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GAME-BASED LEARNING: A PRACTICAL CASE WITH THE VIDEO GAME *BEHOLDER* IN THE B2.1 RUSSIAN LANGUAGE CLASSROOM

ABSTRACT

This paper examines a didactic intervention addressing deficiencies in the traditional methodology used for teaching Russian as a second language at the Spanish Official School of Languages (Escuela Oficial de Idiomas). The intervention aimed to enhance student motivation by incorporating game-based learning, specifically using the video game *Beholder* (2016) to improve oral and written communication skills. The intervention targeted the B2.1 Russian language study group, focusing on natural (native) bureaucratic texts. Activities and tasks, including a final practical exercise, were designed to improve situational linguistic-communicative functions. The results showed increased motivation, confidence, and practical skills, verified through initial and final vocabulary tests, a self-evaluation rubric, and final student interviews. The paper also suggests improvements for future applications of game-based learning.

Keywords: Russian as a foreign language, game-based learning, communicative method, class intervention, adult learners

ABSTRAKT

NAUCZANIE OPARTE NA GRACH: PRAKTYCZNY PRZYPADEK Z GRĄ WIDEO *BEHOLDER*
W KLASIE JĘZYKA ROSYJSKIEGO NA POZIOMIE B2.1

Niniejszy artykuł dotyczy interwencji dydaktycznej mającej na celu rozwiązanie niedociągnięć tradycyjnej metodologii nauczania języka rosyjskiego jako obcego w hiszpańskiej Official School of Languages. Interwencja służyła zwiększeniu motywacji uczniów, poprzez zastosowanie nauki opartej na grach, w szczególności gry *Beholder* (2016), do poprawy umiejętności komunikacyjnych, zarówno ustnych, jak i pisemnych. Działania te

skierowane były do grupy uczniów na poziomie B2.1 i koncentrowały się na naturalnych tekstach biurowych. Opracowano zadania oraz końcowe ćwiczenie praktyczne, których celem było rozwijanie sytuacyjnych funkcji językowo-komunikacyjnych. Wyniki wykazały wzrost motywacji, pewności siebie oraz praktycznych umiejętności uczniów, co zostało potwierdzone za pomocą wstępnych i końcowych testów słownictwa, rubryki samooceny oraz wywiadów przeprowadzonych z uczestnikami interwencji. W artykule zaproponowano również udoskonalenia, które mogą zostać uwzględnione w przyszłych zastosowaniach nauki opartej na grach.

Słowa kluczowe: język rosyjski jako obcy, nauka oparta na grach, metoda komunikacyjna, interwencja dydaktyczna, dorośli uczący się

1. Introduction and theoretical background

The intervention described in this paper was carried out during a student-teacher practicum in the 2020–2021 academic year that took place in the context of the Official School of Languages in Málaga (Spain). This is a non-tertiary educational institution where Russian is taught at a level range of A1 to B2, including certificates at the beginner (A2) and intermediate (B2) levels for the language.

Russian is not an official language of the European Union, and it is used natively within a completely different context from Spain (Russia belongs to the Commonwealth of Independent States). As such, the state examinations of Russian as a Foreign Language, according to which the teaching of Russian to international students in Russia is based (and, by extension, the rest of Russian teachers around the world) are not framed within the Common European Framework of Reference for Languages (CEFR). On the contrary, the Test of Russian as a Foreign Language (TRKI in Russian, TORFL in English) follows its own criteria in the evaluation of candidates and, although they are gradually adapting to the communicative approach commonly used in the evaluation of EU languages, the exercises are still much more closely linked by their structure to the traditional method of grammar and translation. Thus, for example, only “the new error classification [...] is based on the criterion of success or failure of the communicative speech act”¹, which has been in place for barely a decade. This fact, coupled with the system of university training in the Russian Federation, including teachers and philologists, whose philosophy is focused on lexical-grammatical correctness (accuracy), has led to a notable lack of alternative methods to the study of grammatical rules and

¹ Т.М. Бальхина, Е.Е. Юрков, С.И. Ельникова, О.А. Лазарева, *Российская государственная система тестирования по русскому языку как иностранному (ТРКИ/TORFL)*, Санкт-Петербург 2011, p. 2.

memorization of vocabulary lists, including such popular approaches in Europe as Task-Based Learning, Project-Based Learning or the concept of meaningful learning for the learner. Only in recent years have researchers paid attention to some of the most notable shortcomings presented by the teaching of Russian as a foreign or second language abroad. For example, referring to the relatively poor results learners have been achieving in Uzbekistan, Zamira D. Djalmatova remarks:

Observations of the educational process, analysis of speech utterances of students in oral and written forms, which are often very weak in form and content, allow us to determine the main reasons for the low level (often lack of it) of knowledge.

