

## AI and Roleplaying to Enhance English Teaching

Edward A. Lockhart Domeño, PhD Institut El Morell, Spain  
Carol Barriuso Rayo, MSc. Universitat De Barcelona, Spain

## AI and Roleplaying to Enhance English Teaching

Edward A. Lockhart Domeño, PhD Institut El Morell, Spain  
Carol Barriuso Rayo, MSc. Universitat De Barcelona, Spain

Organisers:



Under the auspices of:



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

# Fantasy Island

## An “Elective” Subject



- 18 learners, 14 years old (2 groups)
- Mixed abilities
- Tabletop roleplaying game
  - Oral command of English
  - Collaboration
  - Creativity and problem solving



# What is Tabletop Roleplaying?

- Collaborative storytelling
- Game Master (teacher): Narrator + NPCs
- Players (learners): Characters
  - **Decisions shape the story**
  - **Group choices and negotiation**
- Chance: dice





# Why Tabletop Roleplaying?

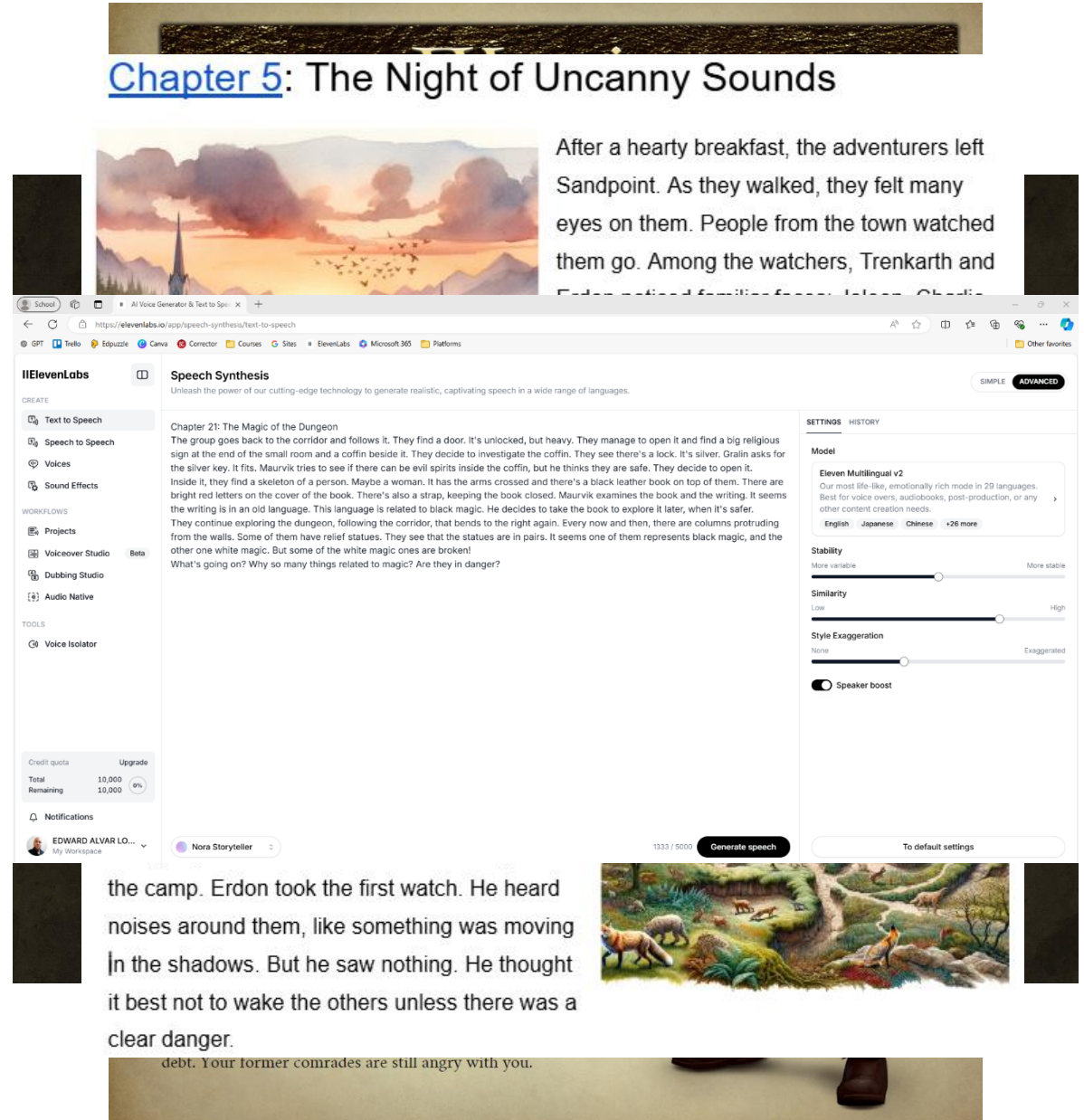


- In-group support
- Realistic communication / Real task
- Focusing on the game, not the language
- Alternative learning experience

