



**Game** n

# ***Language Learning Games for Migrants and Refugees***

**PROJECT RESULT 2**

***Guide for teachers***



Co-funded by  
the European Union





## ***Language Learning Games for Migrants and Refugees***

***PR2/A4 – Guide for teachers***



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# 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 EKPAIDFSI 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 groups are migrants and refugees who are learning a foreign language
- Target group 2: The second target groups are migrants’ educators, language trainers and education providers, teaching institutions and learners

## ***Project outcomes***

- ***METHODOLOGICAL GUIDE ON LANGUAGE LEARNING THROUGH GAMES:***  
The methodological guide will define the framework for the introduction of game-based learning in language classes. It will be addressed to teachers and trainers who teach languages to migrants and refugees. The guide will provide theoretical and practical support for language teachers, who teach the local language to migrants and refugees.
- ***TEACHERS TRAINING PROGRAMME:*** A training programme aimed 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.



# 1 - Overview

## 1.1 - Initial situation in the partner countries

### *Overview of findings from the research and focus groups on game-based learning*

#### *How the research was done*

- Desk research on games for language learning (all partners)
- Organization of focus groups in all partner countries
  - > Discussion about available methods and techniques used with migrants in class (Germany, Greece and France)
  - > Analysis of migrants' needs and demands in class (France and Italy)
- The findings from the desk research and the focus group meetings form the basis of the Methodological guide.

### *Findings on game-based learning in the partner countries*

#### *France:*

- Games as a foreign language learning tool have typically been used mainly with young learners, ranging from childhood until adolescence. Now there is growing literature and practice on its application to adults.
- In the case of French as a language of integration the main goal is to facilitate the socio-linguistic autonomy of migrants. This is done through a practical and immersive use of the language tailored to 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.
- While there are researchers and pedagogical centres/associations who mention using games for this purpose, very few resources on this could be openly accessed. More generally, work needs to be done in order for games to be fully mainstreamed into adult language learning.

- Instructors usually turn to games in icebreaker-format to build motivation and engagement of students. French as a foreign language classes also tend to readapt existing games for specific pedagogical outcomes (for example a CLUEDO-inspired game to describe symptoms of a disease). There are also numerous novel board and card games and other more modern game forms like escape games. However, those are not available for free.
- Due to increased digitalisation, there is also an increasing number of digital learning games.
- Games are mainly associated with children. Thus educators are reluctant to use them in adult education. In addition many adult learners are critical towards games as they associate them with children, not with learning.
- There is also a lack of common knowledge or streamlined and free access to innovative resources.

### Germany:

- In literacy courses games are used very little.
- Language courses for migrants are publicly funded and thus highly standardised. Since these are based on the communicative approach, games play an important role in the learning and teaching process. However, in standard literature published by the learning institutions in this field, very little and unspecific information on game-based learning can be found.
- Teachers' manuals for the standard textbooks include a wide range of learning games and also show when and how to implement them in the lessons.
- There is also an increasing number of textbook-independent materials and also digital learning materials.
- However, it is largely up to the teachers themselves if they implement games in language lessons, how often they do so and which games they use.
- Some learners lack ICT skills necessary to use digital games (registration, downloads, etc.)
- Participants of the focus group said they had never used games in class. Some students see games as a distraction rather than an activity to foster learning. For the interviewed learners 'games' were viewed as sports activities, e.g. football.

### **Greece:**

- Until a few years ago teaching Greek as a second language was not relevant. Due to the increased influx of migrants and refugees in the last twenty years, this has changed. However, there is still comparatively little literature on teaching Greek as a second language.
- 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.
- Many teachers lack knowledge about game theory.
- Teachers taking part in the focus groups confirmed that they all use different types of games in their classes.

### **Italy:**

- The number of people who want to learn Italian has been increasing over the last years not only among migrants but also among foreign students in Italy.
- Since the mid-1990s there has been a change in the approach towards language learning and teaching towards an intercultural perspective at all levels. This 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 rapid digitalization, especially digital games and game-based apps are becoming increasingly more popular and important for language learners, especially young learners.
- 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.
- Use of games are organised according to educational objectives, games are mainly used in the school environment, however there is a lack of resources for teachers to use games in learning languages.
- Digital games and apps are not available for dialects so many learners can't use them.
- For the learners the most important aspect is learning to communicate in the host country language. Only part of the participants of the focus group played games during their language lessons. Some of them use digital games.

