Game On

Desk Research and Good Practices

Extensive Report
Germany, Greece, Italy, Spain and France

Game ON: Language Learning Games for migrants and refugees

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PR1/A1 – Desk Research and Good Practices

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Content

Introduction

Partners of the GAME ON project have conducted numerous national researches that have delivered the necessary data and information for the final Methodological Guidebook, the creation of a teachers' course that guides professionals in the usage, implementation and creation of learning units based on games and finally the development of the 37 games on 6 different topics created in the framework of the project.

This document compiles the results of the 5 national desk researches including 3 the good practices per country. The researches' aim was to analyze if and how games were being used in language learning processes, especially in language learning for adult migrants and refugees trying to answer the following questions:

- Are games used now as a language learning tool for adults and specifically for adult migrants and refugees?
- What kind of games where they used until today as much as research allows us to know?
- What are the prerequisites and the obstacles for the integration of games into the adult learning process?

In order to find the answers to the above-mentioned questions the five countries reviewed:

- Existing research done by European organisations
- Research carried out by relevant organisations focusing on migrants and refugees
- Research and results announced, if they exist, by language learning institutes

For the good practices, each partner was called to select and propose **3 good practices**, following a suggested template. Partners were asked to describe the good practice in a maximum of one page in length and to add a photo of the selected game if there was one or to add otherwise one from a photo gallery which represented the spirit of the game. Partners were also encouraged to think if the game/practice presented could be changed or modified to achieve better learning outcomes; if so, they were asked to fill in cells with own ideas.

The full national researches presented in this document were collected and summarized in the final methodological guide on language learning through games.

The aim of presenting these extensive researches to the public is to encourage trainers and training centers to further analyze the topic and to continue implementing game based teaching units with their learners with the final objective to create a relaxing learning atmosphere that will encourage learners to actively participate in the classes and improve their language skills with fun activities.

1. The German Research

1.1 Methodology

In Germany there is a wide variety of language courses for adults in terms of levels, target groups and course topic. Many of these courses are eligible for funding from the Federal Office for Migration and Refugees or the Jobcenter. Accordingly, these courses are subject to certain guidelines with regard to course content, number of hours, approved textbooks and the requirements profile of the teachers. The Federal Office for Migration and Refugees, in close cooperation with the Goethe Institute as the primary institute in German language, creates the framework curriculum, is responsible for approving textbooks and determines the content for teacher trainings. Thus, guidelines established by these two organisations form the basis for most of the German language courses taught here.

Thus, the framework curriculum for integration courses published by the Goethe Institute and the curriculum for the qualification of teachers in the field of German as a second language, developed by the Goethe Institute on behalf of the Federal Office for Migration and Refugees are important sources for this research. In addition, essays by teachers and researchers in the field of teaching German as a second language were used and various textbooks, didactic handouts for teachers, and the textbook service of the respective publishers were examined.

The following report summarizes our findings from the desk research and presents prerequisites and obstacles to the implementation of games into the adult learning process.

2. Analysis of the results

2.2.1 Games as a learning tool for adults

In the area of German courses for adults, there exist two types of courses: literacy courses and language courses. Since both types of courses differ greatly in terms of participant groups as well as course objectives, we retain this distinction for the following report.

Literacy courses

Feldmeier (2004) claims that games are not very useful in literacy courses, since the primary aim is to introduce letters. However, games are well suited for repeating and consolidating written language skills. Literacy classes are usually heterogeneous groups, often characterized by strong learner uncertainty and fear of assessment. In this context, the use of games can be promising, as it allows for face-saving corrective behavior as instructors largely withdraw and correction is mainly done by the participants themselves.

In addition, games allow for internal differentiation, i.e., groups can divide up tasks. In this way, participants can participate and be supported according to their knowledge and abilities (e.g. participants with deficits in written language can participate). This leads to learning success and increased motivation. However, experts also emphasize that certain types of games, such as role plays or simulations, are not suitable in literacy instruction.

Language courses

Due to the communicative approach in the teaching of German as a second language, learning games have gained a lot of importance and have become an integral part of teacher trainings. Nevertheless, in the publications of the Goethe Institute, which form the framework for integration courses and teacher trainings, there are surprisingly few and only quite unspecific statements on the use of games in language teaching.

In the framework curriculum for integration courses Kaufmann describes the participants in integration courses as very heterogeneous groups in terms of origin, duration and intensity of schooling and in terms of experience in learning foreign languages. Accordingly, the learners also have different experiences with and attitudes towards learning games in the classroom. There are also great differences and individual variations in personal motivation to learn, so there is a great need to promote motivation, because without positive learning experiences, participants will not make the effort it takes to improve (Kaufmann, 2016).

Furthermore, she argues that games should be offered in a way that gives participants an impression of the different functions that the use of games can fulfill in the classroom. Through games, learners can experience for themselves the various effects such as activation, energy build-up and enhanced concentration, and learn to assess and appreciate their importance for the classroom.

Also in the conception for the additional qualification of teachers in the area of German as a second language, compiled by the Goethe Institute on behalf of the Federal Office for Migration and Refugees, there are hardly any statements about the use of games in language lessons. However, playful exercises, language learning games and games in German as a second language lessons are at least part of the qualification's curriculum with 4 hours and 2 hours respectively (Buhlmann, 2005).

Overall, however, it must be noted that teachers receive relatively little guidance on the topic of games in adult education from these two publications and are largely left to their own devices.

The teacher's manuals of various approved textbooks also make little mention of games in the explanations. At most, they refer to games accompanying the textbooks as copy templates in the appendix or in the textbook service on the Internet. The didactic notes for the individual lesson parts, in turn, show where the respective game can be used and how one should proceed methodically.

In general, the teacher's manuals of the current integration course textbooks offer a wide range of games, including role-playing games, card games, board games, and dice games on grammar topics, but also on communicative situations and vocabulary consolidation.

In addition, there is also an increasing number of textbook-independent games (e.g. in learning game collections and/or as copy templates). However, these usually do not contain the same language material as in class, which can have a positive or negative effect on motivation (Karagiannakis, 2020).

Increasingly, there are also digital learning offers (e.g. online materials offered in the textbook service) as well as offers independent of textbooks, both free of charge and for a fee. These usually have to be installed. There is a wide variety of learning game apps with different topics ranging from learning vocabulary at A1 level to "serious games" in which a complex adventure has to be solved. However, learners are often faced with the problem of distinguishing between trustworthy and untrustworthy providers. The pages of the textbook publishers or the pages of the Goethe Institute offer assistance. For many learners, however, this may be too much research work or may not be usable due to a lack of knowledge of the Internet. Karagiannakis (2020) not only examines the usefulness of educational games in language teaching, but also presents different types of games. However, such a detailed discussion of the topic is rarely found in the professional literature.

According to Karagiannakis (2020), learning games can train everyday situations and can thus be used to train communicative situations and strategies (e.g., obtaining information, expressing opinions).

In addition, they have positive effects on the group climate and the learning atmosphere and train the ability to cooperate. This leads to an increase in the motivation of the participants and to a positive perception of the target language.

Another positive aspect is that learning games appeal to different learning types. Since information is thus absorbed through several channels, it is more firmly anchored in the memory and thus has a greater learning effect. Furthermore, games include different social forms and different media and work forms, which contributes to the training of further competencies (e.g. media competence).

Karagiannakis (2020) emphasizes that a further increase of the learning effect is possible if the learners make the game or its components themselves (e.g. have cards for the memory made by themselves).

2.2.2 Types of games

The literature in the field of German as a second language offers some examples of learning games, but classifications of games are rare. Most common seem to be classifications according to game objective or learning objective or game form or type.

According to Karagiannakis (2020), the following classification by game objective or learning objective

would be conceivable:

- games for improving the working atmosphere, for relaxation, concentration and breaking the ice
- games to improve oral and written communication
- games for practicing certain linguistic structures

A classification according to certain game forms or types would distinguish between four types of games:

- laying and card games
- dice and board games
- talking, writing and reading games
- Kim games

The following section will present different types of games and their use in German language classes.

Laying and card games

Domino

Domino games are suitable for practicing grammar (singular/plural, compound nouns, tenses such as *Präsenz* and *Präteritum* (simple present and simple past) and conjunctions) and vocabulary (word- picture pairs) as well as for practicing useful phrases for certain communicative situations.

In advanced groups, they can also be used for text work by distributing text and pictures or different sections of the text on cards, which are then examined for connecting elements.

