

The Networking Game: A Chatbot Approach to Business English

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Abstract:

This pilot study introduces *The Networking Game*, an LLM-powered instructional tool with in-game functions designed to support language learning, including real-time translation, dictionary access, language simplification, and targeted corrective feedback. The game embeds players in a narrative role-play scenario featuring a dynamic interface which responds to both learner demands and creates new scenarios with which players can repeatedly engage. This paper uses gaming session transcripts to provide insight into how the game supported the comprehension of the narrative output, how role-play themes emerged and evolved, and how participants used English to achieve specific communicative goals. The study highlights the potential of LLM-powered chatbot games to foster language development and business networking skills.

Research in CALL has increasingly drawn attention to the potential benefits of digital game-based learning (DGBL) and gamification for second language acquisition (SLA) (Franciosi, 2017; Govender & Arnedo-Moreno, 2021; Hung et al., 2018; Peterson et al., 2023; Plass et al., 2015; Reinhardt, 2018). With the advent of LLMs, an exciting new frontier in DGBL has yet to be explored, namely, how to create games which dynamically respond to user input while still maintaining the strict confines of the specific game elements like the narrative structure. The possibility of such a dynamic interface which promotes higher levels of player production and participation in emergent narrative structures is particularly exciting when considering the potential applications to language learning environments. The following paper discusses a pilot project which explored the language learning potential and classroom applicability of an LLM-powered chatbot game in EFL classes at a Japanese university.

The Networking Game is a text-based AI chatbot game created by the author and written using Python. The LLM functionality of the game was achieved through API requests sent to GroqCloud (Groq, Inc., 2025). The specific LLM model used for this game was “llama-

3.1-8b-instant” produced by Meta AI (Meta AI, 2024). The game was designed for language learning purposes and uses LLM integration to create a dynamic linguistic interface within a structured gaming system featuring objective goals and feedback to guide player interactions. The game takes place within 10 rounds, and the purpose is to obtain as high a score as possible. The player is provided points based on how effective their networking interactions with the AI chatbot are. As the target demographic for this game is university-level EFL students in Japan studying Business English, several functions were built into the game’s interface in order to help facilitate comprehension, English production, listening comprehension, and context-specific vocabulary development. The SLA-supportive functions are summarized below in Table 1.

Table 1
Game Functions and Supportive Role in SLA

Command Line	Function	Purpose for SLA
!define: [word]	Look up an English definition	Lexical development, noticing, semantic processing
!miwa: [word]	Look up a Japanese definition	Cross-linguistic mapping, depth of processing
!translate: [text]	Translate English to Japanese	Scaffolding L2 production through L1 support
!honyaku: [text]	Translate Japanese to English	Comprehension support, receptive competence
!correct: [text]	Corrects the grammar of your English sentence	Metalinguistic awareness, accuracy-focused learning
!search: [query]	Open a browser search	Accessing domain-specific knowledge
!jargon: [text]	Translate from Business English to Standard English	Pragmatic competence, formal register awareness
!business: [text]	Translate from Standard English to Business English	Strategic/Stylistic adjustment in ESP contexts
!read.yamada: [text]	Read text in Taro Yamada’s voice	Multimodal reinforcement, pronunciation/listening
!read.chatting: [text]	Read text in Aiden Chatting’s voice	Multimodal reinforcement, pronunciation/listening
!help	Shows the function list	Facilitates the above

LLM Prompting and Role-Playing Functionality

The game incorporates a role-playing element as one of the primary mechanics. The player takes on the role of Taro Yamada, a junior associate who is attending his very first professional networking event. The AI chatbot plays the role of Aiden Chatting, a seasoned executive known for his sharp wit, quick judgements, and keen eye for talent. Additionally, there are five background layers within the LLM framework tasked with scoring the networking interactions,

assigning emotional tags, simplifying text output from the game (see “!jargon: [text]” in Table 1), complexifying text input into the game (see “!business: [text]” in Table 1), and correcting the English input into the game (see “!correct: [text]” in Table 1). This multi-layered approach allows for a highly structured and gamified approach to integrating chatbots into an EFL classroom. The in-game roles of each layer and their LLM prompts are summarized in Table 2 below.

