Game ON

Language Learning Games for Migrants and Refugees

Methodological guide for teachers and trainers
Implementing games in language learning trainings

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PROJECT RESULT 1

Methodological guide for teachers and trainers
Implementing games in language learning trainings

Table of Contents

Introduction

General information

- The project GAME ON – Language Learning Games for Migrants and Refugees is a co-funded Erasmus + project.

- It proposes an innovative, non-formal learning game-based approach, promoting social inclusion of migrants and refugees through foreign language learning, focusing on everyday dialogues that adult people need in their usual social interactions.

- In addition to this, the specific objective of GAME ON is to develop language learning game-based methodologies for migrants and refugees at level A1/A2, using non-formal learning approaches and to build the capacity of language teachers to use games in language learning.

Project partners

- iberika education group gGmbH (Germany) – Project Coordinator
- Elan Interculturel (France)
- AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA (Greece)
- CENTRO PER LO SVILUPPO CREATIVO "DANILO DOLCI" (Italy)
- FAM Y LIAS. Recursos para la diversidad (Spain)

Target groups

The project has two main target groups:

- Target group 1: The first target group consists of migrants and refugees who are learning a foreign language
- Target group 2: The second target group consists of migrants' educators, language trainers and education providers, teaching institutions and learners.

Project outcomes

- METHODOLOGICAL GUIDE ON LANGUAGE LEARNING THROUGH GAMES: The methodological guide defines the framework for the introduction of game-based learning in language classes. It is addressed to teachers and trainers who teach languages to migrants and refugees. The guide provides theoretical and practical support for language teachers, who teach the local language to migrants and refugees.

- TEACHERS TRAINING PROGRAMME: A training programme aiming at building the capacity of language teachers to incorporate games into their foreign language classes, addressing the learning needs of migrants and refugees through informal and game-based learning methodologies.

- DEVELOPMENT OF LANGUAGE LEARNING GAMES FOR A1/A2 LEVELS: Language learning games that will be used and implemented during language lessons with refugees and migrants, developed around themes of personal and daily life.

The Game On project

Finding themselves in a new country, refugees and migrants face a shockingly life changing reality which affects both their mental and sentimental well-being. Being a stranger in a new country whose language you don't speak or understand must be terrifying.

Facing everyday life's difficulties, discrimination and unemployment are a given for migrants and refugees, at least until they remain in the country for a certain period, start learning the language and feeling that they might have a brighter future.

Learning a new language can be quite hard for most people under ordinary circumstances. Being a refugee or a migrant makes things even more complicated. There is a definite need for these two groups of people to learn the language of the country they live, in order to communicate and start building a life. Bringing the notion of games in the learning process might be a game changer for many migrant learners and refugees with great results.

Implementing characteristics and practices of games in the language learning process is a successful technique, even more so if the games are specifically created to assist the learners in their everyday life, building a useful vocabulary in order to face practical situations.

Games are not strictly a learning tool but also raise interest, create excitement, and empower the willingness for personal development, whilst enhancing team spirit and a sense of belonging. Language learning games can simultaneously be a teaching tool and a motivational instrument, excessively needed by adults who have founded themselves in a vulnerable situation.

Migrants and refugees need to feel part of the country they currently live and need to be able to communicate in order to become active members of the society and our ever-progressing world. They most definitely need to get the chance to learn in an interesting, practical, inspirational way to progress and find strength and also develop practical skills. From finding out how to book a doctor's appointment, how to order food, how to express your feelings and how to be able to assist yourself and your family, language games can become the vehicle to offer such knowledge.

The project's main innovation regards the transfer of linguistic knowledge not by the traditional means but through methods that resemble games. Therefore, the core innovation of GAME ON project is the motivational benefit. Research shows that the new total game-based method has different benefits from the traditional language teaching methods at the level of engagement, as the amount of fun

and motivation is not present with other methodologies. Since the main problem of the target group of this project is the high number of dropouts, the creation of motivation is a strong point and innovation of our project.

Game-based language learning can achieve multiple outcomes at the same time. The use of games allows adult learners to breathe and relax, connect with other people, socialize and feel well. Through use of situation-based learning games, learners will acquire social and intercultural learning outcomes, they will get familiar with local culture, ethics, values and lifestyle, important elements for breaking stereotypes. Games encourage creativity, promote communication competences, motivate learners, review and extend the learning.

1. Introduction of games in language learning

1.1 Games in language learning educational process.

The integration of games into the educational realm has expanded to encompass language learning, extending beyond the traditional image of children enjoying while learning. This prompts us to consider their applicability for adult learners, particularly when addressing the unique needs of migrants and refugees in a foreign country. These individuals not only seek a sense of security in their new environment but also require a grasp of essential vocabulary to facilitate their everyday life.

The use of games in the educational process is underpinned by various theories and educational philosophies that support its effectiveness.

Here's an analysis of some key theories and philosophies that align with the concept of using games in education:

1. Constructivism:

Theory: Constructivism posits that learners actively build their knowledge through experiences, interactions, and reflection. Learning is seen as a process of constructing meaning.

Application: Educational games align with constructivist principles by allowing students to explore, experiment, and make choices within a game environment. Learners construct knowledge by solving problems and encountering new information in the game world.

2. Experiential Learning:

Theory: Experiential learning theory, often associated with David Kolb, emphasizes learning through concrete experiences, reflection, and the application of knowledge.

Application: Games provide a rich environment for experiential learning. Students engage in hands-on experiences within the game, reflect on their actions and decisions, and apply what they've learned to overcome challenges.

3. Play-Based Learning:

Theory: Play-based learning, often associated with early childhood education, emphasizes the importance of play in fostering creativity, problem-solving, and social skills.

Application: Educational games incorporate play elements that encourage exploration, creativity, and experimentation, aligning with the philosophy that learning should be enjoyable and playful.

4. Multiple Intelligences:

Theory: Howard Gardner's theory of multiple intelligences suggests that individuals possess various types of intelligence, including linguistic, logical-mathematical, spatial, and interpersonal.

Application: Games can cater to diverse intelligences by offering different challenges and opportunities for students to excel in areas where they are naturally inclined, thereby promoting a more personalized learning experience.

1.2 How to integrate and select games in the learning process

First and foremost, as an educator, it is crucial to define the purpose behind incorporating games into your language learning curriculum. Clarifying your intentions will streamline your selection process, ensuring that the chosen game aligns with both your teaching style and your students' learning requirements.

Prior to introducing a game into your classroom, thorough preparation is essential. A lack of readiness can easily result in a chaotic classroom experience. To avoid this, take these steps:

- Pre-selection: Before your class begins, carefully choose a game that seamlessly integrates with your daily learning objectives.
- Familiarisation: It's advisable to play the chosen game yourself. This first-hand experience will ensure that you understand the rules thoroughly and can explain them clearly to your students.

When selecting games, keep these important criteria in mind:

- *Appropriateness for Your Audience:* Ensure that the games you choose are tailored to the age and level of your students.

- *Respectfulness and Inclusive:* Select games that are free from insulting or sexist content, promoting a respectful and inclusive learning environment.

- *Engaging Design:* Opt for games with captivating designs that pique your students' interest and motivation.