Puzzles

Picture puzzles are especially suitable for vocabulary work in beginner levels. A card with a picture and the corresponding word is cut up so that both picture parts and letters are present on the individual puzzle pieces. The aim of the game is to recreate (with the help of the pictures) the original word.

As a more complex variation, such picture puzzles can also be used as trimino, quadromino or hexamino, i.e. puzzles made of triangular, quadrangular or hexagonal pieces with writing on several sides which must fit together at the cut surfaces.

Picture puzzles are suitable for grammar and vocabulary exercises. In addition, they can also be used in text work. The aim of the game is to put together previously cut texts. This requires discussion and justification of decisions - i.e. free speech of the learners.

Quartet

In the quartet, you use cards with one term and the corresponding illustration, as well as the indication of other missing cards. The aim of the game is to get all four cards and collect as many complete sets of

cards as possible. To achieve this, learners must ask their teammates for the card they are looking for. If available, the card must be handed in.

Thus, quartet games are particularly useful for vocabulary work. Additionally, the specification of certain criteria for asking for certain cards is possible (e.g. especially polite).

Dice and board games

Dice and board games can be used at many different levels of complexity. The simplest version uses a game board with pictures that represent a linguistic phenomenon which must be named. An additional increase in the learning effect can be achieved if these have to be connected to create a story or if event cards are used.

In advanced variants, a game board with event cards can be used to deepen text content, for vocabulary and grammar exercises or to repeat information.

Talking games

Interview

In interviews, learners ask each other about a topic. They can also take on different roles. Thus, interviews can be used at any language level. Depending on the language level, the use of aids is possible (e.g., vocabulary, idioms).

Chain games

In chain games, one player starts a sentence, the next player picks it up and adds another element, etc.

In the simplest version they can be used for vocabulary training. By adding adjectives or pronouns, the difficulty can be increased. In addition, chain games are suitable for practicing verb forms, adverbs, sentence types.

Another variation of the game is the chain sentence (i.e. each learner adds one word. The goal of the game is to form a correct sentence) or the chain story (i.e. learners add sentences).

In addition to the respective linguistic structure, intonation, pronunciation, concentration and close listening are also trained.

Role plays

Role plays train communicative everyday situations and are an integral part of all current textbooks for German as a second language.

They can be adapted for different levels of difficulty (repeating given dialogue parts, communicating with given aids e.g. word list up to free and spontaneous speaking).

Writing games

These include crossword puzzles, cloze texts, etc. for practicing words or word groups. Writing games are also an integral part of all current textbooks.

In addition to the above examples, there are also more complex ways of training writing and text competence, which we would like to introduce in more detail below.

Continued stories

Continued stories are suitable for groups of 3 or 4 participants. Each participant receives a sheet of paper and is given a few minutes to think of a title and a beginning. Afterwards, the sheets of paper are passed around and the participants continue writing the story. The game has as many rounds as there are participants. It should be announced before the last round that the story is to be finished.

The participants can then continue to work with the stories that have been created.

Picture gallery

In this writing game, different original pictures are laid out. Each participant chooses a picture without showing it to the others, goes to his group table and writes down 3 adjectives, nouns and

verbs on a sheet of paper. Then the pictures are collected. Now the participants change tables in groups, i.e. each participant sits in front of a new sheet with 9 words. From these words, the participants write a short story. Later, everyone gathers around the table where the pictures are. The stories are now read aloud and the corresponding picture is to be found. The participants can then continue to work with the texts they have created.

2.2.3 Prerequisites and obstacles for the integration of games into the adult learning process

Using games in adult German classes can have a positive impact on learners in many ways. However, to ensure this, the use must be carefully planned and some questions must be considered in advance. This goes for all parts of the learning process.

This starts with the attitude of the game master. He or she should convey a positive attitude towards games and create a game-friendly atmosphere. This may also require rethinking the seating arrangement or the arrangement of chairs and tables. The course room should be large enough for games. Feldmeier explains that classic classrooms are indeed large. However, they are often equipped

with heavy tables that are usually set up in rows of seats, which is problematic for playing games and offers little opportunity for easy rearrangement. In private language schools, on the other hand, rooms are often too small (Feldmeier, 2004).

According to Feldmeier, certain seating arrangements are also more suitable for a playful atmosphere than others (e.g., circle, semicircle, at small tables facing each other). It is important that the participants can look at each other.

In addition, the learners must be accustomed to playing games regardless of their language level, i.e. one should start with small games in learning groups that are inexperienced with games.

Especially in literacy courses, games should involve all senses (e.g., feeling letters, forming letters with the hand, making one's own game materials) and include movement (walking dictations).

It is important to check in advance whether the respective game corresponds to the learning objective and the prerequisites of the learners (age, learning level, interests) and is suitable for the group size. It is also important to consider whether the effort involved is justified in terms of the game objective and learning objective.

It should also be checked in advance whether the game instructions are comprehensible and whether the game rules are formulated clearly and unambiguously. If necessary, easily understandable game instructions must be formulated.

When using games, always allow sufficient time, especially if a game is being used for the first time. Ideally, learning games should be oriented to board and parlor games (e.g., dominoes, card games) as many learners will be basically familiar with these.

The type of group formation (random or controlled) should also be determined in advance. In games with a competitive character, the groups must always be put together anew and heterogeneously so that the same people do not always win or lose.

It should also be considered in advance how to deal with mistakes. The basic rule here is that these should never be corrected during the game, but always at the end of the game and ideally together with or by the participants.

For digital learning games, it is important to consider in advance the technical knowledge and skills of the learners, the technical equipment of the course room and/or the learners or the institution, and the type of Internet connection available or required.

In addition, digital games often require registration. However, not all learners want to provide their personal information, and not all learners have an email address.

2.3 Conclusions

The majority of German courses are highly regulated due to government funding. However, there are comparatively few concrete statements from the responsible bodies on the use of learning games.

Teachers are largely left to their own devices when it comes to finding games and procuring the appropriate materials. Thus, it depends strongly on the individual teachers themselves whether and to what extent games are used in the learning process.

An additional problem can be the course room itself, which often makes the use of games difficult or impossible due to the material and technical equipment.

For traditional games, mainstream textbooks often provide materials and guidance for use in the classroom, and the positive effects on learner motivation and achievement of learning objectives are well understood by most teachers. However, the tight schedule and topics to be taught according to the curriculum may mean that games are not used or only used rarely.

Increasingly, digital games are becoming more attractive to learners. However, there are hardly any references to this either in the specialist literature or in teacher's manuals or in the textbooks themselves. In addition, the equipment in the course rooms and the technical skills of the teachers often lag far behind current developments.

2.4 Good Practices

2.4.1. Juego de la Oca

Organisation: Iberika
Title of the game: Juego de la Oca

Language (in which you found the game): Spanish

Description of the game: The objective of the game is to practice vocabulary and grammar of level A1 with beginner young students. The students, following the structure of the traditional Spanish game *Juego de la Oca* (similar to *Snakes and Ladders*), use a dice and tokens for each player and move in spiral to reach the center of the board. It is played in turns, where the player rolls the dice and moves their token as many spaces as the number on the dice. There are different types of questions, where the students practice verbs, numbers, spelling, vocabulary, basic conversation questions. There are also two special spaces: "vuelve a jugar", that is try again, or "cárcel", the jail. When they end in this space, they have to start again from the beginning. The students keep going till one of them reach the space named "Llegada", the end.

Photo:
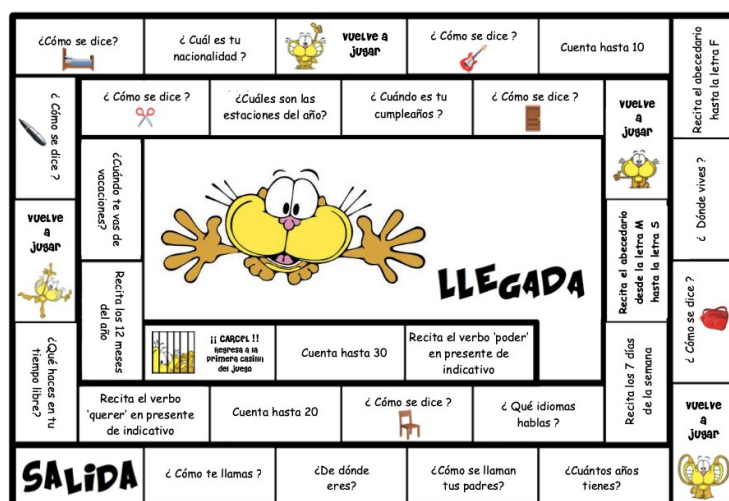
Which is the game's strongest /engaging elements. How is this game helpful? All the students found the game really entertaining and exciting because of the little "competition" to reach the final space between all the students. All the class can practice what they have learnt, being really useful for example, before an exam. They can also practice their speaking skills, since they interact while asking the questions to some other student, or while reading and replying their selves.

