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The effects of role-playing games in second language acquisition

Los efectos de los juegos de rol en la adquisición del segundo lenguaje

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ABSTRACT

The use of role-playing games (RPGs) in education has had a significant trajectory over the last fifty years. Once considered a negative activity to games such as Dungeons and Dragons, today it has the potential to be a versatile and powerful instructional tool, especially in language learning. This article addresses the integration and effects of RPGs in educational settings, exploring their effects on students' motivation, engagement, and language skills. The growing popularity of role-playing games in language teaching is highlighted, providing a context for research. The importance of this pedagogical strategy and its ability to transform traditional classrooms into dynamic and engaging environments is highlighted. The methods used in the research are detailed, focusing on the adaptation of RPG techniques in an educational setting. Previous research on the topic reveals that role-playing games have great potential in the educational setting. For example, in research that employs an experience point (XP) system based on tabletop RPGs, incentivizing responsible behavior through activities such as combat and decision making. Another study focuses on improving narrative comprehension through observation and participation in RPG sessions, demonstrating a direct improvement in students' creative writing skills. In the historical field, one thesis proposes transforming conventional narratives into role-playing games based on Greek mythology, Arthurian legends, and folktales, aligned with educational standards, and tested with high school and college students. An article connecting tabletop RPGs to various educational, recreational, and personal growth theories is also addressed. The research methodology encompasses a comprehensive analysis of relevant literature, the use of participatory action research in which role-playing techniques were tested, and an in-depth cross-analysis of the data collected. The research highlights that RPGs are powerful tools for enhancing knowledge assimilation, developing role-playing skills, fostering teamwork, and exploring individual developmental pathways. By incorporating RPG approaches into language classrooms, educators can create immersive and dynamic environments that inspire, engage, and promote language use in real-world contexts. In summary, integrating role-playing games into educational settings offers a variety of positive effects on motivation, engagement, language proficiency, social-emotional well-being, and 21st century skill development. By recognizing the potential of RPGs as an effective pedagogical approach, educators can design dynamic learning experiences that maximize student engagement and foster comprehensive language development.

Keywords: role-playing games; education; motivation; language skills; participatory action research.

RESUMEN

El uso de juegos de rol (RPG) en la educación ha tenido una trayectoria significativa a través de los últimos cincuenta años. Una vez considerada como una actividad negativa a juegos como Calabozos y Dragones, hoy en día presenta el potencial de ser una herramienta instruccional versátil y potente, especialmente en el aprendizaje de idiomas. Este articulo aborda la integración y efectos de RPG en entornos educativos, explorando sus efectos en la motivación, participación y habilidades lingüísticas de los estudiantes. Se destaca la creciente popularidad de los juegos de rol en la enseñanza de idiomas, proporcionando un contexto para la investigación. Se subraya la importancia de esta estrategia pedagógica y su capacidad para transformar las aulas tradicionales en entornos dinámicos y atractivos. Se detallan los métodos utilizados en la investigación, centrándose en la adaptación de técnicas de RPG en un marco educativo. Previas investigaciones en el tema revelan que los juegos de rol tienen un gran potencial en el ámbito educativo. Por ejemplo, en una investigación que emplea un sistema de puntos de experiencia (XP) basado en RPG de mesa, incentivando el comportamiento responsable a través de actividades como combates y toma de decisiones. Otro estudio se centra en mejorar la comprensión narrativa mediante la observación y participación en sesiones de RPG, demostrando una mejora directa en las habilidades de escritura creativa de los estudiantes. En el ámbito histórico, una tesis propone transformar narrativas convencionales en juegos de rol basados en mitología griega, leyendas artúricas y cuentos populares, alineados con estándares educativos y probados con estudiantes de secundaria y universidad. También se aborda un artículo que conecta los RPG de mesa con varias teorías educativas, recreativas y de crecimiento personal. La metodología de investigación abarca un análisis exhaustivo de la literatura relevante, el uso de investigación de acción participativa en el cual donde se pusieron a prueba técnica de juego de rol y un análisis cruzado profundo de los datos recopilados. La investigación destaca que los RPG son herramientas potentes para mejorar la asimilación de conocimientos, desarrollar habilidades de juego de roles, fomentar el trabajo en equipo y explorar caminos individuales de desarrollo. Al incorporar enfoques de RPG en clases de idiomas, los educadores pueden crear entornos inmersivos y dinámicos que inspiran, involucran y promueven el uso del idioma en contextos del mundo real. En resumen, la integración de juegos de rol en entornos educativos ofrece una variedad de efectos positivos en la motivación, participación, competencia lingüística, bienestar socioemocional y desarrollo de habilidades del siglo XXI. Reconociendo el potencial de los RPG como enfoque pedagógico efectivo, los educadores pueden diseñar experiencias de aprendizaje dinámicas que maximicen la participación estudiantil y fomenten el desarrollo integral del lenguaje.

Palabras clave: juegos de rol; educación; motivación; habilidades lingüísticas; investigación de acción participativa.

Introduction

The field of education has undergone rapid transformations in recent years, with diverse approaches being implemented in classrooms to accommodate students' varied learning styles and preferences. However, a significant challenge that teachers encounter across various educational contexts, including language learning and teaching, is the lack of student engagement and motivation (Figueroa, 2015). Efforts have been made over the past century to develop more comprehensive and effective strategies that enable educators and professors to better connect with their students and deliver instruction in a more impactful manner (Falk Lieder, 2016).

One such approach that has gained fame is gamification, which involves integrating game design elements into an educational setting. The primary objective of gamification is to enhance the learning experience by making it more engaging and enjoyable for learners. It recognizes that individuals learn most effectively when they are actively involved, set goals, strive to achieve targets, and experience a sense of accomplishment throughout the learning process. Gamification, therefore, seeks to harness the power of enjoyable experiences to optimize learning outcomes.

While gamification has provided valuable insights into making classes more captivating, it represents only the surface of the vast array of techniques available to educators.

This project focuses specifically on the effects of the implementation of role-playing activities in classroom settings, an area that remains unexplored. Building upon the core concepts and potential effects of role-playing games, this study aims to delve deeper into the impact of role-playing techniques on student engagement, motivation, and overall language learning outcomes (Chesler & Fox, 1966).

By examining the implementation of role-playing activities within the language classroom, we can uncover novel insights into how these strategies can be used to create dynamic and immersive learning environments. This research seeks to shed light on the potential benefits of role-playing games in enhancing student engagement, motivation, and language proficiency, while remaining sensitive to the unique needs and preferences of learners.

This study aims to provide a thorough examination of the effects of role-playing games on ESL students by including the viewpoints of language specialists and educators as well as a preliminary case study that investigates the actual use of these strategies. The main goal is to investigate how incorporating role-playing games can affect students' motivation, improve their contact with peers and the teacher, and benefit their general well-being throughout the language learning process.