Table 2
LLM Prompts and Functions

In-Game Role	LLM Prompt
Aiden Chatting	“You are Aiden Chatting, a fast-speaking, well-connected, and seasoned businessman, although you love a good chuckle.”
	“Stay in character. You meet Taro Yamada, a young business man from Japan, at a networking event. You must try to engage with Yamada and have a meaningful conversation with him. Yamada cannot speak English so well, but you MUST not speak in Japanese with him.”
	“Keep responses short, informational, instructive, and use lots of business jargon.”
Network Interaction Scoring System	“You are evaluating how well Yamada is performing in a professional networking conversation.¥n”
	“Focus only on Yamada's behavior, tone, and professionalism.¥n”
	“Ignore how well Chatting responds.¥n¥n”
	f“ {context} ¥n¥n”
	“Give a single score for Yamada's performance:¥n” “−2 = very inappropriate or offensive with unintelligible expressions¥n” “−1 = unprofessional or disengaged with short or vague expressions¥n” “0 = neutral or forgettable with short or vague expressions¥n” “+1 = moderately effective with clear and relevant expressions¥n” “+2 = very professional and engaging with articulate and interactive expressions¥n¥n”
Emotional Tag System	“Respond with only one of the following numbers: −2, −1, 0, 1, 2¥n” “Score:”
	f“““You are an emotion classifier analyzing business-themed networking banter between two characters: Yamada (a young businessman trying to effectively network) and Chatting (a seasoned businessman with lots of connections and experience).
	Your job is to classify the emotional tone of Yamada or Chatting's current message using only one of these tags: neutral, humor, anger, intrigue, boredom

“Humor” includes jokes, sarcasm, playful threats, or exaggerated business jargon.
“Anger” includes insults, yelling, or clear frustration.
“Intrigue” includes interest, unexpected information, or innovative ideas.
“Boredom” includes bland exchanges with little or no relevance to the flow of the conversation.
“Neutral” is calm, factual, or emotionally flat.

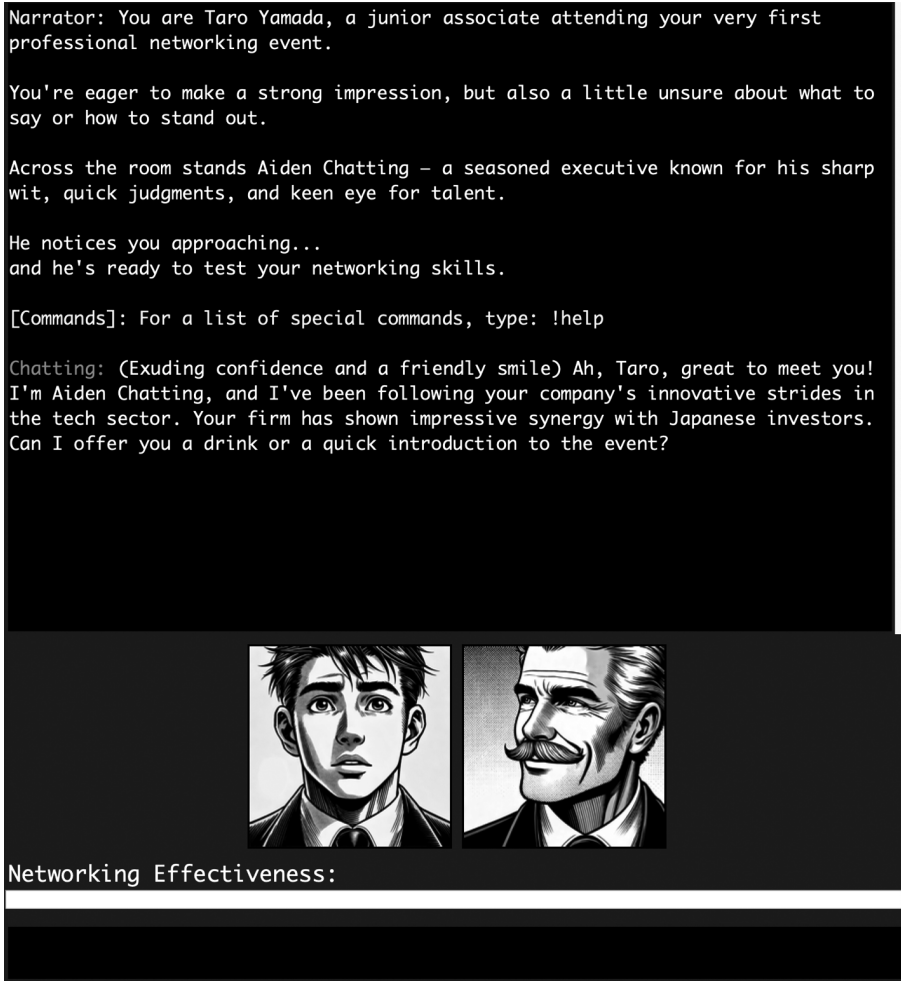
Here is recent context:
{prior_dialogue}
Message from {speaker}:
¥“ {current_text} ¥”

