



CERCLL Games To Teach Project White Paper Materials for Game-Enhanced L2 Learning with *Life Quest*

Our white paper series is comprised of short, practice-related documents that serve as introductions or overviews to issues related to digital game-mediated L2 learning and teaching. This paper may be cited as:

Reinhardt, J. & Sykes, J. (2011). *Materials for Game-enhanced L2 Learning with LifeQuest*. Tucson, AZ: Center for Educational Resources in Culture, Language and Literacy.

The activities below are an application of the CERCLL game-enhanced materials development framework, using *Life Quest*, a casual, PC, single-player simulation-management game (Big Fish Games, 2010). The activities were designed with an intended audience of adolescent to young adult English language learners with a high-intermediate to low-advanced level of English proficiency. With scaffolding, however, the activities could be adapted for a high beginning to low-intermediate. They can be adapted to students from similar or mixed L1 backgrounds, in a second or foreign language learning context.

1. Preview Activities:

- Research has shown that previewing content is important, to prepare learners cognitively and awaken schema for understanding new content in the L2. For *Life Quest*, a game about starting one's life as a 'contributing member of society' after graduating from high school, preview questions might focus on graduation, jobs, and 'the rat race'.
- Sample preview questions for discussion:
 - Why is graduation an important 'milestone' in life? What are some other important 'milestones'?
 - What do high school and college students do after graduation? What kinds of jobs do they get?
 - What was your first job? after graduation? If you haven't graduated yet, what career would you like to pursue? Why?
 - What does it take to get a good job? How does one develop these skills?
 - What do you have to do to be a responsible adult in society?
- Have students brainstorm job descriptions, skills, and personality traits as a class.

2. Explore Activities: play and observe <--> notice and collect

- Have the class watch you start the game, projected on a screen. Tell the students that they will play the game after observing you play the first challenge, against Daphne, with the assistance of your 'sister'. As you go through the first challenge, elaborate on any issues you think the students may have when they play. Tell them that they should interrupt you with questions about how to play if they have any.

- Have students work in pairs. Have each pair start a new user, create a character, and go through the first challenge on their own. Tell them to take notes on words and rules that they have questions about. Circulate and note where students are having trouble, drawing the class' attention to important items when needed.
- After students complete the first challenge, ask them questions about the game discourses, for example:

Focus on narratives:

- What is your character's name? What do they look like?
- What job did you take? Why?
- What did you eat?
- Which fish did you buy? What color was it?
- What are some of the different buildings in town?

Focus on gameplay:

- What is the object of the game?
- What are the differences in jobs?
- What is the happiness meter? the time meter?
- What is the purpose of eating and sleeping?
- What are the character traits, and what is their purpose?

- Ask students for any new vocabulary they noticed or learned, and use it for a vocabulary activity. Table 1 below includes some samples.

Table 1: Sample vocabulary from Challenge 1 (Daphne)

c'mon	the only (xyz) in town	to keep an eye on
city hall	to apply for	to mooch off someone
contributing member of society	to be qualified for	to show someone the ropes
first order of business	to be up to	to show someone what you're made of
hand-me-down	to call it a day	to take someone on
high school rival	to customize	toast of the reunion
little bro	to earn money	unemployed
quick pick	to get settled in	welcome wagon

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