Besides fun, what else the game offers, in terms of learning outcomes? Practice all what they have seen in class: Grammar, vocabulary, speaking skills.

How can we elaborate more and add linguistic elements to the game, if needed? This board game can be adapted to the different objectives of the teacher: we can choose one topic and add vocabulary questions about this specific topic. It can be really useful to practice grammar, for example for the different uses of verbs "ser/estar" (to be) in Spanish. Also to practice interview questions, for example.

2.4.2 USA Spiel

Organisation: Iberika

Title of the game: USA Spiel

Language (in which you found the game): English

Description of the game: The game is aimed at all age groups. It is aimed at pre-intermediate learners, but could be used for more advanced levels as well. The aim of the game is to cross the USA answering questions thus getting from the start in Maine to the finish line in Hawaii. Questions are either multiple choice style or estimation questions. The game is played between two teams with the same number of players in both teams. Player 1 from team A plays against Player 1 from team 2 for the first question and so on. In order to answer a questions, the player has to push the buzzer. If the answer is correct, the team can move on the next state. If the answer is wrong the opponents can try to answer it. If they are right, the team can move on to the next state. Then Player no. 2 from each team compete against each

other for the next question and so on. The questions cover different topics such as American history, politics, general knowledge, food, sports, arts and culture and idioms which are represented by the different colors of the cards. The meaning of the colors should be explained in advance.
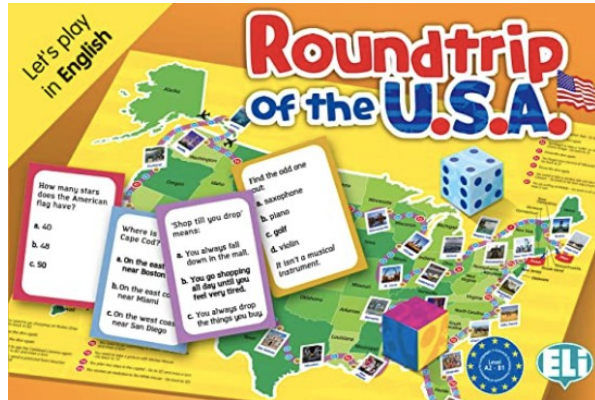
Which is the game's strongest /engaging elements. How is this game helpful? In order not to miss their turn, participants need to concentrate. As there are different categories in no determined order it is pure luck if you get an easy or difficult question so all learners have an equal chance to answer correctly.

Besides fun, what else the game offers, in terms of learning outcomes? The game is used to teach facts about the USA. For each question there are further explanations which are read out by the quizmaster after the correct result. Participants learn facts which may be perceived as boring if taught traditionally through textbook work in a fun and entertaining way. Seeing the opponents move ahead on the game board adds a competitive element and increases learner motivation

How can we elaborate more and add linguistic elements to the game, if needed? This game There is a linguistic element in this game already with one category of questions relating to American idioms. In addition, the rules for answering questions could be adapted so that instead of saying the letter of the answer participants could be asked to answer in a sentence (getting extra points if the sentence is correct). The number of questions can be extended indefinitely and more categories could be added, too.

2.4.3. Bingo de los verbos

Organisation: Iberika

Title of the game: Bingo de los verbos

Language (in which you found the game): Spanish

Description of the game: The game is aimed to all ages groups, being the main objective to practice numbers with the original version, but really easy to adapt to practice vocabulary and grammar of every level. This example is for A2 level with beginner young students. The students, following the structure of the traditional Spanish game *Bingo*, receive a 5x5 card, different for each player, which includes conjugated verbs in present simple. The teacher will start reading out all the infinitive verbs with the

pronoun, until one of the students complete the Bingo card with the conjugated verbs and says "BINGO!" out loud.

Photo:

B	I	N	G	O
bailas	comimos	nadamos	tengo doce años	tienes
vivimos	sacamos buenas notas	vivo	estudio	escribimos
estudiamos	necesitas	tener que	bebes	bebo
tener sed	tengo	bebemos	tenemos	tomo apuntes
como	hablo	escucho	cantamos	tener hambre

Which is the game's strongest /engaging elements. How is this game helpful? The students have to concentrate a lot, since the teacher won't read the conjugated verb form, but the infinitive with the pronoun. They have to think fast and cross out the correct verb. After one says BINGO! Then the whole class will correct each verb form with the teacher, so the students themselves can help their classmates explaining the correct answers.

Besides fun, what else the game offers, in terms of learning outcomes? With this game, students can practice while having a little competition with their classmates, so they will end the game wanting to repeat and practice more, while using normal exercises for verbs conjugation are really boring and make them lose their attention.

How can we elaborate more and add linguistic elements to the game, if needed? Originally, this game is really useful for numbers, but since the teacher can adapt the cards to different needs, it can be really useful to practice the verbs as shown, and also a lot of vocabulary, choosing a specific topic depending on what the teacher wants to practice. Also, to make it more interactive, the students themselves could work in pairs or groups, making them talk, creating their own cards with a specific topic, that will be played in class after.

2.5 References

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3. Greece

After the desk research conducted by Idec, we have come to the conclusion that especially for the Greek language, we do not have yet so many analyses and reports mainly because the need to teach Greek to a vast number of non-speakers is very recent. Compared to the history of the language, only the last couple of years, Greek is taught to migrants. Of course, Ancient Greek is taught -but modern Greek not as much-or rarely. The report conducted in 2018 at Aristoteleio University of Thessaloniki, by Niki Panteliou , Hristina Maligoudi, Roula Tsokalidou and Konstantinos Tsioumis as a supervisor concludes in the best way the situation in Greece right now.

3.1 Desk Research

Are games used now as a language learning tool for adults and specifically for adult migrants and refugees?

Games have long been used for assisting language learning. Traditionally, they have been used as warm-ups at the beginning of the class, as fill-ins when there is extra time near the end of the hour, or as an occasional touch of color to add variety to the curriculum. Notwithstanding these functions, however,

games can also constitute a more substantial part of language courses (Uberman, 1998). The benefits of games are numerous and range from the cognitive aspect of language learning to more co-operative group dynamics (Ketterlinus, 2017). They can be used to practice all basic language skills as well as different types of communication (Lee, 1995, Ersoz, 2000). They provide stimuli for active learning (Gee, 2007) and a meaningful context of language use (Chen, 2005). Finally, games encourage students to be creative and spontaneous in using languages, instead of just trying to learn the right forms (Wright, Betteridge & Buckby, 2005)- all the while having fun, too

When we read the term game-based learning we usually think of strategies aimed at children. It is not limited to them only, however, as adolescents and adult learners seem to be equally interested in participating in such activities. Game-based language learning is a modern way of teaching and learning language. Specifically, it refers to the integration of games and game mechanics in language teaching, with the types of games implemented having defined learning outcomes (EdTech Review, 2013). Games, as communicative at their core, are seen as an effective means of implementing the communicative language approach, since they offer individuals a broad canvas of rich and comprehensible elements - linguistic insights into the language - target in terms of simulation in meaningful communication contexts (Saha & Singh, 2016: 22).

The field of teaching Greek as a foreign language is a relatively recent field for Greek linguistics. This is mainly based on the fact that Modern Greek was not taught as a second/foreign language to a wide range of students until recently. In the last twenty years there has been a significant interest in the learning of Greek as a second/foreign language, mainly due to the increased influx of immigrants and refugees in Greece.

Therefore, due to the relatively recent interest in learning Greek as a second/foreign language, teachers and trainees,are confronted with certain difficulties. The main difficulty is the fact that the teaching material available for the teaching of Greek as a second/foreign language is limited, as a large amount of teaching material has not been compiled and collected from the past (Tsangadas, 2017: 7). As a result, the choice of teaching materials is relatively limited.

The Greek language is characteristic for its diversity and heterogeneity, while specific factors due to its historical course broaden the range of linguistic diversity (Kakridi-Ferrari & Chila-Markopoulou, 1996: 18). More specifically, as far as the orthographic system is concerned, Greek is classified in the systems of historical orthography, which is not consistent with the following changes in phonetic orthography (Sakellariou, 2001: 47).

