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Interactive fiction (IF) and narrative games are rich with opportunities for foreign and second language (L2) learning in both informal and institutionalized learning contexts. As multimodal, interactive and non-linear texts, such games afford situated and experiential engagement with the L2, creating conditions for authentic L2 input, effective vocabulary learning and creative writing. As stimuli that prompt learners' problem solving, they can encourage genuine use of the L2, as well as the development of communication and collaboration skills. Finally, as a product of learners' creativity, they can help learners to develop multiliteracies skills. In this chapter, we first frame the affordances of IF and narrative games from the perspective of cognitive theories of second language acquisition. Secondly, we review the current empirical research, which focuses on vocabulary learning, communicative interaction, and skill development. Third, we look at how IF texts and creation tools can be leveraged to create impact in the multilingual classroom, spotlighting the crucial mediating role of the teacher in a variety of pedagogies.