity and learning" (Skolverket, 2011:14 (my translation)). This is an overall guideline but the ability to use different media for gaining knowledge is also very much present in the syllabus concerning the English language (ibid:30). As the computer fits both under the labels "technology" and "different media" it is obvious that it could and should be used when teaching English in general and English grammar in particular. Armstrong (2014:39) reports that in a study from 2012 nearly half of the students made use of either computers or tablets when working with homework. She also explains that these numbers are not matched in the classroom but that the trends seem to be changing. In recent years there has been a movement to let every student have access to a computer or IPad. The choice between the two types of electronic devices often comes down to price and inbuilt features. Many times the IPad is the preferred choice as it basically is an easy to use, and easy to carry, portable computer (Demski, 2011). The usage of computer technology in the shape of IPads is, however, not the first appearance computers have made in the classroom and especially not in the language teaching classroom.

2.2 CALL - Computer Assisted Language Learning

CALL- Computer Assisted Language Learning has made use of the computer as a tool, an instrument or a utility in order to help the students achieve better and more effective language skills. The role it has played has changed over the years but the usage of the

computer as a tool in language teaching is in essence what CALL is all about. It is difficult to pinpoint exactly when the computer first became a tool for language learning. Bax (2003) relates how the first stages of CALL have been said to have started either between the1960s and 1970s or sometime between the 1970s and the 1980s. In addition to this it is claimed to have been "conceived in the 1950s and implemented in the 1960s – 1970s" (Warschauer & Haley 1998:57). Regardless of when it started it is clear that Computer Assisted Language Learning is much older than the recent debates of whether the computer (or IPad) should have a place in the classroom or not. Both Bax and Warschauer & Haley agree that the CALL era has three major stages (Dudeney & Hockley, 2012:534). It is important to clarify that there is no clear line between the different stages or phases. The changes occurred gradually and over time as methods, the technology and the usage transformed. Still today this slow change is evident in the vast differences between schools when it comes to technology and the usage of computers or tablets in the classroom. It is possible that the technology is top-notch while the methods by which it is used have come no further than the first stage or phase of CALL.

2.2.1 The three stages of CALL
Bax (2003) and Warschauer & Haley (1998) might have slightly different views on the stages and while they mostly disagree on the naming of the stages they have, at large, the same fundamental approach to them. Warschauer & Haley argue that in the first stage, inspired by the behavioristic learning models where repetition was the key to success, the computer functioned as a mechanical tutor (Warschauer & Haley, 1998:57). The emphasis was on basic and limited interactions with and feedback to the learner. This was not just due to the behavioristic approach but also to the limitations of the technology. During this time, 1960sand1970s, the computers offered exercises where students could, in their own tempo and pace go through exercise referred to as "drill and practice" where specific areas of the language could be practiced. Dudeney & Hockly (2012:534) calls it the era of static text as the learner only met simple games, word processors, text reconstructions and automatic and unsophisticated feedback on the exercises. Dudeney & Hockly's use of the word static corresponds well with Bax's choice of calling the first stage restricted (Bax 2003).

Evolving technology and more sophisticated ways to interact with the students are the fundamentals of communicative CALL. The computer's role shifted to be that of a tutor to guide the students instead of the static exerciser of the first stage.

The focus of the language teaching was to help the student discover or produce language rather than simple quizzes. (Dudeney, 2012:534). Warschauer & Haley explain how the growing rejection of behavioristic views gave room to the new approach. Language is a cognitive process in which the learners must be given the chance to produce sentences and "original utterances rather than just manipulate prefabricated language" (Warschauer & Haley, 1998:57). The important thing during this second stage, which according to Warschauer & Haley took place between the early 1980s and the mid-1990s, was not so much what the students did with the computer but rather how they communicated with each other while working at the computer (Warschauer & Haley ibid).

The trends greatly shifted in the 1990s to a social or socio-cognitive view, which "placed greater emphasis on language use in authentic social contexts" (Warschauer & Haley, 1998:58). This third stage offers a perspective which tries to integrate the pure language skills with the technology in the language learning process. Even if the technology today can offer students feedback that contains and/or is based on interpretations, evaluations comments and stimulation thoughts, Bax argues that this third stage of CALL has yet to be fully implemented (Bax, 2003:22). For example, many teachers do not view the computer as a normal and convenient part of the teaching. Many lessons are still either computerized or analogue. Integrated lessons, where the computer has a normal part in the teaching and smoothly functions as a useful tool, are perhaps few and far between. Even so, as the syllabus clearly express that computers and technology should be an integrated part of the teaching (Skolverket, 2011:14) there might be some way to go still even if great progress has been made.

2.2.2 Web 2.0, CALL today and the future

Whereas Bax (2003) and Warschauer & Haley (1998) end their CALL history with the third stage, regardless of their different opinions concerning what stage is taking place right now, Dudeney & Hockly (2012) deal further with the details of more modern technology. At the end of the 1990s the access to the Internet gradually made it possible to share knowledge and participate in communications spanning across the globe. Dudeney & Hockly call this the "great shift" as these two important concepts of language teaching so neatly was combined in the computer and educators were "quick to appreciate the potential of the medium" (Dudeney & Hockly 2012:536). With chat programs learners could connect to and communicate with native speakers of English from different countries and early on the exchanges consisted of electronic versions of

pen pal exchange. Another important factor brought by the Internet is the web-based resources for teachers and educators. As much as students could take advantage of the new technology teachers could also start to share their lesson plans, ideas and material via online forums or language sites (Dudeney & Hockly, ibid). As the computers and the software, the programs running on the computers, developed the Internet followed the progress and shifted, gradually, to become the Internet most people know today, Web 2.0.

Web 2.0 could and can, unlike the earlier version Web 1.0, offer a flexible and user-friendly interface. It was no longer necessary to be an expert in programming to create a new or interact on a website. The shift to Web 2.0 made it possible for sites well-known today to enter the scene. Webpages such as *Facebook, YouTube, Twitter* etc. are all based on the structure of Web 2.0. Students of today, using the computer and surfing the Internet, can interact with others, watch videos, chat instantly via both text and video as well as find a multitude of exercises in an instant. These opportunities enable computers to become the integrated background tool Bax predicted it could be:

> CALL will reach this state when computers (probably very different in shape and size from their current manifestations) are used every day by language students and teachers as an integral part of every lesson, like a pen or a book. Teachers and students will use them without fear or inhibition, and equally without an exaggerated respect for what they can do. They will not be the centre of any lesson, but they will play a part in almost all. They will be completely integrated into all other aspects of classroomlife, alongside coursebooks, teachers and notepads. They will go almost unnoticed. Most importantly, CALL will be normalised when computers are treated as always secondary to learning itself, when the needs of learners will be carefully analysed first of all, and then the computer used to serve those needs (Bax 2003:23-24).

2.2.3 Digital game-based language learning

The usage of computers in language learning many times includes the "concept of ludic engagement as a form of developmentally productive activity" (Cornillie et. al., 2012:243). Using the computer to play games in order to learn a specific grammar feature or practice another language related item has long been an accepted part of language learning. As digital game-based language learning (DGBLL) has evolved from CALL the two share the same early history. Games in DGBLL are often categorized as either designed for teaching purposes, called synthetic immersive environments, or as not constructed specifically for language teaching, known as commercial-off-the-shelf games (COTS) (ibid:246). Nevertheless, games belonging to the second category can offer and support language learning regardless of the initial

intention to simply amuse. These games may not include tutorial aspects and material found in CALL games but they may "function more as environments that may incidentally support language-specific learning" (ibid: 247). Therefore, commercial-off-the-shelf-games, not intentionally designed for language learning, seem to be able to function as DGBLL tools just as well as games specifically designed for the purpose of teaching language fluency, proficiency or grammar.

2.3 The deductive and inductive grammar approaches

This study is based on grammar teaching and the belief that grammar teaching is important. This section shortly provides some arguments for teaching grammar and then continues to present how two grammar approaches, the deductive and the inductive, compare and digress from each other. For the purpose of this study the inductive approach has been chosen as the grammar approach of choice due to the naturalistic qualities, e.g. first language acquisition, it has. The sections regarding the deductive grammar approach below are for the benefit of the readers to familiarize themselves with the different methods.

2.3.1 Why teach grammar?

Scott Thornbury argues strongly for the teaching of grammar stating that even if learners of a language must learn a whole lot of vocabulary and items to communicate this is not enough. There is simply not enough room in the brain to accommodate the number of statements, words and phrases used in the English language. He illustrates his reasoning with the usefulness of travelers books. These books are useful for a shorter vacation but insufficient for a longer period of time and far from enough to master the language and speak it fluently (1999). The learners of any language sooner or later come to a point where they must learn some kind of patterns or rules in order to move forward in their language learning and generate new and original sentences. Calling grammar a "sentence-making machine" Thornbury concludes that grammar is the toolbox containing the rules and patterns needed to construct the language. With adequate grammar knowledge the only limiting factor in producing new possible sentences for the students is their vocabulary, imagination and creativity. "It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity (Thornbury, 1999:15)". From this standpoint Thornbury discusses the deductive and the inductive approaches to teaching grammar.

2.3.2 The deductive grammar approach

Dealing with grammar teaching from a deductive point of view the lesson is based on the grammatical rule of the desired area. It basically starts with a presentation of the rule which is followed by examples where the rule is used and applied in practice. Thornbury (1999) also refers to the approach as *rule-driven* and illustrates it with the idea that upon travelling to another country a person who has been told about the custom of rubbing noses together when greeting would do exactly that at the arrival. Because this approach has been closely associated with grammar-translations there has been, traditionally, little possibility for the students being taught grammar through translations out of and into English to actually practice their English speaking skills. Nevertheless, it is important to realize that the deductive method is neither a synonym to nor depending on language translation (ibid:30).

Regardless of the teachers' choice to include translation in the lesson, the structure of the teaching will be similar in every deductive classroom. Thornbury (1999) gives many examples of how the lessons could be carried out and also of what a sample exercise sheet could look like (see Figure 1 below). This sheet closely follows the deductive approach as it first states the rule, in this case dividing the pronouns in two groups, subject and object pronouns, with an explanation of how and when to implement the rule. Thus, the rule comes first. It is first after this that the examples are shown and the exercises are presented.

Nouns, adjectives and adverbs

1
Subject and object pronouns

Subject pronouns

I	you	he	she	it	we	you	they

Object pronouns

me	you	him	her	it	us	you	them

- The subject is the person or thing doing the action:
  I left early.
  She went home.
  We said goodbye.

- The object is the person or thing receiving the action:
  She telephoned me.
  I hit him.
  We saw her.

I left early.

Write the correct pronouns for these sentences:

1. .... telephoned yesterday. (she)
   She telephoned yesterday.
2. We watch .... for hours. (he)
   We watched him for hours.
3. Hasn't .... arrived yet? (she)
4. .... don't understand. (I)
5. Are you talking to ....? (I)
6. Don't ask..... .... doesn't know. (she/she)
7. This is Julia; .... have known .... for years. (we/she)
8. Nobody told .... the bus was leaving. (they)
9. Why didn't .... ask .... to come? (she/they)
10. Don't ask..... Ask...... (I/he)
11. .... think .... doesn't like ..... (I/he/I)
12. .... asked .... to invite ..... (they/he/we)

(from Walker and Elsworth *Grammar Practice for Intermediate Students*, Longman, 1986)

Figure 1. Thornbury (1999) page 31.

As this approach is based on the rules and puts them in focus from the very start it is important to determine the characteristics of a good rule appropriate for teaching. Thornbury (1999) lists some criteria that give a decent idea and fair perception of what the rules should live up to. The criteria can be re-organized in three groups. First of all, the rules should be true and relevant. Even if it might be necessary to compromise somewhat in order to keep it simple and manageable the rule "must bear some resemblance to the reality it is describing" (ibid:32). It should also be relevant to the students and only answer the questions the students in question need answered. Students of different mother tongues may have need of different treatment of a rule based on the rule's use and relevance in their native language. Second, the rules are to be kept clear and simple. The rule should explain the limitations it has and how it distinguishes from other ways of expressing the same structure, if this is possible. It should also avoid ambiguity and confusion due to lack of clarity. Also, the rule should be allowed to be simple and easy to remember rather than extended with a handful of sub-rules in order

to cover all the possible structures. Instead, let it be simple and explain its limitations. Finally the explanation of the rule should strive to build on knowledge and structures already familiar and known to the students. It is better to build on the basic terminology known and used by the students, if this is possible, than to introduce difficult and unnecessary facts that do not carry the instructions or learning process further (ibid).

