



Extensive RPGing? An evaluation of RPG video games for use in extensive reading.

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Key points

- **What is this?** This is an evaluation of RPG video games as an alternative to books or other materials for the purposes of extensive reading, a language acquisition method with decades of support.
- **Why did you make it?** When playing some of my favorite games I noticed just how much reading I was doing. I wanted to see if RPG video games could satisfy the conditions for a successful extensive reading program.
- **Who is it for?** This is for teachers who are interested in or already running an extensive reading program but finding some students lack interest. It could also be for students who have plateaued in their language learning efforts and are looking for a way to use their hobby to respark their progress.

Tweet synopsis

"I want to play a game, not read one." This common criticism of RPG video games may be the reason they could work for language learning through the practice of extensive reading.

#RPGs #videogames #extensivereading

View at the LLP Playground: <https://llpjournal.org/2025/04/22/compton-extensive-rpging.html>

Introduction

At this point, the notion that video games can assist in language learning should no longer be controversial. While the “if” condition may be satisfied, there is still much room to grow in learning “how” to effectively use video games for language learning in and out of the classroom. Two particular areas of growth are in determining what types of games are most effective as well as which activities are best for language learning. This paper aims to investigate both, by evaluating the potential of “extensive RPGing,” which refers to the use of role-playing video games (RPGs) as an alternative to books in the practice of extensive reading.

Extensive Reading

Extensive reading has occasionally appeared in the literature as free voluntary reading, self-selected reading, (uninterrupted) sustained silent reading, and/or drop everything and read (Loh, 2009, p. 94). Extensive reading seems to have taken over as the preferred title in recent years. Put simply, extensive reading is the practice of reading large amounts of material in the target language for pleasure and acquiring the target language as a result. This can be done by students on their own, but often occurs as part of an extensive reading program. Day and Bamford (2002, p. 137-140) offered the following list of ten principles to define an extensive reading program:

1. *The reading material is easy.*
2. *A variety of reading material on a wide range of topics must be available.*
3. *Learners choose what they want to read.*
4. *Learners read as much as possible.*
5. *The purpose of reading is usually related to pleasure, information, and general understanding.*
6. *Reading is its own reward.*
7. *Reading speed is usually faster than slower.*
8. *Reading is individual and silent.*
9. *Teachers orient and guide their students.*
10. *The teacher is a role model of a reader.*

These principles are often referenced by other authors in the field and will be used to evaluate the potential of RPGs for use in extensive reading.

Extensive reading draws much of its theoretical backing from Krashen’s input hypothesis. The input hypothesis claims that learners acquire language through exposure to comprehensible input, which is spoken and written language understood by the learner (Krashen, 1985). It also identifies input as the key factor in language acquisition, as opposed to output, or spoken or written language produced by the learner. Improvements are made by consuming input slightly above the learner’s level of comprehension, referred to as $i + 1$. Continued exposure pushes the level of comprehensible input up until the learner has acquired the language. Another of Krashen’s hypotheses, the affective filter hypothesis, supports language acquisition through extensive reading as well. Krashen (2004, p. 37-38) himself states “In my work in language acquisition, I have concluded that we acquire language in only one way: by understanding messages, or obtaining ‘comprehensible input’ in a low-anxiety situation. This is precisely what free voluntary reading is: messages we understand presented in a low-anxiety environment.” Extensive reading is often lauded for its capability of providing large amounts of comprehensible input to EFL students who otherwise may struggle to find it, but it is also effective in ESL and even first-language contexts.

Extensive reading differs in an important way from the intensive reading exercises that are found in many ESL/EFL textbooks and classrooms. Intensive reading refers to the study of short texts, often guided by the teacher, including exercises designed to help students extract meaning from the text (Renandya & Jacobs, 2002, p. 296). In practice, this often involves every student in the class reading the same teacher-assigned text, and completing activities focused on comprehension, grammar, or vocabulary. The lack of learner choice and emphasis on comprehension would not satisfy the principles of an extensive reading program. This method of reading

instruction has its place, but its teacher-centered nature is unlikely to inspire the same interest and enthusiasm for reading as an effective extensive reading program that is more student-centered. Furthermore, research shows it may not even be as effective as extensive reading at developing reading and other language skills. The following section highlights some of the support for extensive reading in the language learning literature.

