



Developing an adventure video game for A1 English learners

Andrea Carolina Monsalve Alzate

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Asesor

Daniel Avendaño Madrigal, Magíster (MSc) en Educación

Universidad Pontificia Bolivariana
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Resumen

Este proyecto de investigación presenta el diseño de un videojuego de aventura como una estrategia para el aprendizaje del inglés como segunda lengua dirigido a estudiantes de nivel A1. Teniendo en cuenta el bajo nivel de competencia lingüística en inglés en Colombia y la falta de recursos que promuevan la motivación y el aprendizaje autónomo, se propone construir una herramienta virtual basa en los principios de la gamificación como una estrategia educativa efectiva.

El videojuego fue desarrollado a través de la plataforma RPG Maker MZ, donde se integran temáticas adecuadas al nivel A1. Se plantean diferentes elementos narrativos, visuales y auditivos para estimular la comprensión y la participación activa. Se realiza una demostración piloto con sujeto de prueba, donde se identificaron fortalezas como el compromiso, la efectividad de los apoyos visuales y auditivos, así como la retención óptima de conceptos aplicados en situaciones contextuales. A partir de lo analizado, se establecen recomendaciones para mejorar la autonomía del jugador y la progresión del aprendizaje. Los resultados reflejan el potencial del videojuego "Tales of the English Master" como herramienta complementaria a la instrucción del profesor, capaz de mejorar la adquisición del inglés en entornos educativos motivadores e inmersivos.

Palabras clave: Aprendizaje del inglés, videojuego de aventura, gamificación, nivel A1, estrategia efectiva.

Abstract

This research project presents the design of an adventure video game as a strategy for learning English as a second language, directed at students at the A1 level. Considering the low level of English proficiency in Colombia and the lack of resources that promote motivation and independent learning, the project proposes developing a virtual tool based on the principles of gamification as an effective educational strategy.

The video game was developed using the RPG Maker MZ platform, integrating appropriate topics for the A1 level. Different narrative, visual, and auditory elements are proposed to stimulate comprehension and active participation. A pilot demonstration with a test subject was conducted, identifying strengths such as engagement, the effectiveness of visual and auditory aids, and optimal retention of concepts applied in contextual situations. Based on the analysis, recommendations are made to improve player autonomy and learning progression. The results reflect the potential of the "Tales of the English Master" video game as a complementary tool to teacher instruction, capable of improving English acquisition in motivating and immersive educational environments.

Keywords: English learning, adventure video game, gamification, A1 level, effective strategy.

Introduction

This research project, "Developing an Adventure Video Game for A1 English Learners," intends to demonstrate how designing an adventure video game on the RPG Maker platform can be an effective tool for developing basic English as a second language skills. One of its main features is how the unique world-building design is based on the foundations of gamification in education, focusing efforts on the first level of proficiency to integrate learning strategies that take into account the internal factors affecting the learning process through interaction with a video game.

This explanatory text will accompany the proposed educational product as a method for expanding its motivations, theoretical foundations, current state of the problem, processes, and conclusions. The motivation stems from professional and personal interest, considering that a major cause of low proficiency levels in Colombia, despite the increasing global need for English learning, is students' lack of motivation to learn the language. Therefore, a solution was devised to efficiently address this problem, in addition to bridging the gap between educational materials and students' interests.

To approach this initiative, the methodology is based on the qualitative paradigm, focusing on the human experience through experimental methods on the designated platform. Using techniques such as piloting and trial and error, the results were analyzed through real-time observations, assessing the effectiveness of the video game, taking into account engagement and progress.

The main objective of this research was to design an adventure video game as an effective strategy for learning English as a second language to improve the development of A1-level linguistic competence through the identification of the potential of the RPG Maker software as a tool to develop and program a video game for teaching and learning English as a second language while simultaneously defining coherent contents, routes, and challenges related to the achievement of A1-level English competence.

The following explanatory text is structured:

First, from the statement of the problem, which details and supports through different research and data the causes and consequences of low levels of motivation to learn English as a second language, as well as the current state of English proficiency in Colombia, in order to structure the research question and its limiting objectives.

Second, the value of the research is presented along with the reference concepts that encompass the main purpose, as well as the implemented methodology.