## Spain:

- There is a lack of recent research regarding language learning. Thus, game-based learning is hardly mentioned in any of the relevant research.
- Distinction between general language courses and work-related language courses.
- Out of all learners taking part in the focus group, only one person had played a game in language class.
- Some learners view games as being childish and thus taking away valuable class time.
- A teacher present during the focus group stressed that she did use learning games in class without the learners realising they were playing a game because some learners reject games.
- For learners the best way to improve language skills was by interacting with the locals.

## Types of games used in partner countries:

- Role plays (4)
- Word games (Hangman, word search, crosswords etc.) (4)
- Communication games (oral and written communication) (3)
- Puzzles (3)
- Memory Games (2)
- Dice and board games (1)
- Learning with songs (1)

## ***Learners' and teachers' needs with regard to implementing games in language learning and teaching***

Findings from the desk research and the focus group shows that there is room for improvement both on the teachers' and on the learners' side.

- In all partner countries there is the need to educate teachers on:
  - > game-theory
  - > where to find (free) resources
  - > how to incorporate games in the learning process
  - > how to create their own games
  - > how to find ready made lesson plans in order to save valuable time
  - > types of games available
  - > which games to use for concrete linguistic areas
- Countries in which teaching the local language has increased in importance fairly recently, there is also a need to educate teachers on the benefits of using games in class.
- Interviews with learners showed that many of them feel embarrassed and child-like when playing games. Therefore, teachers need excellent social and soft skills in order to:
  - > Create a safe environment for the learners
  - > Convey the benefits of games
  - > Deal with problems and mistakes encountered during a game
  - > Communicate the rules of a game
  - > Set learning objectives and evaluate learners' progress
- On the learners's side, training is mainly required in order to change the learners' attitude towards games in class.
- Learners also require training in order to improve ICT skills.

## 1.2 - Challenges for migrant learners

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. This in turn influences performance in language classes and learning outcomes for the participants.

### *Emotional and mental problems*

- 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 of time, 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.
- 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, all their attention and energy is dedicated to these tasks, leaving little time for an additional challenge such as learning the language, which is very demanding on a cognitive level.

### *Educational background*

- The educational background in the country of origin has a great influence on learning a second language. Learners with a good school education usually find it easier to learn a new language or to study on their own. The same applies to learners who have already learned at least one other language.

- Learners, on the other hand, who have hardly attended school in their country of origin or who are not or barely literate in their mother tongue, often have great problems learning or following a language course.
- In addition learners may have different expectations of school or how language courses work. For example, participants who have experienced very teacher-centred school systems may find it hard to adjust to communicative, learner-centred or informal types of learning. Thus they may perceive discussion topics, field trips, games, etc. not as “learning”.

### **Work-related problems**

- 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, working hours may collide with course hours. This can prevent participation in the language course in part or completely. Therefore, learners may drop-out or have to do a lot of autonomous studying which may not be possible for every learner.
- Furthermore, long working hours reduce the time left for study or homework which in turn has a negative impact on learning success.

### **Administrative demands**

- Administrative problems and those related to the asylum application or regularisation also require a lot of time: going to appointments in different institutions, gathering documents, looking for translation services etc.
- 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.
- Therefore 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.

## Acculturation stress

- 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. Newcomers have to learn and understand many different things at the same time – the host country language but also elements related to cultural norms and codes, administrative entities and procedures, the health care system, etc.).

## Prejudices

- 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 conditions 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 (generalisation 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).

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, attention span, concentration capacity, motivation, etc. which in turn negatively impacts successful performance in language courses.