Extensive reading programs should be expected to improve reading ability, but there is also support in the literature for improvements in vocabulary, writing, attitude, listening, and even speaking (Day & Bamford, 1998; Renandya & Jacobs, 2002; Krashen, 2004). More recently, Aka (2018) found that an extensive reading experimental group outperformed the control group in reading, grammar, and vocabulary, despite the control group receiving explicit grammar and vocabulary instruction. Similarly, Suk (2017) found that the extensive reading experimental group outperformed the intensive reading control group in reading comprehension, reading rate, and vocabulary acquisition. In a study comparing extensive reading, timed reading, and repeated oral reading, Milliner (2021) found that the students who did more extensive reading saw the highest gains in reading rate as well as both TOEIC reading and listening. To take a wider view, Jeon and Day's (2016) meta-analysis of 71 extensive reading studies featuring 5,919 participants from 1980 to 2014 found a small to medium effect on reading proficiency for both experimental-versus control group ($d=0.57$) and pre-to-post-test ($d=0.79$) designs. The evidence for extensive reading has thus been established over several decades. The next step is to experiment with different applications and materials for extensive reading to see if they can achieve comparable results. The following sections will examine RPG video games and their suitability for use in extensive reading.

Extensive reading is the practice of reading large amounts of material in the target language for pleasure and acquiring the target language as a result.

Role-playing Games (RPGs)

Video game versions of RPGs have a long history, starting as digital representations of tabletop role-playing games like Dungeons and Dragons. In recent years, other genres of video games have started to incorporate more traditional RPG features, such as experience points, leveling up characters, skill trees, side quests, etc. making it more difficult than ever to answer the question "what is an RPG?" Of course, that has not stopped people from trying in articles, online forums, podcasts, and casual conversations among gamers. My preferred definition comes from the RPG-focused podcast *Axe of the Blood God* (Bailey et al., 2015-Present). They offer the following minimum criteria:

1. *It has to have meaningful character progression, from which you gain experience from a variety of activities.*
2. *It has to have some level of character or party customization.*
3. *It needs to have a variety of lootable or craftable items.*
4. *The emphasis in conflict resolution should be based on considerations other than pure player twitch skill¹, such as creating an effective build, understanding party synergies, exploiting enemy weaknesses, etc.*

Even this definition can be open to interpretation, but it is the best one I have seen for excluding games that are clearly not RPGs, despite any RPG-like features they may have. That said, the goal is not to exclude games but rather to give RPG a meaningful definition for use in this context.

The reason for looking at RPGs in particular is that they typically have large amounts of text, especially when compared to other games. While full scripts and exact word counts are not always publicly available, the list of longest video game scripts is dominated by RPGs and visual novels (Codex Gamicus, n.d.). To give an extreme example, 2023's multi-award-winning *Baldur's Gate 3* is said to have a script of somewhere between 1,365,000 and 2,000,000 English words. For comparison, *Harry Potter and the Philosopher's Stone* is around 76,000 words, the *Lord*

¹ "Twitch skill" refers to the more physical skills in gaming, such as hand-eye coordination, reaction time, and dexterity (Brathwaite & Schreiber, 2010).

of the *Rings* trilogy clocks in at 455,125, and the entire five-book *A Song of Ice and Fire* series is around 1,700,000 (Cripe, 2024; Randall, 2023; Tassi, 2023). Even when falling well short of *Baldur's Gate 3*'s mark, popular titles like *Mass Effect 3*, *Final Fantasy VII (Original)*, and *Shin Megami Tensei 3* are all in the 350,000-450,000 word range (Codex Gamicus, n.d.). Though players may be unlikely to encounter every word on a single playthrough of an RPG, these examples illustrate the vast amount of text available in the genre.

Despite their apparent potential for use in language learning, RPGs are somewhat underrepresented in the literature, particularly when it comes to reading. It may seem reasonable to extrapolate some studies on video games in general and apply them to RPGs, but the density of text present in RPGs and the relevance of that text for the purposes of extensive reading is enough to consider them separately. As such, this section will focus on studies specifically using RPGs.

