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/
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/
- The Digital Teacher Review section: https://thedigitalteacher.com/reviews
- The value of gamification for language learning (webinar recording): 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/
References


Qian, M, & Clark, K R (2016) Game-based Learning and 21st century skills: A review of recent research, Computers in Human Behavior. doi:10.1016/j.chb.2016.05.023