## 1.3 - Presentation of the Methodological Guide (PR 1)

- The Methodological Guide is the primary theoretical and practical support for teachers. It defines the methodological framework for the introduction of game-based learning in language classes.
- It contains the following sections:
  - > Theory of game-based learning
  - > Methodological guidelines
  - > Introduction to the games developed within the Game on project
  - > Evaluation
- The Methodological Guide will be available in all partner languages:
  - > English
  - > French
  - > German
  - > Greek
  - > Italian
  - > Spanish
- The Methodological Guide will be available for download on the project website: <https://gameonproject.eu>



## ***2 - Game-based language learning***

### **2.1 - Theory of game-based language learning**

#### ***Definition of games***

Since games are becoming more and more important in language teaching, more and more theorists are also dealing with the topic. Accordingly, many definitions of games can be found in the relevant literature, some of which differ to a greater or lesser extent. All definitions have the following elements in common. A game:

- is an activity with rules (that are different from everyday life)
- has a goal
- includes an element of fun...
- can (but need not) include an element of competition

Other definitions also include one or more of the following aspects:

- the outcome of the activity is unforeseeable
- participation is not productive
- fictitious: accompanied by the awareness of a different reality

Learning games can be defined as:

- activities whose content, structure and sequence are designed with a pedagogical intention and on the basis of didactic principles, but which at the same time contain central characteristics of games.

The focus can be on the playful and motivating preparation of the learning content (for example learning adventures) or on the qualification, for example when game elements merely serve as an attractive packaging of the learning content.

### **2.2 - Benefits of this method**

#### ***Benefits of implementing games in language teaching and learning***

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

- Through games important life situations for which the language lessons should prepare can be practised. Communicative situations and strategies are trained and information about the country is conveyed.
- The practical use of language can be practised.
- Games are motivating, have a positive effect on the group and working atmosphere, contribute to the development of cooperation skills and promote autonomous learning. This results in a positive attitude towards teaching and the target language.
- Games are very flexible and versatile and can be used in any learning group and learning phase.
- Games can be carried out in different social forms and can involve different media and ways of working, thus also teaching social, media and methodological skills.
- Learning games appeal to different types of learning and perception. What is learned through multiple channels is better stored in the long-term memory.

### **Motivation factors/Pros**

- **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 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 techniques is what helps learners consolidate faster what they have learned. In addition, actively using the language in a game, often spontaneously, prevents blind memorization.
- **Lowers Anxiety and stress levels:** Even though learning games have a particular aim, for the learners they seem less like an exercise, which is

corrected by the teacher and more like a fun past-time activity. In addition, games are played in small groups. This may lower anxiety and stress levels, especially for shy learners and lead to greater active participation.

- **Unconscious Learning:** For instance, when playing a game called “What Would You Do If?” students will have to pick one hypothetical question from those that they have written in a box. Usually the question and the answer they get do not match each other, so students have to use their own imaginations to explain their bizarre answer. While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from having fun, students do not worry about errors and punishment. Moreover, they will learn a grammatical rule and have a chance to use it. Thus, they learn unconsciously – learn without realising they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom.

### **Demotivating factors/Cons**

- **Lack of cultural elements in the game design:** If games revolve around elements unrelated to the participants’ culture, they may lose interest.
- **Difficulty Level:** The game content is what arouses the learners’ interest in a game. If they think the content is too easy, they lose interest. The same goes for content that is too hard for the learners (lack of vocabulary, grammar awareness).
- **Prejudices against games:** For many participants games are perceived as an activity for children not something to foster learning. Thus they may reject games played in class.
- **Unclear rules:** Games are always based on rules. If these are not clear or too complex for the learners to understand, they tend to feel overwhelmed and reject the game.
- **Technical issues:** When using digital games, successful implementation depends on technical aspects such as internet velocity, hardware being available and working correctly, learners’ familiarity with the hard- and software. If one of these factors causes problems, attention diverts from the game to solving technical problems. This may decrease motivation.

## 2.3 - Introduction to the project's outputs

### *Introduction to the accompanying materials produced within the project*

Within the project each partner developed at least six games which will be presented in detail and tested later on. Altogether 37 games were developed – 24 physical games and 13 digital games.

All physical games can be printed in house.

The games cover the following thematic areas:

- Education and training (6 games)
- Health (5 games)
- In the market (7 games)
- Social relationships, hobbies and entertainment (6 games)
- Personal identity and housing (7 games)
- Professional life (3 games)
- Social services(3 games)

The games cover the following linguistic skills:

- Vocabulary
- Grammar
- Reading
- Writing
- Speaking
- Listening

All games are available in the partner languages: English, French, German, Greek, Italian and Spanish.

