

Developing English and Critical Thinking Skills by Using the Dinner Mystery Game

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Abstract The purposes of this research were: (1) to compare the mean scores before and after learning English in developing English communication and critical thinking skills by using CALL game called “Dinner Mystery” and (2) to examine students’ satisfaction in learning English by developing English communication and critical thinking skills in “Dinner Mystery”. Twenty five secondary students of the 2015 Academic Year at the English Program, Assumption College Thonburi, Bangkok were selected by the simple random sampling technique to participate in this research. Two research tools were used in this study: an experimental tool (Dinner Mystery game) and data collecting tools (pre-test, post-test, and satisfactory questionnaires) Data were analyzed by mean, standard deviation, and t-test. The results of this study showed as follows. After students learned English to develop both English communication and critical thinking skills in “Dinner Mystery”, the mean score of post-test ($M = 7.12$, $SD = 1.9$) was higher than that of pre-test ($M = 5.68$, $SD = 1.77$). There was statistically significant difference between pre-test and post-test mean score ($t = 12.35$, $p < 0.01$). Students rated their satisfaction toward learning English in the topic of “Developing English skills and critical thinking” by using game at the high level ($M = 4.11$, $SD = 0.31$).

Keywords: CALL, critical thinking skills, Dinner Mystery, English communication,

Introduction

Thailand is a member of ASEAN Economic Community (AEC) and is a signatory to the ASEAN Trade in Goods Agreement (ATIGA). The AEC is similar to EURO ZONE in the term of economics. The ATIGA will promote the free flow of goods, services, investment and labor amongst ASEAN member countries. More importantly, in the near future, the ATIGA will improve the competitive edge among ASEAN nations. Core competencies and qualifications for jobs will be in high demand and therefore, an ability to communicate in English will be crucial.

Even though English knowledge in Thailand is important and is taught widely in schools and universities, the ability to use English language still needs to be increased in order to have great career path and to compete in the huge labor market. Thai professionals are skillful in various fields such as engineer, finance, and medicine or environment, and they are qualified for ASEAN jobs but Thai professionals need to be efficient and fluent in four English skills: speaking, listening, reading, and writing as well as critical thinking skills for use in their daily life and work. This is because, as Gerrish and Lacey (2010) said, "An English ability is as if a treasure of domestic and international jobs." However, teaching English nowadays has neither motivation nor real environment to improve learners' ability and to apply English skills to use. In addition, implementing English is focused on only memorizing; so this subject is uninteresting and lacks of efficiency. Thus, Thai learners who study English as a second language are unable to use Standard English properly (Atagi, 2011). The main factor which has affected this failure was insufficiency of curriculum and unmotivated teaching methods for learners to learn English language (Foley, 2005). Teaching methods concentrate on grammatical content. Furthermore, most Thai teachers of English usually have the same viewpoint of a knowledge set of grammatical structure, vocabulary, and memorizing. The more Thai students have this knowledge set, the better the test result. The test format is of multiple choices and written exam. Yet, such students have no communicating skill, understanding of how to use English, and cannot use the knowledge in daily life.

Therefore, the purpose of this research is to improve teaching methods from the old implement to Communicative Language Teaching (CLT). It is an English activity-based learning so as to acquire English comprehensive skills and to encourage students to eagerly learn English language. Computer-Aided Instructor (CALL) was designed and developed to provide proper learning environment and interesting simulation in order to improve capabilities such as critical thinking so that students are able to learn English language in a fun environment.

Research Objectives

- (1) To compare the mean scores before and after learning English by developing English communication and critical thinking skills by using CALL game called “Dinner Mystery”
- (2) To examine students’ satisfaction in learning English by developing English communication and critical thinking skills in “Dinner Mystery”.

To achieve the research objectives, three approaches were reviewed and used for conducting this study: critical thinking, a communicative language teaching approach (CLT), and computer-Aided Language Learning (CALL). Details are described below.