1. Inadequate consideration of the proper organization of inner communication thought processes that give personal-meaningful and personal-oriented training.

2. The lack of a created framework for shaping the individual reactions of students to new information².

Nevertheless, the Spanish Official School of Languages (EOI) aims to remedy these and other problems, bridging the gap between traditional language acquisition, Russian as a foreign language, and the latest European innovations that provide a holistic and task-communication approach to language learning. Precisely this attitude allowed for the didactic intervention described in this paper to take place.

In its educational project for the 2020/2021 academic year, the Official Language School of Málaga defines itself as follows

a public educational center, which provides a specialized and quality service, aimed at people who for various reasons need to learn to communicate in foreign languages and/or obtain official qualifications at the different levels of the Common European Framework of Reference for Languages³.

In addition, the EOI is an institution that offers additional education, with a notable variability in the characteristics of its students (people of different ages, social and working conditions, and even interests and objectives), in which an adult student body predominates, since the minimum age for accessing these courses is, with some exceptions, 16 years of age.

This was a key factor to take into account during the design of the learning intervention, which had to be adapted to the needs and preferences of both the individual students and the group as a whole. Having interviewed the Russian

² Z.D. Djalmatova, *Specificity of Learning Russian as a Foreign Language*, "Актуальное в филологии" 2021, 3, p. 362.

³ EOI de Málaga, *Proyecto Educativo*, Málaga 2020, p. 3.

language learners, it became evident that a large part of the student body could boast a strong intrinsic motivation for learning the language: reasons as simple as an interest and curiosity for foreign languages and the Cyrillic alphabet are mentioned in the surveys, as well as the existence of Russian relatives (both blood relatives and in-laws); there were, at the same time, professional motives (adding one more language to one's CV), the previous study of Russian by several members of a family, and there was even the case of a student who lived in Russia for several years for work and wished to polish and renew her knowledge of the language and culture.

On the other hand, the B2.1 group had only five students (considered a small group). Thus, classroom dynamics and learning processes had to be designed with this particularity in mind.

Besides, contrary to the popular belief that adult learners suffer from higher levels of Foreign Language Anxiety (FLA):

a series of Spearman correlation analyses revealed significant negative values between age and levels of Communicative Anxiety (CA) and Foreign Language Anxiety (FLA) in L1, L2 and L3 [...] This suggests that older adults suffer less CA/FLA than younger adults in their various languages⁴.

In this way, and in addition to the fact that Russian is a language studied mainly voluntarily in the EOI of Málaga, we can assume that the students suffer from the factors of anxiety, embarrassment and fear before communication in a foreign language to a lesser extent than in younger age groups whose success depends mostly on evaluation results.

2. Conceptual framework and methodology

The communicative nature of this teaching intervention was central to its design and implementation. Evaluation of the learning process and its outcomes was conducted collaboratively through the development of a rubric. This rubric was created during one of the sessions in cooperation with the students and their tutor. The rubric's standards, included as an annex, were rooted in the principles of the Common European Framework of Reference for Languages (CEFR), with specific adaptations to the B1 and B2 levels. These levels repre-

⁴ J.M. Dewaele, K.V. Petrides, A. Furnham, *Effects of Trait Emotional Intelligence and Sociobiographical Variables on Communicative Anxiety and Foreign Language Anxiety Among Adult Multilinguals: A Review and Empirical Investigation*, "Language learning" 2008, 58, p. 935.

sented the students' starting point and their target proficiency for the current and subsequent academic years.

In view of the apparent shortcomings in the teaching-learning processes of the B2.1 Russian group, the objective was to find a didactic solution that would respond to three urgent needs of the class group:

1. The proposal was to move away from the traditional method of translation and grammar widely used in the Department without being detrimental to the students' acquisition of the lexical and grammatical patterns of the Russian language.
2. The activities had to be novel, lighthearted and playful, since one of our priorities was to break with the group's previous routine in order to get the students out of their intermediate-level stagnation.
3. The intervention should be oriented to meet learning objectives expressed in the syllabus, preferably leading to communicative learning, categorized by functions, allowing students to perform practical and meaningful tasks both inside and outside the classroom, and also relevant from the points of view of interculturality and mediation.

