

CHAPTER 5 (EPC551 – MIPV1)

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Abstract: Instructional Design is the practice of creating “instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing. Utilising the resources such as Textbook, GAGNE, and ARCS method of learning allows the Instructional Design to take shape of an English language game that aims to educate students, and allow the students an immersive experience and entertain themselves playing a video game that aims to teach Grammar, Reading Comprehension, and Listening exercises. The objective of this game is to instil entertainment in learning via the application of an immersive video game, rife with both lore and characters.

Keywords: Educational tool, Instructional Design, Video game, Syllabus, Interactive.

1. Introduction

Games are not just simply an abstract form of visual entertainment. They are something that transcends beyond the coils of standard spectating. More often than not, a game transports, delivers its players into another realm altogether, allowing them to experience its world and substance with immersive absorption, at one with the abstract itself, becoming something anew within that crucible. A story, a message, a lesson, all this can be imparted within a video game. Like a novel, you can see its core if you only have the eyes to open. In relation to this, education, or in this case, the teaching of English, is difficult when it comes to students, namely because of the impression of cumbersome when it comes to education. By combining it with a video game, a hybrid creation will come forth, where both learning and entertainment is sparked amid the genesis.

2. Problem Statement

Learning is a problem to students. They simply despise it for what it is. Some direct it to the teachers, others to the system, a few to the syllabus therein. But whatever the case, boredom is the main commonality.

3. Objective

To instil entertainment in learning via the application of an immersive video game, rife with both lore and characters.

4. Novelty

Games are never associated with learning, especially a good game. With this in mind, a good game is created, self-existent and secured in its own singularity, with the intent of learning English still kept in its core. This game address the player in First-Person as the “Arch Researcher”, and the game allows the players to interact with Non-Playable Characters (NPCs), such as Arch Researcher Vashni to aide the player in the exercises.

5. Usefulness

Anyone can play the game from students to teachers as it uses a story-based, role-playing game format, in which attention is diverted to the lore and plot itself, with complements to gameplay.

6. Commercialization Potential Or Impact Towards Socio Economy/Humanity

Video games are a booming industry. Almost every major video game company has put up some sort of video game in the market. No company has yet put up a truly entertaining, yet educational tool doubling as a video game. This game (Chapter 5) will be the first good one, as proved by a number of players who tested in LIID 2017. This game differs from other educational games as it is not using bright colour schemes in the game, due to its nature as a “dark, adventure game” Even more so, this type of game will not only attract students and teachers, but also other gamers due to the in-depth story and lore of the game, and its existing characters, as well as the overall theme that is well loved by most.

7. Images (With Captions/Explanation)



Image 1. Starting page for the player to input name and class.



Image 2.

In this game, the player plays a character called the Arch Research. This is apparent in various Role Player Games (RPG) to allow an immersive experience for a player of a game.

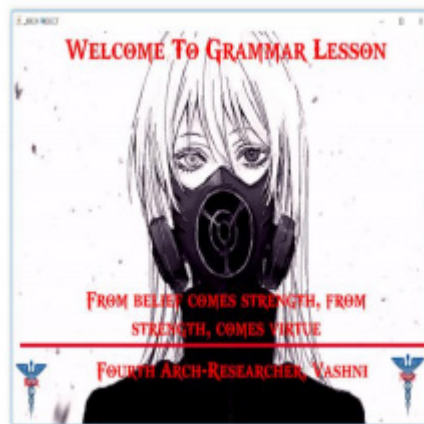


Image 3.

When starting a lesson, a player is introduced to Non-Playable Characters (NPCs) in the game to assist the player whilst answering exercises.



Image 4.

Example of one of the 3 exercises present in the game. Pictured is the drag and drop exercise

8. Conclusion

In conclusion, this game serves a purpose to both educate a student in the most immersive way conceivable, while allowing them an opportunity to learn the Form 4 English Syllabus in an entertaining method. The exercises present in the game were crafted so that the bulk of the lesson in the textbook is transferred on a digital medium in a cohesive manner to allow students to exit the game educated.

9. References

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