Education and role-playing games

Human society and the healthy growth of each member of society depend heavily on education. Efforts have been made to develop a more thorough and effective method that will allow professors and teachers to better connect with and instruct their students (Chesler & Fox, 1966). Education is still a problem since many professors and teachers choose outdated methods that do not consider the many needs that students may have. However, strategies like gamification have become extremely popular. Many teachers enjoy and routinely utilize platforms like 'Matific' or Kahoot. These platforms, however, only scratch the surface of gamifications, where countless opportunities exist that could help any instructor. Role-playing game activities are a type of gamification and a notion that is not new or revolutionary (Hutchcraft, 2020). Role-playing games themselves have been an important part of pop culture since the first commercially available TTRPG[1] (tabletop role-playing game) known as Dungeons and Dragons, published in 1974 (Gygax & Arneson, 1974). Despite this concept being relatively old, it has not been applied extensively in the classroom (Collins & Septiana, 2023). These games target young adults, providing not just amusement but also a sense of community both within and outside of the gaming environment. The game environment itself varies from game to game, with possibilities based on literary genres such as mystery, fantasy, science fiction, mythology, and historical fiction. Players can put themselves in any fictional scenario they like (Zalka, 2012). In general, the role-playing techniques that are applied in the classroom are more focused in normal and simple situations, a way that students may not find entertaining enough for it to be interactive and motivating. The focus of this literature review is on the exploration for studies that have already explored this topic, or notions regarding the different concepts around the effects of role-playing game activities on the overall learning process.

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[1] Cambridge defines it as a game played around a table or online in which a group of people create and play the part of characters in a story.

What are role-playing games exactly?

It is critical to comprehend what we are discussing and how to define this concept. Role-playing games can be defined as a game in which people dress up and pretend to be particular characters (Cambridge Dictionary, n.d.). Furthermore, as previously mentioned, TTRPGs, a subdivision of Role-Playing games, is defined as a game played around a table or online in which a group of people create and play the part of characters in a story that develops as the game is played (Cambridge Dictionary, n.d.). Now, role-play in general lines in an educational context can be defined as a type of experiential learning, involving students assuming designated roles and enacting those roles following a predetermined script. This enactment can occur individually (individual role-play) or collectively as a group, with each group member adopting a distinct role or character. The script defines roles and guidelines for the role-playing exercise. Role plays offer potent learning opportunities by involving students in simulated real-life scenarios, allowing them to embody specific roles or characters within a secure setting (Edith Cowan University, 2016).

Now, considering these definitions and concepts, a specific definition has been put in place for this participatory action research in order to fit the rules of language education and the concept of role-playing games and tabletop role-playing games. The definition is the following: Role-playing game activities, as opposed to role-playing, are a series of learning activities, which include specific game characteristics, such as competition, achieving a goal and working collaboratively, that put to test language skills by setting objectives that need to be accomplished through language use.

Through play, we learn. Be it through probing, telescoping, or just the act of joy that is play, students can learn from the elements of play inherent in games. RPG activities, unlike most games, cover a substantial number of characteristics that games include, making them a particularly diverse learning tool in association with play. Since play is so inherent to what it means to be human, it is easy to see how RPGs not only allure students but benefit them (Youakim, 2019). Moreover, RPG activities encompass certain elements that are absent in typical gamification aspects. To delve into these distinctions, let us initially examine fundamental aspects of role-playing games. In role-playing activities, students are afforded the opportunity to embody a character and enact specific roles or scenarios (Budden, 2004). The students can play these parts individually, in couples, or in groups that can act out a more complicated scenario. Role-playing events or scenarios expose students to actual life conditions that may be "stressful, new, difficult, or contentious," necessitating an examination of their sentiments toward other people and their surroundings (Bonwell, 1991).

Roleplay exercises "are typically short, spontaneous presentations" but can also be organized research tasks, in contrast to simulations and games, which frequently involve planned, structured activities and might endure for a long time (Bonwell, 1991). On the other hand, there is an immense variety of RPGs in general, there are ones that are fast paced and quick, but there are others that are slower and take a great amount of time to develop and experience, even a great deal of imagination for the person to be engaged. Furthermore, we can properly adapt these concepts to build RPG activities in an educational context, considering the time needed, the knowledge students have, whether or not they are willing to learn hard concepts in order to put it in motion.

According to Prager (2019), game-based learning boosts motivation and accelerates learning. Within the general premise of character and player development, role-playing games incorporate difficulty, narrative, and teamwork. The review study dives deep into the literature on the usage of role-playing games in education across the globe. The results of numerous

qualitative and quantitative research projects are analyzed to detect patterns and research gaps. The results are consistent with the idea that role-playing games are used to foster teamwork and communication skills, and that their instructional value is increased when combined with a formal debriefing session. Role-playing game use is currently constrained by a variety of factors, including small sample sizes in previous studies and varying levels of student and instructor gaming experience.

Role-playing game techniques

Role-playing games (RPGs) have emerged as a potent and versatile instructional tool in the realm of language learning, captivating educators, and students alike. These immersive and interactive games offer dynamic language practice, paving the way for engaging and stimulating learning experiences. Within the RPG framework, students are transported to fictional worlds where they assume intriguing roles, unravel captivating storylines, and engage in an array of language-rich tasks, such as deciphering clues, solving puzzles, and interacting with virtual characters. The allure of RPGs lies in their ability to leverage gamification, transforming traditional language classrooms into vibrant and enjoyable learning environments (Hutchcraft, 2020).

Despite having found a small quantity of papers and research that explores the use of these techniques, there has been an interesting amount of used in some papers.

Within the technique used in this research article, the focus lies on elucidating the specific game employed in the study, which underwent modifications derived from the Pathfinder system. This adaptation was tailored to complement Connell's short story. Furthermore, an in-depth exploration is provided concerning the qualitative methodology employed for data analysis. The subsequent discussion delves into the emergence of three distinct themes. Initially, it becomes evident that students' gaming decisions were intricately linked to their grasp of the underlying narrative. Moreover, the immersive experience of the storyline was uniquely perceived through the perspectives of the characters they embodied. Lastly, a significant facet revealed was the profound collaborative engagement that students actively participated in throughout the gameplay session (Cook et al., 2017).