Third, the observations made during the testing of the video game are presented, drawing conclusions based on the research objectives and providing relevant recommendations for educators who wish to embark on this type of project.

The explanatory text concludes with a link to the video game's online access and the references that supported the research.

1 Statement of the Problem

To understand the difficulties related to learning English as a second language in a country like Colombia, identifying the main sources of trouble and establishing different ways to execute effective solutions is the optimal path to ease the learning process.

In Colombia, Bastidas-A. & Muñoz-Ibarra (2020) and Hasibuan, Buan, & Bunau (2013) identified in their studies the wide range of variables that influence the *Adquisición de una Segunda Lengua (ASL)* such as **external factors** like the teacher, social class, ethnicity, stereotypes and Second Language culture, and **internal factors** like biological (age and gender), cognitive (learning styles, learning strategies, aptitude, attention, and working memory), affective (anxiety, extroversion, and introversion, empathy, inhibition, tolerance of ambiguity, fear of rejection and self-efficacy), linguistic (errors, fossilization of errors, transfer, interference, and interlanguage), and finally, making more emphasis the psycho-socio-affective factors (motivation, self-confidence, self-esteem and attitude towards ASL) —everything that influences the *Aprendizaje del Inglés como Segunda Lengua (AISL)*.

In the analysis made by Garzón León et al. (2024) of the previous study by Bastidas-A. & Muñoz-Ibarra (2020) found that the external factors were the most essential for the English learning process. However, the student's attitude, attention, and motivation were some of the important aspects to take into consideration among internal factors. This implies that while the external components take crucial importance in the AISL, the internal aspects that influence the learning process cannot go unnoticed or be underestimated during the creation of the teachable moments.

While planning, the teacher must keep in mind how to preserve the student's motivation and attention.

Additionally, the British Council (2015) published a study titled *English in Colombia: A Study of Policies, Perceptions, and Influential Factors*, in which they interviewed over 1,000 people to analyze different factors related to teaching, their perceptions, and their level of educational satisfaction associated with their own English learning process. One of the factors considered was the study barriers, where the majority expressed that the greatest one was “the cost and lack of access to government-funded programs.” Other responses were less conclusive, including not being good at learning languages (24%), not having enough time to learn English (24%), and not traveling to English-speaking countries (16%). Only 3% of respondents said they did not want to learn English. Overall, considering both external and internal components and focusing on the main sources of educational obstacles are crucial steps for developing more effective strategies to complement the English language acquisition process in Colombia. Therefore, this explanatory text will focus on how an adventure video game can be an effective strategy.

At the same time, understanding why there is a need to learn English in Colombia, why the low proficiency level is a national problem, and why there has to be more support around it, is fundamental, because according to Bastidas-A. & Muñoz-Ibarra, 2020, in the modern world, learning English is key because it is a language that facilitates international communication, this has been justified by the “social, political, economic, cultural, scientific, educational, and technological advances around the world”, consequently, the number of people studying it globally has been increasing year by year.

In response to this growing demand, the Colombian government has made significant efforts to implement legislation and provide resources, concentrated on reinforcing English teaching in the country. It all started in 1991, “in association with the British Council, the NME built the Colombian Framework for English, most commonly known as the COFE Project. This project was the first national effort to increase the levels of English teachers in the country” (Correa & González, 2016). Additionally, the Ministerio de Educación Nacional (MEN) developed the “*Plan Nacional de Bilingüismo* from 2004 to 2019; the Program for Strengthening the Development of Competences in Foreign Languages; The National English Program: Colombia Very Well 2015-2025; and then, Bilingual Colombia 2014-2018” (Correa & González 2016), all efforts directed to strengthen the teaching and learning of foreign languages in students around all levels of education. Correa & González (2016) also developed a critical overview of these initiatives, concluding that “the results from studies conducted by local researchers across the country suggest that the regulation has posed a series of challenges for public primary school teachers, which these programs have not been able to address.” Therefore, despite developing these projects and directing the resources to respond to the global demand for English knowledge, implementing these initiatives faces significant challenges, leading to low proficiency levels and educational disparities between the different regions in the country.