Thus, the first framework in which we placed ourselves for the creation of the teaching innovation intervention proposal was the approach we would follow, selecting so-called game-based learning, whose principles are based on "borrowing certain principles from gaming and applying them to real-life contexts to involve users"⁵. Contrary to gamification, which incorporates playful elements into a non-game context, in game-based learning both parts are integrated, making this element fully equivalent to the learning process. In this sense, the video game acts as a safe environment to practice, make mistakes, and make decisions that carry a certain emotional charge given our empathy towards the characters with whom we identify as players, but are free of real risks from the affective and vital point of view as well as from the linguistic point of view. Thus, as Jessica Trybus further explains,

within an effective game-based learning environment, we work towards a goal, choose actions and suffer their consequences in the process. We make mistakes in a risk-free context and, through our experiments, we actively learn and practice the right way to do things⁶.

⁵ J. Trybus, *Game-based Learning: What it is, Why it Works, and Where it's Going*, Miami 2018.

⁶ Ibidem.

The suitability of game-based learning for adult learner class groups is also noteworthy, although the idea might at first seem counterintuitive: NMC's 2014 *Horizon Report* listed games and gamification as a trend in tertiary education, asserting that "the average age of video game players today is 30 years old, and 68% of them are over 18 years old, i.e. college-aged"⁷.

2.1. Selection and description of the game

The main challenge we encountered was the lack of video games specifically designed for teaching Russian as a foreign language, a shortcoming noted several times in this paper. While popular foreign languages have a broad range of teaching resources, materials for Russian are more limited and tend to follow traditional methods. To address this, we chose a standard video game that, although not originally designed for language learners, met our goal of integrating cultural elements into the classroom. Thus, we opted for *Beholder* (2016), developed by the independent Russian company Warm Lamp Games, whose premise is based on the bureaucracy typical of the Soviet era, largely in force in today's Russia. The game's plot is relevant as it depicts a dark period in Soviet history. Its mechanics, which involve preparing reports on other characters, help students practice filling out forms in Russian – a crucial skill for anyone visiting the country. Additionally, the game's mechanic of searching apartments introduces basic Russian vocabulary through objects like clothes, fruit, books, and music records found in the neighbors' belongings. The game's website describes it as follows:

To your tenants, you are a government-appointed Landlord in a totalitarian state. However, this is only a facade behind which your real mission hides: to spy on your neighbors discreetly. You must CABLE their apartments while they are away, SEARCH their belongings for objects that may threaten the authority of the State, write their PROFILES for your superiors and DENOUNCE anyone who is capable of violating the laws⁸.

The game provides an immersive experience that combines the Russian language in use with a fictionalized cultural and historical context. Its mechanics and themes align well with language teaching goals, particularly for learners aiming to improve both linguistic proficiency and cultural understanding (most of all, a practical knowledge of Russian-language bureaucracy).

⁷ L. Johnson, S. Becker, V. Estrada, A. Freeman, *NMC Horizon Report: 2014 Higher Education Edition*, Austin 2014, p. 42.

⁸ Warm Lamp Games, *Beholder: Every Choice Has a Consequence*, 2016.

Beholder’s mechanics involve tasks like writing reports and filling out forms, which are directly transferable to real-life situations, such as applying for visas or navigating official documents in Russian. These practical tasks familiarize students with essential bureaucratic vocabulary and sentence structures, a skill particularly relevant for those planning to visit or work in Russia.

Searching apartments exposes learners to basic vocabulary for everyday objects, such as clothing, food, and household items, solidifying their previous Russian knowledge. By interacting with these items in the game, students not only learn the corresponding words but also see them in context, which reinforces memory and understanding. The variety of objects ensures exposure to diverse vocabulary, broadening the learner’s lexicon.

The storyline, centered around spying on neighbors and writing detailed profiles, requires players to understand and produce text in Russian. The need to comprehend written instructions, dialogues, and descriptions in the game encourages active language engagement, helping students practice reading and writing skills in a stimulating and interactive way.