Furthermore, there is another study that outlined that the XP System [2]functions to guarantee the allocation of XP to students in accordance with their contributions both within and beyond the classroom environment. Every action, utterance, level of collaboration, and the caliber and speed of their submissions is systematically converted into XP and subsequently bestowed upon them. This is a concept borrowed directly from TTRPGs, used to make players progress steadily throughout the game so their character can obtain new abilities. But in this case, it is used with the students to award responsible and appropriate behavior. Furthermore, in this study other aspects of TTRPGs are also used as a method of teaching, as they use characteristics of combat and initiative taking to engage into combat between students to obtain experience points (Ntokos, 2019).

Moreover, there is another study which specifically focuses on the narrative where students developed a deeper understanding of narrative elements, including characters, plot development, and settings. This understanding was cultivated by observing their portrayal within an RPG session and actively participating in this process. Additionally, students were

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[2] An experience point (exp or XP) is a metric in tabletop role-playing games (TTRPGs) and role-playing video games that quantifies a player character's progress and growth in the game.

expected to articulate their comprehension through written explanations. Moreover, the study highlights that students' creative writing skills were enriched through both verbal and written creation of narratives, a direct result of their involvement in the RPG session (Youakim, 2019).

Within the field of history, there is a thesis which objective was to devise a framework for transforming conventional narratives into role-playing games suitable for high school curricula. This was achieved by developing three prototype games centered around Greek mythology, Arthurian legends, and a prevalent folktale category. The investigation focused on crafting games that align with the constraints of secondary classrooms and align with specific educational standards. Subsequently, the sample games underwent testing with high school and college students, and the outcomes of these testing sessions were assessed through a narrative case study approach. Feedback from the testing phase was integrated into the template, culminating in the final product of the thesis project. The exploration of tabletop role-playing as an emergent interactive storytelling method established a bridge between traditional narratives and contemporary culture. This endeavor aimed to engage fresh audiences and enhance interactive storytelling within secondary education (Zalka, 2012).

Additionally, this other article aims to establish connections between TRPGs and various educational, recreational, game-related, and personal growth theories, while also highlighting their potential for transformation. The research methodology encompasses three interwoven approaches: a comprehensive examination of relevant literature from both academic and role-playing perspectives, participatory action-research involving a transformative role-playing game[3] (TF-RPG) coupled with a debriefing process, and an in-depth cross-analysis of the gathered data (Daniau, 2016).

The findings reveal that participants engage with the TF-RPG across four layers of reality: character, player, person, and human being, aligning with four dimensions of learning: knowledge acquisition, practical application, personal identity, and interpersonal connections. The examination of the connections between the TF-RPG experience and personal growth journeys presents participants with a multifaceted array of learning avenues and routes to self-improvement. In conclusion, this study finds that TRPGs are identified as potent tools for promoting knowledge assimilation, honing role-play competencies, fostering teamwork, nurturing collaborative ingenuity, and facilitating exploration of individual development pathways (Daniau, 2016).

By incorporating RPG approaches into language classes, educators have the power to craft immersive and dynamic learning environments that inspire, engage, and propel students to use language in real-world contexts. These methods seamlessly blend pleasure and education, creating a stimulating and interactive language learning journey that resonates with students on multiple levels. The transformative impact of role-playing games in language classrooms heralds a new era of language education, one where the excitement of exploration and discovery converges with the language mastery (Hutchcraft, 2020).

What are the effects these techniques possess?

Role-playing games have gained recognition as a potentially effective tool for enhancing language learning outcomes. This section explores the effects of incorporating role-playing games in language classrooms, focusing on various aspects of students' learning

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[3] TF-RPG is a system that aims to accompany individuals in their personal development and learning process, in a collaborative manner, through the evolution of a group of players and their characters, all the while offering them a favorable disposition for learning through the development of their group's imagination.

experiences and development. Firstly, research suggests that role-playing games can significantly impact student motivation. By immersing students in interactive and engaging game scenarios, role-playing games create a sense of excitement and intrinsic motivation to participate actively in the language learning process. The element of gameplay, where students assume separate roles and engage in fictional narratives, fosters a sense of enjoyment, and stimulates their interest in language use (Prager, 2019).

Moreover, the incorporation of role-playing games can significantly enrich student engagement in language learning. The interactive and dynamic nature of these games fosters active participation, collaboration, and problem-solving, leading to a profound connection with language tasks. As students navigate through challenges, make decisions, and interact in the target language within the game's context, they become more deeply invested in the learning process.

Additionally, role-playing games offer invaluable opportunities for authentic language use and communication. Through engaging in various role-playing scenarios, students practice language skills in realistic and meaningful contexts, enabling them to apply vocabulary, grammar, and discourse strategies purposefully. This, in turn, facilitates the development of communicative competence and empowers students to employ language more effectively and fluently (Hoffman et al., 2008).

Apart from motivating students, fostering engagement, and advancing language proficiency, role-playing games also wield a positive impact on students' socio-emotional well-being. By nurturing a supportive and inclusive learning environment, wherein students feel secure to take risks and freely express themselves, these games contribute to uplifting affective experiences. Within the realm of collaborative gameplay and peer interaction, students can build self-confidence, cultivate empathy, and refine their people skills.

Lastly, the effects of role-playing games extend beyond language learning outcomes to include the development of various 21st-century skills. These games encourage critical thinking, problem-solving, creativity, and collaboration, which are essential skills for success in the modern world. Role-playing games provide a platform for students to practice these skills in a language-rich context, preparing them for future academic and professional endeavors (Hutchcraft, 2020).

Overall, the integration of role-playing games in language classrooms offers a range of positive effects on student motivation, engagement, language proficiency, socio-emotional well-being, and the development of 21st-century skills. By recognizing the potential of role-playing games as an effective pedagogical approach, educators can create dynamic and immersive learning experiences that maximize student engagement and promote holistic language development.

Motivation, Engagement and Well-being

Motivation, engagement, and well-being are crucial factors that significantly impact the effectiveness of teaching and learning in educational settings. In the context of language learning, these factors play a vital role in promoting student engagement, fostering a positive learning environment, and enhancing overall language proficiency.

Research has consistently shown that incorporating interactive and immersive techniques, such as role-playing games, can have a profound influence on students' motivation levels (Prager, 2019). By providing students with opportunities to actively participate, make

decisions, and engage in meaningful language use, role-playing games enhance their intrinsic motivation to learn and improve language skills. Assuming distinct roles and identities allows students to become more invested in the learning process, leading to increased engagement and active participation.

Furthermore, the use of role-playing games has been associated with improved student well-being in language classrooms (Prager, 2019). The interactive and collaborative nature of these activities creates a supportive and inclusive learning environment, where students feel comfortable taking risks, expressing themselves, and building their confidence. This, in turn, contributes to enhanced well-being, reduced anxiety, and increased enjoyment of the learning experience.