### **Target group & level**

The games are aimed at migrants and refugees learning the language of their host countries. The games cover the levels A1 and A2 of the CEFR, which will be explained in more detail later on.

There are 17 games for A1, 11 games for A2 and 9 games cover levels A1 and A2.

## **Types of games**

Digital games were created in Quizziz. All these games can be played with multiple learners at the same time (competitive mode). The games include: multiple choice quizzes, fill in the blanks, picture quizzes and true/false quizzes.

In addition there is a wide variety of physical games. These include:

- Board games
- Card games
- Domino
- Mime
- Role plays
- Scrambled sentences
- Sudoku
- Puzzle
- Bingo
- Twister
- Musical chairs

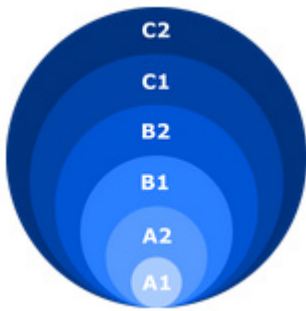
## **Accompanying materials**

Each game produced within this project includes the following materials:

- The game itself, i.e. board game, memory cards, etc. These can be printed out in house.
- Game description: This material outlines important information for teachers wishing to incorporate the game in their classes. The game description contains information on:
  - > Language level
  - > Target group
  - > Learning objectives
  - > “Ingredients”, i.e. materials needed to play the game
  - > Description, i.e. step-by-step instructions how to play the game
  - > Complementary Materials

The accompanying materials are also available in all partner languages.

## Game on and the Common European Framework of Reference for Languages (CEFR)



The games developed within the project are aimed at the levels A1 and A2 of the Common European Framework of Reference for Languages (CEFR).

The CEFR was launched in 2001. It organises linguistic proficiency into 6 different levels from A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. The levels are defined through 'can-do' descriptors.

At A1 and A2 level, the learners are considered "Basic Users".

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Thus, all games developed in this project contain basic vocabulary and grammatical structures that learners will encounter and use in their daily life. Listening, reading and speaking skills are also aimed at a simple level and at direct exchange of information.

The CEFR is available in the languages of all EU member states and is available for download at: <https://www.coe.int/en/web/common-european-framework-reference-languages/official-translations-of-the-cefr-global-scale>



## 2.4 - Classification of games

### *Ways to classify games*

There is no uniform classification of educational games. In the literature, there are classifications according to game or learning objective, as well as according to game form or game type. Games could also be classified as online vs. offline games, competitive vs. cooperative, according to language level, duration, topic, etc.

For teachers' purposes either a classification according to game- and learning objective would be most useful. This included the following groups:

- Games for improving the group and working atmosphere, for relaxation, concentration and loosening up
- Games to improve oral and written communication: These games focus on successful exchange of information and ideas (for example two people identifying the differences between two pictures, which are very similar but not alike). Correct use of the language is still important but secondary to achieving the communicative goal.
- Games to practise certain linguistic structures: Here, the focus is on accuracy (for example supplying the right antonym).

During this training course, we will mainly use this classification.

A classification according to game forms or types includes, for example:

- laying and card games
- dice and board games
- speaking, writing and reading games, Kim games, etc.

In order to choose appropriate games for the learners, however, it is important to use various filters at the same time (for example learning goal, level, duration).

## ***Presentation of the games developed within the project***

After speaking about the games, this part of the training course will present the actual games in the local translation. Participants will have a chance to look at all materials developed so far. For further details see the overview of games below and the Game on Curriculum.