# Role of AI

- Rewriting the characters (A2) [ChatGPT]
- Map design [Dungeon Alchemist]
- Writing & illustrating the story (A2, fantasy style) [ChatGPT]
- Story into audio [ElevenLabs]

Simplifying tasks and enabling others



Chapter 5: The Night of Uncanny Sounds

After a hearty breakfast, the adventurers left Sandpoint. As they walked, they felt many eyes on them. People from the town watched them go. Among the watchers, Trenkarth and Edger noticed familiar faces from Imlund. Chapter

Chapter 21: The Magic of the Dungeon  
The group goes back to the corridor and follows it. They find a door. It's unlocked, but heavy. They manage to open it and find a big religious sign at the end of the small room and a coffin beside it. They decide to investigate the coffin. They see there's a lock. It's silver. Grailn asks for the silver key. It fits. Maurvik tries to see if there can be evil spirits inside the coffin, but he thinks they are safe. They decide to open it. Inside it, they find a skeleton of a person. Maybe a woman. It has the arms crossed and there's a black leather book on top of them. There are bright red letters on the cover of the book. There's also a strap, keeping the book closed. Maurvik examines the book and the writing. It seems the writing is in an old language. This language is related to black magic. He decides to take the book to explore it later, when it's safer. They continue exploring the dungeon, following the corridor, that bends to the right again. Every now and then, there are columns protruding from the walls. Some of them have relief statues. They see that the statues are in pairs. It seems one of them represents black magic, and the other one white magic. But some of the white magic ones are broken! What's going on? Why so many things related to magic? Are they in danger?

the camp. Erdon took the first watch. He heard noises around them, like something was moving in the shadows. But he saw nothing. He thought it best not to wake the others unless there was a clear danger.

debt. Your former comrades are still angry with you.



# Preliminary Results: Likert Scales & Yes/No Survey

## Lockhart, 2024

- Dynamic and attractive learning scenario
- Constant exposure to the language
- Perceived improvements:
  - Oral comprehension
  - Oral expression
  - Confidence and motivation towards English
  - Collaboration and social abilities



# Further Exploration: Sentiment Analysis

- Confirm the quantitative results
- Add depth
- Understand possible improvements
- Open new possibilities for research

# Categorization of Sentiment

Group 1	Learners	%
Very Positive	4	22
Positive	9	50
Mixed	1	6
Slightly Neg.	2	11
Negative	2	11

Group 2	Learners	%
Very Positive	7	41
Positive	9	53
Mixed	1	6
Slightly Neg.	1	6
Negative	0	0