- *Aesthetically Pleasing:* Choose visually appealing games that are easy on the eye, creating an enjoyable learning atmosphere.

- *Interest Factor:* Prioritise games that are inherently interesting and can hold your students' attention.

- *Facilitates Communication:* Select games that encourage communication and the exchange of ideas, even if they aren't perfect linguistically.

- *Grammar and Vocabulary Enhancement:* Go for games that empower your students in terms of grammar, everyday vocabulary, and numeracy skills.

- *Promote Cohesion:* Lastly, choose games that bring your class together and, most importantly, assist your learners in achieving their language learning goals.

Apart from the obvious benefit of acquiring new vocabulary, sentences, and phrases, the decision to incorporate games into your language learning curriculum should align with various important considerations:

- *Cultivate Empathy and Connection*: Games serve as a bridge to connect with your learners, especially those facing challenging circumstances. If a particular student is struggling to grasp the language or actively participate, selecting an enjoyable and straightforward game can enhance their engagement. It's crucial to understand the preferences and needs of individual learners to build trust and create a welcoming environment.

- *Group Cohesion*: Games play a pivotal role in fostering a safe and cohesive atmosphere within the classroom, reducing the likelihood of dropouts.

- *Focused Learning Outcomes*: Avoid the temptation to overload a single game with numerous learning objectives. This could overwhelm students and undermine their confidence. Instead, concentrate on one or a few specific learning outcomes for each game.

- *Realistic Goal Setting*: Keep in mind that every step forward in the language learning journey is a significant achievement for your students. Set achievable goals, initiate with simpler games, and consistently provide encouragement and support.

- *Practical Relevance*: Start with games that have practical applications in

everyday life. This approach not only facilitates language acquisition but also equips students to navigate daily tasks such as shopping or feeling more secure in their new country.

- *Gradual Grammar Complexity*: Begin with games that reinforce basic grammar structures. As students become more proficient, gradually introduce more complex grammar concepts.

- *Understanding Your Learners*: Take the time to understand the unique characteristics and preferences of your learner group. Tailor your game choices to create a comfortable and inclusive learning environment.

- *Promote Comfort and Confidence*: Select games that align with your students' interests to enhance their comfort and confidence during lessons.

Above all, maintain a clear plan, adapt your teaching approach to suit the needs of your migrant students, and build a solid foundation for language learning. Consistency, preparation, and alignment with your learning objectives are key elements in the successful integration of games into your language teaching strategy.

1.3 The effectiveness of games in language learning

The benefits of using games in learning environments have been recognised by many researchers.

Using games in language learning:

- Increases motivation of learners to participate in activities and enhances the learning experience. Through gamification, learners are enjoying the process and are focused on achieving rewards. Learners are relieved of the stress and enjoy the process.

- Increases satisfaction and performance of learners. When learners are given rewards or accomplishments, they increase their performance and their eagerness to learn more.

- Strengthens the communication process. Through games, learners are encouraged to interact with others, to complete tasks, which are part of the process, thus strengthening their communication skills.

- Increases engagement and commitment. Trainers can create experiences and use game elements, which fully engages learners. When the trainees feel that they are in positive about the process they turn into active participants.

- Improves knowledge absorption and retention and can also help with developing specific skills. The element of fun when applying game technics, is what helps learners consolidate faster what they have learned.

Incorporating games and gamification strategies into educational settings has demonstrated the potential to enhance motivation, satisfaction, communication, engagement, and knowledge acquisition, ultimately leading to more effective and enjoyable learning experiences.

1.4 Tips for a successful training

For a successful delivery of training to adults, several key considerations need to be addressed, taking into account the unique characteristics and circumstances of adult learners. Let's analyse these points:

- *Respect for Individual Experiences and Opinions:* Adult learners bring a wealth of life experiences and diverse perspectives to the training program. Educators must acknowledge and respect these backgrounds, even when faced with strong-willed individuals. This respect lays the foundation for a positive learning environment where learners feel valued.

- *Recognition of Adult Responsibilities:* Adults often juggle multiple responsibilities, such as work, family, and daily tasks. These responsibilities can impact their ability to commit to a training schedule and their emotional state during training sessions. Creating a friendly, supportive, and engaging learning environment can help learners focus on the training despite life's challenges.

- *Clarity and Simplicity in Instruction:* Complex topics and skills can be daunting for adult learners. Educators should aim to explain concepts in the simplest and clearest manner possible. This approach fosters understanding and builds confidence among learners.

- *Inclusive Teaching:* Inclusivity is crucial in adult education. Educators should ensure that all participants, regardless of age or background, feel included and valued as part of the learning community.

- *Assessment of Learner Competence:* Understanding the varying skill levels within the group is essential. Identifying learners' competencies allows educators to tailor the training pace and complexity to meet the diverse needs of the participants.

- *Emphasize the End Goal:* Clearly articulating the training's objectives and the benefits learners will gain by the end of the course serves as a powerful motivator. Reinforcing these goals regularly keeps learners motivated and eager to continue their educational journey.

- *Use of Humour:* Humour is a valuable tool in adult education. It helps educators connect with learners, maintain their attention, and create a more enjoyable learning experience. A touch of humour can make the learning process more engaging and memorable.

- *Organisation and Efficiency:* Being well-prepared and organized is essential for effective teaching. Educators should have a clear understanding of the subject matter and a structured approach to deliver it. This organisation fosters a smoother learning process and minimizes confusion.

- *Build Relationships:* Establishing a personal connection with learners is vital. Showing genuine interest in their stories, offering support, and making them feel welcomed and valued can enhance the overall learning experience. This personal touch promotes a sense of belonging and trust within the learning community.

Incorporating these considerations into the delivery of adult education and training programs helps create a conducive and supportive learning environment.

By respecting individual backgrounds, addressing adult responsibilities, simplifying instruction, fostering inclusivity, and maintaining engagement, educators facilitate effective learning experiences for adult learners.

2. Research on the use of games in language learning

2.1 Desk research results in all countries

To gain valuable insights, the project partners conducted comprehensive desk research, delving into existing literature and resources to inform their endeavours.

The desk research conducted by the partners of the GAME ON project shed light on the significant potential of games in the language learning process. It revealed that games can boost learner engagement, improve language proficiency, and provide tailored learning experiences. However, challenges and considerations also emerged, highlighting the need for careful planning and integration into educational contexts.

The findings from this research serve as the foundation for the GAME ON project's subsequent phases, which involve the development of game-based language learning resources and practical guidelines for educators. By leveraging the insights gained from the desk research, the project aims to create innovative and effective language learning tools that harness the power of games to benefit learners of all backgrounds and levels of proficiency.

2.2 Conclusions from the desk research by country

Germany

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).

France

While games have traditionally been employed for young learners, there is a growing interest in using them for adult language acquisition. Gamification in French as a Foreign Language (FLE) has shown benefits, including enhanced memorization, engagement, and the development of life skills like decision-making and critical thinking. Various types of games are used in FLE teaching, categorised into five major groups: communicative, linguistic, role-playing, creative, and cultural games. Instructors often use games as icebreakers and adapt existing games for pedagogical purposes. Digital games are also used, with a focus on grammar and vocabulary-oriented games, but longer-term formats remain relatively unexplored.

