



**Cambridge Assessment  
English**



**Immersive games and  
English language  
learning**



# Handout: Types of immersive games

- **Adventure games** include narrative, exploring and solving puzzles, e.g. Monkey Island
- **Role-playing games (RPGs)** involve controlling a character to carry out tasks or quests. There is usually a narrative and there may be puzzle solving, e.g. Dragon Quest
- **Sandbox games** have few rules or goals and often include creative mechanics such as building, e.g. Minecraft
- **Simulation games** imitate real-life activities and players control a character or machine, e.g. The Sims
- **Massively multiplayer online games (MMO or MMORPGs)** are online games with large numbers of players, e.g. World of Warcraft
- **Puzzle games** focus on logic and conceptual challenges, e.g. Tetris
- **Virtual world games** create simulated environments which players explore and participate in through a character they control, e.g. Second Life

# Handout: Examples of immersive games

You should always evaluate the suitability of any resources for your learners and act in accordance with your institutional e-safety policy. Cambridge Assessment English is not responsible for the content of any third-party applications and websites.

Minecraft: <https://www.minecraft.net/en-us/>

Minecraft: Education Edition <https://education.minecraft.net/>

Ruby Rei: <https://wibbu.com/about-ruby-rei/>

Lifeline: <https://www.bigfishgames.com/games/9968/lifeline/>

Her Story: <http://www.herstorygame.com/>

# Handout: Planning to use games

- 1) Research different games.
  - Ask your students, friends and colleagues.
  - Play games yourself.
  - Watch trailers and walkthrough videos.
- 2) Consider how you want to use games:
  - to enrich learning
  - to reinforce learning
  - to support learning.
- 3) Make sure the game fits with your curriculum and its aims.
- 4) Plan immersive games carefully into your programme:
  - an entire lesson
  - homework
  - follow up with language focus.

# Handout: How to use games for language learning

## 1) As a stimulus for writing or discussion

- Discuss or write up aspects of the game, e.g.
  - backstory
  - what will happen in the next level
  - characters
  - the environment
  - the themes
- Role-play a dialogue between characters
- Explain or write instructions for how to complete a level
- Write reviews of games using criteria set by the teacher or class

## 2) Team or individual work

- In pairs, create a walkthrough video or podcast
- Film or audio record a game review
- Present a game to the class for discussion
- Work in groups to complete a level or in-game tasks

## 3) As a project

- Complete the game over several lessons
- Use sandbox games as part of wider curriculum projects

## 4) As homework

- Set the game play for homework then students report back on their progress, the decisions they took and the outcomes.

## 5) Differentiation

- Game play as a reward for progress or achieving targets
- Game play to practise specific skills

# Handout: Useful links

- The Digital Teacher home page:  
[thedigitalteacher.com/](https://thedigitalteacher.com/)
- The Digital Teacher Review section:  
<https://thedigitalteacher.com/reviews>
- The Cambridge English Digital Framework for Language Teachers:  
<https://thedigitalteacher.com/framework>
- The value of gamification for language learning (webinar recording):  
[https://www.youtube.com/watch?v=6jUwPDIYRXo&list=PLpmCHL8PnXq88RiE\\_Bc0bAaotsDCHsEay](https://www.youtube.com/watch?v=6jUwPDIYRXo&list=PLpmCHL8PnXq88RiE_Bc0bAaotsDCHsEay)
- Cambridge Assessment English Beta:  
<https://beta.cambridgeenglish.org/>
- Cambridge Assessment English:  
<https://www.cambridgeenglish.org/teaching-english/>
- Paul Driver's blog:  
<http://digitaldebris.info/about-me>
- The IATEFL Learning Technologies Special Interest Group:  
<https://ltsig.iatefl.org/>
- PEGI:  
<https://pegi.info/>

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# Notes