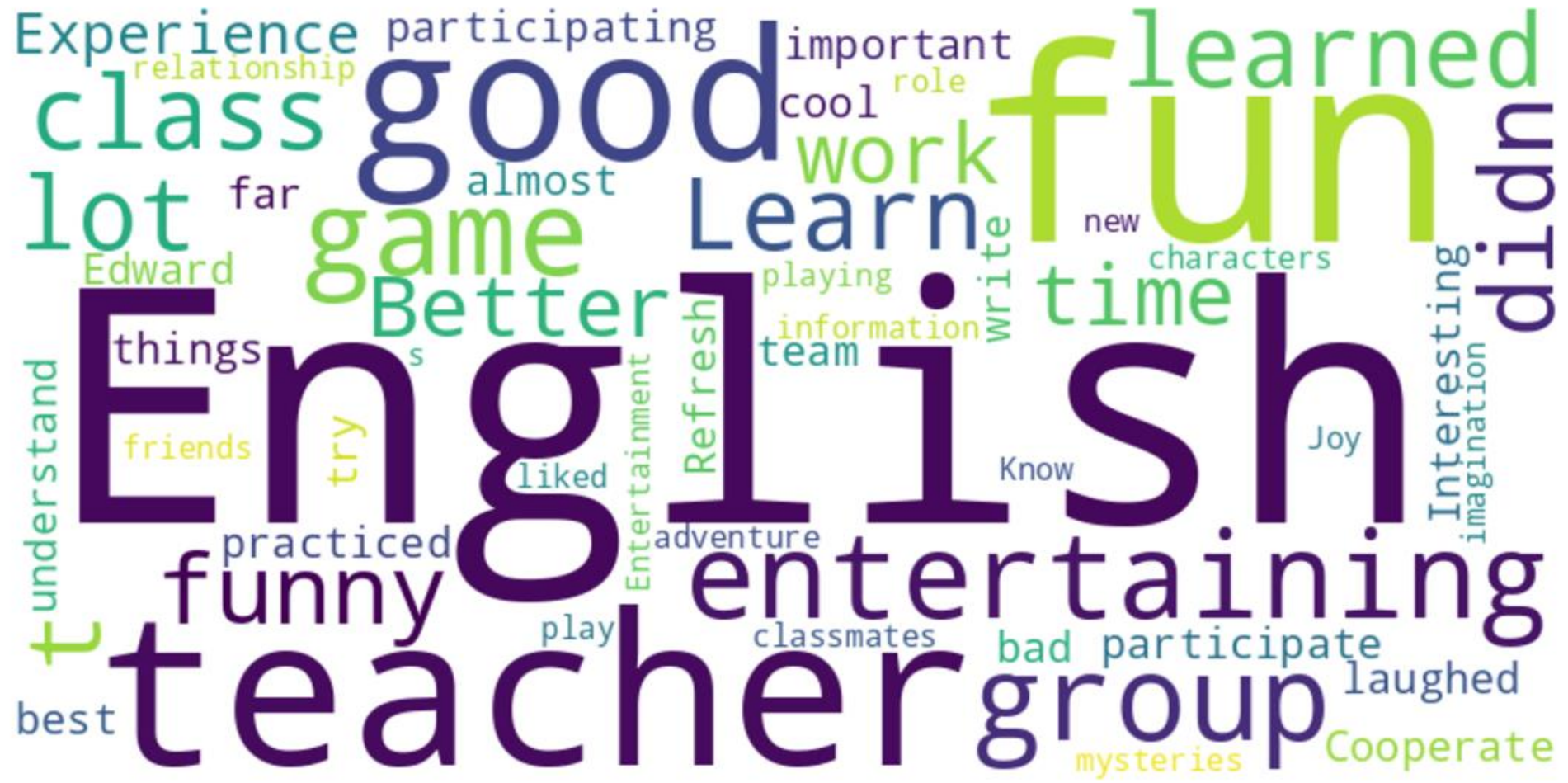
# Positive Ideas & Words

Group 1	Learners	%
Fun/Entertaining	9	50
Learning English	9	50
Group Work/Team Participation	6	33
Games & Activities	5	28
Teacher	4	22

Group 2	Learners	%
Learning English	10	56
Fun/Entertaining	7	39
Games & Activities	5	28
Group Work/Team Participation	4	22
Teacher	3	18