There are, as with every type of theory, both positive and more negative sides to using deductive grammar teaching. Thornbury describes how "the pros and cons of a rule-driven approach hinge on the quality of the actual rule explanation" (1999:32). This comes as no surprise because this is the crucial point of this teaching method. If the students fail to understand the explanation of the rule the lesson is of no use and the teaching moment passes. Allowing the rules and the explanations to follow the guidelines above the pros and cons of deductive grammar approach is concluded below. Rule-based grammar teaching can very easily be off-putting to the students as the first thing they encounter in the grammar part of the lesson is yet another rule telling them what to do or not do. This can give the impression to the students that learning a language is really about mastering and remembering these rules. Deductive grammar lessons put the teacher in focus and often times the explanations are carried out at the expense of the participation of the students. There is little opportunity for true involvement and interaction. Furthermore, an explanation is much less memorable than a demonstration or another kind of presentation. Another disadvantage might be that the students lack the required metalanguage[4]. This can also add to the deficient understanding.

On the other hand there are many advantages to this method of teaching. Deductive grammar "gets straight to the point" (ibid:30) which makes it very time-efficient. Many grammar concepts can be explained in a simple and quick fashion without the utilization of examples. It does not necessarily involve a lot of preparations which, combined with the economic relation to time, makes it convenient for short lessons or useful when a grammatical area is encountered in the course of a lesson (ibid:38). More time can also be given to the students to actually practice and make use of the new content. Since it acknowledges the cognitive process of learning a language and the inherent knowledge of the learner it is suitable for more mature and older students. It might also confirm some beliefs about what 'real' grammar teaching should be like which might make it easier to get the point of the lesson across to the students.

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[4] Metalanguage is the terminology used for language that describes or analyses language.

They are already used to or anticipating the outline and structures of the lesson (ibid:1999). This anticipation might not be equally present on the inductive grammar classrooms.

2.3.3 The inductive grammar approach

Compared to the deductive grammar approach the inductive approach does everything in the opposite order. The students, without having seen or met the rule, are studying examples from which they can derive and conclude an understanding of the rule (Mallia, 2014:222). With this approach, just as with the former, it is quite possible to practice the rule until its application becomes a natural part of the student's language. Booth Thornbury (1999) and Glaser (2013) relates how there are some similarities between the inductive approach and the way in which a child first acquire his or her first language. Furthermore, Thornbury explains that by the exposure to a massive amount of the target language the "regularities and patterns of the language become evident, independent of conscious study and explicit rule formation"(ibid:49). Though inductive language learning does make use of studying and sometimes even rule description the basics are very much the same as the way of acquiring one's first language. Induction is strongly associated with the language learning methods that make use of first language acquisition as a model. These methods, such as the Direct Method and the Natural Approach, differ in the opinions regarding the selection and organization of the input and also regarding the role of the teacher. On one hand there is the non-intervention idea that professes that "the most natural route to a second language bypasses the classroom altogether" (Thornbury 1999:50). On the other hand one might find the Situational Language Teaching in which the teacher creates a situation that will generate example sentences of a structure or grammar concept (ibid:50). An example of this method is shown in Figure 2. This situation gives three capitalized examples of the targeted structure for the students to consider. Thornbury relates that in the teacher manual following the example it is stated that it is of importance that the students are given appropriate time to "gain insight into when to use pattern" (ibid:51). It is also suggested that the teacher may give the formal rule if it is decided that this will help the students. The rule given on its own is, however, not enough. The primary goal and the efficacy of this method lie in the student's own insight. As it is possible for a student to make a grammatical assumption regarding a concept the teacher must make sure the insight or realized rule is true.

> ii. A factory needs workers. Yesterday Bill read
> their advertisement in the paper. It said these
> things:
>   "We are a very large firm, pay very high
>   wages, and have a good pension-scheme."
> Bill is at the factory today. He now knows that
> all those things are not true. At this moment he
> is saying these things to the manager:
> "YOU SAID YOU WERE A VERY LARGE
> FIRM but you are really a small one!
> YOU SAID YOU PAID HIGH WAGES but
> they are really very low.
> YOU SAID YOU HAD A GOOD PENSION
> SCHEME. You really haven't one at all."

Figure 2. Example situation (Thornbury 1999:51 Originally from *English in Situations (O'Neill, 1970)*

Inductive grammar teaching is therefore not necessarily a no-rule method. Glaser explains that there is a distinction between explicit and implicit grammar teaching. The former involves the mentioning and explanation of the rules while the latter makes do without mentioning the rules as *rules* at all. Implicit methods give examples from native and natural language instances but never explicitly explain or present the rule to the students (Glaser, 2013:151). In the explicit-inductive approach the rules are used and given to the students although this occurs only after some initial insight or discovery regarding the concept has been made. The most common method of inductive teaching is then, perhaps, what has come to be known as discovery learning (Thornbury, 1999: 51). The basis for discovery learning is that, in the ancient words of Pascal: "People are generally better persuaded by the reasons which they themselves have discovered than by those which have come into the minds of others" (Blaise Pascal cited in Thornbury 1999:51). Discovery learning is somewhat similar to situation based learning mentioned above. The main difference is that the students are given a list of examples to study followed by an exercise where the quality of their insight or discovered rule is being tested. "Discovery learning involves cycles of trial and error, with guidance and feedback provided by the teacher" (ibid:52). The teacher can, with this method, foresee the potential errors that will occur and also deal with them to prevent appearance of inaccurate or unsatisfying grammar rules. As the inductive approach of guided discovery learning makes use of example sentences the incorporation of language corpora is very useful. In the corpora the students and the teacher alike can easily and

rapidly find multiple instances where the targeted concept is being used in everyday, formal and natural written circumstances.

Just as the deductive grammar approach had both advantages and disadvantages so does the inductive approach. The positive aspects Thornbury (1999:54) lists can be re-organized in three categories labeled *memorability*, *student involvement* and *problem-solving*. When the students discover the rules for themselves they are more likely to formulate the rules in accordance with the mental structures they possess. This will make the rules easier to remember, access and it will also increase the meaningfulness of the rule. The memorability is also increased due to the depth of cognitive activity that takes place during the 'search' for the rule. This method also includes the students in the lesson, far more than a lecture-based deductive one. As they must actively construct an understanding of the targeted concept both the motivation and the autonomy of the students are positive effects of this method. Finally the structure of inductive grammar teaching is somewhat similar to that of problem-solving. Collaborative discussions and teamwork in order to find the rule in question, all conducted in the target language, will promote and develop the students' abilities both cognitively and language-wise as more time is spent using and speaking English (ibid:54).

Whereas deductive grammar is time-efficient the inductive approach takes up more time and energy. As much time will be spent finding or searching for the rule the students might come to believe that the rule is the goal of the teaching rather than a means. It is also possible that the time spent on searching for the rule will be at the expense of the time using the rule and actually practicing the language. The time aspect might also be a problem for the teacher as this method requires more planning and preparation than the deductive approach. In addition to this there are some areas such as aspect and modality that, regardless of any amount of careful planning, cannot easily be formulated in one or a couple of simple rules. If the students fail to discover the proper rule or in some ways get stuck in the process the result they end up with might be a rule that is either too narrow or too broad in its application (Thornbury, 1999:54) . In some instances the students might, in frustration, just ask to be told the rule so that they can move forward. It is, in some cases, not the style of grammar teaching most students expects to meet in the classroom.

To this background it is almost impossible to distinguish what approach that gives the best results. One grammar concept might be better given than discovered

while the opposite might be true for another. The students might prefer deductive presentations but they might just as well see the benefits of being an active part of their language learning. However, Glaser argues that the inductive approach, if carried out with explicit rule explanation, is more effective:

> In the wider area of SLA research, however, studies investigating inductive and deductive instruction have found that inductively taught learners outperformed their deductively taught peers if both designs featured explicit rule provision. In other words, explicit-inductive designs were more beneficial than explicit-deductive ones. (Glaser, 2013:154)

A combination of the two is perhaps the best route to choose even if "the capacity to discern patterns and regularities in naturally occurring input would seem to be an invaluable tool for self-directed learning, and one, therefore, that might usefully be developed in the classroom"(Thornbury,1999:55).

The second group of students in this study received traditional grammar teaching following the inductive grammar approach. The inductive approach is the grammar approach that resembles most closely the structure that the other group will face as they play the computer game. They will not be given a specific rule but rather just be asked to play the computer game and thus be exposed to the English in the game. So far they share the experience with the group receiving inductive grammar teaching. The second part of the grammar process is slightly different but it is still very much alike. The gamers had to rely on their own ability to recognize and identify the grammar features while the taught group did this with the support of a teacher. As the structure is so similar, this makes it possible to determine whether or not it is the presentation of the grammar rather than the grammar approach that affects the students' grammar knowledge after the finished study.

2.4 Extramural language teaching

The fact that foreign language learning and teaching takes place in the classroom is neither a coincidence nor a secret. What might be slightly unknown however is the foreign language learning that occurs outside the classroom and during off-school hours. Termed as extramural English, which derives from Latin and basically means 'English outside the walls', the phrase refers to "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning" (Benson, 2001:62, cited in Sundqvist, 2009:24). Self-instruction

includes activities that, spanning over a long time, are initiated, planned and carried out by the learner. The activity is conducted without any involvement of educators or teachers. It can also include any deliberate action or effort to increase one's language content or skills (Sundqvist, 2009:24). Naturalistic learning is the learning that takes place while engaging in spoken conversations and interactions with other users or native speakers of the targeted language. It also includes interaction via texts in the targeted language. Some of these extramural language learning situations might appear even when the learner's attention is focused on something other than the language. Oftentimes the main activity e.g. watching a movie or a TV show, listening to music, chatting with friends online or playing a computer game, is carried out in English because the status of the language rather than due to the choice of the students. Sundqvist (ibid) explains that English functions as a global lingua franca, i.e., a language used in interactions between speakers of two different native tongues. Due to political and cultural historical events English has evolved as the main language of music, movies and TV shows, the Internet in general, social media in particular and computer games: "English is the lingua franca used when playing video games online or when engaging in other online activities, for instance publishing materials in YouTube" (Sundqvist 2009:28). To further illustrate this one could mention that currently the most subscribed user of YouTube (the video publisher which has most followers or subscribers) is Swedish5. This would probably not have occurred if he had not used English in his videos. Sundqvist further concludes that for learners knowing the 3 000 most common and frequent words families in English there are significant possibilities to learn vast numbers of new vocabulary when watching TV and movies (2009:28). When it comes to playing video or computer games boys tend to prefer war games like Word of Warcraft and Counter-Strike whereas girls are more drawn to domestic simulations like The Sims and The Sims 2 (Sundqvist 2009:30). It is important to keep in mind that online games which encourage multiplayer playing often let the players interact with each other while playing. The interaction can be both oral and/or written. Again the lingua franca used is English and as the gaming takes the player into an imaginary world through the medium of the English language the activity falls under the self-instruction category mentioned above. Thus it is quite clear that computer gaming could be regarded as extra mural language learning.

Furthermore, learning that takes place in other environments than the classroom is

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[5] Under the username PewDiePie, Felix Kjellberg has over 35 million subscribers causing him to outrank YouTube Inc. (http://en.wikipedia.org/wiki/List_of_the_most_subscribed_users_on_YouTube)

nothing foreign to the Swedish syllabus either. With the usage of phrases like "desire to learn", "encourage to develop knowledge" and "long-term learning" (Skolverket, 2011:10, 9, 16) the syllabus clearly indicates a learning that surpasses the time spent in the classroom. This extramural English learning is then acknowledged in the syllabus and it is, just as Sundqvist argues above, possible to learn English while playing computer games.

2.5 Immersion classroom language teaching

Just as it is possible to learn a language through leisure activities such as watching movies or playing computer games it is also possible to pick it up in an environment that only makes use of the target language. Sharing some similarities to natural acquisition (see Section 2.3.3) *immersion programs* let the student discover and pick up the language on their own. The idea of immersion programs is that the students experience the whole school day in the target language, even though their previous knowledge might be low or even nonexistent (Bialystok et al. 2014:178). The curriculum content is then, with explicit language lessons exempted, taught in the target language. The strategy has been developed in Canada where French Immersion Programs have shown to give the students a better education in the French language than it would have been possible through 'traditional' language teaching (ibid). However, the benefits of Immersion teaching might be most evident on the younger ages- "younger students benefited the most from English immersion while older students […] did not perform as well" (Obudo, 2007:4). Nevertheless, just as it is commonly believed and often confirmed by travelers around the world, it might be that it is by using the language and existing in an environment using only or mainly the target language that 'true' learning really occurs. Immersion teaching overlaps with the teaching taking place in extramural English learning and in natural acquisition. They all hold some aspects of "picking up" the language as one uses it and of learning by discovering and insightful interactions with other users. These aspects are interesting because they can arguably be found and used in the playing of a computer game. As seen in Section 2.4 computer games could very well be considered an effective part of extramural English learning and the way in which the player is faced with the language closely resembles the immersion method mentioned here.