<b>Topic</b>	<b>Level</b>	<b>Type of game</b>	<b>Game with short description</b>
Education and training	A2	Grammar and vocabulary	Board game, clock with hours and activities
Education and training	A1	Vocabulary, multiple choice and fill the blank	Quizziz, vocabulary
Education and training	A2	Reading, multiple choice and fill the blank	Quizziz, Reading comprehension
Education and training	A1	Vocabulary	"Say the name" game, vocabulary of the classroom
Education and training	A2	Grammar	Domino, creating sentences with verbs/ images
Education and training	A1	Grammar	Mimic card game for verbs in present
Health	A1	Grammar and vocabulary	1. Images on one card match with the word a card from another set. Picture of a Doctor = Doctor, Picture of a Chemist – Chemist etc.. Picture of a bruise – bruise, Picture of a head throbbing – headache
Health	A1	Grammar and vocabulary	A visit to the doctor  Students have cards with words creating sentences describing health related issues. All teams have the same sentences. Students work in teams to make complete sentences.
Health	A1/A2	Grammar and Vocabulary	This game can be played at different levels as the learners acquire more language. This could be a big poster in a classroom for teaching, A4 handouts for pair work or an image on a ppt etc.'

In the market	A2	Grammar and vocabulary	Board game, monopoly style, with squares representing shops. Throwing the dice to whichever square you end up; you need to ask for the correct material to buy. With each correct answer you can play again, wrong answers move you a bit back.
Health	a1/a2	Grammar/ Vocabulary	Mime into speech
Health	A1	Grammar / Vocabulary	Healthy Choices -quizziz Vocabulary
Market	a1/a2	Grammar vocabulary	Everyday items Quizziz-vocabulary
Social relationships, hobbies and entertainment	A2	Grammar/ Vocabulary, listening and writing	Story telling: Creating new stories about their hobbies and interests
Social relationships, hobbies and entertainment	A1	Vocabulary, multiple choice and fill the blank	Quizziz: Vocabulary
Social relationships, hobbies and entertainment	A2	Vocabulary, multiple choice and fill the blank	Quizziz: Vocabulary related to sports
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary	Mimic game: Learning Hobbies
Social relationships, hobbies and entertainment	A1	Vocabulary	Category game: the game will help participants to learn about different festivals about the host county.
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary, writing and presenting skills	Connecting sentences: participants will be able learn to create 18 sentences with words related to people's life and hobbies
Personal identity and housing	A1/A2	Grammar, Vocabulary, Listening and Reading	Board Game: Dice and cards, the participant moves forward on the board and at each turn he/she has to answer questions about him/herself or he/she can choose a challenge instead.

Personal identity and housing	A1	Vocabulary and Reading	Quizizz: fill in the blanks to complete the sentences.
Personal identity and housing	A1	Vocabulary and Reading	Quizizz: quiz about (with pictures) the actions you can do in a house.
Personal identity and housing	A2	Vocabulary and reading	Quizizz: true/false quiz to find people in a big house.
Personal identity and housing	A1/A2	Vocabulary	Mime to discover the items and the rooms in a house.
Personal identity and housing	A1	Vocabulary	Musical chair: introduce yourself with movement (collective game).
Personal identity and housing	A2	Grammar, Vocabulary and Listening	Role play to make a new friend.
In the market	A1/A2	Vocabulary	Bingo: complete the lottery grids of the different stores with the matching words.
In the Market	A1/A2	Grammar, Vocabulary and Reading	Puzzle (different dialogues about the organisation of a dinner): put the sentences in order to recreate the dialogue.
In the market	A1	Vocabulary	Twister: display pictures or cards on the floor and invite participants to step on the items you name/describe.
Professional life and social services	A2	Grammar, Vocabulary, Speaking, Listening	<p>ROLE PLAY</p> <p>Game 1: Learner 1 prepares a set of questions acting as interviewer for a job position. Learner 2 has to answer the questions as a candidate. Then, they invert roles.</p> <p>Game 2: the same dynamics for social services in 2 different topics (e.g. asking for help in education services for their kids, asking about health services)</p>

Social services	A2	Vocabulary, Reading	Quizizz: Fill in the gaps
Professional life	A1	Vocabulary	Quizizz: Job positions
Social services	A1	Vocabulary, Writing	Sudoku: images with words
Professional life	A1	Vocabulary, Writing, Grammar	Scrambled letters to compose words about an image
Social services	A1	Vocabulary, Grammar and Reading	Set of words (in a bag/box) with magnets to compose an easy sentence
In the market	A1	Vocabulary	Quizizz: Learning the name of fruits and vegetables
In the market	A2	Vocabulary, verbs	Quizizz: participants will be able to build 10 sentences using verbs, useful when doing the grocery shopping