Critical thinking is a skill for 21st century students (P21 Partnership for 21st Century Skills, 2015). It is a technique for evaluating information and ideas, for deciding what to accept and believe. To evaluate information or ideas, Scheffer and Rubinfeld (2000, 2001) suggested that the information or ideas should be analyzed using standard criteria. Differences and similarities should be analyzed, and data items could be compared, grouped, and ranked for clarity. Information should be searched and checked for their authenticity, and logical inferences should be drawn from reasoning and evidence. Such information and ideas could be extrapolated, or transformed with respect to context and situation.

A Communicative Language Teaching approach (CLT) integrates linguistic knowledge, language skills, and communicative ability to train learners to communicate the target language proficiently (Canale & Swain, 1980; Widdowson, 1978). Savignon (2011) stated that CLT learners must gain four language competences. Learners need to have *grammatical competence* i.e they have sufficient knowledge of vocabulary, structure, spelling,

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and pronunciation. Learners apply their language knowledge appropriately in any context because they have *sociolinguistic competence*. Learners have *discourse competence* to integrate language structure and meaning in order to speak or write in different situations. Finally, learners have strategic competence to communicate fluently and continuously to achieve their goals of communication. Teachers should provide suitable activities for CLT learners to use target language. Bilash's Criteria for Communicative Activities (BCCA) suggest to use authentic material and activities should foster functions of language. Learners should learn both language and extra knowledge base on everyday language use, so they have enough information to communicate and to think critically. Learners should discuss and interact with others while doing interesting, motivated, and fun activities. David Nunan's (1991) suggests five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

(Nunan, 1991)

Classroom activities used in communicative language teaching include the following: role-play, interviews, information gap, games, language exchanges, surveys, pair-work, and learning by teaching.

Computer-Aided Language Learning (CALL) can be defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p.1). The technology includes not only computers but also smart phones, tablets, MP3 players, and consoles (Scott & Beadle, 2014). Therefore CALL includes:

- Authentic foreign language material, such as video clips, flash-animations, web-quests, pod-casts, web-casts, and news etc.;
- Online environments where learners can communicate with foreign language speakers,
- through email, text-based computer-mediated communication (synchronous and asynchronous), social media, or voice/video conferencing;
- Language-learning tools (online apps or software), such as for phonetics, pronunciation, vocabulary, grammar and clause analysis, which may include a text-to-speech function or speech recognition, and often includes interactive and guided exercises;
- Online proprietary virtual learning environments, which offer teacher-student and peer-to-peer communication;
- Game-based learning.

(Scott & Beadle, 2014, p. 9)

Hubbard (2009) points out that CALL improve language learning as follows: “(1) *learning efficiency*: learners are able to pick up language knowledge or skills faster or with less effort; (2) *learning effectiveness*: learners retain language knowledge or skills longer, make deeper associations and/or learn more of what they need; (3) *access*: learners can get materials or experience interactions that would otherwise be difficult or impossible to get or do; (4) *convenience*: learners can study and practice with equal effectiveness across a wider range of times and places; (5) *motivation*: learners enjoy the language learning process more and thus engage more fully; (6) *institutional efficiency*: learners require less teacher time or fewer or less expensive resources” (p. 2). Research results reveal that CALL helps to improve language teaching and learning (Baturay, Yıldırım, Daloğlu, 2009; Davies, 2001, 2008; Dourda, Bratitsis, Griva, Papadopoulou, 2013; Engler, Hoskin & Payne, 2008; Mendelson, 2010; Saz, Rodríguez, Lleida, Rodríguez, Vaquero, 2011; Scott & Beadle, 2014).

Games can be defined as a form of play with goals and structure for learning and teaching (Maroney, 2001). Games should consist of play, rules, and competition (Wittgenstein, 2014). Salen and Zimmerman (2004) proposed that games should comprise six main components: tools, rules, goals, instructions, skills, and game-players. To design games, designers should include creative

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expression, entertainment, plaything, challenges, and conflicts (Crawford, 1997). Teachers may design and construct their own games, or they may select games carefully for the purpose of learning and teaching. There are three phases in games and simulations: warm-up activities or presentation, practicing, and debriefing or reflection. To explore the game world, students use their visualization, experimentation, and creativity before, during, and after they play games)Betz, 1995(.