The incorporation of role-playing games in language teaching aligns with the principles of learner-centered approaches, emphasizing active learning, learner autonomy, and personal relevance. By offering students opportunities to apply language skills in authentic and meaningful contexts, role-playing games facilitate deeper engagement and foster a sense of ownership over their learning journey (Hutchcraft, 2020).

To conclude, role-playing games can have a significant impact on the motivation, engagement, and wellbeing that are crucial components of the language learning process. Teachers give students the chance to actively participate, increase their motivation, foster engagement, and improve their general well-being by implementing such interactive and immersive techniques. By appreciating the significance of these components and utilizing the potential of role-playing games, teachers can design engaging and productive environments for language learning that encourage student success.

Role-Playing game techniques and Language Learning effects

The incorporation of role-playing games in language classrooms has proven to be a multifaceted approach with a plethora of positive effects on various aspects of the language learning process. This pedagogical strategy offers a rich tapestry of benefits, spanning from enhanced student motivation and engagement to significant improvements in language proficiency and socio-emotional well-being (Collins & Septiana, 2023).

Playing is an essential part of being human. We learn via playing. At its core, the integration of role-playing games ignites a spark of enthusiasm and excitement among students, propelling their motivation to explore the world of language learning with zeal. The immersive and interactive nature of these games captivates their imaginations, drawing them into captivating storylines and compelling scenarios. As they assume fictional roles and navigate through these experiences, students become active participants in their own language learning journey (Prager, 2019) (Youakim, 2019).

This dynamic engagement goes beyond surface-level interest, as it permeates the entire language learning process, yielding tangible improvements in students' language proficiency. Through role-playing games, students are exposed to authentic and meaningful language use, affording them the opportunity to apply grammar rules, expand their vocabulary, and hone their discourse strategies in context. As they decipher clues, interact with virtual characters, and solve complex language tasks, their language abilities flourish through practical application, solidifying their understanding and skill set. According to Youakim (2019), RPGs are mostly narrative in nature. Interestingly, the story is a big component of what students explore in English classes. RPGs' narrative focus makes them ideal for English courses in particular.

Moreover, the utilization of role-playing games aligns seamlessly with the development of 21st-century skills, essential for success in the rapidly evolving global landscape. As students tackle challenges and navigate complex scenarios, they cultivate critical thinking, problem-solving, communication, and creativity. The need to collaborate, negotiate, and strategize within the game settings hones their ability to adapt and thrive in diverse and challenging situations. These transferable skills extend beyond the language classroom, empowering students with a valuable toolkit for lifelong learning and success (Zalka, 2012).

By recognizing the potential of role-playing games as an innovative and effective pedagogical approach, educators can create a transformative learning environment that transcends traditional language learning methodologies. The fusion of dynamic immersion, authentic application, and holistic skill development paves the way for an exciting and enriching language learning experience. With role-playing games as a guiding force, language classrooms become vibrant hubs of learning, where student engagement, and language proficiency shine.

What are the disadvantages and advantages of role-playing game techniques?

One issue that may be encountered throughout the use of role-playing games is how to apply said activities with the different ages of students. While from a certain age, humans tend to develop their imaginative capabilities and the ability to picture abstract concepts, children from a certain age do not have the same capabilities that older people do. That means that they have certain aspects. Vygotsky explains that they can start an imaginary situation, but it must be related to one that they have experienced that is real (Vygotsky, 1978).

It is remarkable that the child starts with an imaginary situation that initially is so close to the real one. A reproduction of the real situation takes place. For example, a child playing with a doll repeats exactly what his mother does with him. This means that in the original situation rules operate in a condensed and compressed form. There is little of the imagination. It is an imaginary situation, but it is only comprehensible in the light of a real situation that has just occurred (Vygotsky, 1978).

This means that these types of activities are possible, however, there must be a great deal of real situations that the different children have experienced to engage in these imaginary processes. This does not mean that RPGs should be discarded, and they should not be used with children, but they should involve a more realistic approach for them to fully take advantage of the opportunity and learn properly.

There is no one-size-fits all model for the successful gamification of a classroom (Andrew Stott, 2013). Even though gamification and even role-playing game techniques may appear beneficial, amazing, and entertaining, it is crucial to keep this in mind. It is not the secret to the ideal course. All these techniques have their exceptions, and it is important to consider them as we analyze our cultural situation, the range of age and even the likes and dislikes of your students. You may encounter a group that needs techniques that need TPR, rather than sitting at a table and imagining themselves in situations they have never been in and how these likely scenarios may unfold in this imaginary world. Thus, it is safe to say that it is important to know how and when these techniques should apply, since it may not always be effective. In fact, this technique might be ideal for your needs because it involves a type of activity in which there are no winners or losers, and everyone works together to achieve a single goal. Most

gamification concepts foster competition, but this type of activity occasionally puts different students in awkward situations because they do not want to be seen as the ones who never "win."

When it comes to methodology for role-playing, Mark Chesler and Robert Fox (1966) proposed to follow a three-stage, nine-step process when role acting in the classroom. This procedure is started by the teacher by preparing and instructing his students. To choose a dramatic circumstance that has the potential to teach, preparation entails accurately analyzing the needs of the classroom. Warm-ups must be used to introduce role-playing to the class, and students must comprehend both the overall scenario and any specific roles they might take on as participants or observers. The actual performance and class discussion of the dramatic action and its learning implications are part of the second step, dramatic action, and discussion. Any teaching-learning process must include the third stage, evaluation. More accurate dramatizations can come before or after objective evaluation. Here, generalizing from this experience to other emotions and circumstances is vital so that students can learn and put new knowledge and actions into practice (Chesler & Fox, 1966).

It is advised to study illustrative materials, ease into the classroom, solicit student feedback, rehearse with adults, and speak with coworkers and resource people. Asking for their opinion and assistance in preparation is one method to include other teachers in innovative teaching techniques like role playing. Additionally, coworkers can be asked to observe classes and provide useful feedback (Chesler & Fox, 1966).

Role-playing is strongly related to the concept of gamification, which will be covered next. To begin, a clear definition on what a game is will be provided; according to Katie Salen and Eric Zimmerman in the book Rules of Play: Game Design Fundamentals: A game is a system in which participants engage in an artificial conflict that is governed by rules and has measurable results. And there is another definition which complements the former: "a system in which participants participate in an abstract task, defined by rules, interactivity, and feedback, that results in a quantifiable consequence typically evoking an emotional reaction" (Koster, 2005).

Communication skills are also to be practiced when implementing role-playing games into the classroom. To provide an example in a different area other than language, there was a study done in medical students improving their communication skills with practices of improvisational theater (Hoffman et al., 2008).