However, there are obstacles to integrating games into adult learning. One challenge is overcoming the perception that games are primarily for children and not suitable for serious learning. Teacher willingness to adopt this methodology and the availability of resources also play essential roles. Game selection and timing must be carefully considered, as poorly chosen or moderated games can be counterproductive. Creating a conducive learning environment is crucial to encourage active participation in games and maximize learning opportunities.

Italy

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. 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. 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. In this way, Italian has become for millions of people not only a useful but an indispensable language to be learnt. 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. 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.

One of the biggest problems for the student's 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.

Games supporting 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.

Greece

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.

Spain

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.

Regarding the games used for language learning in most countries

Because of the new technology and access to the internet for every individual, the use of game-based apps in learning language is by now a relevant trend. Nowadays, besides more traditional games, there are also many videogames, which motivate not only for entertainment but also in learning language, especially the young migrants on their smart phone and other devices.

In recent years, videogames have been recognised as a powerful tool in learning new languages, attracting the interest of learners.

Some examples of games that have been used in learning languages in most partner countries include:

- Role playing
- Words games
- Games to improve oral and written communication
- Games with rules
- Dice and board games
- Learning with songs
- Language learning apps

2.3 Focus groups results

2.3.1 Teachers Focus groups results

In Greece, educators believe that appropriately targeted games can benefit all subjects. The choice of games depends on the audience's characteristics, including their familiarity with the subject matter, experience level, and comfort with physical activities. Games are seen as not only helpful but also essential in most courses, with a particular emphasis on language courses. When used effectively, games can inject an element of fun, enjoyment, and constructive learning into lessons. They serve as a powerful tool in language education, fostering a relaxed atmosphere and facilitating learning through enjoyable activities. Games also promote team bonding and create an inviting learning environment that encourages learners to return.

In France, there is a consensus that games can be integrated into various subject matters, whether they relate to grammar, culture, or other topics. However, there is considerable debate about the timing of game implementation within the learning process, which can be as crucial as the choice of subject matter. Some educators prefer using games before grammar lessons to introduce concepts and kickstart the learning process. Others opt for games in the middle of a lesson to change the class's pace, regain student focus, or maintain interest. Additionally, some instructors incorporate games immediately after the primary lesson to assess retention and comprehension, while others use them as a recap and evaluation tool after a few weeks. The potential drawbacks of using games include issues of complexity in instructions, excessive excitement disrupting the learning environment, the need for elaborate game materials, student hesitation regarding learning through play, and the possibility of some learners feeling exposed in certain role-playing games, necessitating a commitment to inclusivity.

In Germany, teachers emphasize the effectiveness of games in teaching various aspects of a foreign language. Board games, particularly, are highly effective for beginners in teaching grammar and vocabulary, while physical exercises aid in learning body parts, and storytelling enhances speaking skills at more advanced levels. Games are recognised as valuable tools during the learning process, offering benefits across grammar, vocabulary, phonetics, and speaking.

2.3.2 Migrants' focus groups results

Through the focus groups organised by the partners, the current training needs of migrants are established. During the focus groups conducted, an exploration of the current training needs of migrants was undertaken. The summarised findings from these discussions are as follows:

Challenging Aspects of Languages:

- The group identified French grammar, tense management, pronunciation, and distinguishing similar sounds and words as significant challenges.
- Shyness and lack of confidence in speaking were barriers for some participants.
- Verbs, vowel distinctions (e.g., e - i - o - u), writing, accents, vocabulary, regular verbs, and the present tense were cited as areas of difficulty.
- Some participants found the Spanish language relatively easy but emphasised the importance of practice.
- Words ending in "-on" were seen as tricky.
- Writing and reading posed challenges for some, and past and future tenses were difficult for others.
- The Italian language's differences from participants' mother tongues and its inherent complexity made learning challenging.

Most Useful Learning Goals:

- Participants highlighted the importance of learning the hosting country's language to find employment and interact effectively in daily life, especially while shopping or engaging with the local community.
- Learning the language was viewed as a means to integrate into society, gain independence, and feel empowered.
- Communication with others, understanding the language's rationality, and achieving fluency were seen as the most useful aspects.
- The participants emphasized that grasping the language's rationality was crucial but challenging.

- Most participants favoured conversing with native speakers as the best way to learn a new language.

- Daily interactions with native-speaking friends were seen as highly effective.

- Other methods included writing, reading books or newspapers, listening to music, and using the internet or language-learning applications.

- Writing was noted as a particularly effective method for learning verbs and words.

- Real-life experiences, such as working, navigating streets, understanding traffic signs, and traveling, were considered valuable for language acquisition.

- Leveraging the internet and using applications and games, as well as watching films in the original language with subtitles, were also mentioned.

- Consistency and intensive learning in a safe group environment were highlighted as helpful approaches.

In summary, the focus group results shed light on the language challenges faced by migrants, their motivations for learning, and their preferred methods of language acquisition. The findings emphasise the significance of practical communication, real-life experiences, and consistent learning in facilitating language acquisition among migrants.

3. Structuring your training

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organisation of curriculum (instructional blocks) within a class or course. (Curriculum Design Definition, Schweitzer Karen, updated 2019).

The purpose of the curriculum design is to ensure that the learning outcomes are in total alignment with the results from the training needs' analysis, and cover, in the most structured and efficient way, the whole range of the educational process.

Contents should have an escalating and smooth progression from one to the next, in order to achieve the training's functionality. The curriculum design is of vital significance, as it holds the key for the successful implementation of the training itself. A training curriculum design must entail:

- The objective of the training.
- The contents of the learning program.
- An efficient and attractive structure.
- The methods and facilitation techniques of the training.
- Innovative and creative learning tools.
- Contents in alignment to the learning needs.
- Learning activities and exercises appropriate for specific target groups.
- Updated information.
- Specific and detailed methodology.
- Resources, facilities or equipment and tools required.
- Adaptable form, suitable for additions and future adjusting.
- Effective methods to transfer knowledge and skills.
- Evaluation assessment.

The fundamental principle in designing a learning program revolves around addressing established and current needs effectively. Training needs analysis serves as the cornerstone upon which any educational program is constructed and expanded. This holds particular significance in adult education, where training needs assessment plays a pivotal role in crafting learning programs that are both valuable and profitable.

It's clear that training needs analysis is a methodological tool with versatile applications, adaptable to various subjects and fields of expertise. While the specifics of training needs and outcomes may vary, the underlying process and methodology remain consistent, tailored as necessary to individualized requirements.

In summary, training needs analysis accomplishes the following:

- Identifies existing knowledge gaps and envisions the desired future level of proficiency in terms of skills, competencies, resources, and capabilities.
- Ensures a seamless transition from knowledge gaps to comprehensive training programs.
- Forms the bedrock upon which training initiatives are constructed.
- Evaluates available resources, competencies, and current skills to design customized learning programs aligned with individual needs.
- Foresees potential future challenges and unexpected requirements.
- Fosters creativity and encourages innovative thinking.
- Cultivates critical thinking skills and provides opportunities for personal articulation of potential issues.
- Promotes innovation and expertise development.
- Provides solutions to existing problems and guarantees improved future performance.
- Highlights the commitment to general and personal improvement.
- Demonstrates to stakeholders the importance of adaptability and adjustment to evolving conditions.
- Ensures the relevance and adequacy of training programs.
- Tailors training to specific and individualized needs.
- Reduces the likelihood of program failure.
- Strengthens team cohesion as individuals collaborate toward a shared, mutually beneficial objective.
- Lays the groundwork for future program evaluation and refinement.