Games are useful for learning and teaching. Language games help students to develop language and socio-cultural knowledge. To play games, students need to act and react and to use their skills, strategies, and control which could help them learn. Students also apply their knowledge into practice) Felicia, 2011(because games motivate them to participate and practice targeted skills)Reese & Wells, 2007(. Moreover, games enhance students to be familiar with authentic materials such as movies, journal entries, bingo games (Salies, 2002(, and computer games. Students have chances to discuss and express their opinion when they do debrief with class and teachers, so games support the development of a learner-centered environment (Reese & Wells, 2007(.

This study used 21st Century learning and innovation skills (4Cs) as much as possible with the hope that students will success in the new global economy. These skills include critical thinking, communication, collaboration, and creativity (P21 Partnership for 21st Century Skills, 2015). Students work in small groups, find and analyze information before making decisions, and use English as a means to communication with each other.

To summarize, three approaches: a Communicative Language Teaching (CLT) approach, Computer-Aided Language Learning (CALL), and games are integrated for teaching English skills, developing critical thinking skills, and computer technology skills.

Research Methodology

Subjects

The subjects in this study included 25 secondary students of the 2015 Academic Year at the English Program, Assumption College Thonburi, Bangkok. This study was a quasi-experimental research because

the researchers experimented with the class she was assigned to teach (McMillan & Schumacher, 2001).

Research Instrument

Two research instruments were used in this study: (1) an experimental instrument: CALL (“Dinner Mystery” game) and (2) data collection instruments: pre-test, post-test, and satisfactory questionnaires. The former will be explained first, and then the latter will be followed.

Dinner Mystery Game

Game objectives

The purposes of the Dinner Mystery game were: to develop their English speaking, listening, and reading skills, to improve their critical thinking and ability, and to apply English knowledge in daily life.

Target group

Grade 11 students of English Program from Assumption College Thonburi

Game equipment

1. “Detective sheet”: It is a space to fill in information gained after talking to each character.
2. “Personal information” card: It is a card to give some of each character’s details.
3. “Place” card: It is a card to tell where each character commit crime is
4. “Dinner” card: It is a card to state whether the guest is in the ballroom.
5. Computer-Aided Language Learning (CALL)
6. Stationery

Rules

1. No player will use Thai language during this activity.
2. Each player has to give every detail to others according to their given information.
3. Please DO NOT hand the card to other players in order to exchange their information. DO talk and investigate about the details in person.

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4. Filling in every blank space in “Detective Sheet” is required. If each player cannot finish it in time, they have to continue investigating using the information at hand.
5. The murderer and victim characters must not show their identity before the time has come.
6. After the victim character died, he/she will become a spirit and be a committee in the game.
7. Each player is able to consult and discuss the information only with their group.
8. Try to finish investigating the suspect or murderer in time. Also, try to figure out their motive and weapon.

Committees’ roles

There will be 3 committees which are of 1) teachers, 2) the student who was the victim character, and 3) CALL.

1. Committee No.1 will monitor each student to prevent them from using English in a conversation and to fill in “Defective sheet” as many items as possible.
2. Committee No. 1 will help explain content or vocabulary which students might not understand.
3. Committee No. 2, after the death scene, will help monitor their friends not to use Thai language and not to copy others’ information in “Detective Sheet”.
4. Committee No. 3 will be virtual facilitator who will explain how to play step by step and give an answer of who the murderer was and the reason for the crime.