When it comes to using RPGs for language learning, one subgenre that has received some attention in the literature is Massively Multiplayer Online Role Playing Games (MMORPGs). Suh, Kim, and Kim (2010) found that students who played MMORPGs had higher performance in English reading, writing, and listening than those in the control group who received traditional classroom instruction. Reinders and Wattana (2011) found improvements in willingness to communicate, as well as improved enthusiasm and lower levels of anxiety related to English use when using a modified version of the MMORPG *Ragnarok Online*. A follow-up study by Chotipaktanasook and Reinders (2018) replicated these findings and found significant increases in quantity and quality of English output while playing the game when compared to the classroom activities before and after gameplay. Al-Khanfar's (2023) decision to use *The Legend of Zelda: The Ocarina of Time* to teach Spanish was sparked by her own experiences learning Spanish from other users while playing *Runescape*, *Aion*, and *The Lord of the Rings Online*. While these and other findings for the effectiveness of MMORPGs in language learning are encouraging, there are at least two issues when considering them for use in extensive reading activities. First is that they tend to rely heavily on the social interaction present in MMORPGs that may not be present in single-player RPGs. It may be accurate to describe the activities in these studies as a substitute for classroom-based conversation activities, but not necessarily as a substitute for books in reading activities. Second is that the popularity of MMORPGs has decreased in recent years while single-player narrative-driven RPGs or RPG-like games have seen a resurgence in demand. While neither of these would disqualify MMORPGs from use in an extensive reading program, it is worth considering that they may not have the same impact when used in this way.

When it comes to the intersection of extensive reading and RPGs, or even video games in general, there is a lack of support in the literature. There are some studies that aim to "gamify" their extensive reading programs (Freiermuth & Ito, 2022; Howrey, 2022), but while this may be effective in getting students to read more, it does not address the possibility of actually using games, be they video role-playing or other, in extensive reading activities. Al-Khanfar's (2023) use of the RPG-like *The Legend of Zelda: The Ocarina of Time* to teach Spanish is encouraging, but again relies heavily on the social element of game playing and more closely resembles intensive reading than extensive. Other studies (Cruz, 2007; Leao, 2011; Chen & Yang, 2013; Kasanic, 2017) have made vague suggestions that playing RPGs could satisfy many of the conditions as reading, but few, if any, have made the direct connection to extensive reading, and none have discussed the idea at any length. The remainder of this paper aims to do just that.

RPGs typically feature character progression, character or party customization, a variety of items and/or equipment, conflict resolution based on means other than player twitch skill, and a large volume and density of text.

RPGs in Extensive Reading

In this section, we will be evaluating the potential use of RPGs for use in an extensive reading program. In an attempt to evaluate them more critically, I will be using the previously mentioned ten principles for extensive reading from Day and Bamford (2002) and applying them to RPGs.

1. The reading material is easy.

In an extensive reading program, the reading material must be at or below the learner's level in order to achieve the desired results. If a student is constantly encountering unfamiliar language during the reading process, they may not enjoy the activity, which undermines its effectiveness for language learning. Day and Bamford (2002) suggest that any more than a few unknown words per page could hinder the effectiveness of the material for the extensive reading program. For this reason, the use of graded readers, which are books written or re-written to target specific language levels, is often recommended.

Unfortunately, there are no graded RPGs, so the level of difficulty is a real concern. However, easier RPGs do exist, and the following table offers some suggestions by level. To avoid direct comparisons to CEFR or other specific language level markers, I have adopted the video game difficulty markers of *easy*, *normal*, *difficult*, and *extreme*. This table is based on personal experiences with and/or perceptions of the games suggested, but further testing and evaluation may be necessary to ensure the placements are accurate.

Table 1: Suggestions and descriptions of video game RPGs by level

Level	Description of linguistic features	Suggested titles
Easy	<ul style="list-style-type: none">• Simple vocabulary• Short sentences• Straightforward plot and character interactions	<i>Pokemon</i> series <i>Stardew Valley</i> <i>Animal Crossing</i> <i>Super Mario RPG</i>
Normal	<ul style="list-style-type: none">• More advanced vocabulary and complex sentence structures• Incorporation of fantasy or other genre-specific language• Fairly straightforward plot and character interactions	<i>Dragon Quest</i> series <i>Persona</i> series <i>Ni no Kuni 1 & 2</i> Earlier <i>Final Fantasy</i> series (1-6)
Difficult	<ul style="list-style-type: none">• Heavier reliance on advanced vocabulary and complex sentence structures• Considerable use of fantasy or other genre-specific language• Plots are less linear and may be more abstract or convoluted• Character interactions are more complex	Later <i>Final Fantasy</i> series (7-16) <i>The Witcher 3</i> <i>Mass Effect</i> series <i>Metaphor: ReFantazio</i>
Extreme	<ul style="list-style-type: none">• Extremely text-heavy, with much of the text being at an advanced level• More complex and/or philosophical topics being discussed• Plots and character interactions are more complex and may be difficult to follow	<i>Disco Elysium</i> <i>Baldur's Gate 3</i>