The morally complex decisions in *Beholder*, such as whether to report a neighbor or show compassion, immerse players in the narrative, making the language-learning experience more emotionally engaging. This further encourages students to retain vocabulary and phrases associated with impactful moments in the game.

In this way, *Beholder* can be integrated into the learning processes of the group even though it is not specifically designed to act as an educational and educative element. However, its use should be subject to certain conditions and cannot be carried out without taking into account the particularities of its design in conjunction with the classroom conditions available to us, which will be detailed in the description of the working sessions in this paper.

2.2. Participant demographics

Table 1. Learner Profiles

Gender	Age	Native language	Other languages spoken
F	56	French	Spanish (C1), English (B2)
F	29	Spanish	English (B2)
M	64	Spanish	English (B1)
M	32	Spanish	English (B2), German (A2)

Source: In-class questionnaire.

As indicated in other sections of this paper, the B2.1 level group had a total of five students, two women and three men, all of whom had some knowledge of one or two other foreign languages besides Russian. It is worth mentioning that only those under 55 had previous experience with video games (F29, M32, M26). Nevertheless, the two older students (F56, M64) adapted quickly to their use with some assistance from their classmates and teachers.

3. Technical basis of the teaching intervention: objectives, use of ICT tools, contents and competencies, evaluation.

3.1. Objectives

The core of this didactic intervention is to give students practical tools for learning Russian, focusing on real-life communication rather than theoretical knowledge. According to Decree 239/2007, the goal of special regime language teaching in Andalusia is to develop students' ability to use the language effectively in various contexts. This intervention aims to enhance students' practical language skills through activities that simulate real-world interactions, aligning with the communicative and functional approach outlined in the decree:

1. To develop communicative competence, both in spoken and written form.
2. To establish a firm foundation of communication strategies, learning strategies and attitudes that support successful communication and learning.
3. To develop linguistic, sociocultural or sociolinguistic and pragmatic skills.
4. Use assessment and self-assessment of learning as tools to improve learning.
5. Establish a firm foundation for the development of multilingual and multicultural competence.
6. Use language learning and communication as an instrument of personal, social, cultural, educational and professional enrichment.

It is evident when analyzing the objectives set by the Decree that teaching at the EOI should focus on the development of the students' communicative skills, as proposed in our teaching intervention. Moreover, the teaching-learning process cannot focus solely on language skills, but must also include sociocultural, sociolinguistic and pragmatic elements, essential in natural communication with native speakers, or in the use of Russian as a bridge language between non-native speakers from different cultures.

3.2. Use of ICT tools

Since the present proposal is based on the use of a video game as the central element of the teaching-learning processes, supported by conductive and complementary activities and tasks, the use of ICT tools available in class and owned by each learner was of vital importance for its implementation, without neglecting to ensure all students had access to the necessary technology.

3.3. Competencies and contents addressed in the teaching intervention

The competencies and contents covered during the sessions corresponding to the designed intervention are taken directly from the goals of the B2 (intermediate) level program of the Russian Department EOI in Málaga. In this way, sociocultural and sociolinguistic contents (social conventions, institutions, cultural values, history, etc.), strategic contents (comprehension, coordination of competencies, use of previous information, hierarchization of ideas, etc.), as well as functional, discursive, syntactic and lexical contents typical of B1 and B2 levels were taken into account.

3.4. Criteria for evaluation of student progress and evaluation of instruction

As has been mentioned in previous sections, the evaluation of the project was based on a rubric created in collaboration with the student group. In addition, constant contact was maintained with the students in person and through the Google Classroom platform in order to learn about their experiences during the process, solve their questions, and adapt the planned intervention to the needs that might arise on their part. Finally, the students were interviewed orally, and they unanimously declared greater confidence when dealing with administrative texts, a better understanding of the lexicon (see annexed activities) in the contexts corresponding to the video game, and a new appreciation of the genre as an educational element. It is worth noting, however, the technical difficulties encountered by some students (especially within a relatively older age range), as well as the students' requests to find games that were specifically designed for the training of linguistic competencies and skills in Russian as a foreign language.