In the field of vocabulary, it is observed that the Greek language includes many scholarly words, either inherited from ancient Greek or brought back into use (Anastasiadi-Simeonidi, 1996: 143). Moreover, its lexical domain has a huge wealth as a result of the conflation of the scholarly and demotic traditions

(Mitsis, 1998: 191).

Research shows that "games have a special role in building self-esteem" and "can reduce the gap between faster and slower learners" (Fuscard, 2001). Enhancing memory, improving cognitive functioning and encouraging cooperation are some other benefits (Bryan, et al., 2017: 4). Individuals actively process and work with the material as well as in collaboration with their peers, which leads to learning more about each other and gradually eliminating possible stereotypes and prejudices (Talak-Kiryk, 2010: 6). (https://ikee.lib.auth.gr/record/305767/files/GRI-2019-24671.pdf)

What kind of games have been used until today as much as research allows us to know?

1. Language games (including grammatical, morphological, verbal, phonetic games),
2. Creative games (based on the student's creativity and imagination, such as puzzles and anagrams),
3. Cultural games (which refer to culture and knowledge)
4. Theatrical games (including role-playing games, simulation and drama games).

What are the prerequisites and the obstacles for the integration of games into the adult learning process?

One of the biggest problems is the difficulty for teachers to understand game theory and provide high quality play in order to achieve a high quality programme (Gourgiotou, 2010: 1). Particular difficulty is also found in developing a pedagogy of play (Wood, 2004) that affirms the role of the teacher in designing, supporting and extending the learning and development of the individual through it.

An important assumption around language learning is the importance of creating a safe environment for individuals in which they feel accepted and included by their teachers and peers (Lucas et al., 2008: 365) and therefore free to express themselves in their second or even first language. In this, respect for the culture and culture of all within the classroom plays a special role (Garcia, 1996: 803). Culture is directly related to language. When individuals feel that their cultural identity is not threatened, they also feel more open to accepting the culture of the host country.

In conclusion, it is necessary for teachers who are called upon to teach the dominant language as a second language to be aware of how a language is learned and the teaching practices that support this learning. Although teaching practice and, more importantly, its enhancement are a key objective of the research that has been carried out on second language acquisition, it should not be assumed that there is one principle, one theory or even a combination that can provide direct and drastic solutions to teaching issues.

The most important strategies proposed for teaching foreign languages can be summarised as follows: simulation and role-playing, brainstorming, group or pair work, question-answer-discussion, problem

solving, experiments, case studies, demonstration, practice, debate, study visits (Harmer, 2004: 81). These techniques, when used interchangeably, seem to be particularly effective in the foreign language learning process, as they help to engage them with the activity itself, keep them interested, while they learn to cope with communication situations similar to those that occur outside the classroom.

In practice, experiential learning that takes place in the classroom can take many forms, such as role-plays, games, case studies, simulations, presentations and various forms of group work (Schwartz, 2012; Saha & Singh, 2016). Language learning is accelerated when individuals supportively engage in game activities that involve exposure, participation, internalization, and dissemination to provide opportunities for language learning and to create an environment that maintains motivation for learning the target language (Brown, 2001).

3.2. Good Practices

3.2.1. Monopoly in Thessaloniki

Organisation: IDEC

Title of the game: Monopoly in Thessaloniki

Language (in which you found the game): Greek

Description of the game

A board game like Monopoly but with streets and shops' names in Greek, regarding the city of Thessaloniki.

Photo

Which are the game's strongest /engaging elements. How is this game helpful?

The game as it is based on a familiar concept, it is already familiar to a vast audience. It is helpful as it combines calculation, getting familiar with the city, and learning new words in Greek as you play.

Besides fun, what else the game offers, in terms of learning outcomes?

- Calculation
- Language skills
- City familiarization

How can we elaborate more and add linguistic elements to the game, if needed?

We could add some linguistic challenges, translating words so you move forward, add some cultural questions and enrich the game.

3.2.2. Pantomime

Organisation: IDEC

Title of the game: Pantomime

Language (in which you found the game)

Description of the game: Expressing ideas, feelings or objects only miming -in the beginning and then learning the word in Greek. The trainer will assign objects, feelings, notions in progressing difficulty which the participants have to express using only their body and facial expressions.

Photo

Which are the game's strongest /engaging elements. How is this game helpful?

Using your body to start with and not going straight into learning the words, creates a buffer zone of security and also it can be fun and relaxing, creating a more joyful atmosphere in the class. Theatre based exercises -since they don't always require speech, can be a good base to start every day teaching process.

Besides fun, what else the game offers, in terms of learning outcomes?

- Language learning
- Soft skills development through expressing and sharing feelings
- Communication skills
- Empathy
- Sense of community through sharing sentiments and ideas

How can we elaborate more and add linguistic elements to the game, if needed?

After the completion of miming, participants are called to write down the word they portrayed or create orally a small sentence containing their word of choice.

3.2.3. Domino

Organisation: IDEC

Title of the game: Domino

Language (in which you found the game)

Description of the game: Classic domino tiles, in which you must connect the same numbers.

Photo

Which is the game's strongest /engaging elements. How is this game helpful?

Domino is easy to play, almost everyone knows it, and it is fun. It is very helpful in learning the numbers in a new language in a more playful way.

Besides fun, what else the game offers, in terms of learning outcomes?

- Number learning
- Language skills
- If played in pairs collaboration and team bonding

How can we elaborate more and add linguistic elements to the game, if needed?

We could create domino tiles, containing not just numbers -useful for learning the numbers in Greek -but also the words for each number. Participants will be called to connect the correct number tile to each written equivalent. We could also go a step further and create domino style tiles just with images and words that are connected.

3.3. References

https://core.ac.uk/download/pdf/132822396.pdf
https://www.erudit.org/en/journals/irrodl/1900-v1-n1-irrodl03962/1051238ar.pdf
https://dspace.uowm.gr/xmlui/bitstream/handle/123456789/987/PATERAKIGEORGIA.pdf?sequence=1

4. Italy

4.1. Desk Research

Are games used now as a language learning tool for adults and specifically for adult migrants and refugees?

In Italy, one of the first publication containing this tool was ***Didattica Dell'italiano a Stranieri*** (Teaching Italian to Foreigners) in 1994. During the last 20 years language teaching in Italy had several changes, at the same level with what has happened all around the world: among the most important new features, there are the introduction of reference framework such as the common certification levels from the EU as well as the innovations which came from internet and app, allowing to use different types of media

and texts[1]. When the **Didattica Dell'italiano a Stranieri** (A Teaching Italian to Foreigners) appeared in 1994, it has totally changed the perspective of learning language for migrants[2]. The Italian school chooses the intercultural perspective for all pupils, at all levels: teaching, disciplines, curricula, relationships, class life (not only special compensatory measures aimed at 'foreign' pupils (L2, reception, mediation)).

Not only the way Italian is taught has changed, but also students are changed: people who want to learn Italian are increasing, not only because of the arrivals of new migrants but also for the increasing number of foreign students in Italy[3]. In this way, Italian has become for millions of people not only a useful but an indispensable language to be learnt[4]. As it has been said previously, the changes in the way of language teaching has allowed to include among all the methodologies learning by interacting, which has a huge potential in the field of edutainment and the teaching of art and culture[5]. Due to the forced and rapid digitalisation of the society, digital games are more popular than ever among young adults in learning languages. Migrants are motivated to learn new languages when they arrive to the new country, learning languages through games are the most effective teaching approaches for the inclusion of the migrants in a new socio-cultural context. In the current European contexts, it's necessary to have Knowledge of several languages, regardless of the degree of proficiency which constitutes an additional freedom additional freedom in an open world and a necessity[6].

What kind of games where they used until today as much as research allows us to know?

Because of the new technology and access to the internet for every individual, in Italy as in other European countries, the use of game-based apps in learning language has become a relevant trend. Nowadays, there are also many videogames, which motivates not only for entertainment but also in learning language, especially the young migrants living in Italy uses the videogames on their smart phone and other devices. In recent years, not only in Italy, but also in other countries the videogames have been recognised as a powerful tool in learning new languages, attracting the interest of learners.