3 Methods and materials

This study falls under the category of experimental study and as such it aims to make the *method of teaching* the independent variable. Two groups, consisting of students making up two year 7 classes in a Swedish junior high school, were subjected to this experiment. One of these groups became the experimental group, playing computer games, while the other, receiving traditional teaching, became the control group. The choice fell on year 7 because their amount of received English grammar teaching would logically be the smallest and as such they would also face new concepts during the experiment. This assumption was also corroborated by the two teachers. Because the participating students were all under-age an informant consent form was distributed to be signed by a parent or guardian of the student[6]. A potential lack of consent would have been the only ethical issue with the study. Fortunately all the participant students were granted parental consent. In one case where the actual consent form was signed but forgotten at home the student called the parents in order to prove that the consent actually was obtained. The other three ethical principles listed by Bryman (2012:135) *harm to participants, invasion of privacy* and *deception* were not deemed to be relevant as this study would not subject the participants to any of them. In fact the participants as well as the collected data were all made anonymous. The name of the student was never even written on the test. Moreover, all of the four conditions for social research set by the Swedish Research Council (Vetenskapsrådet 2002) were met and followed. These four conditions regard the information given to the participants, the consent of the participants, the confidentiality and the usage of any collected information. The classes come from two different schools located in the south of Sweden and are therefore subjected to slightly different teaching methods and approaches since every teacher puts his or her touch on the teaching. This works in the favor of the experiment because even if this investigation is rather limited and thus cannot be largely generalized, the groups have different compositions and prerequisites that somewhat mirror the variation between teachers, classes and schools through the country. Due to this it is deemed not to be a weakness that the groups might not be homogenous and of the same academic background. The groups were also selected in a random process, stemming from the teachers' availabilities to let the classes participate. This would prevent any variations between the groups to be "attributed to pre-existing differences in their membership" (Bryman 2012:53).

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[6] The consent forms can be found in Appendix A

The experiment consisted of three lessons for each group where two limited and specific grammatical areas were taught to the students. The two chosen areas weres the distinction between preparatory subjects *it is/ there is* and the demonstrative pronouns *this, that, these* and *those.* These areas were chosen based on three conditions (see Section 3.5). First they must be present in the game so that all the students would come in contact with the targeted grammar. Second it was desirable that the students had had no or very little explicit teaching in the areas. This was set up as a criterion so that the participation in the study would present the students with this teaching for the first time. The teachers confirmed that the chosen areas met this condition. Finally the areas were chosen with consideration to the grammar topics considered to be especially difficult for Swedish students of English marked in *A University Grammar of English* (Estling Vannestål, 2007). One of the groups received traditional textbook-exercise based teaching while the other played a computer game on an IPad. The game makes use of the grammatical concepts in a natural fashion and playing it will repeatedly put the students in contact with the grammar area. The grammar approach of both the game and the traditional teaching could be classified as inductive with explicit rule teaching (see Section 2.3.3). A total of three lessons per class were used to carry out the study. The number of lessons was partly based on the typical amount of time spent on teaching a new grammar area of this kind and partly on the time available in order to gain access to the two classes. Two of the lessons were devoted to the teaching/playing. During the last lesson both the groups were asked to take a test to show what knowledge that had been acquired throughout the lessons. The grammar test consisted of 53 questions. There were 20 fill-in-the-gap questions for each of the two grammar areas and 13 sentences to be translated. Each sentence tested the students' knowledge concerning one of the two grammar features (see Appendix C).

Finally, the students were observed while playing the game and participating in the traditional teaching. The observations were similar to the observations done throughout a lesson by the teacher. The impressions of the observations were written down after the lesson. The comments and remarks made by the students while taking part in the activity at hand were, along with the collegial conversations with the teachers, considered and analyzed in order to add interesting points of departure in the discussion of the results.

3.1 Choice of material

Initially the idea was to let the students play the game on a computer as computers have been a part of language teaching for quite some time. However with technology advancing and the equipment becoming more up to date in the schools it seems like it is more common for students to have access to an IPad rather than a computer. This is of course a choice that varies from municipality to municipality and even between schools in the same area or classes in the same school. Fortunately the game has followed in the development of technology and is playable both on computer and handheld devices from Apple. For this reason the game is considered and treated as a traditional computer game even if the device is handheld. In addition to this, the tablets of today are in many instances a computer repacked in a new and portable shell. Of course there are still differences and distinctions in power, capacity and user-friendliness. However for this study the only difference when playing the game, should one compare a tablet and a computer, would be the outer proportions and the touch versus mouse controls. The content of the game is not affected by the device used when playing.

There are also a number of scripts of the game available online. These are mostly fan-made so-called walkthroughs, written by players who want to give a helping hand to other players or just put together as an easy-to read account of the dialog in the game. This study made use of a script[7] that consolidates the entire spoken dialog that needs to take place in order to proceed in the game. This script then gives an overview of the very language concepts the players will encounter while they play the game. It is then of importance that the other group receives teaching regarding grammar concepts that are evident in the game just as it is important that the test focuses on grammar that the gamers actually came in contact with while playing the game. The language that the players came in contact with during the time they play the game is only conversation based where the main character talks to other characters to gain the information needed. The information received from the conversations, which will contain a variety of topics ranging from gossip and treasure hunting to buying and pleasantries, is supposed to help the player figure out the next step in the game (see Section 3.2 below). Because of this the grammar is rather straight-forward and most of the sentences use verbs either in the basic infinitive or the simple past tense. One might argue that the grammar in the game chosen as the basis for this study is too sporadic or rarely encountered. However, even if

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[7] See Appendix A for the first part of the script used.

the dialog is fiction it mimics a conversation style that could very well take place in real life and thus it connects to the language principles of an immersion classroom.

3.2 The Secret of Monkey Island

The Secret of Monkey Island is the first game in an adventure game franchise by Lucas Arts. The game was among the first adventure games that offered a player-friendly approach where a dead-end, death of main character or other kind of game-over is nonexistent. The Monkey Island franchise is considered by many to be among the best adventure games ever made. First released in 1990 the version being part of this study is the reimagined Special-edition version from 2009. Set in the Caribbean the player controls Guybrush Threepwood, the main character, whose only goal is to become a pirate.

Figure 3. Guybrush enters the scene. (Picture from Mobygames.com)

In order to do so he must go through a series of quests and mini-missions. The quests are all puzzle-based as each of the greater goals has a variety of sub-goals that need to be achieved before it is possible to continue. For example; Guybrush needs a map and the map costs money. He can get the money if he helps the circus brothers with a cannon stunt but he can only do so if he finds a helmet. The "helmet" happens to be a large pot situated in the kitchen of the local bar, which can only be entered when the chef is not looking. The Special Edition version offers hints directly on the screen whenever Guybrush stands idle for a couple of minutes. As a pirate-adventure-game *the Secret of Monkey Island* can be categorized as a COTS game because there is no explicit language teaching material in the game. However, as with many other COTS games used in Digital Game-Based Language Learning, it is the environment offered by the game that holds the potential, along with the language content, to stimulate language learning while playing (Cornillie et.al., 2012:247).

It is however the conversations between Guybrush and the other characters in this fictional world that will both give the player the best information to solve each

problem and present the language and grammatical content. The conversations in the Special Edition are both viewed on the screen and spoken so the player can read as well as listen to the dialogue as it plays out. The player decides what Guybrush should say by choosing a line from a list of possible questions, statements or answers (see Figure 4 below). There is no distinct and predefined order the player has to follow when it comes to choosing what to say or in what order to pick up the items needed. In that sense the player puts together the script much like a jigsaw puzzle. It is also possible to have "nonsense" conversations regarding a subject that does not add anything to the progression of the game. However these often comic elements add a humorous touch to the game that might very well be one of the reasons it is so popular and successful.
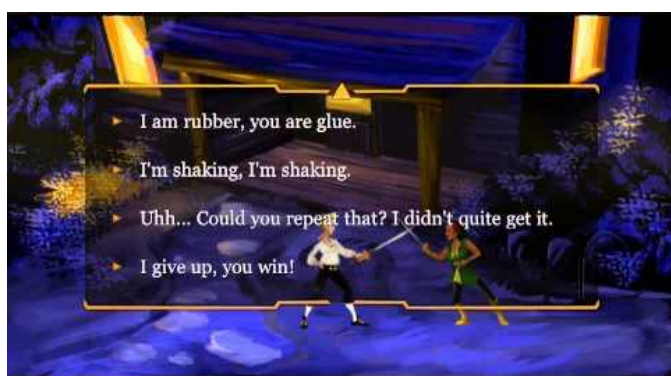

Figure 4. Sword fighting insults. (Picture from http://i.ytimg.com)

3.2.1 Comments on content and content disclaimer

Because this game is not made with teaching or education in mind it has some content that could be labeled as not appropriate for the students. The Swedish syllabus (Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011, (Skolverket, 2011)) states that the education is to be conducted in "accordance with the ethics administered by Christian values and Western humanism". It could be argued that the content of the game contradicts this basic foundation in the syllabus. For instance, Apple's Appstore gives the game an age limit of 12 years which clearly expresses that it is not entirely suitable for small children. Most of the game is clean and good-humored but since the main character is a pirate-wannabe in a pirate environment there are elements, however vague or subtle, that one must know about as a teacher before using this game. It is then, after this screening, up to every teacher to make a decision whether or not the game could be used. For the purpose of this study is has been decided that the possible disadvantages regarding the content are more than compensated by the possible

language benefits. Nevertheless the inappropriate content has been commented upon below.

At the top of this list comes the grog drinking. Early on Guybrush walks into a bar to find some information about how to become a pirate. Even though there is no glorification of drinking and it is stated to be one of the most "caustic, volatile substances known to man" (Rahman 2003:7), Guybrush is told that in order to become a pirate he must, aside from completing the three trials, also drink grog. When Guybrush happens to drink he usually ends up with a bad headache, something that could work in favor for an argument that the game does not support drinking even if it does exist in the game.

Second is the violence which is pretty much reduced to a form of slapstick. Minor fistfights or hits to the head occur occationally throughout the game but it is never the focus of the game. Swordplay is however a key part of the game and LucasArt has managed this in a very clever way. The way to beat an opponent in swordplay is not by mastering or killing him or her with the sword but rather by using comic insults. The insults given should be matched with a witty comeback and if one fails to do this one is forced to take a step back. After three steps back one has lost the swordplay and is forced to drop ones sword. Again, since it is a player-friendly game it does not involve any killing.

As number three on the list there is the constant "stealing" or picking up of things that might be useful later on. Abandoned things or other items not used by anyone are fair game to pick up and keep. These things are often needed to proceed in the game. However, whenever Guybrush tries to actually steal something from a store or a shop of any kind he cannot exit the building without the shopkeeper noticing. So in the end shoplifting or stealing in its true sense is neither allowed nor supported, naturally.

Finally there are the elements of voodoo, magic, ghosts and other occult themes. The antagonist that Guybrush ultimately fights is a ghost pirate named LeChuck, his mentor through the game is a voodoo lady helping him find the right magic spell to defeat LeChuck. These things appear fairly often in the game and one must be aware of the impact it could have on the students. It is still set in a cartooned computer game and might not be any worse than the things students face on their spare time watching television or surfing the Internet. However, even if these things occur, the positive sides of the game, with spoken and written dialogue, humor and vast

storage of themes to discuss in class it could be argued that it can still be used in teaching. Nevertheless, the 'inappropriate content' is not in any way part of the beliefs or convictions of the author of this text and if the choice was entirely the author's, these elements would not have been part of the study.

3.3 The traditional, textbook-like material

The purpose for this study is not to distinguish between the deductive and the inductive grammar approaches but rather to investigate the possibility to learn through the playing of a computer game. Therefore, the group receiving the traditional teaching was taught the targeted grammar sections during lessons influenced and based on Thornbury's (1999) explanations of how to teach grammar from an inductive approach. The first lesson dealt with how to use and distinguish between *it is* and *there is/are* while the second concerned the demonstrative pronouns. In accordance with Thornbury's description of the structure of inductive grammar approach (see Section 2.3.3) the lessons started out with examples clearly showing the targeted *it is* and *there is/are* structures (see figure 5).

Boy: Hey, mom! **It is** cold outside! I want a warmer coat.
Mom: Yes, I know, but **there is** no warmer coat in the closet!
Boy: Then I am coming in. **There is** a blanket in my room.
      It will keep me warm.