3.1 Why the learner should be at the centre of the learning process

The word pedagogy derives from the ancient Greek and literally means "leading a child towards knowledge and ethical behaviour". It is the study of the methods and activities of teaching (Cambridge Dictionary Online) referring mainly to children's education.

The word andragogy is the one referring to the educational methods used for adults, but it is not as commonly used, when trying to define the principles of the educational process. The main issue in pedagogy has always been the interrelations between teacher and students, and the methods used to achieve the transfer of knowledge and reach the desirable outcome.

Throughout history pedagogical studies, ways and methods have been created, formed, revaluated and change, giving their space to new modern approaches of the educational and pedagogical process.

The way teachers interact with students, the methods they use, the environment they create and the kinds of bonds they form, alongside the general ethics of each era, have gone through numerous alterations, to reach today.

Competence-based learning is the most effective pedagogical method, as it is focused on the existing skills of learners and targets their personalized learning outcomes. It focuses on specific skills and aims on gradually developing them, depending on the learner's pace of progress.

The learning process follows the learners ' needs and not the other way around. Instead of providing general information and abstract pieces of knowledge, competence-based learning is at the same time extremely coherent and specific but also flexible, as it is adjusted to the students' level of skills and the personalised learning outcome.

Keeping migrants and refugees as learners at the centre of the educational process during language learning training is crucial for several reasons:

- Empowerment: Placing learners at the centre of their education empowers them to take control of their learning journey. This can boost their confidence and motivation to acquire new language skills, which are essential for integration and participation in their new community.

- Tailored Learning: Migrants and refugees come from diverse linguistic backgrounds, educational levels, and life experiences. By focusing on the learners, educators can tailor the curriculum and teaching methods to meet the specific needs and preferences of everyone, ensuring that they progress at their own pace.

- Cultural Sensitivity: Language learning is closely tied to culture. By prioritising the learners, educators can incorporate cultural sensitivity and awareness into the curriculum. This helps learners not only with language acquisition but also with understanding and adapting to the cultural norms and expectations of their host country.

- Relevance: Learner-centred approaches enable educators to make the content more relevant to the everyday lives and needs of migrants and refugees. This makes the learning experience more engaging and practical, as learners can immediately apply their language skills to real-life situations, such as finding employment or accessing healthcare services.

- Inclusivity: Many migrants and refugees may have experienced trauma, displacement, or other challenges that can affect their ability to learn. A learner-centred approach takes these factors into account, promoting a safe and inclusive learning environment where learners' emotional and psychological needs are considered.

- Building Self-Efficacy: When learners are actively engaged in their education, they develop a sense of ownership and responsibility for their progress. This can lead to increased self-efficacy, which is the belief in one's ability to achieve goals. Higher self-efficacy can lead to greater language proficiency and overall success in the host country.

- Long-term Success: Placing learners at the centre of the educational process helps them become independent language learners. This is essential for their long-term success, as they can continue to improve their language skills even after formal language courses have ended.

- Feedback and Continuous Improvement: A learner-centred approach encourages regular feedback from learners about their educational experiences. This feedback can be used to adapt and improve the curriculum, teaching methods, and support services, ensuring that the language training program remains effective and responsive to learners' evolving needs.

3.2 Which are the actual needs of migrants and refugees in language learning?

After conducting the focus groups with migrants and refugees, it has become evident that there are specific areas of language acquisition that are of utmost importance for their successful integration and adaptation.

The following analysis identifies key linguistic game areas that should be covered to facilitate language learning in these crucial domains and based on these results we therefore created our games : Health, Education, Practical Information, Hobbies and Activities, Going to the Market, Everyday Objects, Social Relationships, and Housing.

1. Health:

Health is a fundamental aspect of every individual's life, and clear communication in healthcare settings is vital. Linguistic games in this domain focus on:

- Medical vocabulary and phrases.
- Describing symptoms.
- Communicating with healthcare professionals.
- Healthy lifestyle
- Emergency situations.

2. Education:

Access to education is crucial for personal and professional development. Linguistic games in this context should cover:

- School-related vocabulary.
- Communicating with teachers and classmates.
- Understanding classroom instructions.

3. Practical Information:

Navigating a new environment requires understanding practical information. Linguistic games should address:

- Transportation and directions.
- Accessing social services.
- Cultural norms and etiquette.

4. Hobbies and Activities:

Engaging in hobbies and activities is essential for building social connections and well-being. Linguistic games should cover:

- Vocabulary related to leisure activities.
- Planning and coordinating social events.
- Describing interests and preferences.
- Participating in sports and cultural events.

5. Going to the Market:

Effective communication in daily life includes shopping and market interactions. Linguistic games should include:

- Shopping vocabulary.
- Bargaining and negotiating prices.
- Understanding product labels and packaging.
- Asking for assistance in stores.

6.Everyday Objects:

Learning to identify and name common objects is a fundamental language skill. Linguistic games should involve:

- Naming everyday objects in the home and community.
- Describing the function and use of items.
- Forming sentences with everyday objects.

7.Social Relationships:

Building relationships and socializing are key to integration. Linguistic games should address:

- Conversational skills.
- Making friends and networking.
- Understanding cultural norms in social interactions.
- Resolving conflicts and misunderstandings.

8. Housing:

Understanding housing-related language is essential for securing accommodation and maintaining a stable living situation. Linguistic games should focus on:

- Housing-related vocabulary.
- Communicating with landlords or roommates.

Linguistic games tailored to these specific domains, as identified through focus groups with migrants and refugees, will play a pivotal role in helping newcomers integrate successfully into their host countries. These games not only facilitate language acquisition but also empower individuals to navigate critical aspects of daily life, thereby promoting self-sufficiency and fostering a sense of belonging in their new communities. By addressing these key areas, language learning programs can have a meaningful and positive impact on the lives of migrants and refugees.

3.3 Challenges to be considered when working with vulnerable groups

Working with vulnerable groups is a challenge. Some learners face great difficulties because of their background, their history, their status in our society. These difficulties may be related to access to housing, administrative procedures, health problems, grief, guilt, acculturation stress and all the new aspects of their new environment that they must apprehend. Despite the potential for success in their course, learners can quickly suffer from chronic stress with high levels of cortisol produced by the brain: over the long term, this hormone can cause cognitive closure. Attention span, concentration, motivation, and long-term memory use decline. How do the challenges faced by newcomers affect their learning abilities?

After arriving in a host country, newcomers face different periods of hope and despair. After the shock of losing a home, various possessions and a social life in their home country, they may find themselves in a state of uncertainty and concern about their future. They may show signs of exhaustion and forms of absence.

After a variable period, newcomers may enter a period of "acceptance and response". They reorganise their priorities and integration, health and autonomy become their main concerns.