These are the examples of games that have been using in the learning languages in Italian contexts;

- Role playing

- Words game

- Games to improve oral and written communication

- Games with rules

- Dice and board games

1 https://www.loescher.it/dettaglio/opera/o_b2662/didattica-dellitaliano-come-lingua-seconda-e-straniera
2 https://www.researchgate.net/publication/301709883_On_the_design_of_a_word_game_to_enhance_Italian_language_learning
3 https://www.loescher.it/dettaglio/opera/o_b2662/didattica-dellitaliano-come-lingua-seconda-e-straniera
4 http://www.loescher.it/catalogo/italiano-per-stranieri/BON
5 https://www.researchgate.net/publication/290474787_Didactic_Games_in_Teaching_and_Learning_Italian_as_a_Foreign_Language
6 https://www.researchgate.net/publication/290474787_Didactic_Games_in_Teaching_and_Learning_Italian_as_a_Foreign_Language

- Learning with songs

Recent developments in mobile and web technologies bring great potential for innovation in teaching and learning, and inevitably influence language learning, arguing for the need to rethink practices[7]. To make students' online experience rewarding, the user-friendly Weebly website seemed to be particularly suitable to design an informal learning environment that is pleasant to explore[8].

There are plenty of platforms providing free resources for language teachers. Among them, DITALS suggests a range of tools, which the following ones are more than suggested:[9].

- Audio-Lingua.eu: The Académie de Versailles offers over 500 audio resources to download, share and use in class to practice listening comprehension for the students that are learning foreign language.

- Lingua.com: A very useful resource for practicing oral and written text comprehension skills. A collection of texts and audios specially designed for teaching purposes, grouped by level, from A1 to B1.

- ELI Language Magazines: On ELI Language Magazines, students can find Italian language magazines for foreigners to browse through online. The magazines contain sections with exercises and activities that can be printed out, audios that can be downloaded free of charge and tips for teachers.

Moreover, Role-playing games is the most common one in Italy; Role Play is the method that creates real communication environment for learners which in turn very important in possessing any foreign language[10]. This is realistic knowledge in an invented situation because the learners can adopt a perspective and the behaviour of other person or culture. These games are very effective in learning language, because it is based on speech where students need to not only to read the phrase but also to present in the way how other person would do.

What are the prerequisites and the obstacles for the integration of games into the adult learning process?

One of the biggest problems for the students learning Italian is the structures from Italian to their mother tongue and lack of feedback of words, i.e. the impossibility of getting an immediate translation during the lessons, most of the migrants speak dialogues of their countries which are not available in the digital Apps[11].

7 https://files.eric.ed.gov/fulltext/ED572025.pdf
8 https://oajournals.fupress.net/index.php/bsfm-lea
9 https://www.ditals.com/risorse-gratuite-per-insegnanti-di-italiano-l2/
10 https://repo.ijiert.org/index.php/ijiert/article/download/731/699/1402
11 https://www.ditals.com/risorse-gratuite-per-insegnanti-di-italiano-l2/

Use of games are organised according to educational objectives, are mainly used in the school environment, however where is lack of resources for teachers to use games in learning languages, but, teachers themselves have created and adapted according to organisational criteria and content criteria that coincide with the specific learners.

4.2. Good Practices

4.2.1. Taboo

Organisation: Centro per lo Sviluppo Creativo Danilo Dolci

Title of the game: Taboo

Language (in which you found the game): Italian

Description of the game:

Taboo is one of the board games which is very common in Italy. Lately, this game has been used also in the language classes in order to practice the vocabulary of students instead of using the dictionary. In order to play this game, you will have to write words on cards and each participant will have a turn to choose a card and explain the word that is in the card (without saying the word) to get everyone else to guess it. Players will not be allowed to use synonyms or any other words that are directly associated to the word they have; for example, if the word is "animal", they are not allowed to say cat, dog, cow etc. so, the idea is that the participant must explain themselves by using other words, which is exactly what we must do if we're in a foreign country and we don't know the word for something.

Photo

Which is the game's strongest /engaging elements. How is this game helpful?

This game is an excellent way of putting your brain to work instead of just turning to the dictionary. What's more, this is great way to practice grammar because you'll have to create and elaborate explanations and speak long sentences. This can be a perfect game to work in the small group of 4-5 people, the game can be played also in the big number of participants, up to 10 participants or by dividing in the groups.

Besides fun, what else the game offers, in terms of learning outcomes?

It builds up vocabulary, grammar, oral expression and listening comprehension. The game can also promote the interculturality between participants.

How can we elaborate more and add linguistic elements to the game, if needed?

It is possible to choose different topics for the activities. For example, you can choose the words related to culture, food, music or specific country etc..

4.2.2. Translate the Song

Organisation: Centro per lo Sviluppo Creativo Danilo Dolci

Title of the game: Translate the Song

Language (in which you found the game): English

Description of the game: Firstly, the trainers/teachers will provide each participants the lyrics to a popular song that their target would listen the most. The participants will have to translate as many words as they can in limited time (for example 15 minutes), without using a dictionary or their phones; they can only use their knowledges. When everyone's done, you can give them another 10 minutes to exchange their work with each other. After that, give them the correct translation of the lyrics and take the time to discuss the meaning of the song so that they have context.

Photo

Which is the game's strongest /engaging elements. How is this game helpful?

This game can be a perfect tool to improve the memory and vocabulary of participants in foreign language. This can be a tool not only to practice the game but also to present the culture, music and history.

Besides fun, what else the game offers, in terms of learning outcomes?

Participants will be able to improve their vocabulary as well as the listening and reading skills in different language.

How can we elaborate more and add linguistic elements to the game, if needed?

The activity can vary as you see fit; you could ask them to only translate verbs if that's what you've been working on. The same can be done with nouns, adjectives, prepositions, and so on.

4.2.3. Chained Words

Organisation: Centro per lo Sviluppo Creativo Danilo Dolci

Title of the game: Chained words

Language (in which you found the game): English

Description of the game: This is a very easy activity that can be implemented in the class or with the young people in the learning language. The participants stand in a circle and each of them has to say a word that is connected with the last letter of the previous word according to various criteria: The word has to start with the final letter of the previous word, for example; (APPLE->EASTER).

Before starting, it's important that the participants understood the rules. Once they are more familiar with the activity, you can ask them to stand in the circle or sitting at their chair in some kind of circular arrangement. When everyone is ready, tell them that they are going to do the same activity, they have to think of the words quickly and individually one after the other taking turns. Any student who cannot think of the next word fast enough can say pass.

Photo

Which is the game's strongest /engaging elements. How is this game helpful? This game can be perfect tool to improve the memory and vocabulary of participants. This can be a tool not only to practice the game but also to learn different aspect such as name of the place, animals, thins in other language.

Besides fun, what else the game offers, in terms of learning outcomes?

Participants will be able to improve their vocabulary as well as the listening and reading skills in different language. They will fill more engaged in the group and they can participate more actively with their knowledges. Moreover, it can help to test memory skills and on the spot thinking with Word Chains.

How can we elaborate more and add linguistic elements to the game, if needed?

Ask one participant from the group to list all the words the group comes up with and at the end of the activity, write down each of the words on board, so participants can memories the words. Other suggestions can be, ask students to write a short sentence by using the words that were said during the activity. This can help students to improv their writing skills too.

5. Spain

5.1. Desk Research

Based on the research done by *FAM Y LIAS, Recursos para la Diversidad*, the vast majority of studies found are old, from before 2005. However, there are some findings that might be interesting and applicable to the GameOn project.

At the Spanish national level, a series of national meetings on the teaching of Spanish as a second language began in 2003, the most important of which was "Teaching Spanish to immigrants" organised by the Cervantes Institute. Since this meeting, several other meetings have been held on this subject, including the Santander Manifesto of 2004 and the Alicante proposals of 2006.

The Santander manifesto on the teaching of second languages to immigrants and refugees was validated by different agents in the sector, including: teachers, NGOs, trade unions, the education administration and universities. The aim of this document was to reflect on and exchange points of view on the lines that should be followed in the processes of teaching and learning new languages to immigrants and refugees. Among the different points made, it is necessary to design specific courses for adults related to their specific interests and which consider their different levels of training and professional qualifications. To this end, it is necessary to consider the teaching of second languages for general and employment purposes. The social partners (employers, trade unions and administrations) must participate in its design and implementation".

Finally, the Manifesto highlights as a recommendation the creation of a platform for observing and cataloguing the different actions and good practices carried out both in Spain and in neighbouring countries. It also stresses that second language teaching programmes for immigrant and refugee groups must transmit and defend the same democratic values of equality and respect that inspire our current education system.