Lady: **It is** very late! We have to go now
                if we are going to make it on time.
Man: No worries! **There is** always a seat left for me.
Lady: Yeah, but what about me?
              It is no fun standing the whole time!
Man: Just relax, I am sure **there are** enough
                  seats for the both of us.

Teacher: **There is** a book on the table over there. **Is it** yours?
Kayla: Nah, **it is** probably Kelly's book. **There is** an elephant
      on the cover just like the one on her name tag.
           I'm sure **it is** hers.

Figure 5. Examples highlighting the usage of *it is* and *there is/are*.

After an explanation telling the students what structure that was to be the focus of the lesson they were asked to consider another set of examples while, in pair, trying to figure out or discover the rule. After a while the students were asked to explain how they figured out the pronouns that were to be used. To avoid an unsatisfying rule (see Section 2.3.3) to be implemented in the minds of the students they were also shown a possible formulation of the rule. This took place in a classroom setting where the students took an active part in formulating and understanding the rule.

          The latter halves of the lessons were spent putting the learned grammar in use by working on exercises on hand-outs. The exercises on the worksheets followed

the most common way to practice and test grammar. Thornbury describes how discrete-item test is one of the most typical ways to test grammar (ibid:141). The discrete-item test basically asks the test-taker to fill in the gap of a sentence with the correct form of a given verb, pronoun or other grammatical entity. The students could work alone or in pairs with the exercises which were reviewed together with the whole class at the end of the lesson. The exercises also had some influences of Hewings *Advanced Grammar in Use* even if this book might be dealing with grammar at a higher level than that of year 7 of Swedish junior High School.

The third and final lesson was dedicated to the test taking where a test[8], similar to the exercise sheets in its structure and design, was given to the students.

3.4 Problems & limitations

Choosing a computer game that may or may not have qualities that can enhance the learner's grammatical skills is not a simple thing to do. There are a number of games designed for teaching and to build a study around a non-educational game is perhaps somewhat controversial. The main problem that could occur with regards to the game is perhaps linked with the entertainment nature of the game. Due to the fact that the goal of the game is originally not to learn English but rather to solve the puzzle and move forward in the outlined story (see Section 3.2) this is also where the focus of the player is put. Although there might be enough examples of the targeted grammar areas in the game, as evident by the game script, the students might miss them simply because they are focused on exceling in the game. Even if the areas have been chosen with the game script in mind there is also a chance that the students will miss the grammar examples simply because they occur sporadically. Furthermore, the two groups are neither homogenous nor do the classes have the same previous knowledge. This is due to the fact that they have had different teachers in different schools making this difference inevitable. The grammar topics targeted in this study are nonetheless reported by the two teachers to be new areas for both groups which makes these specific distinctions negligible.

Unfortunately, since this study is performed on only two groups of students on a fairly small scale, no large and overall generalizations can be made. However, the study could be argued to hold both reliability and validity in accordance to the guidelines laid out by Bryman (2012). The study seems to be stable, internally

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[8] The final test, which was given to both groups, can be found in appendix B.

reliable and have internal consistency reliability. Internal consistency reliability was achieved through the presence of one observer (the author of this text) scoring the tests. Points were based on the same conditions for the two groups. The markings were based on the correct grammar usage in the questions asked. This then makes the foundation for a face-validity of the study and its result. Whatever results and findings the study shows must be put in relation to the way the study was conducted and the number of students participating. However, the study can offer an interesting point of view and provide a basis for further discussion or larger studies on the same topic.

3.5 The grammar areas

The two grammar areas, the distinction between the preparatory subjects *it is* and *there is/are* along with the proper usage of the demonstrative pronouns *this, that, these* and *those,* are new areas for both of the groups. According to the teachers there had been no teaching or extended commenting on these two areas during the last two semesters. Estling Vannestål (2007:294, 303) relates how both these areas contain some aspects that might be extra difficult for Swedish learners of English which causes a situation where a new and possible difficult grammatical content is to be taught.

The pronouns *there* and *it* are sometimes used as preparatory subjects in clauses where there is also an extraposed subject. An extraposed subject comes after the verb in the clause and a preparatory subject is used to rearrange the word order of the clause or sentence. Whereas English make use of either *it* or *there* the Swedish language only uses *det. There* is used when the extraposed subject is a noun phrase expressing an existence and *it* is the preparatory subject when the extraposed subject is a clause (Vannestål 2007:296). In both instances, as stated above, Swedish only uses *det.* This is, according to Estling Vannestål (2007:294), something that could cause confusion for Swedish learners of English. The rule of thumb is that *there is/are,* depending on whether the extraposed subject is in the plural or singular, should be used when it is used to express some kind of *existence*. The typical errors made by learners of English is the use of *it* instead of *there* (ibid: 295). Of course there might also be errors made when the student fails to use the appropriate form of the verb *be* in connection to *there*.

The demonstrative pronouns might be easier to distinguish in English than they are in Swedish since English has four whereas Swedish has as many as 18[9]. Vannestål states that the difference between the two languages that might cause the

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[9] According to http://www.ordklasser.se/demonstrativa-pronomen.php

biggest confusion in this area is the Swedish ability to use a "singular demonstrative pronoun (*det här)* to refer to a plural noun phrase in the predicative function, whereas English must use a plural pronoun (*these* or *those*) […] *These* are my mountains (*Det här är..*)" (ibid:303). It is also somewhat difficult to distinguish between *this* and *these* as the pronunciation of the words is similar or at least confusing for learners of English. The rule of thumb to remember when dealing with the demonstrative pronouns is that *this* and *these* are used when referring to something that is close in time or space whereas *that* and *those* are appropriate for actions or activities already finished or things further away in time or space.

4 Results and Analysis

The following section presents the results of this study. In order to highlight different views the structure of the section consists of an embedded analysis in conjunction with the presentation of the results. Illustrations, figures and graphs are used alongside the analysis to give the reader a full presentation of the results found in this study.

4.1 Overall Score

The maximum score of the grammar test was, as there were 53 questions, 53 points. A point was given if the answer was correct in every aspect where the tested grammar feature was concerned. For instance, in the translation part no points were deducted if there was a misspelling or grammatical error made that did not concern the preparatory subject or the demonstrative pronouns. The group receiving explicit grammar teaching (henceforth "the learners") consisted of 16 students whereas the group playing the computer game (henceforth "the gamers") consisted of 18 students. However, two of the girls in this group were only present for one of the two computer playing sessions and have therefore been excluded from the results analysis. They have been deemed to have spent too little time with the game to contribute to the experiment. Due to this rather unfortunate situation the gamers group also consists of 16 students. Each group then had 6 boys and 10 girls. This caused the highest achievable combined score for both of the two groups to be 848 points. The learners reached a combined total score of 655 points while they, as a group, made 193 erorrs during the test. Dividing these 193 unreached points with the participant students they would end up with an average of 12 errors per student. This is perhaps not a very comforting or satisfying number but if one compares the score with the gamers it is, at least, a higher achievement.

The gamers reached, as a group, a combined total score of 600 points.

Directly compared to the learners this indicates that even if the gamers consisted the same number of students they did not manage to reach the same number of points. The gamers made a total of 248 errors which would indicate an average of 20 errors made by each and every one of the students. It is not difficult to realize that a group making a number of 248 errors performed poorer than a a group making a number of 193 errors. Nevertheless both groups reached and surpassed the 50 % of the score which, in many instances, is considered as the minimum in order to pass a test. Based on this idea, that half of the maximum score indicates the limit between pass and fail, both groups passed the test. Set against the backgrounds of the groups, that neither one had received any formal teaching on the two grammar subjects prior to this study, it must be concluded that they managed the test situation fairly well.

Perhaps the most interesting factor of the overall score is the closeness of the two achieved scores. As mentioned above there is, in the context, a small difference between the groups where combined overall score is concerned. 655 points for the learners compared to 600 points for the gamers is somewhat surprisingly similar. In fact, even if there is a difference between the two groups it seems to be rather small. Looking only at these two figures it is tempting to praise the gamers who came so close to the score achieved by a group to whom formal training in the tested area had been given. At the same time one might criticize the learners as they seemingly did not perform very much better than the gamers, which might be the preset attitude towards the experiment. If these claims are made simply based on the two figures representing the achieved score one is forgetting the context from which these two score emerge. The context, which is the structure of the test, can give a clearer picture of how well the two groups did on the different parts of the test. To give another dimension to the overall score the absolute figures of the score can be calculated into percentages of point reached. The gamers reached a combined percentage score of 70.8% while the learners scored 77.2%. This means that there is a difference in achievement of 6,4% between the two groups. As shown by Chart 1 below also these scores are more or less identical and as the overall score also suggested the gamers and the learners seem to have gained approximately the same amount of knowledge regarding the two grammar areas.
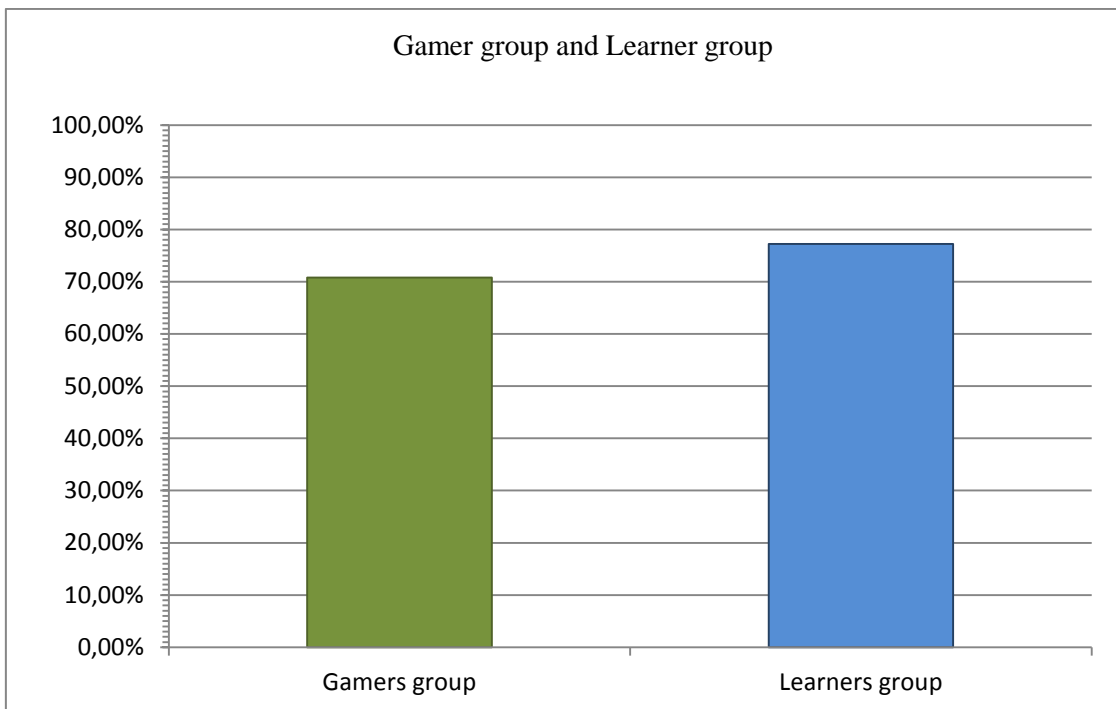
Chart 1. Total score of the gamer group vs. the learner group

Now, for a group to reach a full 100% every student of the group must have completed the entire test without a single error. This is reasonably difficult to accomplish and in most test situations the students probably get scores distributed along a normal curve. This is, for example, the case with The Swedish Scholastic Aptitude Test conducted by The Department of Applied Educational Science, where the grade of the test is based entirely on a normal distribution of the students' results (Umeå University, 2013.1). This test situation is, on the other hand, not following a normal curve. Table 1 shows the statistic values for the two groups.