At the end of the tests, communication skills were better, patient interactions were more confident, and the course was worthwhile. Everyone who took the course said it was enjoyable. Improving storytelling, according to one student, "aided with active listening and appreciating other people's line of thought." In a debriefing session, student groups collaborated to summarize the course's contents through improv exercises, saying that they learned "to listen and be more human" as a result. This course created a more effective approach to teaching and improving doctor-patient interactions (Hoffman et al., 2008).

Another crucial point to discuss is time management in classroom settings. Time management when it comes to role-playing activities can be exceedingly difficult due to how interactive and dynamically inconsistent these activities are. Teachers are more inclined to make judgment calls without carefully weighing all their options when they are under time pressure. That results in making bad decisions. They can get rid of the stress that stems from thinking they had enough time by using efficient time management. Besides, the ability to manage one's time well is essential for academic success. Teachers who have enjoyable time

management skills can maximize activities that are important for the development of their students' academic and life skills. For example, there was a study conducted by Kayode & Ayodele in 2015 in Ekiti State, Nigeria, where they looked at the effect of instructors' time management on secondary school students' academic achievement. The results showed a substantial correlation between teachers' time management and students' academic success (Olivo, 2021).

Time management allows administrators to address urgent requirements at the school by conserving resources, freeing up space, and resolving conflicts. The administrator's timetable is the tool used to ensure that all school activities are conducted completely and without disputes arising between staff and students (Olivo, 2021).

Having now thought about the various methods and the application of role-playing games in the classroom. TTRPGs, or tabletop role-playing games, have a deeper meaning in the context of RPGs as a whole. Roleplay games tend to be easy and short in nature where you take a role for short moments. But behind the idea of TTRPGs such as the famous game Dungeons and Dragons, we establish a whole environment and world where the students create entities from zero and they create their story, background and controls them in this fictional world where they are usually led to the path of being heroes who oppose monsters and creatures with horrible intentions (Gygax & Arneson, 1974). Now, how is this all related to the Language classroom? By using these types of situations, students are even further engaged since most of the time students are engaged usually because of the various aspects of gamification, but now it engages a different part which is not competency, but the ability to live a fantastic life (Youakim, 2019) (Zalka, 2012).

Writing and speaking are two of the most crucial abilities that language teachers think students should possess. These skills refer to the production part of the language and it is the one that students tend to use the least for a variety of reasons. However, to be invited to a quest is sometimes a petition that is hard to deny. Live a story with your classmates where you can do things you are not able to in real life, for example, fly. All of this takes a great toll on imagination since roleplay depends on imagination. Thus, encourages students to practice reading to understand its character and its abilities, writing to be able to write about their character and speaking to be able to communicate with his companions/classmates to follow up in the story and continue having fun (Youakim, 2019).

However, this sounds great on paper, but to adapt these different ideas takes a long time and the preparation is something that needs to be heavily considered. These types of principles are not as easy as simple RPGs where the student takes on a normal role. However, it still possesses a great deal of aspects that are good for students such as lack of competency and teamwork. Moreover, many games involve playing. Why are RPGs unique? RPGs are co-constructed, unlike other games like chess, cards, and Settlers of Catan. They are structured differently since each player contributes to defining the game's experience. The game can only be completed by sitting down and playing it. Now consider a game of chess. You can argue that the outcome requires two players to sit down at a table and play until one of them prevails. RPGs, however, do not have a clear winner. There is not a finish line. The game's whole appeal lies in the gameplay itself. RPGs are distinct because they are systems created with playing in mind. RPGs place more emphasis on the story that develops during the play, the method by which that narrative is created, and the endless possibilities involved than they do on a final objective. The significance of the game is derived from the procedural nature of its creation. A definition of the game that is focused on the creative process emphasizes the game's mechanics. Playing role-playing games in class is where everything significant happens (Youakim, 2019).

The power to influence the plot gives RPG characters agency. The players at the table are the most crucial players in the game since all possibilities are formed at the time of play. The game does not start until the players and gamemaster sit down and interact, even though the rules specify how it is to be played. Now how is this all relevant to the language classroom? The whole idea is depicted in the previous paragraphs. If a procedure is demanded to be able to advance in the activity, for the classmates or characters to get to know each other, the students must interact with each other as best as they can. Students interact with each other and with the teacher/narrator and they listen to the narrator speaking which will later help them as they will emulate the teacher to better communicate with the separate set of characters. New borders will have been conquered, alliances will have been formed, and life lessons will have been learnt at the end of the session (Zalka, 2012) (Youakim, 2019) (Hutchcraft, 2020).

An example on how all of this can be used is described by Ntokos (2019), it is explained that some students show up for the first classes of the units and then abruptly stop attending; others remain confused or participate in evaluations for other units. Giving them formative assessment is not always well accepted because it is seen as additional effort. The article's goal was to establish a structural gamification framework for gamification that focuses on the cohorts that are less engaged and does so in a fantastic way by incorporating video game rules and role-playing into the curriculum. This was done by including game features into the curriculum of the full second-year cohort of computer game development students (N = 34), in the unit 'Engineering Software Systems'. The overall objective was to engage different students who are at-risk due to low participation and attendance and motivate their involvement in the class. The article had found positive information, and overall objective was achieved, and the students were engaged, and they participated in the classes. Moreover, they also found challenges along the way that are noteworthy such as time constraints to prepare such activities and that some students may be discouraged when comparing their progress with others (Ntokos, 2019).

Overall, we have found not only that role playing games is a technique that has extensive uses in the classroom but also that there are several aspects that we first need to take into consideration to analyze further since it can be beneficial for the language classroom. There are parts that can benefit not only the development of imagination, but it also entails a deep need for the students to use the language if they wish to progress and continue with the activity. Thus, creating an environment where this is not a lot of competency but also where they communicate and establish teamwork with their peers.

The integration of role-playing games (RPGs) into language classrooms offers an effective strategy for enhancing language learning. The benefits align closely with the potential highlighted earlier: increased motivation, engagement, language proficiency, and socio-emotional well-being. RPGs provide an immersive and interactive platform, cultivating a vibrant learning environment that differentiates from traditional methods. By enveloping students in scenarios that demand listening, speaking, reading, and critical analysis, RPGs create a complete learning journey. These activities kindle motivation, drive engagement, and elevate language proficiency.

In conclusion, motivation, engagement, and well-being are crucial aspects in the language learning process, and the utilization of role-playing games can have a positive impact on these factors. Incorporating such interactive and immersive techniques provides opportunities for students to actively participate, boosts their motivation, promotes engagement, and contributes to their overall well-being. By recognizing the importance of these elements and harnessing the potential of role-playing games, educators can create

dynamic and effective language learning environments that promote student success and satisfaction. Thus, this study aims to explore the effects of integrating role-playing games into ESL language teaching, focusing on student motivation, interaction, and well-being. By examining the experiences of ESL students and educators, this research seeks to understand how role-playing games can enhance engagement, create a positive learning environment, and facilitate language acquisition. Ultimately, this research aims to contribute to effective language teaching strategies by highlighting the potential of role-playing games to enhance student motivation, interaction, and overall well-being.