At this stage, support must help them understand their new environment and identify internal resources to face the integration process, hence the importance of working on self-esteem and empowerment at the same time in order to achieve better results in all areas. In addition, all their attention and energy are dedicated to these tasks, leaving little time for an additional challenge such as learning the language, which is very demanding on a cognitive level. Newcomers may also enter a period where they are seeking financial stability through employment. Often, work opportunities do not match their past work experience and the difficulty of finding work under legal conditions becomes a new source of insecurity and concern.

They may find it impossible to satisfy certain identity needs (e.g. the need for competence, autonomy or belonging) which leads to being in a constant state of alert that sends danger signals to the brain. This can lead to burn-out and makes it difficult to thrive.

In addition to these different sources of stress, administrative problems and those related to the asylum application or regularization require a lot of time: going to appointments in different institutions, gathering documents, looking for translation services.

Newcomers also spend their time looking for housing and trying to obtain basic social rights. Appointments are randomly assigned to them, and they cannot miss them under any circumstances if they want to continue the process.

Several barriers to attending language classes exist, such as lack of childcare, financial barriers, the need to attend jobs with changing hours, access to public transportation, gender barriers, etc.

The challenges faced by newcomers also involve a significant number of things to learn and understand at the same time (language but also elements related to cultural norms and codes, administrative entities and procedures, the health care system, etc.).

Acculturation stress is a concept that describes having to learn how to function and act in a different cultural context: the way people relate to each other, simple tasks like shopping and asking for information become challenges that can lead to cultural misunderstandings. This can lead to an identity threat for the individual.

Preconceived notions and prejudices are other aspects that influence the learning of newcomers. The preconceived notions that learners and instructors have about each other significantly condition the quality and consequences of their interactions.

Prejudice also influences the way newcomers see themselves as learners and can lead to decreased motivation, lack of confidence and even learned helplessness (generalization of a failed situation to all other aspects of life which impacts the person's performance and thus confirms their beliefs about their self-esteem).

Sometimes, some newcomers have to deal with mental health problems and trauma. The circumstances of forced migration have profound effects on people's health and on their integration process in the host society. For example, people who have fled armed conflict or persecution have higher rates of post-traumatic stress disorder. In addition, a correlation has been demonstrated between difficulties in acculturation, an inevitable phenomenon in learning, and mental distress.

These difficulties, all related to uncertainty, are very powerful stressors that can cause the brain to produce high levels of cortisol over a long period of time. This hormone affects, in the long term, memory, concentration capacity, motivation, etc.

How to learn under these conditions? How to use the brain's capacities in an optimal way, taking into account these limitations due to the realities of the field?

Every adult training is quite challenging, as of course all trainings could be. But in the case of teaching not only adults, but this specific target group of people that come from a totally different background, might have different religions and cultural elements, should be taken under consideration. Above all, their emotional state should be understood and at least tried to be improved by the trainers too. The phenomenon of dropping out the classes might be one of the biggest challenges you will face. E.g. women joining a class and then not being allowed to continue or different religions and different cultures that may be contradictory.

All these are challenges that most educators and trainers will face. That is why the need to create and promote engaging language trainings is vital. And games can be a step towards an inclusive class environment that will keep the students interested and engaged. Of course, games will not perform miracles, but there are a learning tool promoting joy and inclusivity.

4. How and why to introduce games in a language training for migrants and refugees

Games offer engagement because they are inherently enjoyable. However, this enjoyment isn't confined to leisure and entertainment; it can extend to various other contexts, including the classroom. When we contemplate games, our aim is to make the learning experience as engaging and enjoyable as a game itself. To achieve this, we must delve into the concept of "fun" and explore the emotional and experiential categories associated with it.

Games possess a remarkable influence on us, despite being perceived as mere sources of entertainment. Who hasn't experienced the compulsion to keep playing a game or the sensation of losing track of time while engrossed in gameplay, whether it's video games, card games, or sports?

Understanding the profound impact of games makes it easy to elucidate the rationale for incorporating them into the language learning process.

First and foremost, let's talk about motivation. Games have the capacity to engage individuals in tasks they either want to do or are uncertain about doing but recognise the potential benefits. Fun is a pivotal component of this motivation. The structured nature of games infuses the learning process with enjoyment, enticing people to actively participate and remain fully engaged.

The second compelling reason for employing games in education is their versatility. There is a vast array of games and gamification techniques, each with its unique elements and design principles. Games are intricately crafted, offering invaluable insights. The objective is to dissect how these game mechanisms function and adapt them to enhance the language learning process, thus yielding potent learning outcomes.

Utilising games in education entails not only learning from game design but also drawing insights from disciplines like psychology, learning techniques, and motivation. Implementing games demands a profound comprehension of the factors driving human behaviour, whether in an educational, occupational, or behavioural change context. Through games, we can design patterns that activate these aspects of human behaviour, leading to more effective and engaging learning experiences.

Implementing games in language training for migrants and refugees requires a well-structured methodology to ensure effectiveness, engagement, and meaningful language acquisition.

Here's an analysis of the key steps and considerations in this methodology:

Assessment of Learners' Needs:

- Diverse Backgrounds: Migrants and refugees come from various linguistic backgrounds and have different levels of language proficiency. Assess their existing language skills and specific needs to tailor the training accordingly.

- Goals and Objectives: Identify clear language learning objectives for each learner, considering their goals, such as employment, integration, or education.

Game Selection and Design:

- Relevance: Choose games that align with the identified learning objectives and are relevant to real-life situations migrants and refugees may encounter.

- Cultural Sensitivity: Ensure the selected games are culturally sensitive and do not include content that may be offensive or alienating to learners from diverse backgrounds.

- Accessibility: Select games that are accessible to learners with varying levels of digital literacy and access to technology.

Integration into Curriculum:

- Alignment with Curriculum: Incorporate games as a supplementary component of the language curriculum, ensuring they support and enhance the overall learning process.

- Progressive Complexity: Introduce games gradually, starting with simpler ones and progressively incorporating more challenging ones as learners' language skills improve.

Instruction and Guidance:

- Clear Instructions: Provide clear and concise instructions for each game, ensuring learners understand the rules and objectives.

- Instructor Role: Train instructors on how to effectively use and facilitate the

games within the curriculum, offering guidance and support as needed.

Game-Based Learning Environment:

- Engagement: Foster an engaging and motivating learning environment by using games as a means to capture learners' interest and encourage active participation.

- Competition and Collaboration: Incorporate elements of friendly competition and collaboration within the games to promote interaction among learners.

Feedback Mechanism:

- Immediate Feedback: Games should offer immediate feedback to learners on their performance, allowing them to learn from their mistakes and make improvements.

- Instructor Feedback: Instructors should also provide constructive feedback and guidance to help learners progress.

Variety of Game Types:

- Diverse Approaches: Utilize a variety of game types, including vocabulary games, role-playing exercises, interactive storytelling, and pronunciation challenges, to address different language skills.

- Real-Life Scenarios: Design games that simulate real-life scenarios, such as shopping, job interviews, or community interactions, to enhance practical language skills.

Assessment and Progress Tracking:

- Assessment: Incorporate game-based assessments to measure learners' progress and language proficiency.