Respond with ONLY the emotion tag (no explanation).
Emotion:”””

!jargon: [text]	f”””Translate the following business-jargon into clear, modern English:¥n¥n“ {business_text} ”¥n¥nTranslation:”””
!business: [text]	f”””Rewrite the following using lots of business jargon. Keep it fun and colorful:¥n¥n“ {english_text} ”¥n¥nBusiness version:”””
!correct: [text]	f”””Please correct the grammar of the following English sentence:¥n¥n“ {sentence} ”¥n¥nCorrected:”””

Multimodality Mechanics

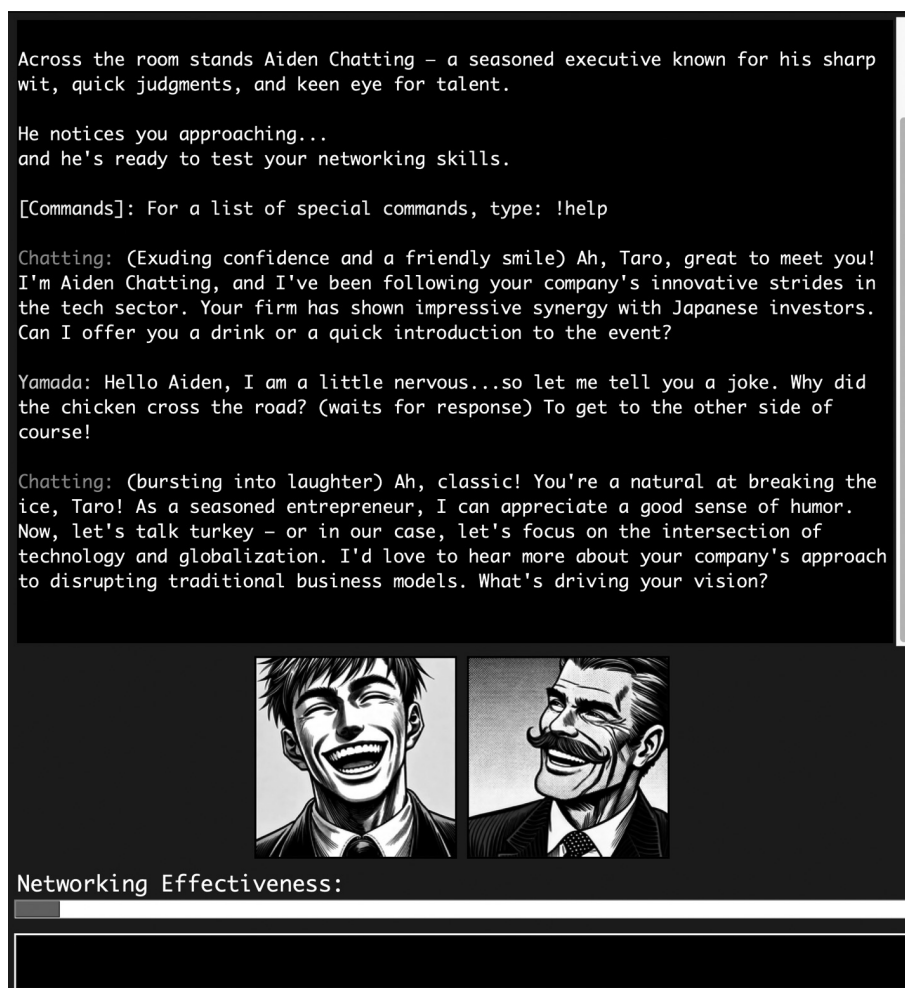
In addition to the textual elements, *The Networking Game* also uses multimodality to bolster the effectiveness of the SLA-conducive gameplay mechanics (Bisson et al., 2014b; Ginns, 2005; Wrobetz, 2022). The primary mechanism which accomplishes the translation of the textual element into a multimodal framework is the Emotional Tag System (see Table 2). The Emotional Tag System prompt forces the LLM to analyze the emotional characteristics of the text and assign one of five emotional tags (humor, anger, intrigue, boredom, or neutral) to both the player input for Taro Yamada and the chatbot Aiden Chatting’s response. These emotional tags are then cross-referenced with thumbnail images of the characters displaying the tagged emotion. In so doing, the thumbnail images of the characters, or avatars, will align to the emotional characteristics of the communicative exchanges between the player and the chatbot. When the game starts, both characters will display the “neutral” emotion (see Figure 1). As an example of the Emotional Tag System, the following reply was given to Aiden Chatting’s initial output: “Hello Aiden, I am a little nervous . . . so let me tell you a joke. Why did the chicken cross the road? (waits for response) To get to the other side of course!” (see Figure 2). The Emotional Tag System correctly identified that the player was making a joke and assigned the emotional tag of “humor” to the player’s input and to the chatbot’s