3.5. Sequencing, timing and execution of the teaching intervention

Taking into account the innovative nature of this proposal, some activities were designed leading to direct work with the video game in order to familiarize the

students with both the general theme of the intervention and the medium used in it, especially in the case of those who were not used to similar game mechanics. The last working session was also devoted to a longer task (the completion of a survey necessary to obtain a Russian visa, done in pairs) and to a brief discussion of personal reflection, self-evaluation and general impressions. Evaluation of the students was done on a continuous basis, and previous agreement on a common rubric with the group.

Four sessions of two hours each were dedicated to the intervention over a two-week period, as well as a variable number of hours of autonomous work at home by the students (no less than two hours per week).

3.5.1. First session: April 21, 2021. Introductory session

a) Original planning

First, students would take a vocabulary test before introducing the intervention topic. The test included words frequently appearing in *Beholder* and semantically related terms that were either absent or less prominent. Students translated the words into Spanish and used them in Russian sentences to assess their understanding of subtle nuances.

Next, there would be a presentation on *Beholder* and our session plan, covering the game, upcoming activities, and objectives (building confidence with administrative forms and interviews, enhancing reading comprehension, and expanding vocabulary). Technical guidelines on operating the game were also shared. The discussion, conducted in both Russian and Spanish, introduced relevant classroom vocabulary in context. This session concluded with the development of the evaluation rubric.

The three main activities then followed, with students working in pairs and trios. First, groups analyzed an image of the protagonist's family, discussing relationships and character traits based on the photograph. Next, each person completed a brief survey (name, age, occupation, hobbies) for the main characters based on their impressions. Finally, the pairs or trios asked and answered questions about the characters ("What is her name?", "How old is he?") and discussed their observations.

The session ended with time for questions, suggestions, and reflections. For homework, students were asked to download the trial version of the game to their phones and explore it at home to get familiar with its mechanics, graphics, and language. The download link and instructions were provided via Google Classroom.

b) Conducting the session in the classroom

The realization of the session on April 21, 2021, dedicated to the introduction of the topics to be discussed, our methodology and, above all, our main working tool, the video game *Beholder*, was adjusted to its initial approach, with the following time distribution within the total two hours of work with the B2.1 group:

1. Vocabulary test: 20 minutes.
2. Explanation about the video game *Beholder*, the activity, its objectives and related terminology in the Russian language. Development of the evaluation rubric: 30 minutes.
3. 10 minute break
4. Conductive activities: 50 minutes.
5. Reflection, round of questions and individual homework assignments: 10 minutes. TOTAL: 2 hours

Results and limitations: Preliminary tests were conducted, an evaluation rubric was created in collaboration with the students, and the game *Beholder* was introduced from a theoretical and a technical point of view. The conductive activities pointed to some of the game's shortcomings regarding its educational qualities, such as the very dim lighting of the scenes or the nondescript appearance of some of the depicted items.

3.5.2. Second session: April 26, 2021. First game session

a) Original planning

After ensuring that the students were somewhat familiar with *Beholder*, we planned a group gaming session using the classroom computer, where the full version of the game was installed an hour before class. The projector was set up so everyone could watch together. The plan was to proceed slowly through the first mission, using Russian as the main language to guide the gameplay.

Afterwards, a post-reading exercise was planned, where students would work in the same pairs and trios as the previous session, recalling what they had played and helping each other to answer the questions. As an independent task, a link to a Russian *Let's Play* video – where a Russian gamer plays and comments on *Beholder* – was provided. Students were asked to watch the first part and compare it to their own gameplay experience, focusing on repeated words and phrases.

b) Conducting the session in the classroom

As we will detail immediately, the session of April 26, 2021 was hampered by various technical glitches, so some of the scheduled activities were modified, along

with the timing of the two hours allocated to classroom work. Thus, the steps that were carried out took the following structure:

b.1. Gaming in common:

This activity was cancelled due to technical issues with the classroom's ICT equipment and the need for social distancing, which prevented students from gathering near the projector. The dark graphics of *Beholder* further complicated matters. Instead, we replaced this step with:

b.2. Individual game session and resolution of the reading quiz

Before starting, we first had to address another issue: some students, less familiar with Android technology, had trouble installing the demo version of the game. We spent a few minutes assisting those who needed help with downloading and installing the app. Students then played the test version individually (to maintain social distance) but shared their impressions, mostly in Russian, with their groups.

2. Total time of the first part with corrections: 1 hour.
3. 10-minute break.
4. Resolution of the questionnaire: 40 minutes. This step was carried out as originally planned.
5. Reflection, doubts, assignment of tasks: 10 minutes. TOTAL: 2 hours.