- Individualised Learning Plans: Use assessment data to develop individualised learning plans, adjusting the training to meet the specific needs of each learner.

Accessibility and Inclusivity:

- Digital and Non-Digital Options: Offer both digital and non-digital game options to accommodate learners with varying access to technology.

- Inclusive Design: Ensure that the games are designed to be inclusive and accessible to learners with disabilities or special needs.

Community and Support:

- Peer Interaction: Encourage learners to interact with one another, promoting a sense of community and peer support.
- Instructor Support: Provide learners with access to instructors or mentors who can offer guidance and support throughout their language learning journey.

Continuous Improvement:

- Feedback Loop: Collect feedback from both instructors and learners to continuously improve the selection and design of games.
- Regular Evaluation: Evaluate the impact of games on language learning outcomes and make adjustments as needed.

Cultural Sensitivity and Inclusivity:

- Content Sensitivity: Ensure that game content is culturally sensitive and respectful of diverse backgrounds.
- Inclusive Design: Consider the needs of all learners, including those from marginalized or vulnerable populations.

Monitoring and Evaluation:

- Progress Monitoring: Continuously monitor learners' progress and adapt the training as necessary to address any challenges or gaps.
- Assessment of Game Effectiveness: Evaluate the effectiveness of games in achieving language learning goals through ongoing assessments and feedback.

In summary, the methodology for implementing games in language training for migrants and refugees involves careful consideration of learner needs, game selection and design, integration into the curriculum, guidance and support, assessment, inclusivity, and continuous improvement. By following this methodology, language training programs can effectively use games as a powerful tool to facilitate language acquisition and integration for migrants and refugees.

5. Skills for trainers

5.1 Soft skills

Soft skills have become a valuable tool not only for adult educators or employees all around the world, but finally as a society we have grasped the importance of empathy, the value of communication and giving back to the community.

Adult educators are a specific target group, that should be using soft skills during their trainings. Especially if the trainees are already challenged sentimentally and practically of course, being in a new country.

Communication Skills

Effective communication is a global tool that connects people across cultures, backgrounds, and experiences. In the context of language training for migrants and refugees, communication is not just a fundamental skill but also a bridge to integration and success.

In a learning environment, communication serves as the cornerstone for tasks, from the simplest to the most complex. The precision of language usage plays a crucial role in conveying ideas clearly and avoiding misunderstandings. Politeness and respect in communication are equally vital, fostering a positive and collaborative atmosphere, which is essential for successful language acquisition. Even in times of stress or disagreement, maintaining politeness and respect is key to resolving issues within a team.

Written communication is also a powerful tool, particularly in today's digital age. Clear and specific language, correct spelling, proper grammar, and adherence to work ethic rules are imperative in written forms of communication. How educators present themselves is equally important. Their demeanour, positivity, and professionalism contribute to effective communication, especially during interviews or when entering new workplaces.

Time Management

Time is a precious resource that once spent cannot be reclaimed. In language training for migrants and refugees, effective time management is essential for optimising the learning experience and achieving integration goals.

Organisation is the foundation of time management. Clearly defining daily tasks and priorities, coupled with discipline and avoiding procrastination, ensures efficient use of time. Quick thinking and adaptability are valuable skills when unexpected setbacks occur, as they often do in life.

Realism in setting goals and schedules is key. Consideration of past experiences, personal abilities, and potential obstacles allows for the creation of achievable timelines. Maintaining composure, resilience in the face of challenges, and adaptability are all essential components of effective time management.

Problem Solving

Problem-solving skills are vital in language training for migrants and refugees, as learners encounter daily challenges and complexities in their integration journey.

In work environments, individuals must navigate misunderstandings, mistakes, and unexpected obstacles. Problem-solving skills empower educators to find efficient and creative solutions to these issues, ultimately helping learners reach their goals. Becoming a trusted problem solver in a team is invaluable, fostering trust and recognition among colleagues.

Creativity

Creativity is the ability to generate innovative and unconventional ideas and solutions. In language training for migrants and refugees, cultivating creativity can lead to more effective teaching methods and greater learner engagement.

Creativity involves divergent thinking and breaking away from established norms. It encompasses finding multiple valid answers to a question, discovering new techniques, and exploring non-traditional approaches. In today's technologically advanced society, creativity has led to ground-breaking advancements in various fields, transforming dreams into reality.

Patience and resilience are essential for nurturing creativity. Creative individuals often view the world differently, seeking opportunities where others see challenges. They challenge stereotypes, propose new ideas, and explore uncharted territories. Turning these ideas into tangible results is the essence of innovation.

These soft skills and their practice should enable adult educators to provide a more effective and inclusive training, and perfectly fit with the use of games too. Adult educators when teaching migrants or refugees work not only as teachers but also as role models, as people of trust and they are one of the first links of the trainees to the new society they are called to become part of. The importance of the role and personality of adult educators' cannot be stressed enough, and soft skills will work as a reminder to be kind to one another, sharpen our creativity

even more, being able to find solutions to problems, and be flexible when things not go as planned. The training will also have a huge impact on trainers' emotional intelligence and empathy.

Trainers who work closely with refugees and migrants often gain a deeper understanding of the diverse backgrounds, experiences, and challenges faced by their learners. This exposure fosters empathy as trainers become more attuned to the emotional needs and cultural sensitivities of their students.

Trainers develop greater emotional intelligence by recognizing and effectively responding to the emotional states of their learners. They become more skilled at perceiving and managing their own emotions while also understanding and empathising with the emotions of their students, which is crucial in a multicultural and emotionally diverse learning environment.

Training sessions with refugees and migrants often require trainers to navigate various emotions, such as frustration, fear, or homesickness. Emotional intelligence enables trainers to address these emotions with sensitivity, helping learners cope with the challenges of language acquisition.

Emotional intelligence equips trainers with the ability to manage their emotions during tense situations, allowing them to de-escalate conflicts and guide learners toward constructive solutions.

Trainers who demonstrate empathy gain the trust and respect of their learners. This trust is vital for effective learning, as learners are more likely to open up, take risks in practicing the language, and seek guidance when they feel understood and supported.

Working with refugees and migrants' challenges trainers to expand their horizons and step outside their comfort zones. This can lead to personal growth as trainers learn from the diverse experiences and perspectives of their learners.

Developing emotional intelligence through interactions with refugees and migrants can benefit trainers not only in their professional lives but also in their personal relationships, as they become more adept at understanding and managing emotions in various contexts.

5.2 Digital skills for trainers

Empowering trainers of linguistic training programs for migrants and refugees with digital skills through the incorporation of online linguistic quizzes and quiz games can have several significant advantages:

- Enhanced Teaching Techniques: Trainers gain exposure to innovative teaching methods by incorporating digital tools. They can explore creative ways to engage learners and improve their instructional techniques, making the learning process more effective and enjoyable.

- Digital Literacy: Trainers develop their own digital literacy and proficiency by using online linguistic quizzes and quiz games as teaching aids. They become more adept at navigating technology, which is a valuable skill in today's digital age.

- Resource Expansion: Access to digital resources allows trainers to expand their teaching materials beyond traditional textbooks. This diversification can make the training more engaging and relevant, catering to different learning styles and preferences.