## 2.5 - Choosing games for language teaching

### *How and when to use games*

Language teachers must seriously consider when to use games, which of them to use and how to use them appropriately, purposefully and efficiently in order to meet both students' needs and lesson objectives. Games are traditionally used in the language class as:

- warm-ups at the beginning of class
- fill -ins when there is extra time near the end of class
- as an occasional fun activity to add variety to the curriculum

However, if games are seen as meaningful practice of language, they can be exploited:

- as follow-ups of the presented teaching material for practising and reinforcing the required skills or knowledge
  - > e.g. "Find Someone Who...": This game helps students learn grammatical rules (how to form questions and answers) and to practise and use the structures with purpose
  - > "What Would You Do If?": Students learn about the conditionals In "Find Someone Who," students learn how to form questions
- for revising and recycling already acquired skills or knowledge (e.g. memory games for vocabulary revision)
- as a testing mechanism in order to discover students' weaknesses in their language proficiency.

Thus, as Hadfield (1990) suggests "games should be regarded as an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term."

Once the learners are familiar with the linguistic content of the game to be played, the teacher can introduce games in order to eliminate misunderstandings in the following way:

- explain the rules of the game to students
- demonstrate with the help of one or two learners parts of the game
- write on the board any key language and/or instruction
- try the game
- play the game

## ***Types of group formation***

Before any group activity in the classroom teachers need to consider how to form the groups. Especially with regard to competitive games, group formation is crucial. In this case, groups must be heterogeneous and group members need to keep changing in order to avoid the same person losing or winning again and again.

There are several ways to form groups which may or may not be suitable depending on the learning objective.

### ***Random principle***

- In this case, the groups are formed randomly, i.e. neither teachers nor learners know the composition of the group in advance or can influence it.
- Pros:
  - > Good for teambuilding
  - > Fosters teamwork within a class (learners have to cooperate with different people)
  - > Group formation proceeds quietly
- Cons:
  - > May require preparation beforehand (depending on method chosen)
  - > Can be difficult if learners are not used to working with one or several partners (may refuse to work with particular persons)
- Methods:
  - > Coloured cards (Learners draw a card from a variety of coloured cards, each colour representing a different group)
  - > Counting (all learners with number 1 working together, all learners with number 2 working together etc.)
  - > Common characteristics (for example all learners born in the same month, in the same season (spring, summer, autumn, winter) working together)
  - > Picture puzzle (Postcards or Pictures are cut into several pieces. Students find their partners by combining the pieces back into the original picture.)

## Teacher's choice

- In this case, the teacher decides who will be in the same group.
- Pros:
  - > Teachers can ensure that the group set up is suitable for the intended activity.
  - > Requires little to no preparation.
  - > Setting up of helper-systems possible
- Cons:
  - > Not learner-oriented
- Methods:
  - > By capacity (forming groups of strong learners and weaker learners thus ensuring a homogeneous set up within a group)
  - > Differentiation features (girls/boys, etc. thus creating heterogeneous groups in terms of language level or other capacities)

## Learners' choice

- In this case, the learners themselves choose the members of their group.
- Pros:
  - > Participants know each other and are attuned to each other and the group works more quickly
  - > Learner-oriented
  - > Requires no preparation
- Cons:
  - > Group set up tends to be stable (=it's always the same learners working together)
  - > Group formation takes longer
  - > Group formation tends to be noisy
- Methods:
  - > By interest (Learners interested in the same topic getting together in one group)
  - > Friendship (Learners forming a group with their friends)
  - > Capacities (Learners choosing group members with the best skills for the activity)



## Defining learning objectives

Firstly, let's take a look at the following sentences:

1. **I really want to learn English (or another language).**
2. My aim is to reach level C1 in the next two months.

What is the difference between the first statement and the second statement?

The first statement, "I really want to learn English", is a desire, a dream. What does this "vague" goal actually mean? How do you know how to achieve it or when you have actually achieved it? How can a trainer help you when your words are so general that they don't really mean anything?

It's important to have a dream, a destination to reach. However, to reach that destination, you can't just hope it will happen by saying you want to improve. You need real strategies that will help you achieve your dream.

The second statement is a goal, and setting a goal for language learning is one of the most powerful things learners can do. This should be the starting point for their journey to the fluency of their target language.