Figure 1*Neutral Emotion (Start State)*

response. This exchange highlights the ability of LLMs to direct a dynamic multimodal response to textual information. Furthermore, the Network Interaction Scoring System also assigned points to this exchange, reflecting that it judged this type of interaction to be effective for professional networking practices.

The images used in the game were generated with DALL-E (OpenAI, 2024). As image generation with AI text-to-image software is, in its current state, difficult to maintain visual continuity, multiple iterations were performed with generation IDs to achieve as much visual con-

Figure 2

Humor Emotion (Dynamic Response)

tinuity as possible. The character thumbnails for each emotion (humor, anger, intrigue, boredom, neutral) are presented in Figures 3 and 4 below.

Another mechanism used to establish a multimodal interface within *The Networking Game* was AI text-to-voice API requests run through ElevenLabs (ElevenLabs, 2024). Specifically, the model used for Taro Yamada's voice was "Brian (UGTtbzgh3HObxRjWaSpr)" and the model used for Aiden Chatting's voice was "Callum (N2IVS1w4EtoT3dr4eOWO)". Not only does the integration of text-to-voice help the students practice their listening and pronuncia-

Figure 3
Aiden Chatting Emotions

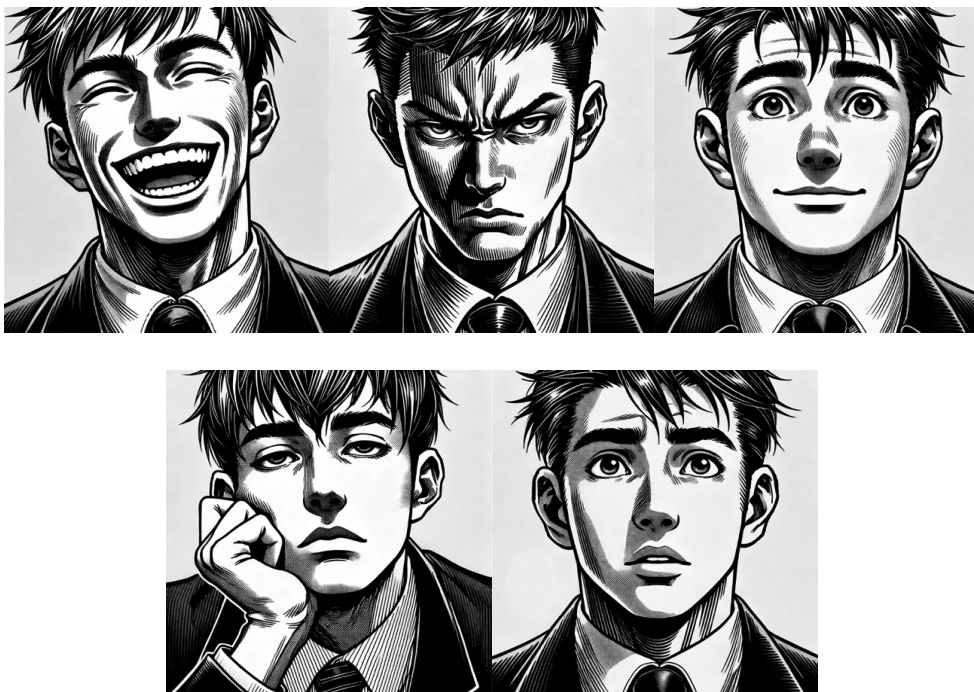


tion skills (McCrocklin, 2016), but the multimodal presentation of voice-acted content along with the simultaneous presentation of the same information as text has been demonstrated to be beneficial for L2 vocabulary acquisition (Bisson et al., 2014a; Frumuselu et al., 2015).

The final layer of multimodality which *The Networking Game* made use of was a score bar which dynamically updated its colors to reflect the cumulative effectiveness of the players' networking skills as they progressed through the game. The multimodal scoring system is summarized below in Table 3. Given that the most networking points a player can score in any given round is 2 (see Table 2), the maximum number of networking points that a player can score in the 10 rounds of the game is 20. With the score calculation method employed in the game, 20 networking points would translate into a score of 3000 points. The player is given multimodal feedback about the cumulative effectiveness of their networking session with a progress bar (see Figure 1, Figure 2, and Figure 5) which dynamically updates its colors in four stages (see Table 3): red (low score), yellow (medium score), yellow green

Figure 4

Taro Yamada Emotions