For instance, the study “English Proficiency Index” (EPI) conducted by the international language education company *Education First* (EF) revealed that, in 2021, Colombia ranked 77th out of 111 countries in terms of English proficiency as a second language, and between Latin American countries, Colombia ranked 17th out of 20. This constitutes a poor performance compared to the

desired standards. On top of that, Colombia's ranks are not only inferior on the international scale. The study made by the *Laboratorio de Economía de la Educación* (LEE, 2023) analyzes the results obtained from the *Instituto Colombiano para la Evaluación de la Educación* (ICFES) from the tests *Saber 11*, implemented between 2014 and 2021, where ICFES evaluated all high schoolers in their senior year with a standardized test through different dimensions, including English. First, they highlighted the "significant differences between regions and capitals within the country," revealing not only the disparities between Colombia and other countries but also the internal inconsistencies. These disproportions contribute to the inequitable access to resources for language education for students across the country.

The LEE (2023) report led to the following conclusions: 1) The average score in English for all students evaluated in 2021 was 48.98 out of 100 points. 2) Although English is not necessarily the area with the lowest performance compared with the other subjects, it does show a "concerning downward trend over the past three years." 3) There is an exponential gap between public and private education, with private institutions achieving better results in English compared to public schools. 4) Considering the economic variable, the results show that students from higher socioeconomic strata (4, 5, and 6) score between 3 and 4 points higher than the rest. 5) The departments in the Amazon, Orinoquía, and parts of the Pacific region (Vaupés, Vichada, Chocó, Amazonas) exhibit the lowest performance in English. 6) Finally, nearly 50% of students were classified at the lowest level (A-) and only 2% reached higher levels (B+).

These results are a serious matter taking into account that English "has become an international language" as a consequence of the rise and expansion of the internet (LEE 2023 as cited by

González & Celaya, 1992; Durán, 1999; Alcaraz, 2000; Flowerdew & Peacock, 2001; Graddol, 1997), and it is shown in different studies and literature that English proficiency is essential for professional success because it can improve people's access to "better job opportunities and better academic, professional, and personal performance" in all areas of life (LEE, 2023). Therefore, the low ranking in international and national exams shows one of the major difficulties regarding this topic: Colombia's deficient English proficiency, which not only reflects poorly on the country's ability to achieve global and regional standards but also means broader disparities in educational quality and access, which could potentially harm the people's professional and personal future.

Considering all of the above, the national educational legislation, and the test results, it is safe to say that the situation with the English language in Colombia is preoccupying, factoring in the deficient scores, the growing need to learn a second language, the socioeconomic disparities between the regions in the country, and the lack of fair access to quality language education, all contributing elements to the predicaments in improving English competence. Given the internal and external challenges surrounding English proficiency in Colombia, it is worth exploring innovative solutions to bridge these gaps, such as incorporating technological strategies into the educational environment, like digital games.

The incorporation and development of digital games into educational contexts has been an emerging subject of investigation over the past few decades (Hung et al., 2018). The research article titled "The Influence of Video Games on Vocabulary Acquisition in a Group of Students from the BA in English Teaching" by Camacho Vásquez & Ovalle (2019) highlighted that, although the recent studies around the educational gaming field are somewhat novelties, researchers, teachers,

and parents have started to recognize that games “can be used to develop valuable skills and insights”. Camacho and Ovalle (2019) also mentioned video games are often stigmatized by their addictive aspect or being just “leisure activities with no or little relationship to learning”, but, on the contrary, as Hung et al. (2018) point out, this statement has been widely discredited by their potential to accomplish educational purposes, particularly in language acquisition supported by a range of theories, including “immersive exposure to the language learning environment, lowered anxiety and other affective barriers to language learning, and increased use of the target language for interaction in gaming” (2018). For this reason, integrating video games into language learning has proved to be an interesting line to study with wide development, considering their advantages and effective approach to challenges in teaching a second language.