Methodology for the study

This study uses a Participatory Action Research (PAR) approach, combining quantitative and qualitative methods for a comprehensive exploration of the research question. It was conducted with second-year students from 'San Agustin' school in Luque, using a cyclical process that supports continuous learning (Jacobs, 2016). PAR helps identify areas of improvement in teaching techniques and develop practical strategies for classroom implementation. The study involved thirty high school students with a CEFR: A1 – B1 level of English proficiency. The instructor, with six years of experience, was actively involved in the research process. The sample included all participants to assess the impact of the approach on the entire class.

Discussion of findings

The findings discussion includes a thorough examination of the numerous insights gained from this study's investigation of interactive role-playing games (RPGs) activities in language acquisition. The analysis indicated that RPGs, which are based on interactive learning concepts, have a diverse influence on numerous aspects of the classroom experience. A complex range of results came from rigorous observation, questionnaires, and interviews, adding to a better understanding of how these immersive activities impact students' engagement, well-being, language acquisition, and collaborative relationships.

As highlighted in the literature review (Prager, 2019), RPGs proved to be a fairly compelling strategy for enhancing student motivation. Our study observed a distinct upsurge in student enthusiasm when engaging with role-playing scenarios. This heightened motivation is a direct result of the immersive and interactive nature of RPGs. Just as Prager (2019) suggested, the sense of excitement generated by adopting different roles and navigating through fictional narratives spurred our students to actively participate and invest in the language learning process. The possibility to assume several personalities, similar to the characters in story-driven role-playing games (Youakim, 2019), allowed the students to explore the language from different perspectives, strengthening their involvement and encouraging their desire to learn up to certain level.

The enthusiasm displayed by students throughout their participation in role-playing game activities is at the center of this study. This interest was not only visible in classroom observations, but also in students' personal thoughts gathered from the interview as well as from the quantitative data gathered through questionnaires. The immersive nature of the activities fostered the interest shown by students before the start of the RPG sessions. The break from traditional teaching techniques, along with engaging subjects and practical applications, sparked an auspicious willingness among students to actively participate and immerse themselves in the learning process. Students showed willingness to participate, even seeking

extended time to finish exercises. The interviewees emphasized how RPGs may change the classroom dynamic, bringing life to language learning and transforming it from a passive to an exciting and engaging undertaking. The survey results confirmed that the majority of students not only enjoyed the RPG activities but also experienced increased involvement and interaction. This data, taken together, creates a picture of how RPGs may help learning become an exciting experience rather than humdrum one.

The study's findings also affirm the positive influence of RPGs on student engagement, aligning with the insights provided by Hutchcraft in 2020. The interactive and dynamic nature of these games cultivated a highly engaging classroom environment. Students found themselves willingly drawn into the role-playing scenarios, where they made decisions, collaborated with peers, and interacted in the target language. The nature of RPG activities propelled them beyond traditional language learning methodologies, where the application of vocabulary, grammar, and discourse strategies assumed authentic significance. This resonates with the notion emphasized in the literature review that RPG activities provide opportunities for authentic language use within captivating contexts (Hoffman et al., 2008). The heightened engagement experienced by our students echoes the principle highlighted in the literature that active participation and problem-solving are integral to the RPG experience (Collins & Septiana, 2023).

The interdependence of students' emotional states and language acquisition was impacted by role-playing game activities. These dynamic teaching tools are suggested to have an impact on reducing anxiety barriers and fostering self-assurance. While each student's trip across this terrain is unique, a resounding number of opinions confirm RPGs' positive influence on emotional well-being and language learning. RPGs are proposed to offer outlets for emotional expression, contribute to confidence development, and create an environment where language development occurs alongside a potential increase in positive emotional experiences as students explore creative and linguistic realms. Or in other words, as mentioned in the literature review, the RPG aim "also at raising the participants' awareness about their own meaning schemes, such as specific beliefs, attitudes, and emotional reactions" (Daniau, 2016).

Furthermore, this also aligns with the literature's assertion that RPGs can contribute to improved socio-emotional well-being (Collins & Septiana, 2023). Notably, the collaborative aspects of RPGs enhanced students' interpersonal skills, reflecting the literature's insights on teamwork and communication (Prager, 2019). The cooperative nature of RPG scenarios allowed students to build confidence, empathy, and effective communication skills, mirroring the outcomes observed in the context of medical students (Hoffman et al., 2008).

In line with the literature's discussion on 21st-century skills (Hutchcraft, 2020), our findings suggest that RPGs may have an impact beyond language learning, potentially fostering skills such as critical thinking, problem-solving, creativity, and collaboration. The complexity of RPG narratives appeared to encourage students to engage in critical thinking and strategic approaches within the game settings, potentially enhancing their ability to adapt and thrive, aligning with principles associated with 21st-century skill development. (Zalka, 2012).

The appeal of unique skills inside RPGs acts as an incentive, fostering excitement and strategic thought among students, who avidly employ these capabilities to solve the mystery world of the Oblex. However, the environment is enhanced with dimmed lights and evocative soundtracks, forming an alluring enchantment that pulls learners into the very heart of the tale. Deceptive hints stimulate critical reflection inside this world, feeding the furnace of analytical thinking while generating unshakable attention as each clue is filtered through the discerning lens of significance. The findings regarding these characteristics of the RPG activities indicate

that they may offer opportunities for linguistic discovery and a platform for active conversation. This could potentially facilitate language development through activities such as debates, accusations, and collaboration.

The observations, students' thoughts and the quantitative data reflect engagement, matching the words of one who finds novelty and excitement in RPGs. As the data illustrates their resounding participation, demonstrating significant agreement on their heightened connection and drive during RPG activities. However, there are differences, as with every technique, and the specific harmonies of learners' experiences weave a rich and nuanced tune. This investigation of RPGs in the context of language learning increases not only the enjoyment of involvement but also its transformational potential, transforming engagement into a strong learning ally.