The Alicante Proposals bring together the conclusions of 30 professionals from different educational sectors around 6 thematic areas: adult education; literacy in an L2; educational care with children and young people; teacher training; L2 teaching for work purposes; and the intercultural component of L2

teaching.

The conclusions were grouped into 64 proposals, among which the following stand out:

In the field of adult education programmes and actions, the proposals that can be applied to our project are:

- intensive courses of three-monthly and four-monthly duration are more suitable;
- the estimated duration of the courses can be 180 hours for levels A1 and A2 and 300 hours for levels B1 and B2.

In the case of L2 teaching for work purposes, we can highlight the following:

- language teaching for work purposes should be understood as an instrument that facilitates the worker's access to the world of work. It should enable them to fulfil the linguistic requirements of their job adequately. And, above all, it should make it possible for them to become a part of the world of work;
- some of the objectives of these courses would be:
- To achieve an adequate general communicative competence that facilitates the active participation in the social environment of the adult.
- To develop a working linguistic competence that responds to the communicative demands of the working environment.
- To develop appropriate professional training or updating.
- L2 teaching for work purposes should be aimed at learners at all levels of language proficiency, not just those at entry level;

Another of the studies consulted, "Characteristics of foreign language education in foreign countries and ways of applying foreign experience in Pedagogical Universities of Ukraine", looks at the language learning policies of the EU Member States, and analyses foreign language education in the United States of America and the United Kingdom. This study identifies different ways of intensifying foreign language teaching, such as: optimal selection of educational material, a person centred approach, combination of requirements for each stage of training, combination of traditional and innovative teaching methods, rational organisation of communication and cognitive activity of students, increasing motivation to study the discipline, improving the planning of students' educational activities, the use of computer technology in training

Other sources consulted offer research prior to 2010 and even 2000, focusing on the communicative method, but without specifying the tools they use. Presumably, games should be part of their methodology, but nothing is said about this. An example of this can be found in "Inmigrantes y refugiados, un nuevo reto educativo", or "Proyecto INTI – Citizenship through language tuition".

Some studies emphasise the idea of the communicative approach by highlighting activities that encourage

interaction. Two studies on language learning in migratory flows have also been consulted, but no game-based practice or reference in this respect has been identified.

The European Language Portfolio (ELP) for migrant, refugee and asylum-seeking learners is analysed in this research: "El portfolio europeo de las lenguas (PEL) para alumnado inmigrante, refugiado y solicitante de asilo", and is included in this study because it may be a useful document in the project.

Two studies have also been identified that talk about task-based learning, which could be gamified: "Adquisición formal e informal de las lenguas en procesos migratorios: comparativa entre el caso de inmigrantes y refugiados" and "Precisiones en torno a la enseñanza/aprendizaje de la gramática del español L2 para inmigrantes y refugiados".

Asociación Sevilla Acoge has offered on several occasions information on language teaching methodology, providing the monitors with new ways of acting such as different types of oral exercises, descriptions dc drawings and pictures, information gaps, role plays and short presentations.

Tan solo se han identificado unas pocas muestras en las que hacen referencia a métodos más participativos o al uso de técnicas basadas o cercanas al juego:

- "La enseñanza del español como segunda lengua en un grupo de refugiados bosnios";
- "Teatro Imagen y Embodiment para una enseñanza performativa de la lengua";
- "Serious games in language learning and teaching – a theoretical perspective";

5.2. Good Practices

5.2.1. Say Ten

Organisation: FAM Y LIAS, Recursos para la Diversidad

Title of the game: Say Ten

Language (in which you found the game): English

Description of the game: The playful objective of the game is to get to say the word ten, following the numerical order. The educational objective is to learn the numbers from 1 to 10. It is played in pairs and in turns. In each turn the player can say one or two numbers from the list. This is the player's choice and what victory will depend on. Once he/she has said one or two numbers, the other player picks up where he/she left off. And so, on and so forth. Example.

- Player 1: One
- Player 2: Two, three
- Player 1: Four, five
- Player 2: Six, seven
- Player 1: Eight
- Player 2: Nine, **TEN**

- Player 2 won.
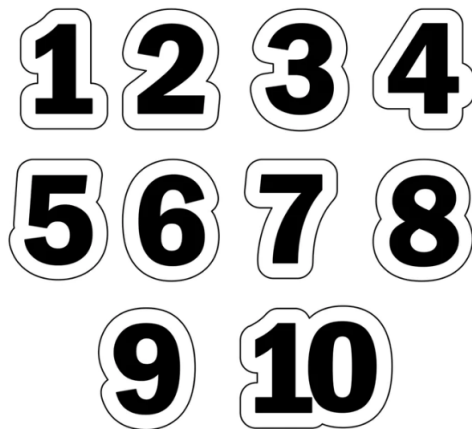
Which is the game's strongest /engaging elements. How is this game helpful?

The game is exciting because it is a fast-paced competition between two people. As it is a sequence of words, any student can play, as it can be left written down if they are not able to memorise them. The game is useful for learning word lists and for practising speaking in a controlled and repetitive way.

Besides fun, what else the game offers, in terms of learning outcomes?

Learn vocabulary and gain confidence in expressing yourself.

How can we elaborate more and add linguistic elements to the game, if needed?

This game is perfect for number sequences (1 to 10, 11 to 20, 1 to 12), months of the year or days of the week. But it can be used with any list of words as long as we establish in writing the order in which to name them (alphabetically can be an option). To make the game attractive I recommend word lists of between 7 and 15 items. Fewer makes it too predictable, and more makes it more difficult to play the game.

5.2.2. Clap and Jump

Organisation: FAM Y LIAS, Recursos para la Diversidad

Title of the game: Clap and Jump

Language (in which you found the game): English

Description of the game: The educational objective of the game is to learn vocabulary lists and their categories, as well as their correct pronunciation. The game is played individually, between 2 and 30 players. On the blackboard or common screen, we put two lists of words in a two-column table. The title of the first column will be "CLAP" while the title of the second column will be "JUMP". In each column

there will be a list of about ten words from the same family (transport, food, animals, parts of the house...). Participants should stand up. The game director calls out a word from either list. The participants must clap or jump depending on which of the two lists is used. The participant who makes the wrong gesture, or no gesture at all, sits down. The end of the game is when only one participant is left standing.

Photo
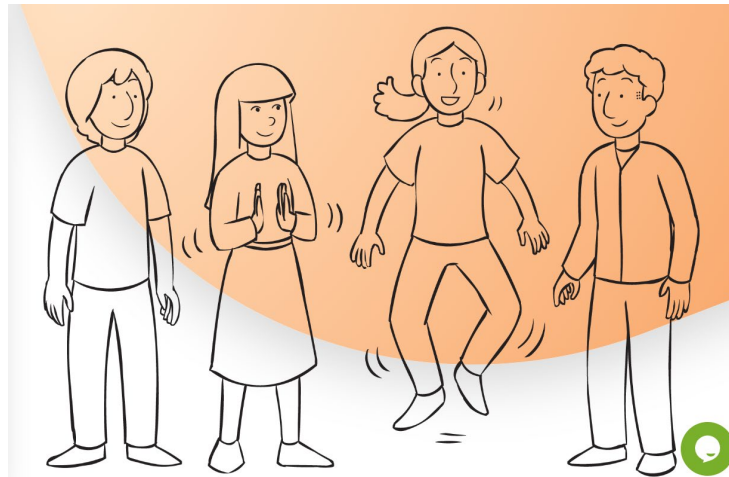
Which is the game's strongest /engaging elements. How is this game helpful?

The game is very dynamic. As it is based on a physical response to an oral stimulus, the pace can be very fast and the participation of all pupils makes it highly competitive. By continuously repeating words, we make them very clear about their pronunciation, their spelling and the linguistic family to which they belong.

Besides fun, what else the game offers, in terms of learning outcomes?

Learn vocabulary, listening, and gain confidence in expressing yourself.

How can we elaborate more and add linguistic elements to the game, if needed?

The game can be played as a routine every time we finish a new didactic unit. The words of the unit worked on and the words of the previous unit are used. This helps us to review the concepts we want to review in a quick and fun way. When the students have mastered the game system, a third column "TURN AROUND" can be added and a new family of words can be added. If we have students with mobility problems, we will have to adapt these gestures to their characteristics, so that all participants can make the same gesture. Some suggestions for gestures could be: clapping, jumping, turning around, raising one hand, raising both hands, turning to the right, turning to the left, raising a white/coloured paper, putting bunny ears, making an ugly face... It is a movement game, which is one of the most effective ways to fix concepts in long-term memory, so a motor reaction is essential.