According to Camacho Vásquez & Camilo Ovalle (2019), video games emerged with the creation of the first computer systems, and in the early 80s, they gained popularity. They have become increasingly substantial in people’s lives, with young people now dedicating more time to gaming than ever. *The Cultural Consumption Survey* conducted periodically by (DANE), the analysis made by Garzón Corzo (2021) focusing on the consumption of audiovisual elements, including video games, revealed that the frequency of gaming among Colombians has been increasing from people playing video games once a week in 2012 to becoming a frequent daily habit, based on data collected in the 2020 survey. Additionally, as stated by the DANE (2021) and as cited and analyzed by MINTIC (2021), it was found that 84.1% of the young population between 12 and 24 years old, and 76.3% of the adults aged 24 to 54 years use the Internet frequently. Besides, they collected data on the purposes for which people use ICTs (Information and Communication Technologies), like computers, being 'work' (46.6%) and 'education' (39.3%) as the primary reasons, whereas

entertainment got the lowest score (14.1%). As the use of computers for education continues to grow in Colombia, there is an immediate demand to expand the availability of educational technology resources, such as video games.

However, this explanatory text will not affirm that video games are a finished tool for learning English as a second language (LESL) because “this usually happens over time as the gamers evolve in a continuum through the different stages of the game and the relative commitment, they develop with the gaming activity” (del Blanco, Marchiori, & Fernández-Manjón, 2010, October 21-22).

Nevertheless, video games could be used as a valuable tool to address the recurrent issues faced by students and teachers, such as the lack of motivation, which results in low results in national and global proficiency exams and helps them meet the globalized world expectations that demand from them a second language to achieve academic and professional success.

Taking into account the context and circumstances documented and presented above, we can identify the research problem consisting of the lack of innovative solutions related to English learning as a second language within the country. The current strategies fall short of providing effective methods addressing critical internal learning factors like the student’s motivation, attention, and active role in their process, while also the current approaches fail to integrate rising technological tools such as interactive video games, and this is reflected in the current international and national English ranking scores. Therefore, the main goal of this investigation focuses on the design of an Adventure Video Game to provide an effective language teaching tool for A1 English learners as a second language, which would be considered an effective approach to the matter.

As a result of this problem, the **research question** that emerges and summarizes it is: *How can adventure video games be integrated as an effective strategy for learning English as a second language to improve the development of A1-level linguistic competence?*

Correspondingly, the **general objective** is to “Design an adventure video game as an effective strategy for learning English as a second language to improve the development of A1-level linguistic competence.”

To achieve the main goal, **specific objectives** are pertinent to:

- Identify the potentialities of the RPG Maker software as a tool to develop and program a video game for teaching and learning English as a second language.
- Define coherent contents, routes, and challenges related to the achievement of A1-level English competence.

2 Value of the research

According to previous ideas given by (Gutiérrez-Vela, Montes Soldado, De Lope, Medina-Medina, & Mora García, 2017) one of the many skills and aspects someone can improve while learning through video games are “greater resilience, better motor coordination, increased self-esteem, improved spatial conception, greater motivation, stimulation exploratory behavior, acquisition of social skills and also languages.” Even though violent games have a bad reputation, being blamed for behavioral issues young people can present, different studies have demystified the allegations and confirmed that “when properly used, they can even help to relieve stress”.

In prior investigations made by Gallego-Durán et al. (2014), it was found that “the use of video games increases satisfaction levels while also enhancing learning and memory retention.” As the majority of students enjoy playing a game more than passive learning, it proves an advantage by making them fully autonomous and responsible for their learning process, since they decide the direction and order of the tasks while playing and exploring in a digital immersive space, capturing their attention and focus. “Additionally, they promote competitiveness and collaborative work” (Gallego-Durán, et al., 2014) by creating communities solely focused on the transmission of information related to the games in question, while enabling learning through trial-and-error activities where the fear of judgment to make a mistake reduces and the satisfaction to achieve goals and increasing stats take over. “In this regard, video games in general, and educational ones in particular (serious games), are a complement to what we have so far, not a substitute.” (Gallego-Durán, et al., 2014).

The present text is also significant in exploring and recognizing the potential of designing adventure games as a tool to teach English. Following the study made by del Blanco, Marchiori, & Fernández-Manjón (2010), where they cite various sources to provide a clear notion of the benefits, adventure games provide to accomplish language teaching goals: the use of narrative or story-based missions create a natural course path with clear achievements while providing the player enough motivation to explore the world and its locations, securing the participation and engaging of the student. Besides, the game displays puzzles and activities to improve different skills such as reading, listening, writing, and speaking to develop them further while immersed in a contextual situation.