# Positive Keywords

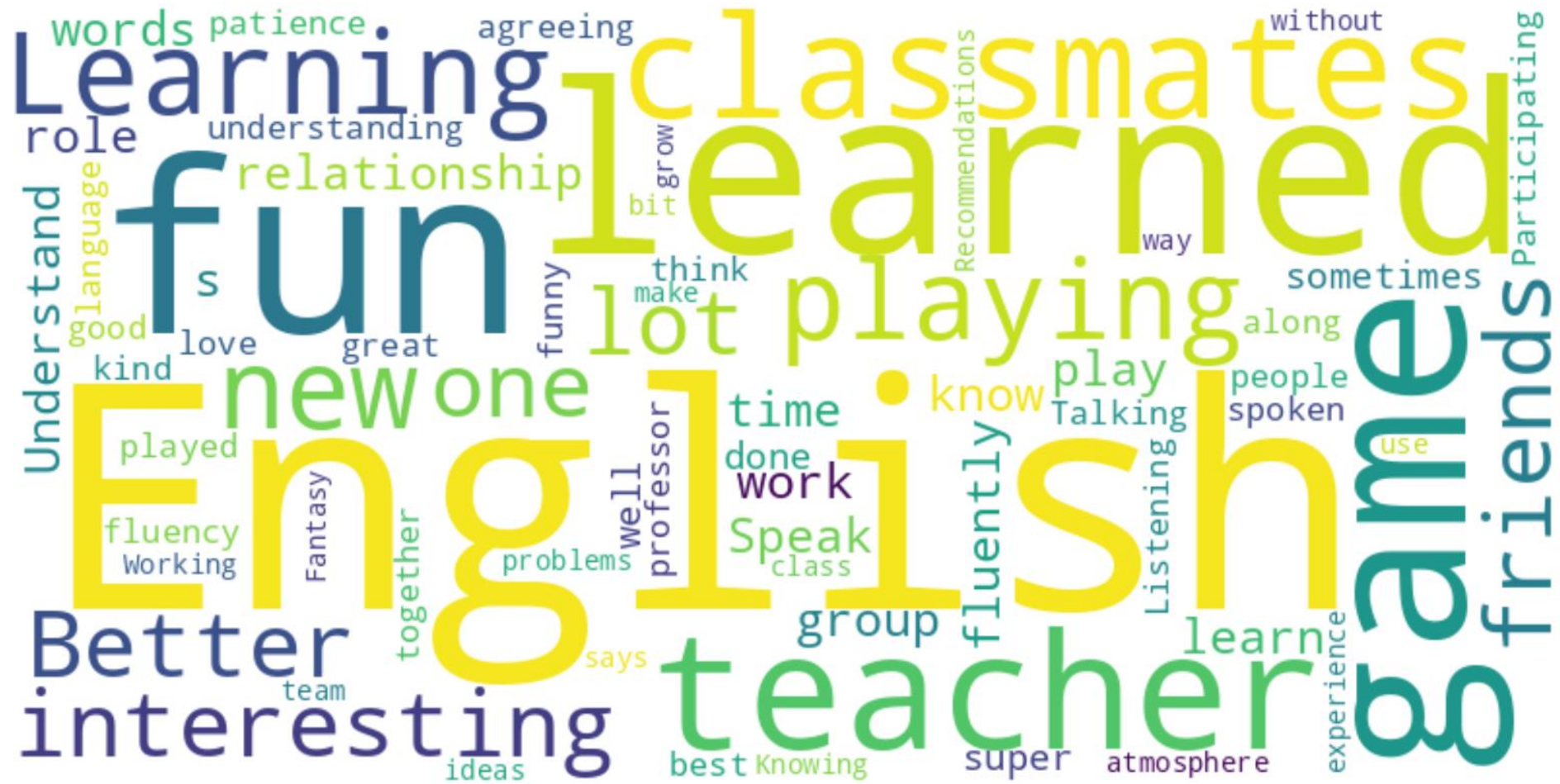
## Group 1





# Positive Keywords

## Group 2



# To Improve Ideas & Words

Group 1	Learners	%
English	7	39
Groups	3	18
Spanish	3	18
Catalan	3	18
Imagination	1	6
Character variety	1	6
Understand	1	6