Table 1. Statistic values

	Gamers	**Learners**
Mean value	37.5	40.9
Median	40	43
Standard deviation	9.6	8.6

The standard deviation for the groups would cause a normal distribution curve to place 95 % of the students' results between 18.3 - 56.1 points for the gamers and between 23.7 - 58.1 points for the learners. A normal distribution graph with this design would not truthfully represent the collected data of this test as *100%* of the gamers have scores between 22 -53 points. Because the test results of this study do not follow a natural distribution it has been decided to use a box plot to illustrate the two overall scores. The

box plot in Chart 2 has some advantages that show that even if the total score is very equal the composition of the points have more variation.
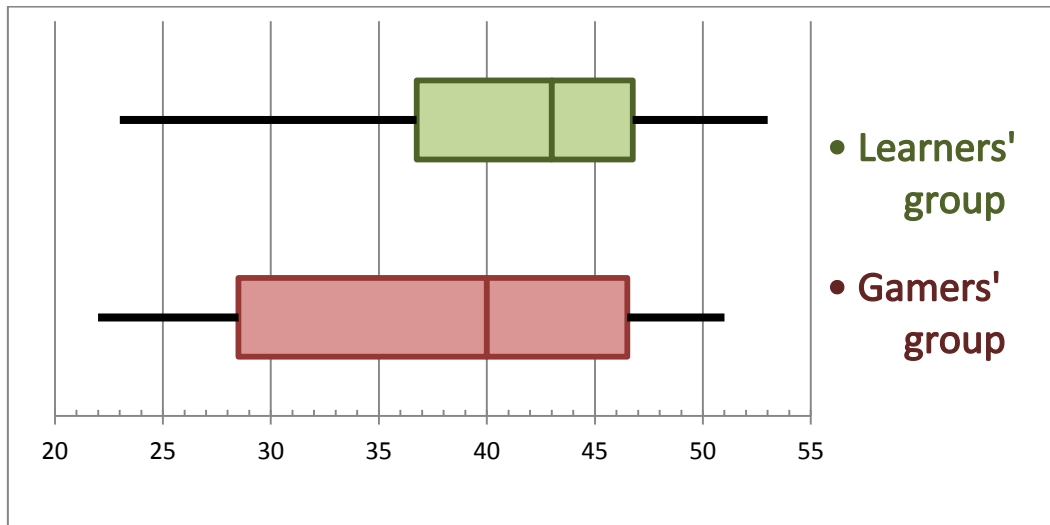
Chart 2. Box plot of test results.

The box plot manages to illustrate where on the scale the students' scores landed. On one hand there is the green box that contains half of the results achieved by the learners. Their scores are compressed and condensed, falling closely around the median of 43 points. There is a larger spread among the lower quartile of the learners compared to the gamers' group. This spread is indicated by the length of the black lines on the left of the colored squares. The chart shows that while the learners have a spread from 23 points to 37 for the first quartile, the gamers have a much lesser spread only stretching from 22 to 29. However, it is the middle boxes, representing the majority of the two groups, which is most interesting to analyze and investigate. These two middle quartiles represent the bulk of each group; the average middle. The learners succeeded in placing this averaged middle in a score range between 37 and 47 points. This is equivalent with a percentage score spanning between 69% - 87%. This would indicate that more than half of this class received a pass with distinction on this test. The gamers have a slightly more widespread span ranging from 28 - 46 points which is equivalent to 52% - 86%. It is more difficult to generalize a grade for this part of the gamers' group. It is closer to hand to say that more than half of the class passed the test rather than accredit them with a pass with distinction. The last quartile of the two groups is perhaps the part of the results that seems to correspond best. Starting at approximately the same point, the only difference among these four outstanding students is that the top scorers among the learners get a full pot on the test. This indicates that both groups have at least four

students who would have reached the highest or second to highest score on this test, had it been graded.

4.1.1 Analysis of the overall score

Even if both groups faced teaching situations based on the inductive grammar approach, the learners received active teaching whereas the gamers only faced the language's natural usage in the game. The overall score of the groups seems to indicate that the explicit inductive grammar teaching had a greater positive effect on the students than the immersion-like playing of the game. The fact that the scores of the students are spread out over a certain span is no surprise. This occurs due to the individualism of the students. There will always be students that perform better on tests than their peers. The difference between the groups on this point is the size of the spread. The learners performed in a more unified way, as a group, than the gamers did. Perhaps the explicit teaching managed to bring the group together so that a larger part of the whole reached the levels necessary in order to get a higher grade. The fact that the explicit teaching taking place in the learners was more effective in this study corresponds well with Glaser's (2013:154) account that explicit inductive teaching is a better tool than inductive grammar without rule description. There is also the possibility that even if the gamers did pick up some of the grammar through playing the game they would have benefited more from the game, had they been given more time to do so. Heathcote (2012:15) reports that the participants in his study dedicated some 5-15 hours a week to computer games. This is a much longer time than the gamers of this study ever reached. They had a total of two lessons on their hands, giving them a total of less than two hours to play the game. As Heathcote's study involves students playing computer games on their spare time and as such participants in extramural language learning, it might be the case that students engaged in extramural learning, whenever it takes place, needs more time to reach the same levels as students in explicit teaching situations. The concentrated teaching and learning that takes place in the classroom is more like taking a vitamin shot and at once receive all the necessary vitamins than to eat a some food and pick up the vitamins over time from various sources. Sundqvist (2009:24) talked about naturalistic learning and self-instruction as two ways of taking part in extramural learning. It is obvious that naturalistic learning would take longer time as it occurs while the learner is engaged in other types of activities and the majority of the conscious actions are dealing with this activity and not with learning. The learning takes place behind the scenes and as such might require more time in order to be recognized and

stored as useful knowledge by the individual. Regardless of the extra time needed grammar learning seems to have taken place among the gamers. Perhaps it did not reach the same level but surely it took place.

One of the most significant differences between the two ways of teaching grammar is perhaps the explicit rule explanation on one hand and the game on the other. This distinction is most likely inevitable since the game used is a COTS game rather than a game designed for language learning. For the learners there is no question regarding what they are supposed to learn. The grammar features were clearly taught with natural examples and language illuminating the target rule. In accordance with the inductive grammar approach the students are part of the rule-making process to some degree as they are asked to figure out the rule behind the examples. They were then shown the official rule and the discussion develops and moves on. This is different from the gamers who, in the universe of the game, simply met the natural language and the target grammar embedded in the conversations between the characters of the gamers. What might then be the distinct feature is that as a player of the game one is perhaps mostly concerned with 'solving' the puzzle of the game- moving forward in the game plot. This is both backed by Glaser's (2013) ideas regarding extramural teaching and the comments spontaneously given by the students as they played the game:

> I don't understand. What am I supposed to do? How do I get the money to buy the sword? I don't understand.

Statements and questions like these were very common during the two lessons when the gamers played the game. It was clearly the case that most of their thinking and cognitive abilities where focused on moving forward in the game rather than on examining the language and trying to improve their language and grammatical skills. Even if they received the help needed to go forth in the game, the puzzle of the plot was still the most prevalent thing on the students' minds. Here one might find one of the areas where the game leaves something to be desired. On the other hand, this content focus might be beneficial for the students as this focus is "presumed to involve linguistic-cognitive processes more favorable for realizing language aims" (Cornillie et.al., 2012:250). It seems like the game has a potential to be a great basis for teaching both grammar and other areas of the English language, but perhaps it needs the regulation and governing of a teacher. This is also one of the main areas in which the game, as a method, differs

from traditional inductive teaching. The methods might also differ with regards to the sex of the player. This, and other possible differences, are analyzed in Section 4.2.

4.2 Boys versus girls

Examining the results it becomes quite clear that there is an interesting distinction in the results performed by the girls and those performed by the boys in the two groups. One might think that the girls and boys would follow the same pattern in both of the groups. That is, if the girls performed better than the boys in on group this pattern would be evident also in the other group. Nevertheless, the results of this study show something else entirely. Whereas the girls performed best among the learners, the girls did not manage to outscore the boys in the gamers' group. The girls in the learners' group scored a total of 447 out of 530 points corresponding to 84% of the maximum score. This compares to the boys in the group who reached 205 out of 318 points and 65 % of their maximum score. The highest score in this group was achieved by two girls who both reached 53 out of 53 possible points. The boys made it to 49 points but it was also a boy who scored the lowest in the group, only reaching 23 points. 84% compared to 65% obviously shows that the girls managed to pick up on the content of the two lessons in a more successful way. This is somewhat interesting as the most active students in the classroom while the grammar features were taught were a couple of the boys. The girls might have had a more withdrawn attitude compared to the outspoken boys but it was evident that the girls were, if ever so slightly, more intent and focused on learning the content of the lesson. This also shows in the results.

If one were to place the two teaching methods on a spectrum from left to right, where the far left is the deductive grammar approach and the far right is the utmost inductive grammar possible (see Figure 6), it could be argued that the playing of the game should be placed farther to the right than the explicit induction of the lesson. If this assumption is true, which, given the amount of rule-mentioning that takes place in the lessons, it seems to be, then it might be that some of the aspects that distinguish
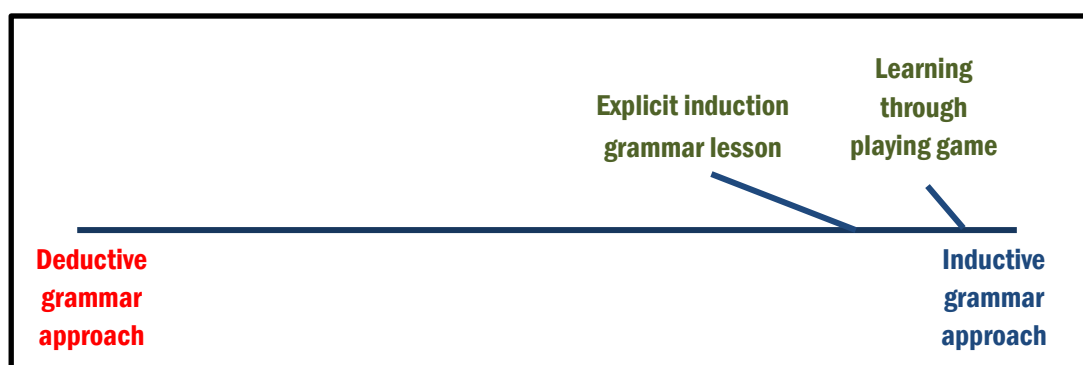

Figure 6. The two methods on a Deductive-Inductive grammar approach spectrum

the deductive grammar approach from the inductive one also distinguishes the two methods used in this study. It is, however, clear that *if* there are deductive-like features in the inductive grammar they are mere shadows compared to what they would be in a true deductive method. Nevertheless these features might very well come into play and influence the students in the two groups. Furthermore, they might explain the performance differences between the girls and the boys. Thornbury (1999) describes how deductive grammar might be more appealing to mature students since it appeals to the cognitive aspect of language learning. It is this cognitive aspect that might be advantageous for the girls in the learners' group. Girls do mature earlier than boys in general and the cognitive capacity of their brains follows this maturity during adolescence. Oftentimes the boys are surpassed by the girls in early puberty on the academic levels as well as other areas for a short time until the boys 'catch up'. It might be the case that the explicit rule explanation of the lesson appealed more to the girls than the boys who, on the other hand, were more active during the initial discussion of the natural examples. Perhaps traditional teaching is more suited for girls during the early years of puberty. However, this is not the place for a discussion of that magnitude[10]. This study merely highlights the differences between the methods and it seems that the girls succeed better in a traditional environment. If the girls favor inductive grammar with explicit rule explanation then the results of this study suggest that the boys favor learning through playing computer games. The boys in the gamers' group scored a total of 250 of out 318 points which is 78% compared to the girls' 66% and 350 out of 530 points. It was also a boy who reached the highest score in this group getting 51 out of 53 points whereas the best girl reached 48 points. There might be many possible reasons for the boys' scores in this group. One might be that they were already familiar with the concept of computer games and the idea of using them in order to learn. At least they might have been more comfortable with the setting and task at hand then the girls in the group. Heathcote's (2012) study involved three long time players who expressed their views on language achievement through computer gaming. All three of these participants were boys and it is very likely that boys take part in activities like these to a larger extent than girls. Sundqvist (2009:29-30) reported that while boys in general play *World of Warcraft* (WoW) and *Counterstrike* the girls seem to enjoy *the Sims* and other everyday simulation games (ibid, 29-30). One difference in these games, besides the obvious type of game, is the level of interaction that takes

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[10] Furthermore, there seems to be little research on this specific area which makes it an interesting thought to be considered in the future.

place between the players. Whereas WoW is played online and players frequently team up with other players worldwide, *the Sims* is more of a one-player game lacking the interaction found in the online games played mostly by boys. Therefore it could be possible that the boys in this study also were somewhat accustomed to playing games and thus more able to also see and react to the grammatical levels of the language in the game. It seemed that the girls in the gamers' group were encountering problems more frequently than the six boys. The boys took the hints and tips received and explored the world of the game on their own while the girls needed a more step-by-step guidance. The fact that the boys actually were used to computer gaming was confirmed both by the students themselves and by the teacher who said that

> Those boys over there are experienced gamers. They play a lot of
> computer games. They are also far ahead of the girls when it comes to
> vocabulary and pronunciation. They are very good at English.

The teacher then continued to talk about how her own son, after some instances on a gaming forum, had written a letter to the developers responsible of the site. When reading the letter she could not believe that her son had written the letter on his own, which he had. With this experience in mind she was certain that the boys in her class were good at English partly due to the time they spent playing computer games. Even if the teacher might have been slightly subjective, this belief is supported by the findings of Heathcote (2012:29) The question then becomes whether the boys performed well on the test of this study due to their existing high level of English, even if they had not received formal training on the tested grammar, or if it can be attributed to the game and simply their familiarity with computer games. The answer might never be explicitly found but regardless of the take on the reason for the achievement of the boys it has the same origin- the time they spend playing computer games.