- Adaptation to Learners: Trainers can track the progress of individual learners through digital platforms. They gain insights into learners' strengths and weaknesses, allowing them to tailor their teaching methods to address specific needs effectively.

- Immediate Feedback: Digital tools provide trainers with instant feedback on learners' performance in quizzes and games. This real-time feedback enables trainers to identify areas where learners struggle and address those issues promptly.

- Flexibility: Incorporating online quizzes and games offers trainers greater flexibility in lesson planning. They can use digital resources to adapt to learners' evolving needs and adjust the curriculum accordingly.

- Increased Motivation: The gamified aspects of online quizzes and games can boost learner motivation. Trainers can leverage these elements to create a more engaging and interactive learning environment, encouraging active participation.

- Professional Development: By integrating digital tools into their training programs, trainers are likely to seek out professional development opportunities to enhance their digital skills further. This ongoing growth benefits both trainers and learners.

- Efficiency: The use of digital quizzes and games can streamline the training process. Trainers can automate certain aspects of assessment and track progress more efficiently, allowing them to focus more on instruction.

- Global Collaboration: Trainers can connect with other educators globally through online platforms to share best practices and collaborate on improving teaching techniques. This global perspective can enrich their own teaching methods.

- Adaptation to Changing Needs: Trainers become better equipped to adapt to evolving educational technologies and trends. As digital tools continue to advance, trainers can stay at the forefront of educational innovation.

- Real-World Relevance: Trainers who incorporate digital tools into their teaching can emphasize the real-world relevance of digital skills for migrants and refugees. This practical demonstration encourages learners to embrace digital literacy for daily life and future opportunities.

- Improved Program Evaluation: Digital platforms often provide data on learner performance and engagement. Trainers can use this data for program evaluation, helping them identify areas for improvement and refine their teaching strategies.

In summary, the integration of online linguistic quizzes and quiz games into linguistic training programs for migrants and refugees not only benefits learners but also empowers trainers with valuable digital skills. This transformation can lead to more effective, engaging, and adaptable training programs that better prepare both trainers and learners for success in an increasingly digital world.

6. The GAME ON Games

6.1 Our games and where to find them

We are thrilled to announce that all the exciting games and supporting materials developed as part of the GAME ON project are now readily available for download on our project's website. Whether you are an educator, a language learner, or simply someone interested in the intersection of gaming and language acquisition, our online platform is your gateway to a world of innovative and engaging resources.

https://gameonproject.eu/results

Evaluation methods and tools

Evaluating the impact of games in language training for migrants and refugees is crucial for several reasons, including assessing the effectiveness of the training, improving the learning experience, and ensuring that resources are used efficiently. Here's an analysis of why evaluation is important and some tools and methods for evaluating the impact of these games:

Importance of Evaluation:

- Assessment of Learning Outcomes: Evaluation allows trainers to assess whether the language learners have achieved the intended learning outcomes. It helps determine if the games have contributed to language proficiency and skill development.

- Effectiveness of Training Methods: Evaluation helps trainers identify which games and teaching methods are most effective in facilitating language learning. This information can inform future course design and teaching strategies.

- Adaptation and Improvement: By evaluating the impact of games, trainers can identify areas where learners are struggling or excelling. This feedback enables them to adapt the training materials and methods to better meet the learners' needs.

- Resource Allocation: Evaluation helps trainers allocate resources wisely. It ensures that time and resources are invested in games and activities that yield the best results, optimizing the training program's efficiency.

- Motivation and Engagement: Monitoring the impact of games can reveal how engaged and motivated learners are during the training. Positive results

indicate that the training is enjoyable and engaging, which is essential for adult learners.

- Accountability: Evaluation provides evidence of the training program's effectiveness, which is valuable for reporting to stakeholders, funders, and organisations supporting migrant and refugee integration efforts.

When evaluating a language training course for migrants and refugees who are beginners and will learn the language through games, the evaluation methods need to be adapted to their specific needs and starting point. Here are modified evaluation methods that are better suited for this context:

- Pre-and Post-Testing with Basic Vocabulary and Phrases: Administer language proficiency tests that focus on basic vocabulary and common phrases before and after the training. This allows you to assess improvements in essential language skills that are particularly relevant for newcomers.

- Game-Specific Assessments: Design assessments tailored to the games used in the training, but ensure they target fundamental language elements. For example, evaluate learners' ability to recognise and use basic vocabulary words learned through games.

- Picture-Based Assessments: Since beginners may have limited reading skills in the target language, use picture-based assessments. Show images related to daily life situations and ask learners to identify or describe them in the new language.

- Interactive Simulations: Create interactive simulations within the games where learners must engage in simple conversations or scenarios using the language they've learned. Assess their ability to apply language skills in practical situations.

- Oral Proficiency Tests: Conduct oral assessments that focus on pronunciation, basic conversation, and comprehension. Encourage learners to communicate orally, even at a basic level, to evaluate their speaking and listening skills.

- Role-Playing and Dialogues: Include role-playing activities within games where learners must engage in basic dialogues. Evaluate their ability to participate in these dialogues, even with limited language knowledge.

- Peer and Self-Assessment with Visual Prompts: Encourage learners to assess their own progress and that of their peers using visual prompts or cues. For instance, ask them to indicate if they can recognise and use specific visualized words or phrases from the games.

- Progressive Proficiency Levels: Develop assessments that align with progressive language proficiency levels. Start with assessments suited for absolute beginners and gradually introduce more complex evaluations as learners advance.

- Feedback and Communication: Encourage learners to provide feedback on their experiences with the games. This can help identify areas where they feel the games are most beneficial and where improvements are needed.

