



E-LIVE tasks for virtual exchange consist of a sequence of subtasks organised in three phases: preparatory (pre-task), task performance (interaction) and post- task.



Minigames for intercultural communication

Task summary

Topic	Minigames
Target group, CEFR level, Communication	Student teachers English as Lingua Franca, C1, Synchronous
Summary of activities	• Play hangman together • Talk about personal interests during a game in which each conversational turn has to start with the next letter of the alphabet • Play “Who or What Am I” together • Discuss your plans or dreams for the future, only using rhyme • Reflect together on this session and the exchange as a whole

**Learning goals****Intercultural goals**

- Promote intercultural awareness by sharing personal stories and cultural insights through the minigames.
- Foster empathy and understanding through a fun, engaging format that encourages participants to reflect on their own culture while learning about others.
- Enhance the ability to discuss cultural differences and similarities in a relaxed, non-judgmental environment.

Linguistic goals

- Develop questioning techniques in English through closed and descriptive questions.
- Enhance vocabulary related to personal topics and future plans.
- Improve fluency in spontaneous speech and listening comprehension during the minigames.
- Strengthen the ability to provide cultural explanations in English, using clear and contextually appropriate language.

Digital goals

Develop skills in using virtual reality technology for communication, collaboration and teaching..

Effectively communicate and collaborate with peers in a virtual environment.

Practise appropriate online behavior and digital citizenship.

Pedagogical goals

- Reflect on how to use game-based learning and VR to support language acquisition and cultural exchange.
- Develop skills in creating interactive, student-centered tasks that integrate language learning with immersive technologies.
- Enhance the ability to facilitate online or virtual learning activities and manage digital tools for collaborative learning.



Possible Final Product	Reflection journal
Assessment	The task is assessed in the reflection in the class with other students and in the reflection form.
Tool suggestions and setting	Spatial in Meta Quest / Desktop The task takes place in the VR platform Spatial, providing an immersive environment for participants to interact with each other and engage in a game-based task. Participants can use VR headsets for a fully immersive experience or join via desktop or mobile.
Authors	Student teachers from Utrecht University. Adapted by Kristi Jauregi-Ondarra (Utrecht University)
Validated	By the virtual exchange project conducted between student teachers from Utrecht University and Cyprus University of Technology

Preparation activities

Task elements	Activities and/or related skills
Familiarisation with the tools	Make sure you know how Meta Quest and FrameVR function before the first meeting with your peer. (Online tutorials: Meta Quest 3 & Spatial): - You have an account in Spatial - You know how to speak, move in the virtual world - You have checked the sound and your microphone is working (make sure you know how to unmute it) - You know how to record the session (Check it previously with your teammates). Make sure you know how to use and edit notes (desktop/Oculus) or scribble (Oculus) in Spatial.
Preparing for the meeting	Make sure you stay in contact with your partner and agree on a moment in which you both can carry out the task successfully.
Familiarisation with the task topic	Think about what you want to say about your own future plans and dreams and what interests you have that you can share with your partner. Prepare for any questions that your partner might ask.



Interaction

Task elements	Activities and/or related skills
Recordings	Prepare the recordings in Quest / desktop
Minigame 1: hangman (15 minutes)	Use the first 15 minutes to play hangman with your partner. Use the tools that Spatial provides you with: use either notes or scribble. If you are unable to draw, work with a system of strikes instead of the hanging man.
Minigame 2: The alphabet game (5 minutes)	The alphabet game works as follows: partner A starts his/her speaking turn with a word that begins with the letter “a” and when partner B has his/her speaking turn, he/she has to start with the next letter in the alphabet. Example: - A: “Apples are truly the best fruit” - B: “But I would argue that pears are even better” - Next turn should start with “c” and so on. Use this game to talk about your personal interests and ask each other questions such as: - How do you like to spend your free time? - What do you have a passion for? - Do you have any interests that you feel are unusual or rare? - What is an activity or topic that you’d recommend to your partner?
Minigame 3: Who/What Am I? (15 minutes)	Prepare yourselves together for a game of “What or Who Am I”? Think of a category that both you and your partner are familiar with. The previous minigame might have given you some ideas already. - Inspiration for categories: - Famous actors and/or singers - Cartoon characters - Specific franchise (Harry Potter, Marvel, etc.)
Minigame 4: If I had a dime for everything I had to rhyme... (5 minutes)	During this last minigame, you’ll discuss your future plans with your partner, or simply your hopes and dreams of what life will bring you. Possible questions to ask: - What are your plans for after university? (travel, work, etc.) - Where do you hope to be in 5 years? - Are there any career options that you are considering already? The catch: you have to speak in rhyme the whole time!
Reflection on the exchange	Conclude with reflections on the VR experience, the minigames, and any insights gained (linguistic, cultural, personal, or technological). End the session together by evaluating the minigames you just played: Was it helpful to play a game while having a conversation?



- Were the games enjoyable for you?
- What did you learn about your partner that surprised you?

Post task

Task elements	Activities and/or related skills
Reflection	After completing the game, participants will fill out a Reflection Form, answering questions about their experience with the task, the VR environment, and what they learned about their partner's culture. This reflection encourages critical thinking about the task and the VR experience.
VR	• What did you like about playing games using VR? Is there anything you disliked? • Do you feel the VR-environment contributed to achieving your learning outcomes?
Task	• What minigame did you enjoy the most? Why? • What minigame did you enjoy the least? Why? • Would you recommend playing minigames together for increasing intercultural skills?
Intercultural learning	• What was a surprising or unexpected cultural difference you discovered about your partner? • How did your partner's cultural perspective challenge or expand your own worldview? • Were there any misunderstandings or communication breakdowns due to cultural differences? How were they resolved?
Communication	• Were you able to make yourself understood by your partner? • Did you understand everything your partner said? • What word would you use to describe the communication with your partner? (E.g. smooth, difficult, etc.)
Cooperation partner	• What went well during the cooperation with your partner during the games? Were there any difficulties? • If there were difficulties, how did you try to solve these?
Pedagogical goals	• How effective were the minigames in achieving the overall learning objectives? • What were the strengths and weaknesses of the minigames in terms of engagement and learning? • How did the virtual reality environment enhance or hinder the learning experience? • How did the experience of designing and facilitating the minigames enhance your pedagogical skills? • What strategies did you use to create a supportive and inclusive learning environment? • Did the minigames provide opportunities for authentic language practice?



	• Did the minigames promote intercultural understanding and empathy among participants? • How did the games contribute to the development of intercultural communication skills?
Look forward	If there would be another exchange session, what would you want to get out of it? Would you like to stay in touch with your partner?

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