Group 2	Learners	%
Slow/Faster	5	28
Characters	4	22
More monsters	1	6

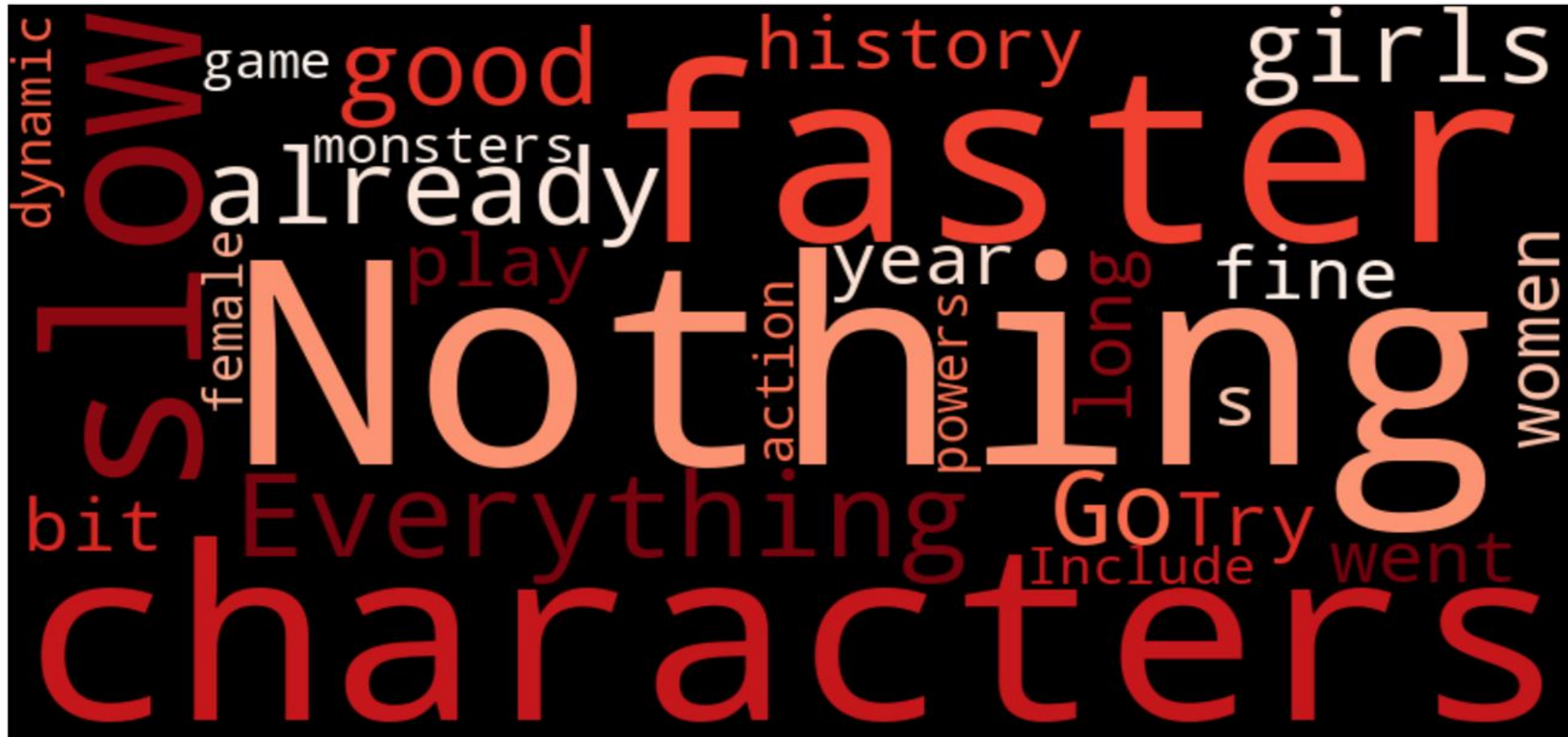
# Negative Keywords

## Group 1



# Things to Improve Keywords

## Group 2





# Examples of Positive Comments

"I've learned more English. I've spoken more English. I had a good time."

"Learn more things about English, Being in a team, And participate more in a class, that is, participating is important."

"The game, the adventure we had and the mysteries."

"I have practiced more English. Edward is the best teacher I have had so far. Better relationship with classmates."

"Better English. Better relationship with classmates. Fun."

"More fluency in English. Fun. Talking and agreeing with people I didn't think I would get along with."

"I've learned more English. I've spoken more English. I had a good time."

"Understand new words. Speak English more fluently. Know without problems what the teacher says."

# Examples of Things to Improve

"That we can choose the groups."

"That it was not in English." (x5)

"That we throw more dice, to say something, because everything was very good."

"I would have more characters."

"That it wasn't so slow."

"That there were women in the story."

"More monsters."

"Nothing. It's very good."

# Conclusions

- They feel their English has improved
  - Oral comprehension
  - Oral expression
- They feel more confident in using English
- They feel more comfortable in groupwork
- They enjoyed the subject
- **The group and grouping make a difference**
- **Low level students that struggle, enjoy it less**

# Fantasy Island in the Future

- eTwinning project
- Expanded research
  - More groups
  - Comparative study with academic results



PROJECT • Waiting for NSO approval

## Fantasy Island: learning through a RPG

The Story Unfolds: In our classroom, the students will embark on a journey. Imagine an uncharted island appears, defying all maps and logic. Our intrepid heroes (divided in groups that control a hero each) step ashore, ...

[Show more](#) ▾

# ID: 153880

📅 Created on: 12.07.2024

🗣 Languages: English

Like (0)

Project options ⋮

About

Members

Image gallery

### Information

Members:	2
Membership:	Spain(1), Turkey(1)
Age range:	13-14
Subjects of teaching:	<a href="#">Cross Curricular</a> <a href="#">Foreign Languages</a>
Key competences:	<a href="#">Multilingual</a> <a href="#">Personal, social and learning to learn</a>

### Aims

1.- To actively participate in building a story together creatively for using the oral language fluently. 2.- To follow an oral story for having a good oral comprehension skill in other environments. 3.- To work in a team collaboratively (in person and online) towards common goals for respecting others' opinions and ideas. 4.- To use English as a bridge for communication between speakers of other languages.



# AI and Roleplaying To Enhance English Teaching

---

Edward A. Lockhart Domeño, PhD Institut El Morell, Spain  
Carol Barriuso Rayo, MSc. Universitat De Barcelona, Spain