Players’ roles

1. Strictly follow the rules of this activity.
2. Use only English language in this activity.
3. Ask teachers or facilitators if confusion happens.
4. DO NOT copy others’ information in “Detective Sheet”

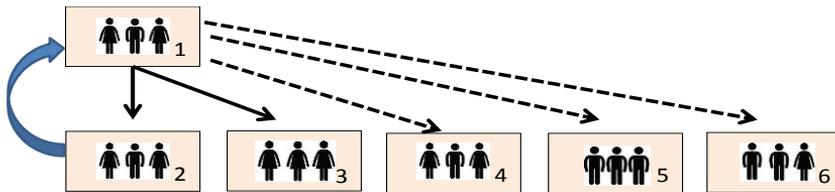
How to play

Introduction

1. CALL will group students into 10 groups by letting them count from 1-10. If they have the same number, they will be in the

same group and have to sit together. Each group contains not more than 3 students.

2. Instructors explain the game rules and how to play by following the slide shows from CALL.
3. Prepare the room by following the Pattern 1, below, in order for students to participate in this game easier.



Pattern 1: Indicate how players of each group communicate with another

- a) Students are divided in a group of 3 members each.
- b) Students of the first group interview students of the second group.
- c) After the first group finished interviewing the second group, students of the second group will replace the role of the first group.
- d) Students of the second group interview students of the third group.
- e) This process will continue until every group finished interviewing others and obtain information they want.

Process

4. Students receive a name tag which is some parts of their character's details.
5. Students receive a "Detective sheet" to write down information about each character.
6. The game will start after CALL begins as a Master of Ceremony. Each group will act as a character. Each round of conversation must be completed within 5-7 minutes.
 - a. The first round: ask about name and give a small talk by using the information given on the name tag.
7. CALL will inform an incident which is "Before 20.00 tonight, Mr. Erringworth went out of this ballroom to do some errands. Unfortunately, [loud thunder voice] and the group of students

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who act as Mr. Erringworth show up and start reading their character's details aloud."

8. Students receive "Personal Information" card. They will start reading and discussing about the given details.
 - b. The second round: ask about a relationship between the victim and each guest.

**Students receive a "place" card.
 - c. The third round: ask about a place each guest might go to do some personal things.
 - d. The fourth round: ask about things or "might be" weapon which guest brings in their bag.

**Students receive students a "dinner" card which can be divided into three categories. However, there will be just one card that belongs to the murderer. If the guests go out for "duty call" or wandering around, the card will state "You stayed at the party for the whole time."
 - e. The fifth round: ask if each guest go out of the ballroom. The answer will be simply just "Yes" or "No"
9. Every time each group has a conversation, information must be written down in "Detective sheet". If they are able to finish filling in details before time, just go back to seat and start discussing and analyzing piece of information they have.
10. There will be another 5 minutes after every round of talking in order to discuss and analyze the information they have had. On the second page of the sheet, there is a space for taking notes and write the name of the murderer, the motive and reason.

Conclusion

11. Facilitators call each group to answer who they think should be the murderer, and the reasons of that character's action.
12. CALL will process and state the right murderer and his/her motive.
13. Ask students about knowledge or advantages they have had. Also, their opinion about learning by playing this game.

Tests

Two tests: pre-test and post-test, both with the same contents, were distributed to students before and after playing the game. The objectives of the tests were to measure comprehension by using reading strategies of

students. There were 10 multiple choice questions to test English understanding (Appendix 1).

Satisfaction Questionnaires

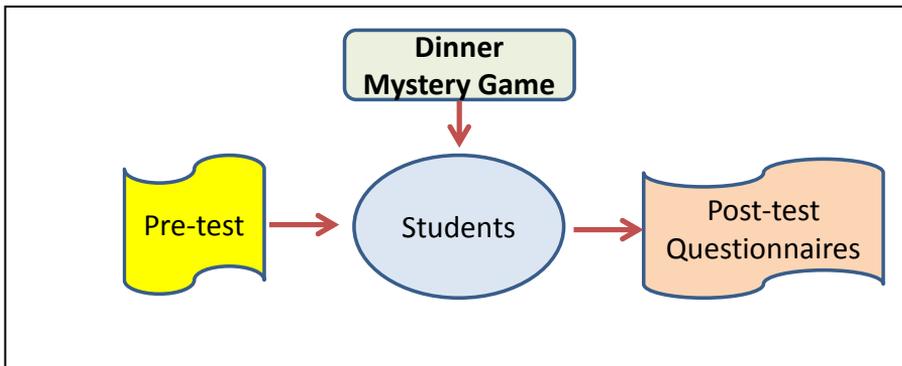
Satisfaction questionnaires developed by the researchers were used for collecting data. The participants were asked to respond to questionnaires based on the 5-point Likert scale)Table 1.(The questionnaires were checked and found that four items out of 10 were rated at the highest level (5) by all students; therefore, the Cronbach’s alpha reliability coefficient was not calculated (Appendix 2).