3 Reference Concepts

As part of the explanatory text, the theoretical basis for the reference concepts that encircled the fundamental purposes during the video game's development, were taken into account during the statement of the concept of gamification around teaching English as a second language throughout the development and testing of an adventure video game in order to ensure the effectiveness of the learning strategies.

Understanding **gamification** as “the introduction of game design elements and gameful experiences in the design of learning processes” (Dicheva & Dichev, 2017) provides educators with a dynamic framework to use the students' motivation and engagement to complement the newly acquired information. Creating educational experiences structured with game-like components can diversify the learners' process towards accomplishing the competences desired. It revolves around approaching activities considering the subject's behaviors to promote participation, group collaboration, self-guided activities, and the exploration of creativity to make assessments easier and more effective. As games are known to secure an individual's motivation throughout the completion of achievements, it builds around the creation and addition of elements that can be found in games to learning activities to establish the direct immersion of the student, securing his active role in it, in a way similar to what happens in games. Consequently, the idea of an adventure video game was born from it.

Kristiadi, Hasanudin, Sutrisno, & Suwanto (2019) interpret the **adventure** category in **video games** as an artificial and imaginary environment of narrative nature, in which the gamer is invited to participate through interactions with the surroundings to solve problematic situations with the help

of intrinsic motivation. Story-based adventure games can become a proper tool for educators to structure educational content using activities to stimulate language skills like reading, listening, writing, and speaking. It also provides scenarios for role-play interactions, dialogues with NPCs (Non-Playable Characters), and challenges based on contextual knowledge to prompt creative and logical thinking to be able to progress further with the narrative of the story, while increasing difficulty with each level. As long as the players interact with the world, they become more immersed and engaged in the situations, which contributes to the achievement of the educational objectives in language learning.

Lastly, defining learning strategies according to Hong (2017), as the often-conscious steps taken by learners to enhance their “acquisition, storage, retention, recall, and use of new information”, is a key factor in securing the intended knowledge for the learner. These strategies can be divided into behavioral and mental, for example, the use of verbal repetition or linking words, respectively. The active use of language learning strategies can increase the confidence and the motivation the student has for their autonomous process while taking responsibility for their learning.

These strategies can be applied to an adventure video game as part of the gamification approach surrounding learning English as a second language. By linking the gamification principles using the corresponding learning strategies adequate to the level of proficiency and the competence goals through the narrative flow of events of the game, it is possible to ensure the student’s active role in the learning process.

4 Methodological Design

Based on the general objective and purpose of this research, the qualitative **paradigm** is proposed as the center of the method followed, as it demands an understanding of the human and educational issues surrounding learning English as a second language to achieve the basic competencies required for a student at level A1 of proficiency. Understanding a problem through individual experiences and through the implementation of learning strategies to explore different approaches establishes this project as qualitative research so it can explore how the video game can adapt to the user experience.

In the process of establishing the student's learning experiences, and their interactions with the interactive elements following the narrative of the created fictitious world, or “lore”, the **method** of experimentation is used on the specific platform RPG Maker MZ, where different dialogues and exercises are presented through a series of "events" programmed through programming lines, with the help of external elements such as text, audio, images, emojis, icons, movements, switches, variables, and battles. A series of exercises is presented as they increase in difficulty as the player progresses, where the bottom-line competencies are explained and assessed according to the player's proficiency level.

Once the learning elements have been defined and their flow and effectiveness have been verified, the piloting **technique** is used through a real-time test subject to verify and adjust the sequenced events, as well as the retention of the knowledge taught, players' motivation, and the role they take on during the process.

Finally, the **results** are analyzed based on the observation of the testing, where the product's performance (the video game) was evaluated and adjusted.

5 Observations

The subject playing the game for the play test will be called “the student”. The observation’s main goal is to take into account the student’s experience for improvement purposes. The subject is a young man, 13 years old, with basic previous knowledge related to the English language.