(decent score), and green (high score). Furthermore, as all logged sessions save the top five scores, these scores are displayed at the end of each gaming session with a unique name chosen by the player or with a business name generated randomly by the game (e.g., “Dynamic Ventures” or “Agile Synergy”; see Table 3). This gamified approach to providing automated feedback on the cumulative networking effectiveness of the current player and successful past players creates an immersive and competitive environment which can drive motivation to interact with the system (Adams, 2010; Deci et al., 1991). The following sections will outline how this game was integrated into Business English classes, a breakdown of the frequency of functions used during class, and a discussion of the benefits and limitations of a pedagogical approach which uses chatbot games in EFL contexts.

Table 3
Overview of Multimodal Scoring System

Scoring Element	Description
Score Calculation Method	<pre>If networking_points <= 10 return networking_points * 100 else: return 1000 + 200 * (networking_points - 10)</pre>
Networking Effectiveness Bar	<pre>if score >= 16: networking_bar.config(style="Green.Horizontal.TProgressbar") elif 11 <= score < 16: networking_bar.config(style="YellowGreen.Horizontal.TProgressbar") elif 6 <= score < 11: networking_bar.config(style="Yellow.Horizontal.TProgressbar") else: networking_bar.config(style="Red.Horizontal.TProgressbar")</pre>
Random Business Name Generator	<pre>adjectives = ["Agile", "Dynamic", "Strategic", "Lean", "Innovative", "Global", "Driven", "Creative", "Smart", "Future-Oriented"] nouns = ["Consulting", "Ventures", "Solutions", "Partners", "Synergy", "Growth", "Analytics", "Dynamics", "Holdings", "Lab"] return f"{random.choice(adjectives)} {random.choice(nouns)}"</pre>
High Score Board	The top five high scores from logged sessions will display at the end of each gaming session with a name of the player's choice.

Figure 5
Visualization of Networking Effectiveness (Score=2200)



Methodology

The Networking Game was played in three separate university-level Business English classes during the 2025 Spring Semester. This initial pilot study was carried out over four weeks within a fifteen-week semester in classes that met once weekly for 90 minutes. Within these four weeks, a total of seven gaming sessions were carried out. The English level of the students ranged from A2 to B2 according to the CEFR framework (Council of Europe, 2001). As the game was designed as a single-player game, all interactions with the game were teacher-mediated with the computer screen being projected to the class. Although ultimately the students were given free control over how to use the game during class, due to a lack of initiative taken

by most of the students, the author provided advice on how to use the game's features effectively. Within the three Business English classes, one class only had one enrolled student. For the classes with multiple students, students were randomly divided into teams of four at the start of the lesson. Then one team was selected to interact with the game. This team's score was then recorded, and the next team was randomly chosen to interact with and be scored by the game. For the class with only one student, the game's interaction was identical except that there were no other teammates to consult with for responses to the game's output.