Table 1: Satisfactory Level, Degree of Use, and Average Mean Score

Satisfactory Level	Degree	Range
5	Highest	4.50 – 5.00
4	High	3.50 – 4.49
3	Medium	2.50 – 3.49
2	Low	1.50 – 2.49
1	Lowest	1.00 – 1.49

Research Design

This study was designed by using one sample pre-test and post-test because of two limitations: numbers of students and time.



Research Design: One sample pre-test and post-test

Process of Data Collection

To collect data, the researchers followed three steps: pre-teaching, teaching, and post-teaching.

Pre-teaching

Students were informed the objectives of the study and asked to be volunteers in this study. After they agreed, the pre-test was distributed.

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Pre-test was developed in a CALL format. Students answered questions from reading the passage before they playing the game.

Teaching

1. CALL explains how to play and rules of the game, step by step with an illustration.
2. Students start to play the game by following the regulations and process within limited time.

Post-teaching

1. Students did post-test
2. Students give their opinion about benefits from learning by playing game.

Data Analysis Methods

The researchers used Mean) M , (Standard Deviation) SD (and t-test to analyze data.

Results

Two results were presented below.

Finding 1

The mean scores of pre-test and post-test were compared to find the difference between the mean scores of pre-test and post-test. See Table 2.

Table 2: Results of comparing the mean scores of pre-test and post-test after learning by the “Dinner Mystery” game

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Pre-test	25	5.68	1.77	23	12.35	0.01
Post-test	25	7.12	1.90			

Sig (two-tails), $p < 0.01$

The result of Table 2 showed that after students learned English in developing English communication and critical thinking skills by using CALL game called “Dinner Mystery”, the mean score of post-test ($M = 7.12$, $SD = 1.90$) was higher than of the pre-test ($M = 5.68$, $SD = 1.77$) and there was statistically significant difference between pre-test and post-test mean score ($t = p < 0.01$).

Finding 2

After students learned English to develop both English communication and critical thinking skills by using CALL game called

“Dinner Mystery”, students were asked to answer their satisfaction. See Table 3. The results revealed that all students gained English skills, and the content of the game was fun and interesting. Students also expressed that the content of CALL was easy to follow, neat, and interesting. The least satisfaction was that the font size on each equipment and CALL was clear and easy to read.

Table 3: Students’ satisfaction on learning English communication and critical thinking skills by using CALL game called “Dinner Mystery”

Items	Satisfaction	M	SD	Level
1	Students are able to gain English skills. Also, the content of the game is fun and interesting.	5.00	.00	highest
2	The content of CALL is easy to follow, neat and interesting.	4.88	.33	highest
3	Game equipment is suitable for the game and usable.	4.68	.47	highest
4	The sound level of CALL is high enough. It is clear, concise and easily to understand.	4.36	.49	high
5	All satisfactory level of the game	4.00	.00	high
6	The time of CALL part is appropriate.	4.00	.00	high
7	Time for playing game is good enough.	3.80	.41	high
8	The process of the game is easily to follow.	3.72	.46	high
9	Slideshows in CALL is creative and interesting.	3.72	.46	high
10	The font size on each equipment and CALL is clear and easy to read.	3.64	.49	high
Total		4.11	.31	high