Stages	Notes
Intro	The student understands basic words like “girl” and “boy,” which gives him the context of the first questions, but more difficult words and sentences like “awesome” and “choose your class” confused him, however, with the visual help of the images and the emojis which clarified the meaning, he was able to respond to questions. The game is very intuitive for the students needing minimal help from the teacher; nevertheless, tutorials on how to erase text, how to use the mouse to walk the character, and even how to use the keyboard to write answers seem to be necessary if the student is alone without the help of a teacher.
Mountain Village	The student couldn’t follow the dialogue when it was long sentences written in English. Salem, the character, demonstrated to be a good bridge and a good teaching figure between the unknown language and the gamer. When Salem appeared, the student followed the instructions carefully and later applied the explanations Salem gave.

	While the student read the dialogue, he didn't know the pronunciation of most of the words, which contrasts with the next exercise, where the audios were included. The game clues left to the student to be found were successful thanks to their simplicity and the visual help of the emojis and the interventions of Salem. Making a distinction or a tutorial on how to use the keyboard appears to be important, like the use of capital letters, spaces, and commas. The basic dialogues accompanied by icons help the student understand the context of the paragraphs shown, even though these events have a further explanation button, the student doesn't seem to need it, as it has pictures. For map indications and to teach directions, a bigger map with clearer indications would be an improvement and would help the students to clarify the information on where to go next.
King's Castle	The explanations Salem the cat gives alongside the intro with the story of the game seem effective, as they are short, not completely in English, and are very graphic. The repetition of the dialogues is effective for the student to remember them.

	The explanation of “left and right” had to be more extensive, even a whole exercise, because it wasn’t clear to the student.
Swamp Polite	The student completed all the exercises effectively and autonomously, making only one mistake in his answers, achieving all the expectations. Even though the game was programmed to repeat itself if the student made enough mistakes, it wasn’t necessary. The writing bits were the most difficult, taking into account that most of the RPG game doesn’t use this plugin, so he needed a little help from the teacher. The Favors System implemented played an important role in giving the student the motivation to answer correctly, as the score rose with every exercise. The student repeated himself after every audio, correcting his pronunciation. The exercises were created according to the level of the student, and they were pertinent.
Cave Prepositions	This topic was the most challenging for the student, considering the time it takes to embrace it fully. Still, with repetitions, the colors in the commands and the buttons, it was a successful exercise that could show more results with its repetition.

Normal Town	This was one of the other challenging exercises, taking into account the bigger and more open map where it took place, without a linear path of playing as the previous ones. The absence of Salem challenged the student to apply the knowledge he had gained, as everything was presented in English without Salem by his side, explaining it to him, making the transition more natural to achieve gradual progress in learning. Overall, the student completed everything without much help, as to ask “what does farm, market, and business” mean. Images accompanying these words could be more helpful for the student to understand the instructions. The questions the characters asked weren’t difficult, and the student answered them correctly with the corresponding greetings and questions. The teacher had to show the student how to look at the menu to see the statistics of his character and the skills he was learning on this map, making a tutorial needed. The student wanted to explore further the map, but taking into account the time having and the manpower, it was only possible to do so much.
Sergei’s Castle	The battle dynamic was difficult, considering its singularity from other battles in different kinds of games. Teacher instruction was needed in this part. A tutorial has to be made to allow the student to do this autonomously.

	The keywords in Sergei's questions (the final villain) need to be made more prominent for the student to identify the topic he is being asked.
Student's comments	The student found the game fun. The audio cues and the icons helped him understand the context further. The most difficult part was the topic of prepositions of place, but he believes that with more practice, it is achievable, as the pictures were really helpful. He would play it if it were a complete game with all the levels. He doesn't have more recommendations, just praise.

6 Conclusions

The RPG Maker MZ software proved to be an effective and adaptable tool for creating games designed to teach basic A1-level English competencies. Considering its versatility in creating events, exercises, explanations, stories, minigames, and battles with different dynamic components such as interactive dialogue, input and detection of text written by the player, audio clips that accompanied the vocabulary, icons and emojis, images, and cinematic, it created a relevant structure that stimulates the necessary elements for learning some of the basic skills of English as a second language.

Furthermore, the program also allows the player to freely explore an open map where they are responsible for their own progress through exercises that sequentially increase in difficulty, while also providing the player with options around effective explanations that will help them in the language learning process. For example, the character of Salem the Cat plays the role of teacher and bridge between previous and unknown knowledge.