In addition to the availability of video game RPGs at different levels, there is also the idea that the multimodal nature of these games could help learners negotiate meaning beyond the text. As Reinhardt (2019, p. 116) points out, most research in support of video games in language learning has pointed to “the multimodal combination of visual, audio, and graphemic representations of vocabulary contextualized in narratives, with which the user interacts to complete meaningful, goal-oriented tasks.” There is hope that between the multimodal presentation combined with the genuine interest and enjoyment created by immersive gameplay could propel users through some language issues. Respondents to a survey on Quora and Reddit emphasized the need for the game to be close to the player's level, but as one user put it “the game was way above my level, and had soooo many useless or weird words cause it's an RPG. But I liked the game, and did end up learning some useful words, and because it was fun, I kept playing it till my xbox broke” (Reinhardt, 2019, p. 37).

2. A variety of reading material on a wide range of topics must be available.

The availability of varied reading material in extensive reading has two primary functions. The first is to increase the likelihood that readers will find something that is actually interesting to them. The second is to encourage a flexible approach to reading, in which readers learn to read for different reasons and in different ways (Day & Bamford, 2002). In many extensive reading programs, this is accomplished by having access to a school library with physical copies or access to an online service.

Using RPG video games could satisfy the condition of having content on a wide range of topics. Not unlike novels, RPGs are spread across settings and genres. Players can find games in high or low fantasy settings, from the ancient past to the distant future, and anywhere in between. The difficulty would not be in the variety of content, but the access to it. Video games are generally more expensive than books, at least on a one to one basis, and they may also be less resilient to advancements in technology. When a learner opens a book and sees text on a page, there are not as many indications of its age. With video games, the era of publication will be immediately apparent based on the graphics and presentation, and some learners may be less interested in an older game. This may require more frequent additions to keep an RPGing library up to date. Additionally, while books stand alone, many games require additional hardware to play.

However, there are some ways to mitigate the costs associated with building a library for extensive RPGing. There are subscription services available on every modern gaming console (with Microsoft's Game Pass also available on PC) featuring a deep library of RPGs. Apple Arcade and Google Play Pass are available for mobile gaming and both have some RPG titles available. The PC-based Steam platform frequently offers games at a discount and has arguably the deepest RPG library of them all. Furthermore, depending on the scale of the program, a motivated instructor may have a personal library of games they would be willing to share with students for educational use. Finally, there is the option of students buying games at their personal expense. They may need to be more selective when doing so, but it could also make them more invested in the games they choose. Buying, selling, and trading used games could also reduce some of the financial burden.

Interestingly, while setting up a library is often considered a hurdle to overcome in extensive reading, Jeon and Day's (2016) meta-analysis found that library size had no significant impact on the outcomes of extensive reading programs. This indicates that a modest game library or even a single subscription service should be enough to start a successful extensive RPGing program.

3. Learners choose what they want to read.

Students being able to freely choose what they want to read is one of the key tenets of a successful extensive reading program. This includes the option to change what they are reading at any time. This freedom helps establish extensive reading as something personal, differentiating it from the usual teacher-centered textbook reading done in many language classes.

At a glance, it seems easy to allow learners the same freedom when choosing which RPGs they want to play in an extensive RPGing program. However, this freedom could be somewhat restricted by the size of the library available. In contexts where that is not an issue, students would ideally be free to play the games they want, and change at any time, for any reason.

4. Learners read as much as possible.

This is where the "extensive" in extensive reading comes from. Learners should read as much as possible. However, this will always vary based on learner ability and curricular demands. Day and Bamford (2002) suggest that a book a week is a realistic target, as book length tends to scale with the learner's reading level.