- Visual Progress Tracking: Use visual progress tracking tools or charts that allow learners to see their language development over time. This can motivate them and provide a tangible sense of progress.
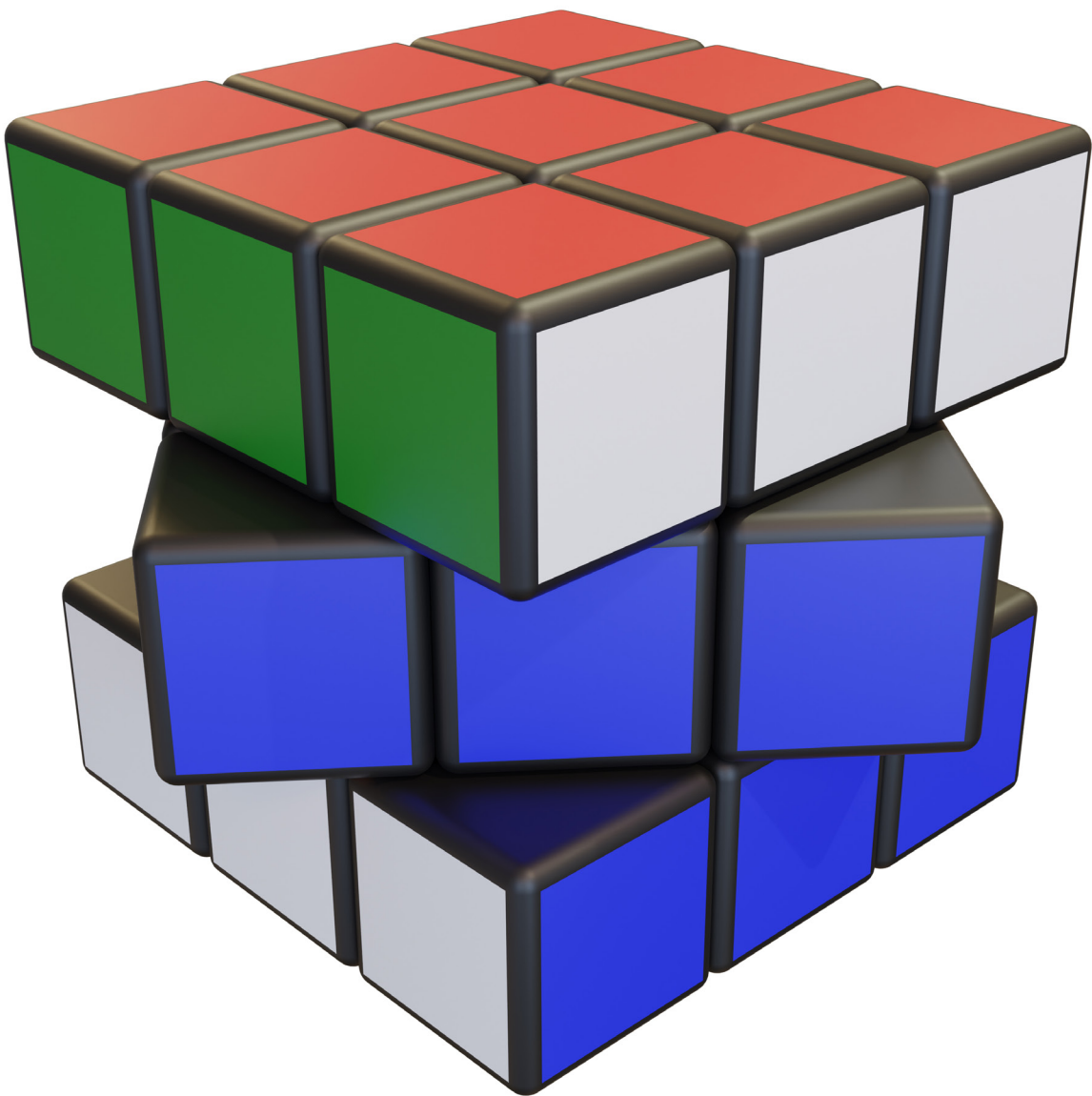
6.2 Evaluating the effectiveness of games

Applicability:

Analysis: Applicability assesses whether the chosen games are suitable for the specific context of language training for migrants and refugees. It considers factors like the learners' language proficiency levels, cultural backgrounds, and individual needs.

Importance: It's crucial because games must align with the learners' current skill levels and the objectives of the training program. Inappropriate games may hinder progress or demotivate participants.

Clearness of Instructions:

Analysis: Clear instructions are vital for ensuring that learners understand how to play the games. This parameter evaluates how well the instructions are communicated and whether they are easily comprehensible, especially for individuals with limited language skills.

Importance: Clear instructions are essential to prevent confusion, frustration, or misinterpretation of the game rules. For migrants and refugees who may have limited language proficiency, clear instructions are even more critical.

Effectiveness:

Analysis: Effectiveness measures the extent to which games contribute to achieving the desired learning outcomes. It involves assessing whether the games improve language skills, such as vocabulary, grammar, and communication.

Importance: The primary goal of using games in language training is to facilitate learning. Therefore, the effectiveness of games in achieving this objective is of utmost importance.

Creativity:

Analysis: Creativity evaluates the novelty and innovation of the games. It assesses whether the games are engaging, enjoyable, and provide unique learning experiences.

Importance: Creative games can enhance motivation and participation. They make the learning process more enjoyable, which is particularly important for sustaining interest over time.

Time Achieving Learning Goals and Outcomes:

Analysis: This parameter assesses whether the games contribute to a reasonable pace of progress toward achieving language learning goals. It evaluates whether the games efficiently use the learners' time.

Importance: Time is often limited in language training programs, especially for migrants and refugees who may have other responsibilities. Games that expedite learning without sacrificing quality are highly valuable.

Engagement of the Trainees:

Analysis: Engagement measures how well the games capture the learners' attention and maintain their interest throughout the training session. It evaluates whether the games foster active participation.

Importance: Engaging games can significantly impact the learning experience. They keep learners motivated, making them more likely to invest time and effort in language acquisition.

6.3 The multidimensional benefits of games

Using games in language learning is a popular and effective approach that offers several benefits beyond just language acquisition. Let's analyse the use of games in language learning, considering key parameters beyond the actual learning process:

Motivation and Engagement:

Positive Motivation: Games provide intrinsic motivation as they are enjoyable and challenging. Learners are more likely to be engaged and eager to participate, which can lead to better retention of language skills.

Social Interaction:

Communication Skills: Many language games involve interaction with others, fostering the development of speaking and listening skills. This social aspect can mimic real-life language use and enhance fluency.

Cultural Understanding:

Contextual Learning: Language games can be designed to incorporate cultural aspects, idiomatic expressions, and customs, giving learners a deeper understanding of the culture associated with the language they are learning.

Creativity and Critical Thinking:

Problem-Solving: Some language games require critical thinking and problem-solving, which can improve learners' ability to think in the target language and adapt to various linguistic situations.

Vocabulary Expansion:

Contextual Learning: Games often introduce new vocabulary in context, making it easier for learners to grasp the meaning and usage of words.

Retention and Recall:

Repetition and Reinforcement: Games can provide repeated exposure to language concepts in a fun and non-repetitive way, aiding in the retention and recall of information.

Feedback and Assessment:

Immediate Feedback: Many language learning games offer instant feedback, allowing learners to correct mistakes and reinforce correct answers in real-time.

Stress Reduction:

Reduced Anxiety: Games can create a low-stress learning environment, reducing language learning anxiety and facilitating better performance.

Time Management:

Efficient Learning: Language games can be easily integrated into a learner's schedule, making it easier to allocate time for consistent practice.

Technology Integration:

Digital Learning: With the advent of technology, digital language learning games and apps have become widely available, allowing learners to practice on their devices conveniently.

Competition and Collaboration:

Healthy Competition: Competitive games can drive learners to improve their skills, while collaborative games promote teamwork and communication in the target language.

Cognitive Skills:

Memory and Attention: Some language games can enhance memory, attention, and cognitive flexibility, indirectly benefiting overall learning abilities.

Life Skills:

Decision-Making: Certain games can simulate real-life situations where learners need to make decisions or negotiate, helping them develop practical language skills.

Cultural Sensitivity:

Respect and Awareness: Language games can be designed to promote cultural sensitivity, encouraging learners to be mindful of cultural nuances and avoid misunderstandings.

Long-Term Engagement:

Sustainability: Games can sustain interest in language learning over an extended period, reducing the chances of learners becoming disinterested or demotivated.

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☆	me,customer (1)	Re : On 23 October at 09:00, …	
☆	email	What do you think so far? …	
☆	customer no.001	company info …	
☆	customer	(no subject) …	
☆★	me,customer	we want some …	
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☆	me,customer (1)	What do you think so far? …	
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