After the game ended, students and teacher debriefed. Students stated that this game was very useful because they used English more for communication. The game is fun, interesting, and exciting. Some of students stated that *“It is really fun. I wish I could play it every week.”* *“I love to know the story of each character. It is like I was watching a movie.”* *“The crime stories at the end of the game are interesting.”* *“The robotic girl in the CALL is funny. I like her voice.”* Students wanted to play more and speak more, so they can improve their English skills. *“My critical thinking skill has been improved from playing detective-like game.”* *“This*

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is really helpful for improving my reading skill. I started to know how to get the main idea.” “I am sure if I use these hard words from the text, my writing will be more like professional.” This may be because they were motivated as one student said, “I was really thrilled of who the murderer was.” Finally, one student said that she could use this English skill and experience in their real life situation. “I will use some of the conversations learned from the game with my cousin at home.”

Discussion

Two discussions will be done: comparison of mean scores and students' satisfaction.

1. **Achievement:** The first research objective was to compare the mean scores before and after learning English in developing both English communication and critical thinking skills by using “Dinner Mystery”. After students learned English to develop both English communication and critical thinking skills, the mean scores of post-test was found to be higher than that of pre-test scores, significantly. This result conforms to the theories and can be explained as follows. (1) Students had chances to use English to express their ideas and to communicate because this class is an English program. (2) Students used information provided to think critically in order to find the murderer. Moreover, they also used reading strategies such as finding the main idea and specific information from reading texts. (3) CALL helped students to practice before class, so they could follow the instructions, faster and easier.

2. **Satisfaction:** Students rated their satisfactory after learning by game at the highest and high levels. This can be discussed into folds: students really liked this game or they wanted to please their teacher. Thus, the researcher as a teacher of this class also observed their participation and debrief by asking students to express their opinions on what they learned after playing this game. The results of observation and debrief corresponded to the results of questionnaires that “*Students stated that this game was very useful because they used English more for communication. The game is fun, interesting, and exciting.*” This may be explained as follows.

(1) Students had chances to think critically. They had to analyze information, use logical reasoning by drawing inferences or conclusions that are supported in or justified by evidences, and predict what the consequences could be. This conforms to training students to be 21st century students, as Scheffer and Rubinfeld (2000, 2001) stated, that students must have critical thinking skills such as information analysis, logical reasoning, or predicting.

(2) The results of this study agree with Canale and Swain (1980) and Widdowson (1978) that students communicate in English when they did this activity. In this study, students were asked to communicate in English while playing this game, so they practice their English while they were playing. This situation is different from traditional ELT situation. Students integrated linguistic knowledge, language skills, and communicative ability to communicate with their peers while playing the game. This situation will help them to be proficient in target language.

(3) The results of this study agree with Scott and Beadle (2014) that CALL can be used as tools for learning language effectively (Dourda, Bratitsis, Griva, & Papadopoulou, 2013). In this study, students studied how to play this game before class by CALL, so they knew how to play and this helped them play the game, fluently. Thus students felt relaxed, excited, and had fun. CALL is beneficial for both teachers and students. Students can study this game any time or any place of their convenience. Teachers just produced CALL and let students study as much as they wanted. As English language was used as a means for communication in CALL, students improved their English language. Finally, CALL helped to improve language teaching and learning.

To conclude, students developed their ability in language skills and knowledge as well as socio-cultural knowledge by playing a language game. Moreover, language game selected in this study also encourages them to embed their critical thinking skills and computer skills which are needed for being efficient 21st century students.

Suggestions and Recommendations for Further Studies

Two suggestions are offered below.

1. This study was conducted based on one sample pre-test and post-test design because of limitation number of subjects and of time to conduct this study. Thus, other research may be conducted by using true experimental design to increase reliability of the study. Moreover, this game may be used with other groups and other levels, so the results can be compared and confirmed.

2. The method of playing game can be applied with other subjects due to its structure which focuses on interaction, corporation, and analysis given information. This game does not need to use only English language. Thus, if other fields of study applied this game into their teaching curriculum, students would definitely benefit.