Finally, since the game has been developed up until to the first level, corresponding to the knowledge of a student at level A1, the program and the game present the potential for growth through the development of the following levels, where a greater number of spaces, dynamics, types of exercises and competitions can be included, thus demonstrating that this investigation product has a desired and affordable future profitability.

Moreover, the content and competences defined as relevant to develop within the story and in-game exercises were as follows:

- Introduce yourself simply and use basic greetings.
- Describe the location of your home and give simple directions.

Likewise, the content programmed for events and activities during gameplay development was as follows:

- Formal and informal greetings.
- How to introduce yourself.
- Forms of courtesy.
- Colors.
- Prepositions of place.

The topics were developed through multiple-choice exercises, sentence completion, listening comprehension challenges, solving puzzles and quizzes, identifying and correcting errors, open-ended questions, discerning images and codes, memory and association, using of prior knowledge, dialogues with different NPCs (non-Player Characters), problematic situations, identifying contexts for correct language use, following instructions, and educational battles.

Since the objective was to develop relevant content for an A1 level student, taking into account gradual progress that would allow the student to be autonomous and responsible for their own game, it was a priority to choose content that was in line with the expected proficiency level of a

student with basic knowledge, in order to ensure their attention and motivation during the development and gameplay of the video game.

By including basic topics such as greetings and forms of courtesy, the student's learning path is paved by providing a space where they can practice important and contextual primary knowledge in an effective and engaging way, enabling them to develop the competency of navigating social situations that require them to discern relevant greetings based on the variables influencing the occasion. Likewise, teaching concepts such as prepositions of place lays the foundation for location skills and the formulation of giving directions and instructions.

Most importantly, the implementation of visual and audio support was found to be one of the most crucial and valuable aspects for the desired development of the programmed activities. These facilitated the understanding of the content differently when the student was faced with text whose pronunciation and context were unclear. Thanks to these aids, listening, speaking, and reading skills were promoted. While the student repeated the words and dialogues after the audio as many times as necessary, the images, emojis, and icons provided the visual cues necessary to assimilate what the exercise was asking of them. In this way, the student's attention and motivation were ensured, making the learning process of a second language like English more autonomous, intuitive, and enjoyable.

The game's main objective was to be an effective, motivating tool that contextualizes the technological world in which students are immersed, while also engaging their interests.

The video game created from this content assesses the player's progress while providing the tools and opportunities to do so without feeling pressure or uncertainty. It also encourages participation,

reading attentively, diverse forms of good manners, decision-making, image interpretation, and the application of new knowledge to problematic situations.

7 Recommendations

The most significant recommendations that can be highlighted between fulfilling the research objectives and the observations of Tales of the English Master Game for teachers whose goal is to implement gamification strategies through developing an adventure video game are essential and diverse.

Implementing a character like Salem the Cat as a teacher and bridge for the player between him and the "sacred language" has proven successful. This character helps reduce student anxiety when faced with unfamiliar knowledge, serving not only as a translation tool but also as an explanation and contextualization auxiliary. At the same time, in his absence, it provides the student with a sufficient challenge to implement what they have learned.

Also, repetition and contextualization of content were key factors. Interconnected topics such as greetings, introductions, and politeness were covered not only on a map but through a structured journey that ensured retention of this knowledge, not just memorization, through various exercises and situations that involved putting the knowledge learned into practice, while the player navigated situations driven by the game's story and its characters, establishing meaningful insights.

To design the video game with incorporated progressive exercises to ensure escalated development with minimal teacher intervention was a significant challenge, but an essential part of it. In the trial, it showed that there were still times when teacher intervention had to be necessary to explain vocabulary or the game interface. These moments had to be taken into account for future

developments to add more tutorials or Salem's aid to help students become independent in their process.

Finally, “Tales of the English Master” is not intended to replace teacher guidance in the classroom, but rather as a tool where players can challenge themselves with the help available within the game.

8 VIDEO GAME

Here, you can access the website where you can play Tales of the English Master. Click [here](https://talesoftheenglishmaster.itch.io/tales-of-the-english-master).

Or you can copy the following link:

<https://talesoftheenglishmaster.itch.io/tales-of-the-english-master>

Also, you can scan the following QR Code:



Enjoy it!

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