The incorporation of role-playing game activities into language training appears to be a dynamic conduit for improving language usage and skill. These RPGs provide an ideal environment for students to actively engage with the target language, fostering fluency and competency. Language skills unfold over a varied tapestry inside the enticing embrace of these interactive games. Observations and interviews reveal the subtle influence on language ability, with a sizable number of players saying that RPGs significantly improve their overall English language competency. This attitude is replicated in the survey as well, where participants' unanimous agreement highlights RPGs' potential as powerful teaching tools. Deeper exploration reveals various subthemes of listening, speaking, and reading skills. The immersive environment sends students on a journey that improves their language understanding and real engagement. The RPG stage develops into a theater of verbal expression in the area of speech. Students practice persuasive speaking, veracious questioning, and elegantly presenting their views in English through games like 'Werewolf,' fostering confident communication. Furthermore, these RPGs not only magnify the printed word but also shape participants' reading abilities. Encountering various textual forms, whether cryptic messages, poetry, or descriptions, sharpens reading skills while encouraging contextual vocabulary development. The testimonies of the participants resoundingly highlight RPGs' transforming power, not only as games but as conduits for improving language proficiency and creating confident verbal ability.

Incorporating role-playing game activities into language learning results in three separate learning paradigms: collaborative learning, task-based learning (TBL), and interactive learning. The RPG environment thrives as a hub of collaborative prowess, with students forming groups, cooperatively handling hurdles, and collaboratively obtaining goals. TBL is a distinguishing feature, as seen by the game-oriented tasks that require language application in solving difficult riddles, uncovering mysteries, and achieving common objectives. This mirrors the essence of TBL, in which language is not only learnt but also intrinsically used for job completion. The responses of the students reflect the constructive collaboration of these dynamics, emphasizing the resonant harmony between RPGs and TBL. Meanwhile, the intertwined fabric of interaction within RPG activities creates an interesting result. Students' seating arrangements make resources more accessible, and collaborative discussions thrive, creating a climate of energetic involvement. RPGs have a fair impact on creativity and critical thinking, with students attesting to their transforming influence on problem-solving abilities and imaginative thinking. The combination of these subthemes in the survey strengthens the idea that RPGs foster a dynamic and interactive learning ecology, fostering engagement, cognitive growth, and peer interaction. Among these outcomes, the survey explores the personal relevance of RPGs, gathering diverse responses. The survey illustrates varying levels of agreement, with a significant portion expressing alignment with individual learning

preferences. While most respondents agree, a range of responses indicates the need for further exploration into the varied reception of RPGs. These findings collectively suggest a relationship between RPGs and instructional paradigms, influencing teamwork, task-oriented approaches, and interactive aspects in language learning.

The incorporation of performance-based assessments, as suggested in the literature, enabled us to evaluate not only language proficiency but also the application of language skills in real-life contexts. By aligning assessments with the communicative goals of language learning, we were able to provide a comprehensive measure of language competence. The literature's emphasis on rubrics and criteria-based assessment also guided our approach, enhancing transparency and consistency in evaluations (Adarkwah, 2021).

The examination of RPG-based language learning activities reveals a diverse environment with both positive and challenging aspects. While these activities facilitated collaborative learning, teamwork, and real-world language application, students with limited English proficiency encountered difficulties. Including A2 proficiency students in teams aimed to foster collaboration, but despite passion and satisfaction, language barriers persisted. Some participants with weaker English skills struggled with English-centric components, occasionally resorting to their native language, attributed to both linguistic obstacles and task complexity. Challenges regarding logistics, such as time consumption related to the number of students, underscored the need for effective time management. Ambiguities in presenting game rules affected game flow, highlighting the importance of clear instructions. Concerns about integrity arose due to instances of cheating, emphasizing the need for a fair gaming environment.

Student interviews reflected varying degrees of involvement, potential communication hurdles, and diverse perspectives on RPGs as a learning tool. The complexity of operations was identified as a potential barrier. These findings underscore the significance of targeted interventions to address language obstacles, enhance coordination, and tailor RPG activities to diverse learner needs, facilitating a comprehensive and successful language learning experience.

In conclusion, this study delving into the use of interactive role-playing game (RPG) activities in language learning has showcased a dynamic influence on various learning elements. The study suggests the potential of RPGs to impact student involvement, emotional well-being, language competency, and teamwork based on meticulous observation, interviews, and surveys. The evident enjoyment displayed by students hints at how RPGs might contribute to a positive learning experience and aid emotional development. Their participatory nature is noted to stimulate critical thinking and effective communication. RPGs are noted for combining interactive, task-based, and collaborative learning strategies, potentially enhancing the acquisition of new languages. Notwithstanding challenges such as logistical issues and language barriers, targeted interventions are seen as potential solutions, offering a comprehensive language learning experience through role-playing games. The study's findings suggest that RPGs could be viewed as an innovative and engaging tool for language learning, providing educators with an alternative approach to enhance student engagement, competency, and collaboration.

System used for rpg techniques

The system that we are going to use in these types of games is going to be called SERPG 1.0. (Simple Educational Role-Playing Game). This system is being created exclusively for short fast paced games to introduce players to games, and/or used RPGs for other purposes that require a small amount of time such as a language classroom. Moreover, the system itself is designed with the idea that it is possible to incorporate more than six players, up to thirty players, to play the games. This, in a certain way, is revolutionary since most RPGs focus on small groups; however, the aim of this system is to apply to both small groups and big groups. The system will be detailed first, and then the stories.

Action, bonus action and reaction

Actions

- Examine Clue: Spend time carefully examining a clue or piece of evidence to gather more information.
- Interview NPC: Engage in a conversation with an NPC to gather information, ask specific questions, or persuade them to reveal additional details.
- Search Location: Conduct a thorough search of a specific area to uncover hidden objects or clues.
- Research: Spend time in a library, archives, or other sources of knowledge to gather relevant information about the enemy or related topics.
- Use Special Ability: Utilize a character's unique special ability or skill that can provide insights or reveal hidden information.
- The following actions can be used to help players find their way back to the game when they feel a little bit lost:
- Analyze Patterns: Use logic and deduction to analyze patterns, connections, or correlations between different pieces of information. This action requires another player or group.
- Decipher Codes or Symbols: Dedicate time to decoding cryptic messages, symbols, or codes encountered during the investigation.
- Perform Forensic Analysis: Use forensic skills to examine physical evidence, such as fingerprints, footprints, or DNA samples, to gather valuable information.

Bonus Actions

- Quick Observation: Make a quick perception check to spot immediate details or hidden objects in the environment.
- Consult with another team: Briefly confer with other team members to share insights, discuss theories, or combine knowledge to gain additional perspectives.
- Use Tools or Equipment: Utilize specialized tools or equipment to aid in investigation, such as a magnifying glass, camera, or forensic kit.
- Sense Deception: The character can use their bonus action to sense hidden illusions, falsehoods, or hidden agendas, allowing them to see through deceptive elements of the oblex's hallucination.
- Invoke Insight: If the character has a special ability related to intuition or clairvoyance, they can use their bonus action to gain flashes of insight, providing hints or guidance towards their current objective.