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Appendix

Test

A Mystery

“Something is very wrong,” says the detective.

“I know!” says Ms. Gervis. “It is wrong that someone has stolen from me!”

The detective looks around Ms. Gervis’ apartment. “That is not what I am talking about,

ma’am. What is wrong is that I do not understand how the robber got in and out.”

Ms. Gervis and the detective stand in silence. Ms. Gervis’ eyes are full of tears. Her hands are shaking.

“The robber did not come through the window,” says the detective. “These windows have not been opened or shut in months.”

The detective looks at the fireplace. “The robber did not squeeze down here.”

The detective walks to the front door. He examines the latch. “And since there are no marks or scratches, the robber definitely did not try to break the lock.”

“I have no idea how he did it,” says a bothered Ms. Gervis. “It is a big mystery.”

“And you say the robber stole nothing else?” asks the detective. “No money, no jewelry, no crystal?”

“That’s right, detective. He took only what was important to me,” Ms. Gervis says with a sigh. “There is only one thing I can do now.”

“And what is that?” the detective asks with surprise.

“I will stop baking cakes,” Ms. Gervis says. “They are mine to give away. They are not for someone to steal.”

“You can’t do that!” says the detective with alarm. “Who will bake those delicious cakes?”

“I am sorry. I do not know,” says Ms. Gervis.

“I must solve this case immediately!” says the detective.

Developing English and Critical Thinking Skills by Using the Dinner Mystery Game

Soranasathaporn, Sriwilajaroen, & Noppakunwijai

Questions

- 1) Where should this story come from?
 - A. From a bedtime story book
 - B. From a synopsis of crime movie
 - C. From funny short stories book
 - D. From the school lesson
- 2) What does Ms. Gervis do with her cakes?
 - A. She loves to bake them.
 - B. She makes her living with them.
 - C. She keeps them in the fridge.
 - D. She gives them away to poor children.
- 3) Near the beginning of the story, “Ms. Gervis’ eyes are full of tears. Her hands are shaking.” How does Ms. Gervis probably feel?
 - A. She is upset.
 - B. She is depressed.
 - C. She is overwhelmed.
 - D. She is confused.
- 4) What makes the detective sure that the robber did not come through the windows?
 - A. The windows are locked.
 - B. The windows face the police station.
 - C. The windows have not been used in months.
 - D. The windows are too small for a person to fit through.
- 5) What is a mystery?
 - A. It is something that is wrong.
 - B. It is something that regularly happens.
 - C. It is something a robber leaves behind.
 - D. It is something that cannot be explained yet.
- 6) What can be inferred from this situation?
 - A. The thief might come back for the rest of her treasure.
 - B. They might be in the wrong room.
 - C. Ms. Gervis might forget her kitchen utensils somewhere in her apartment.
 - D. It turned out to be nothing was stolen.
- 7) What else could the detective have asked Ms. Gervis in order to solve the mystery?
 - I. Do your friends know you are alone in the apartment?
 - II. Does someone else have a key to the apartment?
 - III. Does Ms. Gervis ever leave the door unlocked?
 - A. I only
 - B. I and II
 - C. II and III
 - D. I, II, and III

- 8) What does the detective seem to think will happen if he solves the mystery?
- A. Ms. Gervis will start baking cakes again.
 - B. Ms. Gervis will bake him extra cakes.
 - C. Ms. Gervis will give him her secret recipe.
 - D. Ms. Gervis will give him her shop.
- 9) If something is said with alarm, how is it said?
- A. with fear and panic
 - B. with bells and whistles
 - C. with smiles and laughter
 - D. with sadness and tears
- 10) "And the robber definitely did not use the front door." Which is the best way to rewrite this sentence?
- A. "Plus, the robber surely have used the front door."
 - B. "And the robber probably does not use the front door."
 - C. "So, the robber was not able to use the front door."
 - D. "Also, the robber certainly did not use the front door."