Each team's responses to the game were collected via QR codes linked to a Google Form. To ensure that all students participated in the interactions, each team was required to make a response in the game regardless of whether their team had been selected for scoring or not. Each team's response was shown on the projector and discussed in class as a way of analyzing the appropriateness and accuracy of the English responses to the game's output. By incorporating all teams' responses into a class discussion, each team was encouraged to contemplate the context of the dynamic scenarios being generated by the LLM, to roleplay as much as possible, and to make their responses as accurate and detailed as possible within a quasi-competitive framework. For the class with only one enrolled student, a general discussion was still held around the generated response, the only difference being that there were no other student responses to be used for comparison. Regarding the use of the in-game functions detailed in Table 1, the author directed the use of these features. Selecting students randomly within class, the selected student was asked about whether there were unknown words or concepts within the AI chatbot's output. Consequently, the most utilized in-game functions were !define, !miwa, and !translate (see Table 1). A detailed breakdown of the use frequency of each of the in-game functions is presented in the results section.

Results

This initial pilot study did not make use of any analysis which would provide quantitative insight into the overall effectiveness of *The Networking Game* as a tool for language instruction within EFL contexts. Therefore, any claim of this game's application as an instructional tool for SLA is speculative and based on a mixed-method analysis looking at the types of in-game functions employed and a qualitative assessment of transcripts from all seven gaming sessions.

The frequency of in-game function use is summarized below in Table 4. As previously mentioned, the most commonly used in-game functions were !define, !imiwa, and !translate. That these three in-game functions were used significantly more than other functions was confirmed with a Chi-Square Goodness of Fit Test ($p < 0.0001$) and a calculation of the standard of residuals (all three functions > 2). This result was a direct consequence of the methodology which used the game's LLM context-specific output as a springboard to introduce new vocabulary and new concepts. Furthermore, as the LLM output was quite complex given the relatively low English level of the students (CEFR A2-B2), most of the lesson focused on using the in-game functions to provide comprehension scaffolding, aligning with the Zone of Proximal Development (ZPD) (Lantolf & Beckett, 2009). The usage frequencies for in-game functions may be very different with a student-driven interaction methodology.

Table 4
Usage Frequencies for In-Game Functions

Game Function	Raw Count	Frequency	Chi-Square Goodness of Fit Test & Standard Residuals
!define: [word]	74	29.13%	11.11
!imiwa: [word]	79	31.1%	12.2
!translate: [text]	47	18.5%	5.22
!honyaku: [text]	4	1.57%	-4.17
!correct: [text]	8	3.15%	-3.29
!search: [query]	12	4.72%	-2.42
!jargon: [text]	8	3.15%	-3.29
!business: [text]	4	1.57%	-4.17
!read.yamada: [text]	3	1.18%	-4.39
!read.chatting: [text]	8	3.15%	-3.29
!help	7	2.76%	-3.51
Total	254	100%	$p < 0.0001^{***}$

The nature of LLM output being unsupervised beyond the initial prompting restraints, the applicability of an LLM-powered chatbot game as an instructional tool in EFL contexts rests entirely on how well aligned the output is with curricular goals. Given that the curricular goals of the three Business English classes in which *The Networking Game* was implemented necessitated the development of networking skills in English, a thematic analysis was carried out on all seven sessions to identify the emergent narrative structures and possible areas for EFL development in Business English contexts. These results are summarized in Table 5 below.

The game transcripts from all seven sessions as well as two game-development sessions are also included as a QR code attachment in Appendix A. As is evident across all seven sessions, the emergent narrative structures and EFL skill development potential are well-aligned with the curricular goals of Business English courses as topics of discussion remained squarely within business contexts (i.e., market expansion strategies, product design and deployment, and Lean Six Sigma methodology (Atmaca & Girenes, 2013)) while encouraging deep role-play immersion (i.e., prompting scheduling of follow-up meetings and introducing players to business contacts and then role playing these characters). In terms of EFL skill development, the students were exposed to opportunities to practice networking in reasonably authentic contexts in a dynamic environment which responded to their input while exposing them to technical vocabulary (i.e., synergy, reskill, methodology). The broader implications of these results are discussed in the following section.