Another take on the difference between the girls and the boys might be the joy they take in gaming. Whereas some of the boys asked if they could continue to play the game even after the study finished, the girls were far less enthusiastic about the story of the game in particular and the game itself in general. As the Swedish National Agency for Education has made it clear that the teaching should give the student's a "desire to learn" (Skolverket, 2011:7) it is encouraging to see that the game has, at least for some students, the potential of bringing on this desire in a fashion. Besides experiencing the story of the game, the students who chose to continue to play the game would have been, either consciously or subconsciously, subjected to extramural learning

of English. So, if the girls performed better in a traditional setting and the boys favored the computer game, it is also interesting to examine what kind of errors were made and where, on what grammar feature, the errors were made. Because regardless of the teaching method, as established by the overall score analysis in Section 4.1 and 4.1.1. , errors were made.

4.3 Common errors on the test

When dealing with the errors made on the test of this study one must keep in mind that the grading of the test has not touched upon the errors concerning vocabulary, spelling or any grammar part other than the two features specifically tested. If the results were to include the word order or word choice on, for example the sentences designated for translation the number of errors would be considerably higher. Most of the students have made translations that are deemed comprehensible for a native speaker though the errors are nevertheless evident. What became obvious during the lesson when the learners took the test was that they implemented the avoidance strategies learnt in order to 'work around the problem'. These strategies would include but not be limited to the usage of synonyms, rephrasing without changing the meaning of the sentence or a simple explanation of a word instead of a direct translation whenever that was unknown. One student had trouble remembering the English word for *åsna (donkey)* which was solved by the usage of an explanatory phrase along the lines of 'horse-like animal whit long ears". Such strategies are very valuable and sometimes also needed when communicating in other languages. However, since this study set out to test specific grammar features whenever these strategies come in conflict with the target grammar the students had, for the purpose of this study, made an error. This could be illustrated with the translation of the phrase *'Ser du den där kanonen där borta?' (Do you see that canon over there?)*. In this sentence the target grammar was the underlined words[11] *den där* which properly translates to *that.* Some students, whether they implemented the strategies mentioned above or simply did not understand the question, ignored this 'that-part' and chose to translate the sentence with *'Do you see the canon over there?'*. In this instance the meaning was not changed to any great degree but since the target grammar was missing the answer was graded as an error. It must be remembered that this type of judgment and grading was necessary in order to reach any result. Mistakes made on other grammatical areas, however severe, were not of interest

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[11] These words were not underline on the actual test. The underlining was made for the purpose of the readers of this text.

to this study. The reader is advised to remember this during the following results report and analysis.

The following sections relate the typical and most commonly made errors of the two grammar features. As stated in Section 3.5 both of these grammar areas are somewhat problematic for Swedish learners of English.

4.3.1 Grammar area 1: The preparatory subjects it is and there is/ar'

The preparatory subject in Swedish, *det är*, is frequently used and a very common and normal part of the Swedish language. The English possibility to use either *it* or *there* is, according to Estling Vannestål (2007:294) what makes this specific feature difficult for Swedish learners of English (see Section 3.5). The test results confirm this problem and it is obvious that the students struggle somewhat with the choice between *it is* and *there is*. It seems as if the students are all inclined to choose *it is* as their first choice. This is true regardless of which group the students belong to. As this structure most closely resembles the Swedish corresponding expression it is perhaps no coincidence. When learning the personal pronouns and the students learn the various third person options in English *it* is immediately translated to correspond to *det* or *den*. This translation is correct and it should be done. However, as the English language has more variations in some instances than Swedish, this is perhaps the reason for the problems that occur with the preparatory subject. With the old and steadfast knowledge regarding the word *it* a student might be inclined to base his or her answer on this one fundamental knowledge without contemplating any alternatives.

Thus the most frequent error made on this part of the test is the rather simple confusion of whether to use *it* or *there* as the appropriate choice for the Swedish *det*. It might seem like a silly and unimportant error but the existence of such errors takes away much of the high level language quality of a text otherwise good and correct. The learners received explicit teaching on what rules and guidelines to keep in mind when translating or dealing with passages containing this preparatory subject, even though the meta-language and terminology or preparatory subject was not mentioned during the class. Even so, they made the error several times and it is almost like they simply forgot the rule-of-thumb taught to them the previous week. The gamers, on the other hand, did not receive any formal teaching or training on any of the grammar areas and they were not told to remember any rule whatsoever. It would then be reasonable to think that the learners should not have made the error or at least perform much better

than the gamers who, according to their teacher, had had no teaching on the matter. The results show, however, in the first test part concerning preparatory subjects, that whenever it was most natural or easy to think, in Swedish, or translate the sentence using *det är, it is* is the most frequent choice. It seems like the belief that *det* always is *it* trumped even the rules taught to the learners. At least this is true to some degree as there also where many students in the learners group who performed well on the test (see Section 4.1).

Another interesting error often made was the concordance between the verb following the preparatory 'there' and the rest of the sentence. It might be that the students failed to properly read the second half of the sentence where the object specified whether the proper choice should be 'is' or 'are'. If the first rule of the choice between 'it' and 'there' was made correctly the problem moved on to engage the subject-verb agreement errors. Again it is possible that the errors were the result of another misconception or mistake deeply rooted in the students. The verb *be*[12] has often caused students of English to struggle and try to straighten out the problems they have when using this verb. A perfectly simple sentence in English like "Where are you?" would easily be translated into the corresponding Swedish "Var är du?" Looking closely at the verbs *are* and the Swedish *är* one is struck with the resemblance between the words. Both have an *a* (though Swedish has two dots on top) and both have an *r*. From this simple visual similarity alone it is very possible to make errors when using these words. Add to that the similarity in pronunciation and the confusion is almost complete. Swedish students of English learning, at an early stage, that *are* is the same as *är* are likely to have also this knowledge contributing to the possibility of making an error. The problem lies in the Swedish language making use only of *är* regardless of the number of objects being referred to. English, on the other hand, distinguishes between the verb form based on the number of objects in the sentence or phrase. Perhaps it is the case that when, during the internal silent translation, the word *är* comes into the mind of the Swedish learner of English it is easier to draw on the connections to *are* than it is to stop and properly consider which form of the verb be that should be used.

As the gamers made more errors in total on the test than the students who received traditional teaching, it comes natural that they also performed slightly under the lever achieved by the learners. However, as shown in Section 4.1, the distinction is

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[12] It might also be the case that difficulties in general arise when students deal with the 3rd person singular of the simple present tense of verbs. This is not, however, investigated further in this study as this study is devoted to the grammar difficulties mentioned in the research questions.

fairly small and the problem is perhaps so difficult to master for students in year 7 that the method of teaching is of little importance. What could be stated regarding the differences in types of errors from the two groups is that the gamers made more errors in the choice between 'it' and 'there' while the learners made more errors concerning concord. Perhaps the explicit teaching helped the learners to pass the first part of the problem and caused them to correctly choose 'it' or 'there' but did not reach all the way to help them with the concord. Perhaps they were focused on the first choice so that, even if the teaching contained and stressed the importance of concord, this was forgotten or ignored in the stressful situation of taking a test. The gamers on the other hand might not have had the alertness needed when playing to register and remember the proper usage of the preparatory subject. It might be the case that the content of the game, which was meant to highlight and show the usage of the grammar, came in the way of the language used to get the story across to the player. Perhaps their focus was just not where it should have been in order to reach a high score on the test.

4.3.2 Grammar area 2: The demonstrative pronouns *this, that, these* and *those*

Just as errors were made on the first part of the test, also the second part, containing the demonstrative pronouns, proved to be troublesome to the students. The demonstrative pronouns can be categorized in two ways. The first way is to distinguishing the words used in the singular from those used in the plural, while the second category looks at the usage with regards to the meaning of the words. Estling Vannestål (2009) relates how Swedish can make use of a singular demonstrative pronoun in instances where the English language cannot (see Section 3.5). It is also somewhat difficult due to the abundance of choices in Swedish as opposed to a much smaller number of demonstrative pronouns in English. As the rule basically tells the student that 'this' and 'these' are to be used when referring to items or happenings taking place close by in time or space while 'that' and 'those' are meant for instances or items further way in time or space, one might believe that this should be fairly simple to learn and master.

However, this is not the case, at least not if one considers the results of this study. The errors made by the students from the two groups on this grammatical feature could, like the feature itself, be divided into the two categorizations mentioned above. The students either struggled with the choice of the proper word in order to match the plurality or singularity of the sentence or they failed to understand and remember the meaning and proper usage of the word. The confusion might be based on the variations possible in Swedish. With the distinction between *den här* and *den där*,

corresponding to the English *this* and *that*, being only the difference in the letter *h* or *d,* it is easy to realize that if this causes some trouble even in the Swedish language it is likely also to cause trouble in English. Often times in spoken language the distinction between the demonstrative pronouns is not a necessity in order to get the intended message from one participant to another participant in a conversation. The meaning is oftentimes implied in the context or thanks to the context. If one is sitting at the table eating a tasty chicken and then says "That chicken is really good" the intended message would be the same as if the person had said "This chicken is really good". It is clear to the receiver of the praise that the chicken is tasty and very well liked. Although, should it be closely examined, there are subtle and detailed differences in the sentences. It still does not affect the message in the communication between the parties at the table. However, if written down and read, the distinction becomes somewhat more important. Perhaps it is this connection to the everyday unimportance of the choice of words that is part of the reason why the students made this specific error. In the minds of the students the subtle distinction does not exist and even if it does its realization is not strong enough to impact the choice. The students live in a world and a society where the important thing is to get the meaning of a message or idea across different media or between different groups of people. They are not necessarily concerned with details, such as grammatical correctness, as long as the intended message is understood. This is, again, true for both groups in this study. The answers on this part of the study are not made unintelligible for a native speaker.

Secondly the other frequent error made by the students was the confusion between the variations with regards to plurality or singularity. *These* was mixed up with *this* and *those* with *that*. The problem with *these* and *this* might come from the similarity they share in the pronunciation. As the student is engaged with the writing of the test and silently tries to 'listen' to what 'sounds right' the spelling of the words might be mixed up. Thus there might be some spelling mistakes behind the errors on this specific feature. That an error concerning *that* and *those* should only be the result of a spelling error is, on the other hand, harder to imagine. Even if, at this time, the reason for the errors can only be speculated upon the results show an interesting distinction between the two groups.

Whereas the gamers have an even distribution of errors on the test it seems that the learners were inclined to make most of their errors on the first part rather than the second. This indicates that while the learners understood and learned the grammar

feature of the demonstrative pronouns during the explicit inductive lessons the gamers did not managed to pick up on this area while playing the computer game to the same extent. This is interesting because it suggest that even if grammar indeed could be learned while playing the computer game there might be features or grammatical areas where the game leaves something to be desired. Even if the study is fairly small-scale the results seem to indicate that perhaps the game is suitable to be used in the teaching of the preparatory subject while it is better to turn to other methods when dealing with the demonstrative pronouns. However, as it is a rather small study this cannot be fully determined even if it might be tentatively suggested. Just as Thornbury (1999) describes that some rules are not easily realized in an inductive setting but rather in need of explicit explanation or a deductive approach to grammar, the demonstrative pronouns might need the explicit rule explanation to be fully and properly understood by the students.

4.4 Suggestions of method usage in the future

Taking into regards Bax's (2003) ideas, that the CALL of today does not yet fully integrate language learning with the usage of the computer, it could be of interest to look at the computer usage that has been a part of this study. Bax argues that an integration will take place in the near future but that modern CALL oftentimes only meets the conditions of the second stage in the history of CALL (ibid). As seen in Section 2.2.1 the role of the computer shifted from an exercise driller to a guide helping the students discover and produce language (Dudeney & Hockly, 2013:534). This guiding role to let the students explore, discover and via an inductive grammar approach learn the language match pretty well with the game, *the Secret of Monkey Island* (LucasArt, 2009). Even if this game does not offer any explicit instances of teaching, it lets the student, in a fashion, explore the language of the game as they explore the universe in which the game is set. However, the game does not offer any of the communicative features through which the player can interact and connect with other players, and thus learners, around the world. This is one of the key concepts that, according to Dudeney & Hockly (2012), is to be a part of the present modern CALL and the CALL of the future.