When it comes to RPGs, a game a week would not be a realistic target, as games do not scale with ability in the same way. Furthermore, many RPGs are in the 40- to 50-hour range, with many surpassing the 100-hour mark. It would be more important to establish a habit, even at an hour or two per week. In the case of learners who already play RPGs recreationally, this should not be a difficult target to reach, and they may willingly exceed it several times over.

5. The purpose of reading is usually related to pleasure, information, and general understanding.

While these may seem to be natural reasons for reading, they are not the ones typically emphasized in comprehension-focused reading classes in another language. Rather, they are the reasons people typically read for pleasure in their first language, and extensive reading attempts to recreate that environment in another language.

Where extensive reading hopes that the reader's enjoyment of and immersion in the task of reading itself is enough to stimulate language acquisition, extensive RPGing would be relying on the player's genuine intent to do well in and eventually "beat" the game (Leao, 2011).

An extensive RPGing program would of course have language learning as a goal, but in the same way as extensive reading, it would not be tied to any specific level of comprehension. The reason for exploring the use of RPGs in extensive reading is that some students may prefer playing games to reading books, so an extensive RPGing program should be able to satisfy this condition fairly easily.

6. Reading is its own reward.

As mentioned above, the goal of an extensive reading program is not to assess comprehension of any particular text. Reading should be done because it is enjoyable, with the language learning benefits being a wonderful side effect. That said, there are sometimes follow-up activities.

"The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. For such reasons, students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. Such activities, while respecting the integrity of students' reading experiences, extend them in interesting and useful ways." (Day & Bamford, 2002, p. 138)

Similarly, there would be no need for comprehension activities in an extensive RPGing program. However, several RPGs are rich with material that could be used to extend or enhance the learner's gaming experience and tie it back to language learning.

One example that has always jumped out at me is the popular *Persona* series. The story progresses using calendar dates, which lend themselves well to an activity writing a diary from the perspective of the main character. Because the learner is also controlling the main character's choices, it could be a very meaningful and personal activity. Other games may have similar features that are well-suited to diary or other writing activities.

TEACHING TIP

Give your students fun and interesting follow up activities that focus on their experience with the material, not their comprehension of it.

7. Reading speed is usually faster than slower.

As mentioned, extensive reading prioritizes enjoyment over comprehension, and accordingly, prioritizes speed and fluency over accuracy. The practical application of this is that learners are encouraged to continue reading even when they don't recognize some of the words. Dictionaries are discouraged as they slow the process down.

This is an area in which extensive RPGing could potentially excel. Learners will already be motivated to continue reading in order to continue playing the game. Furthermore, they have other audio, visual, and contextual clues that can enhance their guesses at unfamiliar words. The downside, however, is that as previously mentioned, it is more difficult to control the linguistic difficulty of an RPG, so learners may encounter unfamiliar words more frequently. While all aspects of extensive RPGing are in need of further research, this would be a particularly important area on which to focus.

8. Reading is individual and silent.

As learners are free to choose their own reading material, the reading done during extensive reading is individual and silent. There is no reason for interjections from the teacher or other learners, as everyone is reading something different. Furthermore, learners are all reading at their own pace. This helps further establish reading as a personal and enjoyable endeavor.

With video game RPGs typically being single-player experiences, extensive RPGing can certainly satisfy this criteria. However, the potential for a shared and social experience should only be considered an advantage when compared to traditional extensive reading exercises with books. A more social pass-the-controller atmosphere with a small group of students may enhance the extensive RPGing experience. This would be another important aspect to focus on during practical research.

9. Teachers orient and guide their students.

Contrary to many teacher-centered reading classes, the extensive reading program is learner-centered. As such, the role of the teacher becomes that of a facilitator. In addition to offering guidance and suggestions, the primary function is selling the concept of extensive reading. Learners need to be convinced that it is a worthwhile activity for developing their language skills, and many need additional convincing that enjoyment is the goal, not 100% comprehension. This can be done by having a strong understanding of extensive reading, including these principles, being familiar with the material the students are reading, and using activities that emphasize enjoyment over comprehension. As mentioned previously, these are usually personal reflections and creative activities, rather than comprehension-based tests or assignments.

In an extensive RPGing program, this role would be similar. While students looking to participate in the program may not need much convincing to play RPGs for enjoyment, they may need some reassurance about playing one in another language. The teacher should be knowledgeable about the games and platforms available as well as the specific conditions of their program. Getting students started with games that suit their level and interest will be of the utmost importance. As with reading, follow up activities should be based on the learner's personal experience with the games, not necessarily their understanding of them.