Table 5
Summary of Emergent Topics and Skill Development

Session	Theme	Narrative Summary	Business Skill Development
1	International Business Expansion and Strategic Partnerships	The LLM output assigned the player to the company Global Tech Designs. Conversations with the player included topics on entering the Canadian market, seeking advice from a serial entrepreneur on market expansion and advertising.	Discussing global trade challenges, market entry strategies, partner alignment, and marketing tactics (i.e., content marketing and event networking).
2	Professional Networking and Innovation at a Business Conference	Conversations with the player included topics on the business conference, keynote sessions, and workshops. The player expressed interest in developing strategic partnerships and business innovation. The player and the chatbot scheduled a follow-up meeting, suggesting strong role-play immersion	Networking language, expressing interest in events, asking for clarification of key business terms (e.g., innovation, disruption), and engaging in follow-up scheduling.
3	Negotiations, Emotions, and Studying Abroad	Conversations with the player included topics on negotiation, making connections with people, emotional intelligence, customer relationships, and the importance of studying abroad.	Practice in articulating negotiation experiences, understanding emotional drivers in business, and building rapport.
4	Technical Networking and Industry Collaboration in the IT Sector	The player role played as a representative from the IT sector. Emergent conversation topics included software development, cybersecurity, and DevOps. The conversation topics grew increasingly technical with the LLM introducing IT-specific topics such	Exposure to technical vocabulary, identifying strategic partnerships, industry trend awareness, and professional self-presentation in IT contexts.

		as Docker, PHP, and continuous integration tools. The session ended with the player being given a business contact for software development, suggesting strong role-play immersion.	
5	Pitching a TV Program at a Networking Event	The player role played as a representative from the entertainment industry, specifically in TV programming development. Emergent conversation topics included creating family-friendly variety TV shows.	Describing one's industry and role; articulating project concepts (program development); fielding probing follow-up questions about target audience, engagement strategy, and brand partnerships.
6	Innovation Pitch: Drone Delivery & Architecture	The LLM output prompted the player to comment on an innovative drone display at the business conference. The player role played as an architect and led the conversation into a discussion on the creation of a dual-drone delivery system where flying drones pick food orders up from a restaurant, return it to a dock in a building, and ground drones deliver the food deliveries the rest of the way to employees indoors. The tone of the conversation moved from casual curiosity to a formal pitch, resulting in the chatbot introducing the player to business contact. The LLM then assumed two separate roles, one of Aiden Chatting, and the other of Rachel, the Head of Strategic Partnerships.	Pitching novel ideas in a cross-sector context; responding to expert critique with clarification and iteration; explaining workflow logic; distinguishing between conceptual vision and technical feasibility; engaging with strategic partners; developing comfort with English for innovation, logistics, and system integration.
7	Tech Integration & Process Improvement through Digital Tools	Conversations with the player included topics on optimizing the internal processes using digital tools such as Google Forms. The chatbot introduced the concept of Lean Six Sigma methodology and explained how it reduces inefficiencies and improves outcomes in business. The player displayed curiosity, asked for clarifications, and expressed interest in future collaboration, suggesting strong role-play immersion.	Clarifying technical language (Lean Six Sigma); learning high-level terminology (e.g., synergy, reskill, methodology); engaging in potential partnership negotiation and expressing professional intent in English.

Discussion

Advantages

The clear advantage of using a game-based chatbot approach powered with LLMs is the dynamic language learning environment it creates while supporting the production of the

L2, especially when the designed system scaffolds both L2 comprehension with dictionary and translation functionality and L2 production through L1 to L2 translation and L2 grammar correction functionality. The integration of an LLM chatbot into the game design of *The Networking Game* also capitalizes on the positive correlation between narrative-based RPGs and language learning (Jabbari & Eslami, 2023; Peterson et al., 2023; Reinhardt, 2018; Wrobetz, 2022, 2023). The integration of an LLM into a controlled system such as a game also allows for the integration of more multimodal frameworks (i.e., the emotional tag system, networking effectiveness visualization, and text-to-voice functionality), which are also implicated in improved outcomes in both SLA and DGBL contexts (Bisson et al., 2014b; Bourgonjon, 2014; Jabbari & Eslami, 2023; Ukenova et al., 2025; Vandergrift, 2007). The use of AI-driven chatbots has also been implicated in significant improvements in core language skills (Polakova & Klimova, 2024; Wiboolyasarin et al., 2025), with gamified platforms potentially leading to more frequent practice and motivation for continued use (Belda-Medina & Kokošková, 2023). The packaging of an LLM chatbot in the form of *The Networking Game* which provides simple yet objective feedback on gaming effectiveness in a multimodal environment designed with language learning in mind could be an effective and motivating approach to harnessing the pedagogical potential of LLM technology.