5.2.3. Let's travel together

Organisation: FAM Y LIAS, Recursos para la Diversidad

Title of the game: Let's travel together

Language (in which you found the game): **English**

Description of the game: It is a communicative game. Try to find the perfect partner for a trip. The didactic objective is to use the foreign language following a pattern. Individual game, minimum 10, maximum 30. Participants must write down the following questions and answers on a sheet of paper:

- **Where are you going?**
  - I am going to Paris
  - I am going to Rome
  - I am going to Athens

- **How are you going to travel?**
  - I am going to travel by plane
  - I am going to travel by train
  - I am going to travel by ship

- **When are you going to travel?**
  - I am going to travel in December
  - I am going to travel in March
  - I am going to travel in September

Give five minutes for each participant to ask questions to their peers. As soon as he/she finds the person who has chosen the same options, he/she writes down his/her name and continues looking for others. The winner of the game is the one who finds the most pairs to travel with.

Photo

Which is the game's strongest /engaging elements. How is this game helpful? The strength of the game is to get participants to engage in a short conversation with a secure pattern of responses. Any student can participate, as it is multiple choice, and it does not depend on their level to win the game, as the options chosen by the other participants are random and may or may not coincide with one's own.

Besides fun, what else the game offers, in terms of learning outcomes? Practice speaking and gain confidence in expressing yourself.

How can we elaborate more and add linguistic elements to the game, if needed? The game can be played in the present continuous, as I have done in the example, in the simple future, in the simple present, or even in the past tense if we ask, for example, about past holidays (beach, mountain or city; in your region, outside your region or outside your country; how did you get there...). Other scenarios can also be used, such as "Let's go to a movie", "Let's go out for dinner", "Make your own avatar (male, female, neutral; white, black, Asian; tall, short or average; brave, fast or strong; slow, clueless; arrogant).   In case of changing the theme, we would change the title of the game.

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6. France

6.1. Desk Research

Are games used now as a language learning tool for adults and specifically for adult migrants and refugees?

While the usage of games as a foreign language learning tool have typically been employed to young publics, ranging from childhood until adolescence, there is growing literature and practice on its application to adults.

Studies on gamification in FLE (Français langue étrangere - French as a foreign language) have accentuated the benefits of integrating fun and recreational approaches in the adult language acquisition process. Experts share that gaming facilitates easier memorisation in two ways (LSF Montpellier, 2020). First, in transforming it as a challenge, it then entails a pleasure of accomplishment and enjoyment along the way. Next, learning through games involves different elements (images, audios, videos, etc.) stimulating multiple senses and cognitive competencies (concentration, observation, spatial recognition, etc.) in the pedagogical process which actually increases retention. Moreover, active learning or 'learning by doing' permits students to consequently develop various life skills such as decision-making, critical thinking, and problem resolution (Krystalli, 2010). In the specific contexts of adults and especially migrants, including games make learning a 'lighter' task compared to everything else they have to face through the rest of the day as it allows them to be more comfortable and relaxed. These are some of the reasons why gamification has been getting increased attention from researchers and teachers alike.

A specific branch of FLE has been proposed from 2011-2018 by public authorities to specifically cater to adult migrants and refugees whose mother tongue is not French. The overarching objective of FLI (Français langue d'intégration; French as a language of integration) is to facilitate the socio-linguistic autonomy of migrants. This is done through a practical and immersive use of the language tailored for their particular needs and to support their integration into the host society. Consequently, oral competencies are given more priority in this case while still allowing space to improve writing skills. While the FLI label is now defunct, public literature suggests that games in FLI were mainly exercised through thematic role-playing exercises (Vicher et al., 2012).

While there are researchers and pedagogical centres/associations who mention using games for this purpose, very few resources on this could be openly accessed. For example, the Switzerland-based association *Français en jeu* created in 1991. Their objective is to teach French as a mode of integration for its public mainly composed of anglophone adult migrants in social or economic precarity. More

generally, work needs to be done in order for games to be fully mainstreamed into adult language learning.

What kind of games have been used until today as much as research allows us to know?

When it comes to FLE teaching in general, an array of different kinds of games are commonly employed which could be divided into five major categories (Benhammouud, 2010).

1. *Communicative games* heavily involve social interaction among learners which simultaneously brings in recreational, cognitive, and formative dimensions to activities

2. *Linguistic games* are focused on training more technical or prescriptive aspects of language such as lexic, grammar, syntax, and orthography. The objectives of these games are largely structure discovery and rule memorisation (Douangdara, 2015). Compared to communicative games, there is hardly any personal 'investment' from learners in accomplishing the objectives of the game.

3. *Role-playing games* allow learners to 'live through' real communicative situations whether spontaneously or guided/structured (with instructions/guidelines). One strength of this kind of game is that it allows learners to compensate for their linguistic gaps and incertitudes through non-verbal signs.

4. *Creative games* harness the use of learners' imagination and creativity and are frequently used in FLE classes for all target groups and levels.

5. *Cultural games* mobilise learners' general knowledge and cultural codes or values in the framework of language learning.

In terms of game form or modality, two tendencies could be observed. First, instructors usually turn to games in icebreaker-format to build motivation and engagement of students. Next, FLE classes also tend to readapt existing games for specific pedagogical outcomes. Take for example a Cluedo-inspired game designed by Elsa PIOCH of the University of Grenoble Alpes (2017) particularly to aid adult migrant learners to become at ease in describing their symptoms in a context of health consultations or emergencies. In the game, players need to discover the mysterious illness and treat it by posing questions to other players. There are also numerous novel board and card games offered by different editors over the years (ex. *Le truc le +, Triboo, Déclic*) and other more modern game forms like escape games have also been sprouting but most, if not all, are paid.

When it comes to digitalisation, common free online games such as renditions of Hangman, crossword, word search, quizzes, and memory games are heavily grammar and vocabulary-oriented. While there are a few already available online such as *Éonautes*, longer-term formats such as action-adventure or serious games are still an unexploited venture in FLE.

Not a lot of games have been designed specifically for adult migrants and refugees but two mobile

applications could be identified that could count as good practices. First is *J'apprends* which is the first free application aiming to teach French foundations to adults who cannot read nor write (i.e. illiteracy) through an easy and intuitive interface. It is an adventure game divided into episodes where players could virtually move around, do missions, and play mini pedagogical in-game activities. Since the game is set in a city, it also allows its players to become more familiarised with possible real-life scenarios and equip them in their integration process. The developers are currently exploring further improvements such as adding public organisms into the game (ex. Post office, hospitals, public employment agencies, social security institutions, etc.) and adding a professional dimension to the missions in sectors such as catering, construction, and hospitality (Labre, 2019).

The next one is *Mon French Kit*, conceptualised by experts from the University of Bordeaux Montaigne for those who need to acquire a French residence permit and want to integrate in the French society. It is an adventure game built around the different steps of socio-linguistic integration in a fictional world where the player needs to discover different strategic actors, initiate dialogues and ask questions, and fill out forms to obtain the right to stay. This is a fun and effective way to learn the language for administrative contexts that learners will eventually encounter.

What are the prerequisites and the obstacles for the integration of games into the adult learning process?

The slow integration of games into the adult learning process could partially be attributed to hesitations related to the usual association of games to children. For instructors and learners alike, there could be a mentality that for adults, there is a difference between games and serious things, and leisure opposed to work time. Additionally, some teachers become sceptical in using this methodology for fear that it could potentially lower their credibility (Brougère 2005). Thus, it is needed at some level to destigmatize or de-infantilize learning through games and break away from certain taboos and prejudices that come with it. Taking into consideration personal preference and agency of FLE professors, their will to actually take time and effort to learn and plan the introduction of games into their lesson plans is also a defining factor. After this review on literature, it could also be deduced that another obstacle could be the lack of common knowledge or streamlined and free access to innovative resources.

Moreover, game selection and the timing or insertion of games in the pedagogical process are two crucial factors. On one hand, games should be targeted and purposeful, invoke intuition and logic, and involve learners' personal resources for it to be effective. Badly-chosen or badly-moderated games could even be counterproductive, such as in instances wherein the game is not fit for the public or there is an unbalanced proportion between content/theory and play (Fenaert, 2021). Flexibility, resourcefulness, and creativity are characteristics also required from teachers as occasions could arrive where some

learners take a longer time than others to understand the game, some could even be unwilling to play, or materials needed could run out or even malfunction (Coutou, 2016).