It is possible to teach traditional grammar from an explicit inductive point of view with the assistance of the computer as a teaching tool. The question for this study is rather to what degree it is possible to teach grammar with an inductive approach

from the game called *the Secret of Monkey Island*. Perhaps it is also applicable to similar games that follow the same basic structure. In a classroom setting where the game is the primary teacher and the students' interaction only takes place within the game and between the student and the game, CALL as predicted by Bax (2003) has not been achieved. If the computer is to be an "integral part of every lesson [..] use[d] without fear or inhibition. […] not the centre of any lesson, but […] a part in almost all. […] Completely integrated, [...] almost unnoticed. […] used to serve those needs […] the needs of the learners"(Bax, 2003:23-24) then maybe the mere playing of a computer game is not entirely enough.

Whereas *the Secret of Monkey Island* might succeed in providing natural examples of the target language and grammar it does not give any explicit teaching on the rules. In fact, this does not even suggest that there are any rules to be learned. This, of course, is due to the game's first intended purpose which is not to teach but to entertain. It might also be the biggest and most important distinction between the game and a more traditional lecture/seminar-style lesson such as the one used in this study. If these two methods where to be used in combination, one might create a lesson style that is more efficient than the two methods kept separate.

4.1.1 Combining the methods

This combination would at large be based on the explicit inductive grammar approach as described and outlined in Section 2.3.3. However, it would let the game be the source of the examples. What is more, the game would be the material for the entire language learning. Perhaps this is most suitable in a shorter themed teaching period. One way to integrate the two methods would be to ask the students to play the game up to a certain and predetermined point at home as a homework. This would enable to spend the classroom time discussing the content of the game in general and the explicit grammar rules in particular[13]. For the game method this basically means that the most prominent teaching voice is no longer the characters in the game but rather the teacher, *discussing* the characters of the game and whatever they say or do. This could also contribute to a learning process that stretches further than the classroom and lets the students interact with the teaching material during a longer period of time. It might be possible that the students would, after some initial coaxing by the homework, continue to play the game also on their own spare time. This would then unmistakably be an instance of

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[13] This strategy, freeing up time in the classroom by letting the students prepare at home, is known as "flipped classroom". It is based on the original ideas of Harvard professor Eric Mazur.

extramural learning which is, in a most effective and positive way, connected to the classroom teaching. Furthermore, making use of the game in this manner would also allow the education to involve communication and interaction regarding the grammar and/or the game content in line with Bax's (2003) believes of the integrated CALL. Perhaps this would and could be a strategy, combing two grammar teaching methods, which would contribute to taking the modern CALL one step further to its not yet fully reached potential. Perhaps Bax's vision of computers 'used but not noticed' is not as far away as one might believe. This is a fairly simple strategy but as such it requires some initial effort from the teacher in order to prepare and set up the lessons. As mentioned in Section 3.2.1 the teacher is advised to familiarize oneself with the content of the game and especially with the language features that the students will be dealing with. This is made somewhat easier by the available game scripts that, in a somewhat detailed manner, give a full account of the spoken interactions of the game. It is also very possible to extend the teaching that makes use of the game as the main material from grammar to close to anything English. Reading and listening comprehensions, discussions and vocabulary etcetera can all be based on *the Secret of Monkey Island* to some degree. However, this study focus on the grammar teaching and as a grammar teaching tool the game shows potential.

5 Conclusion

The aim of the study was to investigate what potential effects computer games could have on learning English for Swedish learners of English at year 7 of Swedish junior high school. The aim of the study has been reached and the results of the study does indicate that there is at least some positive potential in the playing of computer games in order to learn English grammar. In order to reach these results the study set out to answer the following research questions:

- To what extent could a non-educational English computer game, *The Secret of Monkey Island* (LucasArt, 2009), be used in inductive grammar teaching set in an immersion like environment, to teach the proper use of the preparatory subjects *it is, there is/are* and the demonstrative pronouns *this, that, these* and *those* to the Swedish players?
- How does teaching this grammatical content via a computer game compare to or differ from traditional teaching?

- Which of the two methods above give the best student grammar learning results in this study?
- What differences can be found between boys and girls receiving computer game-based grammar teaching and what are the most common mistakes?

The study let two groups of students from year 7 at two junior high schools in the south of Sweden be part of the experiment whose aim was to answer the questions stated above. According to the teachers neither of the groups had received any official training or teaching in the target grammar areas. The first group spent two lessons playing the computer game called *the Secret of Monkey Island* (LucasArts, 2009) while the second group received traditional grammar teaching which followed the inductive grammar approach with explicit rule teaching and explanation. Both groups were then given a grammar test in order to establish what grammar knowledge and achievements had been made through the prior lessons.

The results show that even if the group that received the formal teaching, the learners, scored better than the gamers there was an interesting similarity and closeness between the two overall scores. With a total percentage of 77% for the learners as opposed to 70% for the gamers the two scores lay fairly close together. Even if the total score was found to be similar the *spread* of the score was slightly more varying. The gamers had scores somewhat more evenly spread from the lowest to the highest while the learners tightened the middle results around a higher mean value than the gamers. There was also a distinction in the results between the boys and the girls in the two groups. Whereas the girls performed better in the learners group, the boys seemed to favor learning via game playing in the other group. It is possible that this is due to the maturity level of the gender at this age and the more demanding approach to grammar that is found in inductive grammar with explicit rule teaching.

In order to formally and conclusively answer the four research questions in a summarized way it is clear that the game *can* be used in the teaching of these two grammar areas. The method on its own might, to some degree, be inferior to traditional teaching but it does, nevertheless, seem to show results among the students. As both methods are based on the inductive grammar approach they are easy to combine and integrate with each other. This could erase the distinctions between the strategies which basically concern the role of the teacher and the explicit mentioning and teaching of the grammar rule. As the game is originally designed for entertainment purposes it does not offer any teaching to the students besides the immersion-like exposure to the English

language in the game. The best result is still achieved by traditional teaching where the teacher has an important role in guiding the students through the lesson, answering questions and pointing to the importance of the grammar rules. However, it might be a winning strategy to teach the grammar features based on the computer game. As discussed in Section 4.4 the time spent in the world of English could be extended beyond the classroom. The extra time spent dealing with the language is also some of the most important things evident both for students engaged in extramural learning and subconscious learning through playing computer games. There is, however, a danger in spending too much time with a computer game. Game addiction can quickly and suddenly become a problem for players if there is no moderation in the playing. Hopefully the amount of time spent playing in order to learn a certain language feature is well below the risk amounts that could lead to addictive behaviors.

However, as this study is small and based on only two groups of students no general conclusions can be drawn. The choice of method for the execution of the study gives the possibility to closely investigate the achievements of a limited group of students. This makes the analysis of the collected results rather strong and the analysis and conclusions drawn upon those could be deemed trustworthy for the group in question. Unfortunately they are not based on a large enough sample to be claimed to represent the larger student body of Swedish learners of English at junior high school, year seven. Furthermore, as the results of this study interestingly enough indicate some differences in success between boys and girls it is not guaranteed that another study at another school would show this particular difference. This part of the result is very much based on the individuals of this study and as the argument is partly based on the maturity level of the learner needed to fully appreciate explicit rule discussions and teachings this is bound to vary between every group of students. Even so, as it is in general the case that girls mature earlier than boys during this age, this part of the conclusion is generalizable and would therefore suggest that it is likely that these distinctions be replicated if another study were to be conducted.

If this study were to be developed further there are some possibilities for improvements and changes that could contribute to the generalizability of the results. First of all one might want to consider using more or larger groups of students. The size of the group does directly impact the result's generalizability. It could also be of interest to let groups from various places in Sweden take part in the study. There might be a distinction in the students attending a rural school compared to students from an urban

school. It is also possible to take the social backgrounds of the students into regard. The study could be slightly changed to investigate whether students from a higher level of society manage better than those from lower levels. This could include the academic education of the parents, their level of income and the direct society in which the student lives. The type of school and demography of the school's students are also factors that could be investigated. For such a study one might let all the students play the game and simply analyze which student background is most capable of acquiring the target grammar through the playing of the game. When it comes to the practical playing of the game one might also want to consider giving the students a so-called *walk-through* in order to minimize the confusion that the plot of the game might arise among the students. The walk-through is a simple step-by-step guide that lets the player know what to do in the game and in what order to do it. The usage of such a utility can minimize the confusion but it can also take the focus of the students away from the interactions and conversations between the characters in the game. One of the most prominent things to do differently if the study were to be redesigned or redone, besides the number of participant students, is the time spent playing the game. As extramural learning often takes longer time than the average lesson and the players who reportedly have a high proficiency in English as a result of computer gaming, the time spend on the activity is important. Naturally it might be difficult to gain access to a large number of lessons since the schedule is pretty full for many of the teachers. It is, nevertheless, an area where some interesting results might be discovered.

Finally, even as the results have shown that *the Secret of Monkey Island* is capable of some grammar teaching or at least capable of providing an immersion-like environment where extramural learning can take place, the game should not be left unattended. The game such as it is might be capable of helping the students acquire a higher knowledge of English but if can be much more effective in doing so if it is properly attended and used. The proper treatment of a game like *the Secret of Monkey Island* in theaching is perhaps that of a theatrical movie or TV-show. It has a great deal of English language from which examples, natural expressions and other useful information and material for explicit inductive teaching can be taken. It can be given to the students as a do-at-home-exercise where the immersion of the game and the extramural qualities of the activity have a longer timespan to work with, allowing the learning mechanisms to fully flourish. The game should be used as a material source for traditional grammar teaching, based on the inductive grammar approach, including

explicit rule discussion and teaching, rather than be left in the hands of the students without clear and proper instructions of how to gain the target grammar knowledge. In the end one must recognize that the computer is a tool and that is should be viewed as such. It is a utility with immense possibilities that can even allow Swedish learners of English to learn grammar by playing a computer game not originally designed for educational purposes. The computer is, after all, ''changing the way many students learn'' (Armstrong, 2014:40).

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Appendix A
   Consent Forms

Information om undersökning

Till föräldrar för elever i klass 7.

Under v.12 kommer klassen att medverka i en undersökning som genomförs av Mikael Manneklint, lärarstuderande vid Linnéuniversitetet i Växjö.
Mikael skriver nu sitt examensarbete och undersöker då i vilken utsträckning man kan lära sig Engelsk grammatik genom att spela dataspel. För att testa dataspelets förmåga att bidra till grammatikundervisningen behövs en spelgrupp som spela dataspelet. Det är i denna spelgrupp ert barn kommer ingå.

Undersökningen kommer bestå av två lektioner där eleverna får spela dataspelet följda av ett enklare test där elevernas grammatikkunskaper på ett i spelet närvarande grammatiskt område. Naturligtvis är både testet och medverkan i undersökningen fullständigt anonymt. Varken skolans eller elevernas namn kommer nämnas någonstans i examensarbetet.

Förhoppningsvis tillåter Ni att Ert barn medverkar i undersökningen och på så vis bidrar till att den utbildningsmetodiska forskningen fortskrider.

Med vänlig hälsning

Mikael Manneklint

_____

Jag/vi tillåter att _____ medverkar i den ovan beskrivna undersökningen.

_____
Namnteckning   Ort   Datum

Appendix A
   Consent Forms

Information om undersökning

Till föräldrar för elever i klass 7.

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Mikael skriver nu sitt examensarbete och undersöker då i vilken utsträckning man kan lära sig Engelsk grammatik genom att spela dataspel. För att kunna jämföra resultaten behövs en kontrollgrupp som får traditionell grammatikundervisning. Det är i denna kontrollgrupp ert barn kommer ingå.

Undersökningen kommer bestå av två grammatiklektioner följda av ett enklare test där elevernas grammatikkunskaper på det undervisade avsnittet testas. Naturligtvis är både testet och medverkan i undersökningen fullständigt anonymt. Varken skolans eller elevernas namn kommer nämnas någonstans i examensarbetet.

Förhoppningsvis tillåter Ni att Ert barn medverkar i undersökningen och på så vis bidrar till att den utbildningsmetodiska forskningen fortskrider.

Med vänlig hälsning

Mikael Manneklint

_____

Jag/vi tillåter att _____ medverkar i den ovan beskrivna undersökningen.

_____
Namnteckning   Ort   Datum

Grammar test

Please answer all the questions. Remember- this test is completely anonymous. Good Luck!

I am a   boy   girl.   **Please circle your choice.**

Complete the sentences by filling in the gaps using either "it is", "there is" or "there are".