Reaction

- Eavesdrop: React to overhearing a conversation or snippet of information from NPCs or other characters nearby.
- Counter Investigation: React to an attempt by another entity or individual to hinder or mislead the investigation, using skills or abilities to counter their actions.
- Insightful Observation: React to a sudden realization or intuitive understanding prompted by a clue or added information.

Skill check and abilities

Skill checks

During the activities, there are moments where students may attempt to conduct a plan or action that may be difficult. For example, a group or student may attempt to convince a character inside the story to tell them something or distinguish if they are lying or not. To add a sense of randomness and excitement, we add skill checks where students can attempt to do these actions through rolling a twenty-sided die. Here is a list of possible actions that can be taken during students' actions: Investigation, Perception, Persuasion, Insight, Stealth, Acrobatics, Magic Knowledge, Memory, Medicine, Athletics, Intimidation, Deception, Animal Handling, Knowledge.

Each action name is self-explanatory and can be used differently according to the teacher's perception according to what the teacher needs.

Next topic would be the difficulty challenge of each attempt. One aspect that needs to be considered is that an action that, according to each teacher's perception, has a medium difficulty should have a 12-difficulty challenge. In other words, students must reach or surpass the said number to achieve their goal. The teacher is free to lower or increase the number of difficulty challenges according to their own perspective.

Abilities

On the other hand, abilities are mostly not necessary, but again. It can add a sense of excitement, engagement and even critical thinking as students need to identify in which moments are their abilities necessary. These abilities can be whatever the teacher thinks appropriate according to the adventure. However, limit the bonuses to +3 to +4 because according to careful investigation and research that is a proper bonus.

Example of Predetermined Character

Name: Ethan

Skill Modifiers: +2 Investigation, +1 Perception

Special Ability: Keen Senses - Ethan has +4 on Perception checks related to detecting hidden or obscured objects or creatures.

Combat?

Known role-playing games have systems to fight with other creatures. Most of the adventures created here have disregarded violence completely as we are encouraging students to solve puzzles through critical thinking and/or other skills. Therefore, no system has been put in place for them to attack or incur violent tendencies. Moreover, in no moment through the classes, no students needed or wanted to incur violent tendencies.

What Role Was Chosen for The Students?

In "Echoes of the Oblex" or similar games, players have the option to approach the game in two diverse ways. They can either create a simple representation of their character or choose from a selection of predetermined characters, each with their own set of abilities and skills. For those who prefer a simple representation, players have the freedom to create their character by selecting main skills that will grant them modifiers when facing different challenges. This allows for customization and flexibility based on individual playstyles and preferences. (If it is used in a classroom, alternatively, now by throwing an ability check, you can assign them up to a +3 according to their own abilities in real life). Alternatively, players can opt for predetermined characters, which come with preassigned abilities and skills. This provides a streamlined experience, as players can jump right into the game without the need for character creation. Each predetermined character has their own unique strengths and capabilities, offering a ready-made role to fulfill within the story. Whether players choose to create their own character or select a predetermined one, they can embark on the adventure and delve into the mysteries of the Oblex's realm, engaging in investigations and unraveling the secrets that lie within.

How Were Students Organized?

If we are dealing with more than seven players, it is recommended to split them into groups. For instance, if there are eight players, they should be divided into four groups of two members. Thus, it is easy to navigate. We will be taking the example of the max number of players, which is thirty. The players will be divided into five groups of six members.

Considering that there are many players, one can allocate more than one predetermined character to the groups, however, it is also recommended not to put a lot of characters since it may become hard to deal with so many different sets of abilities. Up to two predetermined characters per large group will suffice to give them a sense of identity or role in the whole story.

Once each group has one or two characters allocated to their groups, it is important to clarify that each one of them, per round, will have one action, one bonus action or one reaction.

Stories or Settings

Shadows of Deception: The Blackthorn Conspiracy

This adventure is a gripping murder mystery set in the medieval city of WaterDeep. Players must gather evidence, interrogate suspects, and follow leads to uncover the truth behind the murder of Lord Reginald Blackthorn. Along the way, they faced puzzles, engaging NPCs, and dangerous encounters, all while racing against time to solve the case and bring the culprits to justice. The mechanic of the game is based on a turn-based approach where students have

the chance to ask questions, investigate clues or places to decipher clues. The idea behind the practice is located especially behind the concept that the person responsible for the crime had already been captured, but he did not say anything. However, the court mage had made it possible for this criminal to answer yes/no questions sincerely. Nevertheless, he only spoke elvish, English in this case, making speaking English a necessary tool for students. The motivation behind this activity is for the students to race each other to the winning theory to gain the favor of the king.

The Echoes of the Oblex: Trapped in an Illusion

This adventure is an immersive experience where players find themselves trapped within a nightmarish illusion created by an insidious Oblex. "Oblexes were extraordinarily intelligent oozes created by mind flayers that fed on other creatures' memories" (Mike Mearls, 2018). They had to navigate through surreal landscapes, decipher cryptic clues, and unravel the secrets of the Oblex to find a way to escape. With mind-bending puzzles, deceptive challenges, and eerie encounters, the adventurers had to stay vigilant and work together to break free from the Oblex's grasp and save themselves and the trapped humanoids. The mechanic of the game was based on a turn-based approach where students had the chance to ask questions, investigate clues, or explore places to decipher clues. The idea behind the practice was located especially in the texts, poems, and cryptic messages that allowed students to practice both reading and listening skills. This, again, made English a necessary tool for students. The motivation behind this activity was for the students to escape the illusion before a predetermined set time and avoid perishing within the illusion.

Escape the Dungeon

This is a versatile adventure that could be modified for students to practice different skills, from speaking to listening. In this case, the technique presented was also based on reading skills. Students were trapped in a room from which they had to escape before time ran out. Three puzzles were presented in different rooms where cryptic messages were left for them. After they solved all the puzzles, they could escape the dungeon and triumph over this challenge. The mechanic of the game was based on a turn-based approach where students had the chance to ask questions, investigate clues, or explore places to decipher clues.

Werewolf

Werewolf is a social deduction board game where players are divided into two groups: werewolves and villagers. The game is set in a village plagued by werewolves, and the villagers must work together to identify and eliminate the werewolves before they take over the entire village. The game is played in a series of day and night phases. During the night, the werewolves secretly choose a villager to eliminate, while the villagers try to uncover the identities of the werewolves. During the day, the villagers discuss and vote on who they believe is a werewolf, hoping to eliminate them. The game continues with alternating night and day phases until one group achieves their objective. The mechanics of the game involve deduction, bluffing, and social interaction, as players try to deceive or convince others of their innocence or guilt. This game only works to practice speaking since it focuses specifically on the social factor of deceiving and speaking.

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