In this pilot study, the emergent topics remained extremely on point and encouraged engagement in the role-playing elements of the game. Even though LLM output is largely uncontrollable outside the initial prompting restraints, the kinds of networking scenarios that emerged from gameplay were both surprising and effective ranging from discussions on the development of TV programming to pitching an automated drone food delivery system (see Table 5). The technologies (Continuous Integration tools (Shahin et al., 2017)), business methodologies (Lean Six Sigma (Atmaca & Girenes, 2013)), and product/service references (Google Forms and Docker) referenced in the gaming sessions allowed for deeper class discussions on how these conversations applied to broader business topics. When compared to static learning materials such as business-oriented textbooks and articles, a learning tool like *The Networking Game* may be more effective as it has the ability to respond to learner demands and varying instructional situations dynamically. This is, of course, as long as the LLM output is reliable and trustworthy, emphasizing the need for mediation by an instructor.

Limitations

While the learning potential for Business English in *The Networking Game* is strong, there are a number of important limitations to this pilot study which need to be addressed. First and foremost, although the game was also designed with the idea that the students could play the game individually outside of class, this initial pilot study does not have any data on individual use. Therefore, the usage frequencies of the in-game functions summarized in Table 4 may not accurately reflect how students would interact with the game in an extramural environment. Similarly, the methodology used in the gaming sessions grouped students together so that they could collaboratively interact with the game. Although this approach is not problematic in and of itself, because of a lack of multiplayer functionality, only one team's responses could be logged and scored in any given gaming session. While there is no direct data to suggest this methodology had any meaningful impact on the students' motivation levels, from a game design perspective, it is not ideal to have multiple players waiting to play the game. Future iterations of in-class versions of this game (or similar AI-driven chatbot games) will attempt to address this issue by designing for multiplayer functionality from the start.

The other limitation of this initial pilot study is that there is no data which can support any conclusions about how effectively *The Networking Game* affected English language skills nor how well the students ultimately understood the content. Although the qualitative analysis of the seven gaming sessions clearly indicate engagement with the role-playing themes, negotiated meaning of unknown words and concepts such as clarification requests to the chatbot, and generally appropriate participation in a networking conversation, there is presently no way of correlating these observations with objective outcomes. Future iterations of in-class versions of this game (or similar AI-driven chatbot games) will attempt to address this issue through surveys and a battery of EFL skills assessments with a pre- and post-game design.

Conclusion

In the development phase of *The Networking Game*, the viability of such a tool to function as an instructional tool in Business English contexts was tested. The uncontrolled nature of LLM output remains a concern in formal educational settings, especially considering the potential exposure to inaccurate information (Clelland et al., 2024) or otherwise inappropriate/politically insensitive topics (Hoskins & Edwards, 2025). With that being said, the gameplay mechanics and SLA scaffolding built around the LLM chatbot in *The Networking Game* led

to a truly dynamic environment for the students to practice networking in English. The digital environment with multimodal feedback has the potential to reduce affective barriers and allow students to immerse themselves in a role-playing experience tailored to a specific curricular goal. The objective feedback provided through other gameplay mechanics such as points and high score boards also has the potential to increase motivation and continued engagement with the game. Finally, even though the LLM output was often difficult and technical, because of the dynamic capabilities of the LLM chatbot and the in-game functions designed to support language learning, the students were able to successfully role play participating in a professional business networking event. With the creation of tailored educational tools such as *The Networking Game*, such game-based chatbot interactions truly have the potential to level up our students' language skills.

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Appendix A

Gaming Session and Development Transcripts



https://drive.google.com/drive/folders/1cHVOxfHCb5XahKwKEiloIZUS1s56Kr_G?usp=share_link