Creating a conductive learning environment is another prerequisite which could be challenging to respond to but could definitely shape learners' willingness to participate actively in games and their ability to profit from these learning opportunities.

6.2. Good Practices

6.2.1. Le truc le + (The thing that's most…)

Creator: Maxime RAMBOURG

Game: Le truc le + (The thing that's most…)

Game type: Card game

Language: French

Description: In each round, 5 words are randomly picked from the stack and among them, choose the thing that's most… stylish, boring, funny, etc (question cards). Each player starts with 10 solo points (5 tokens of 1 point, 1 token of 5 points) and the first to get rid of all their solo tokens wins. The aim of the game is to anticipate the majority's vote or think like others. If you voted like most of the players, you discard a solo point. The link between answers are evident but sometimes it could even be absurd, which makes the game more fun!

Photo

Which are the game's strongest/engaging elements. How is this game helpful?

The mechanics of the game are simple and easily adaptable to any language level. It also is very portable. It allows for interaction among players which could be helpful in creating a good learning environment between peers. The game could also be modified in different ways- for example making it "The thing

that's least…", using the question cards as an icebreaker or speaking exercise in class (ie. directly asking "What is the coolest thing that happened to you this week?), or just using the word cards for other kinds of games such as storytelling relays.

Besides fun, what else does the game offer, in terms of learning outcomes?

- Vocabulary: The game allows players to learn various words even after one game.
- Argumentation, communicative skills, speaking practice: Learners as early as the A2 level could be asked to explain their proposition/vote.

How can we elaborate more and add linguistic elements to the game, if needed?

- The game could also be used to teach/practise specific grammatical aspects such as logical connectors (despite, because, unless, etc.)
- In terms of learning superlatives, learners could be asked to give synonyms of the adjectives presented in the question cards - for example, if the card says "The thing that's most funny…", it could be a nice way to brainstorm or teach words conveying the same meaning like *comical*, *hilarious*, etc.

6.2.2. Triboo

Editor: Eli Language Games

Game: Triboo

Game type: Board game

Languages: French, Italian, English, German, Spanish

Description: This game could be played in teams or in pairs. Cards are divided into 6 decks/categories: science, history, geography, sport, entertainment, art, and literature. Players take turns to roll the dice to proceed along the board and the player takes a card from the deck corresponding to the colour of the space on which they land in. Each card presents a keyword and the player must make their teammates/pair guess the word within one minute, by using only the target language. There are 3 clue words on each card which should be used (variation could also be not to use these at all for students in a more advanced level - B1/B2). If guessed correctly, the player/team rolls the dice again to advance across the board. The first team that completes the 'journey' wins the game.

Photo

Which are the game's strongest/engaging elements. How is this game helpful?

The presence of 6 different categories is a strong element of the game since it helps contextualise language learning and relate it to other subjects of interest to students. The number of players is highly flexible- it could be played by just two players or by teams. Group communication is also a positive point since it facilitates good rapport in classes. The images in each card are also helpful in case of unfamiliarity to some words.

Besides fun, what else does the game offer, in terms of learning outcomes?

- Vocabulary, word association: Besides learning new words, the game provides the opportunity to link the keyword with 3 other related phrases/words.
- Communicative skills, speaking practice: Learners could practise explaining concepts in the target language.
- Cultural and interdisciplinary topics: Given that there are 6 categories, the game also indirectly teaches concepts in different disciplines as well as particularities in the target culture (e.g. French literary figures)

How can we elaborate more and add linguistic elements to the game, if needed?

Since players are not supposed to show their words to others, there are some vocabulary/concepts/characters which might not be familiar or comprehensible to some. A mini glossary of words used in the game could be useful in this case.

6.2.3. Déclic

Editor: Ferti

Creator: Julien SENTIS

Game: Déclic

Game type: Card game

Language: French

Description: Déclic is a game of comprehension, observation, and speed. Each player will designate one hand to represent 'truth' and the other 'false'. They will take turns picking a card and reading one of the phrases in it (out of 4). The affirmations could be about the person reading the card (ex. I am a woman), about the players (ex. You are a student), or a general affirmation (ex. Someone has already walked on the moon). The challenge is to place the correct answer using your corresponding hand on the red target in the centre of the table as quickly as possible. The faster you respond correctly, the more points you win and vice versa.

Photo

Which are the game's strongest/engaging elements. How is this game helpful?

The game builds on oral comprehension mainly through concentration and fast meaning-making. It touches different aspects of language learning, all in a fun environment with peers. It is very simple to use, and could be used as a quick icebreaker.

Besides fun, what else does the game offer, in terms of learning outcomes?

- Listening comprehension: The game is mainly a test of understanding what has been said which is a great way to employ active listening.
- Reading, pronunciation practice: By reading the affirmations, students could actually practise the language under observation of the teacher.

- Vocabulary, notably on adjectives: Déclic's affirmations contain a lot of adjectives which would enhance students' descriptive competencies.

- Grammar: reading through the affirmations would train students on different grammar points - e.g. quantifiers (some, each, every…), sentence formulation, verb tenses, etc.

How can we elaborate more and add linguistic elements to the game, if needed?

Freestyle cards would be interesting to add since it would invite students to create their own affirmations and test their writing skills as well, encompassing spelling, grammar, and vocabulary practice.

6.2.4. Les Éonautes

Creator: Almédia

Game: Les Éonautes

Game type: Serious game

Language: French

Description: Les Éonautes is a game designed by Almédia for the French Ministry of Education for FLE purposes through an interactive framework. The game is set in the future where there is an information crash resulting in knowledge gaps in culture and language. The mission is to help restore the missing vocabulary by time-travelling back to the Middle Ages up to the 1960s. There are 30 missions in total which could be accomplished in a span of 40 hours. Licence to the game is paid and there are different packages according to how many learners are intended to play and create profiles simultaneously. However, the game came to an end in 2020 after 9 years of playability.

Photo

Which are the game's strongest/engaging elements. How is this game helpful?

The game is designed to be purposeful in the sense that each mission has specific communicative, linguistic, and cultural objectives. This is particularly useful for the teacher in sequencing lessons corresponding to what is used and pertinent in the game. Additionally, each sequence has an observation part where players can read and listen to other characters in the game before proceeding to a production part where they get to interact with certain in-game components. Next, teachers also have access to the game in such a way that they could track their learners' progress and even interact with them through a chat function.

Compared to previous practices, serious games allow for progression in the game and in the learning process. The game also rewards or incentivises the time and effort spent by learners by awarding trophies after each mission is accomplished, which could raise motivation and enthusiasm.

Besides fun, what else does the game offer, in terms of learning outcomes?

- Cultural integration: The game promotes context-based learning by incorporating historical figures and events in the game mission.

- Reading comprehension: The game tests learners' capacity to read and follow instructions. Transcriptions of exchanges with other characters are also available.

- Listening comprehension: Reviewable audio clips of interactions with other characters are available as well.

- Vocabulary: The game features a personal dictionary which evolves as more missions are accomplished and more words are encountered.

- Familiarisation with grammar structures

6.2.5. Mission in Paris

Creator: Deutsche Welle (DW)

Game: Mission Paris

Game type: Audio

Language: French

Description: Mission Paris is part of the Mission Europe series of games designed by DW for introductory level language learners. It is about a virtual heroine going around Paris with missions to find the perpetrator of a blast in a railway station by decoding clues. The game has 26 episodes and is easily accessible online for free.

Photo

Which are the game's strongest/engaging elements. How is this game helpful?

It is different from other conventional types of games as it only provides a storyline through audio clips and transcriptions of each episode thus the 'game' per se has to be facilitated by the teacher and is not standalone. This could be done by pausing the audio to gather guesses/answers from students on the clues and riddles widespread in the game. Other kinds of activities could also be integrated in it and possibilities are endless.

While the format could be a disadvantage, it is useful for situations where some learners do not have access to the Internet or mobile devices since the game is facilitated and played collectively in class.

Besides fun, what else does the game offer, in terms of learning outcomes?

- Listening comprehension: The whole storyline of the game is in an audio/podcast format and would definitely train students' listening abilities.

- Reading comprehension: Transcriptions of each episode are also available.

- Vocabulary

- Familiarisation with grammar structures

How can we elaborate more and add linguistic elements to the game, if needed?

The game is easily adaptable to specific learning outcomes and teachers could add more linguistic elements as wished.

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