York's (2023) conceptualization of making SPACE for students to play and learn can be applied here. The teacher's role in an extensive reading program is to create an environment conducive to running the activity successfully. The table below illustrates how a teacher may create SPACE for an extensive RPGing program in a similar way.

Table 2: Making SPACE in an extensive reading/RPGing program

Element	Application
Safe Learning from failure, inclusive, competence, supportive	<ul style="list-style-type: none"> • No comprehension-based tests • Assessment, if necessary, is generally based on participation or completion of follow-up activities that are based on student experiences with the material • Students select their own reading material and may change at any point for any reason
Participation Society, community, choice, self-direction, culture	<ul style="list-style-type: none"> • In some cases, participation in an extensive reading/RPGing program may be voluntary • Students select their own materials and read at their own pace • No social interaction during the reading task, but follow-up activities may draw on a social element (sharing experiences, recommendations, etc.)
Agency Autonomy, freedom, dialogue, interaction, motivation, investment	<ul style="list-style-type: none"> • Students choose their own reading material and may change at any point for any reason • Student-driven, with much of the work done independently
Critical Challenge, reflective, interdisciplinary, purposeful, cognition	<ul style="list-style-type: none"> • Follow-up activities are based on students' interaction with the material; sharing their thoughts and experiences instead of demonstrating mastery • Students are encouraged to think deeply about the material they have encountered
Experiences Relatedness, identity, relevant, meaningful	<ul style="list-style-type: none"> • Extensive RPGing would most likely take place within an extensive reading program, allowing students to opt in if playing a video game would be a preferred learning experience • Follow-up activities are reflective and based on experiences with the material rather than comprehension

10. The teacher is a role model of a reader.

Another important function of the teacher in an extensive reading program is to be a role model of a reader. That is, to demonstrate that reading is something enjoyable and worth doing. In some contexts, this may be achieved by the teacher actually reading something for their own enjoyment while the students are engaged in their own reading activity. When students look up to see what their classmates and teacher are doing, seeing the teacher engaged in their own reading can reinforce the idea that reading is a worthwhile activity. In contexts where the extensive reading sessions take place outside of class, the teacher can still fill this role by talking about reading or demonstrating their own reading before class or during breaks. Even something as small as having a novel on their desk may help.

The type of teacher who might want to start an extensive RPGing program would likely have little trouble acting as a role model of a "gamer." From enthusiastically discussing their experiences with games to bringing their Nintendo Switch to class, there would be several options and opportunities for the teacher to demonstrate their love for gaming. The trick here is to keep it tied to RPGs and language learning. Perhaps the teacher could play a game in another language and keep the students updated about their progress. This could be particularly effective in contexts in which the students speak the same first language. As mentioned in principle 9, teachers should be familiar with the students' reading or gaming materials. Again, for the type of teacher interested in having an extensive RPGing program, this could be seen as a benefit. It certainly sounds more enjoyable than having to be familiar with a library full of graded readers or young adult literature.

TEACHING TIP

Demonstrating an interest in reading has been proven beneficial in traditional extensive reading programs. Talk to your students about video games and replace the novel on your desk with a Nintendo Switch!

Conclusion

Viewing RPGs through the lens of Day and Bamford's (2002) ten principles for extensive reading has revealed that RPGs should be able to satisfy the conditions of a successful extensive reading program. The multimodality and density of text present in RPGs make them a viable alternative for extensive reading, especially for students who may have trouble engaging with traditional reading materials. It should be emphasized that even if this holds true, it is not meant to be a one-size-fits-all method, but one that may see significant benefits for a few students in each extensive reading program.

Despite the apparent suitability of RPGs for extensive reading, several challenges and questions remain. First and foremost, the next step is to put this into action in order to generate empirical support for the idea. If successful, the door is open to a host of other questions: how should 'RPG' be defined for these purposes? Is building a video game reading library financially viable across a variety of teaching and learning contexts? If effective, how does extensive RPGing compare to extensive reading in terms of efficiency?

These are just a few questions, and certainly many more will emerge from conducting empirical research with human subjects. However, I hope this article will convince some teachers and learners that when it comes to using RPGs for extensive reading, we're not at "Game Over," but rather "New Game+."

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