1. _____ only one thing powerful enough to destroy LeChuck.
2. _____ against the law to pick the yellow flowers.
3. BUT_____ NOT A SWORD!
4. _____ three trials every pirate must pass.
5. _____ a file in it!
6. Remember, _____ other pirates on this island.
7. _____not always what you do, but what you say.
8. _____ something in here that I want to show you.
9. If _____ something you don't like about the way we smell…
10. Why, _____ an extraordinary adventure…
11. _____ getting cold.
12. _____ someone waiting to see you.
13. _____ a meeting this evening. It will start at seven.
14. _____ some cookies in the cupboard if you'd like some.
15. _____my birthday.
16. _____ a party at Nick's tonight. Do you want to go?
17. _____half past ten. We should go home soon.
18. OK, let's start the meeting. _____ a lot to talk about!
19. _____ nothing better than taking tests in school.
20. _____a beautiful flower, isn't it?

Translate the sentences into English.

Om det är något jag kan göra för dig.

_____

Det finns inget här förutom den här lappen.

_____

Det är inte bra för din hälsa och det lutkar hemskt.

_____

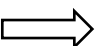Det är svårt att hålla sig ren när det bara finns smutsig tvål!

_____

Det är fortfarande tid kvar.

_____

Det är många frågor kvar.

_____ ⇨

Appendix B
Grammar Test

Var kan jag hitta den där piraten?

_____

Kan man rida på den här åsnan?

_____

Det här är riktigt kul.

_____

Såg du de där ungarna där borta?

_____

Men de här råttorna skrämde bort elefanten.

_____

Ser du den där kanonen där borta?

_____

Allt jag har är den här hjälmen.

_____

Complete the sentences by filling in the gaps using either "those", "this", "that" or "these" .

1. _____ is the only thing powerful enough to destroy LeChuck.
2. I hardly think _____ little scratch compares to my chronic allergy.
3. I once owned a dog_____ was smarter than you.
4. I hope you haven't been taking _____ filthy criminal too seriously.
5. You must prove yourself in each of _____ three areas.
6. I've got _____ sissy pirates so scared of the sea…
7. …and left me with _____ hooks instead of hands...
8. Why, there's a story around _____parts that a bunch of rats actually crewed a ship…
9. Who are _____ people ?
10. _____chicken tastes really good!
11. Hello,_____ is Sandra speaking, how may I help you?
12. _____are my friends, John and Michael.
13. _____ cookies you gave me last week were great!
14. I got _____ games over there for my birthday.
15. Who is_____ guy you just talked to?
16. I love _____ kids. They are my nephews and I really miss them.
17. OK, let's start _____ thing, I'm ready!
18. Whose shoes are _____**? They smell awful!**
19. _____ is a beautiful flower, isn't it?
20. _____ tests are so much fun!

Appendix C
Game Script Excerpt

==

The Secret of Monkey Island
Game Script ver.1.0

==

author : Hafiz Rahman
e-mail : notinmybackyardplease@yahoo.com
first started : 02 June 2003
last updated : 11 June 2003

==

Table of Contents / Version History

==

main game script
miscellaneous things you may want to ignore:
insult sword fighting script, did-you-know-that, credits, disclaimer, etc.

Ver. 1.0 11 June 2003
Finished what's currently here. DUH.

==

 Main game script

==

Okay, after what quite possibly be the shortest table of contents section
ever in the history of gaming guides, we'll start with the script already.
Note that The Secret of Monkey Island (SoMI for short) has quite a loose
gameflow, so your storyline may vary from what's listed here.

Due to the overwhelming amount of choices and story paths, I can only
put ONE kind of flow that makes the whole story, while the rest of the
scripts should be explored by yourself; I don't really have THAT much of
a free time -- and honestly -- I can't figure out an effective way to chart
out the all-confusing "SCUMM" story system as to make it an easy read.
I apologize.

Opening Screen

Deep in the Caribbean
The Island of Mêlée
The Secret of Monkey Island

Appendix C
Game Script Excerpt

Created and Designed by Ron Gilbert

Written and Programmed by Ron Gilbert, Dave Grossman and Tim Schafer

Background Art by Steve Purcell, Mark Ferrari and Mike Ebert

Animation by Steve Purcell, Mike Ebert and Martin Cameron as "Bucky"

256 Color Art by Tami Borrowick, James Dolar, Bill Eaken, Avril Harrison, Iain McCaig, Jim McLeod, Michael Stemmle, and Sean Turner Original Music by Michael Land...
...Barney Jones and Andy Newell of earwax productions...
...and Patrick Mundy

Lead testing by Judith Lucero, Kirk Roulston and Matt Wood

Testers

Brett Barett, Mark Cartwright, Wayne Cline, Jim Current, Dave Dahle, Justin Graham, Carla Green, James Hampton, Howard Harrison, Ari Hollander, Mike Kerry, Kirk Lesser, David Maxwell, Bret Mogilefsky, Aaron Muszalski, Liz Nagy, Ezra Palmer-Persen, Dave Popovich, Darrel Parker, Joe Pinney, Dave Ruedger, Matt Schneider, Damon Tripodi, John Van and J. Anthony White

Produced by Greg Hammond

"SCUMM" Story system by Ron Gilbert, Aric Wilmunder and Brad Taylor

----

Epilogue

Our hero, Guybrush Threepwood, appears on the screen and greets and old man.

Guybrush : Hi! My name's Guybrush Threepwood, and I want to be a pirate!

Old Man : Yikes! Don't sneak up on me like that!

Guybrush : Er... I'm over this way.

Old Man : Ah! Well, then, Triftweed--

Guybrush : THREEPWOOD. Guybrush THREEPWOOD.

Old Man : I see. So, you want to be a pirate, eh? You look more like a flooring inspector. But if you're serious about pirating, go talk

to the pirate leaders. You'll find them in the Scumm Bar.

Guybrush : Gosh, thanks! I'll do that! Bye, now. I'm off to seek my fortune.

Old Man : Good luck.

Guybrush : (walks away, but suddenly stops)

Um... Where did you say those pirate leaders were?

Old Man : The SCUMM BAR.

Guybrush : Right. Thanks.

(leaves the screen)

Part One: The Three Trials

Guybrush walks down the dock. Eventually, he finds the Scumm Bar and enters.

Then he talks to the pirate nearby the door.

Pirate : Ahoy there, stranger. New in town?

Guybrush : My name's Guybrush Threepwood. I'm new in town.

Pirate : Guybrush Threepwood? Ha ha ha!!! That's the stupidest name I've ever heard!

Guybrush : I don't know... I kind of like 'Guybrush.'

Pirate : But it's not even a name!

Guybrush : Well, what's YOUR name?

Pirate : My name is Mancomb Seepgood. So, what brings you to Mêlée Island anyway?

Guybrush : I want to be a pirate!

Mancomb : Oh, really? You should go talk to the important-looking pirates in the next room. They're pretty much in charge around here. They can tell you where to go and what to do.

Guybrush : Where can I find the Governor?

Mancomb : Governor Marley? Her mansion is on the other side of town. But pirates aren't as welcome around her place as they used to be.

Guybrush : Why not?

Mancomb : Well, the last time she had a pirate over for dinner, he fell in

love with her. It's made things rather uncomfortable for everybody.

Guybrush : How's that?

Mancomb : Well, there's a whole big story about what happened next... But I don't believe a word of it. Estevan over there at the other table might tell you about it. He takes the whole thing seriously. VERY seriously. Uh-oh, it looks like my grog is going flat, so you'll have to excuse me. Nice talking to you. Have fun on Mêlée Island.

Guybrush walks off and talks to Estevan, who has a scar on his face.

Estevan : What are you looking at me for?

Guybrush : I'd like to introduce myself... my name's Guybrush.

Estevan : Yeah, so what?

Guybrush : Who's this pirate that's bugging the Governor?

Estevan : LeChuck? He's the guy that went to the Governor's for dinner and never wanted to leave. He fell for her in a big way, but she told him to drop dead. So he did. Then things really got ugly.

Guybrush : What's so scary about this LeChuck guy?

Estevan : LeChuck was a fearsome pirate. He tried to impress the Governor by sailing off to find the Secret of Monkey Island™. But a mysterious came up and sank his ship, leaving no survivors. We thought that was the end of the fearsome pirate LeChuck. We were wrong.

Guybrush : What happened then?

Estevan : He still sails the waters between here and Monkey Island™. His ghost ship is an unholy terror upon the sea. That's why we're all in here and not out pirating.

Guybrush : What happened to your eye?

Estevan : Well, I was putting in my contact lens when--Hey, wait a second! That's none of your business!

Guybrush : Excuse me, but I'm looking for the dart board.

Estevan : Dart board? We don't have one anymore. There was a horrible

accident. Drinking and darts don't mix.

Guybrush : Where can I get a drink?

Estevan : A drink? You could wait for the cook to notice you... but that could take all day. Just find a mug and sneak into the kitchen. That's

what we all do. Look, this whole LeChuck thing has me pretty shaken up. So if you don't mind...

Guybrush leaves and talks to another pirate, a bald one with funny hat. The pirate has an "Ask me about LOOM" badge on his clothes.

Pirate : Aye!

Guybrush : Aye, yourself.

Pirate : Aye.

Guybrush : Nice hat.

Pirate : Aye.

Guybrush : So, tell me about LOOM.
Pirate : (Face brightens)

("<ADVERTISEMENT>" text blinks down the screen)

You mean the latest masterpiece of fantasy storytelling from Lucasfilm's™ Brian Moriarty™? Why it's an extraordinary adventure with an interface on magic... stunning, high-resolution, 3D landscapes... sophisticated score and musical effects. Not to mention the detailed animation and special effects, elegant point 'n' click control of characters, objects, and magic spells. Beat the rush! Go out and buy Loom™ today!

Guybrush : Geeze, what an obvious sales pitch.

Pirate : Sorry, but on some topics I just get carried away.

Guybrush : Nice talking to you.

Pirate : Aye.

Guybrush approaches a dog and, whew, talks to it too.

Dog : Grrrrrrrr.

Guybrush : Woof.

Dog : WOOF? Aruff roof! Woof-woof arf woof... ...warroof, Mêlée Island™! ...a-roof wuf: ...LeChuck! Grrrrrrr!

Guybrush : Wuf, 'LeChuck?'

Dog : Worf woof woof ruff-ruff... Wor-roof wuf? Ruff arf-arf, bow-ruff... ...Governor Marley! A-OOOOOOO! A-OOOOOOO! (ruff ruff ruff) Bow-roo wuf rowwf-- --Arrooof-- --LeChuck! GRRRRRRRRR! Arf, oof-oof, Monkey Island™! *sniff* *sniff*

Guybrush leaves to the next screen and talks to the important-looking pirates.

Appendix C
  Game Script Excerpt

Green P. : What be ye wantin' boy?

Guybrush : I want to be a fireman.

Blue P. : Get lost, boy, you bother us.

Guybrush : I mean to kill you all!

Blue P. : Get lost, boy, you bother us.

Guybrush : I want to be a pirate.

Blue P. : So what?

Green P. : Why bother us?

Black P. : Hey, don't forget we're short on help because of this whole LeChuck thing.

Blue P. : So?

Black P. : So, no pirates means no swag, and no swag means no grog, and we're getting dangerously low on grog...

Blue P. : Hmm... Do you have any special skills?

Guybrush : I can hold my breath for ten minutes!

Blue P. : Well... All right, but you don't become a pirate just by ASKING.

Black P. : You'll have to go through...

All : The three trials!

Guybrush : Er... What three trials are those?

Green P. : There are three trials every pirate must pass.

Blue P. : You must master the sword...

Green P. : ...and the art of thievery...

Black P. : ...and the quest.

Green P. : The what?

Black P. : Treasure huntin', ya sea urchin!

Green P. : Right. You must prove yourself in each of these three areas: swordplay, thievery, and, er, treasure huntery; then return with proof that you've done it.

Blue P. : And then ye must drink grog with us!!

All : GROG!!!

Guybrush : Tell me more about mastering the sword.

Appendix C
  Game Script Excerpt

Blue P. : First, get ye a sword. You must seek out and defeat the Sword

Master. Someone in town can probably direct you. Oh! You'll want to find someone to train you first.

Black P. : Ha ha. Imagine trying to take on the Sword Master without any training!

All : Har Har Har

Guybrush : Tell me more about mastering the art of thievery.

Green P. : We want you to procure a small item for us...

Blue P. : The Idol of Many Hands...

Black P. : In the Governor's Mansion!

Green P. : The Governor keeps the Idol o' Many Hands in a display case in the mansion outside the town.

Blue P. : You'll have to get past the guards, naturally.

Black P. : The tricky part will be getting past the dogs outside.

Blue P. : They're a particularly vicious breed... ...you might be able to drug them or something.

Guybrush : Tell me more about treasure hunting.

Black P. : Legend has it that there's a treasure buried here on the island...

Blue P. : All you must do is find the Legendary Lost Treasure of Mêlée Island™ and bring it back here.

Guybrush : Should I have a map or something?