Results and limitations: This session highlighted several issues that impacted the planned activities for our teaching intervention. The classroom projector's low resolution made it difficult for the students to play the game together, a key part of our original plan. A potential solution could have involved replacing the failed activities with more "analog" ones, such as using consecutive screenshots from the game to work through a specific situation (like the first mission). This approach would also encourage a more collective, dialogical, and relaxed learning experience. Of course, these circumstances were taken into account, and the new information was applied in subsequent sessions.

3.5.3. Third session: April 28, 2021. Second session of the game and work with forms

Originally, a new game session was planned where students would take turns playing while the rest gave instructions. However, instead, I shared the link to the full game on *Steam* (which I had purchased) for students to explore independently if they found it useful. The adapted session plan was as follows:

First, we discussed the previously assigned video in Russian to assess students' progress in understanding the game's lexis, syntax, and administrative register. Next, students analyzed a profile picture of a *Beholder* character and then created their own profiles in groups following that model.

The second activity involved filling out an invitation form for a Russian visa, with one group member acting as a Russian citizen collecting a foreign friend's details. Roles rotated among the students. The session concluded with a review of the forms and a reflective discussion on the activities and any challenges encountered.

b) Conducting the session in the classroom

The new activities were adapted to the possibilities provided by the Center, so their distribution in the study time was carried out as follows:

1. Debate and talk about the video that the students had previously watched: 20 minutes.
2. First activity (based on *Beholder* materials): 30 minutes.
3. 10-minute break.
4. Second activity (based on materials from the Ministry of Foreign Affairs of the Russian Federation): 35 minutes.
5. Checking of assignments and final reflection: 15 minutes.

Results and limitations: Thanks to our previous difficult experience during the second session of the proposed intervention, we were able to rethink the activities beforehand in order to adapt them to the now known technical and logistical limitations of the classroom. For this reason, this third session went smoothly and produced tangible results: satisfactory work with authentic bureaucratic forms from the Ministry of Foreign Affairs of the Russian Federation.

3.5.4. Fourth session: May 5, 2021. Culmination, review and reflection

a) Original Planning

The session began with an assignment based on a detailed visa application form from the Russian Ministry of Foreign Affairs. Students were assigned roles as either consulate officials or visa applicants, requiring them to ask and provide detailed information. Teachers acted as section chiefs, offering support. Roles rotated until each student had completed the form. Additionally, a vocabulary review was conducted to assess improved understanding of the words' contextual use, as their basic understanding was already solid.

The last half hour of the class was devoted to a longer reflection exercise about the difficulties students encountered regarding bureaucratic language, their perception of their own progress, their interest in the intervention, etc. The students also evaluated themselves according to the common rubric.

b) Conducting the session in the classroom

As predicted, the final work session of our teaching intervention was successful thanks to its adaptation to the previous conductive activities, modifications included. Thus, the structure and arrangement of the final activities in time was established and realized as follows:

1. Completion of the Russian visa application survey (final team task): 1 hour.
2. 10-minute break.
3. Retake of the vocabulary test: (20 minutes).
4. Reflection, self-evaluation and final assessment: 30 minutes.

Results and limitations: during this session, conversational and textual work was successfully combined, leading to the completion of the project's final task. The session also allowed for self-evaluation and reflection on the basis of the previously created rubric, as well as student feedback on the game, the sessions and the teaching intervention itself.

4. Conclusions

At the end of the teaching intervention the results were notably positive. Students showed significant improvement in vocabulary tests. While the number of recognized words slightly increased, their sentences better captured the nuances of the game's lexicon, and their structures were more accurate, especially for words encountered during activities like the Beholder script.

In the final group task, students successfully completed it within an hour with some teacher support, applying strategies and vocabulary learned from the game. Importantly, their confidence in using Russian improved. Initially hesitant, by the end of the intervention students felt more capable of handling complex Russian tasks, like filling out bureaucratic forms, which is a common challenge for learners.

However, some technical issues with classroom equipment and limitations in the video game (dark color palette, complex fonts, no dubbing) hindered the process. This highlights the need for educational games specifically designed for Russian as a foreign language, an area lacking compared to resources for learning English. This shortage is compounded by traditional, outdated teaching methods in many Russian-language classrooms.

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