Having a specific goal:

- Gives the learners clarity
- Helps them understand exactly what they want to do with their target language
- Gives them direction and purpose

Having a specific goal with a deadline helps learners:

- Understand exactly what they need to do to reach the level they want to reach
- Make a plan and be focused
- ☑ Stay motivated and keep their initial energy even when they feel they don't want to continue

"Without goals and plans to reach them, you are like a ship that has set sail with no destination." - Fitzhugh Dodson

There are plenty of methods available to help you set and measure your learning objectives and outcomes. The best known and most widely used is:

**SMART: Specific – Measurable – Acceptable – Realistic – Time-based**

### **S= Specific**

Make sure the learners' goals are specific, not general.

If the goals are stated as "I want to improve my grammar" the learner doesn't really know what he wants or how to measure it. Let's look at another example, if you are an advanced level student, a specific statement could be "I want to be able to write with only 10% of verb tense mistakes" or "I want to understand and use prepositions properly 80% of the time."

### **M=Measurable**

Make sure the learners' goals are measurable.

✔ Example:

"I want to write with only 10% of verb tense errors by the end of the term"

### **A= Attainable**

Make sure learners can achieve their goal(s) within a realistic amount of time. Help them understand not to set too many goals at the same time or too far ahead in terms of time.

✔ Example:

"I am not comfortable speaking my target language out of the class. I want to become fluent so I can feel comfortable when I speak to other people in a social context. I want to be able to do this in three months."

### **R= Realistic**

Make sure their goal matches their needs and that they focus principally on areas they are weak in rather than those that they are already strong in.

✔ Example:

Learner: "I want to further improve my pronunciation in the next three months."

Teacher: "Your pronunciation is good, what about your adjectives? Do you still use simple words like bad, good, nice, interesting..? Why don't you focus on enlarging your range of adjectives in the same time frame?"

## **T= Time Bound**

Help learners set a time frame, or deadline within which they want to achieve smaller goals and assign times to those too. Shorter time-bound goals are more easily achievable than long-term vaguer ones.

✔ Example:

Learner: "I want to enlarge my range of adjectives in the next three months."

You can start working towards that goal by dividing it into shorter-time bound goals, such as:

- Identifying and subdividing different adjective categories within short-term deadlines
- Defining short term goal deadlines for the learning category (e.g. 2 weeks)
- Encouraging them to step outside their comfort zone of known adjectives when interacting with others

"Learning goals/objectives" and "learning outcomes" are often used interchangeably in educational settings. They are used to determine what is to be taught by the teacher and what is expected of students at the end of the program. However, there are some important differences, as these terms are used to refer to different things in learning.

For this project's purposes a "learning objective" is the view from the teacher's perspective and his purpose for creating a game. These are the specific topics that the teacher wants their students to tackle. In contrast, "learning outcomes" are the tangible, measurable knowledge and skills that the students will gain by playing the game.

### ***Learning objectives***

- What does the teacher want to accomplish by designing the game?
- The subject matter that will be covered in the game.
- What will the learner be able to understand or learn while playing the game?

### ***Learning outcomes***

- How effective was the game in teaching specific subjects?
- What can the students expect from the game?
- Which concrete knowledge will be gained by the students throughout the game

For more information on this topic check:

<https://www.easygenerator.com/en/blog/e-learning/use-learning-objectives>

## ***Criteria to take into consideration when implementing games in the learning process***

While games can be useful within the learning process, various factors have to be taken into consideration before introducing a game in class. These may be divided into the following categories:

### **Time**

- The amount of teaching time devoted to games depends on the teaching content. Usually it is a relatively small proportion of the total teaching time.
- Teachers need to consider when to use a game:
  - > At the beginning of a lesson as an opener
  - > At the end of the lesson to close a topic
  - > Time of day or weekday (morning vs. afternoon/evening, Monday vs. Friday)
  - > To punctuate a lesson
  - > To relieve stress and tension after tests or concentration phases
- Teachers also need to consider how much time is needed for playing the game but also for preparation before the game and activities after the game (explanations, analysis of mistakes, rearranging furniture in the classroom, etc.)
- If teachers create games themselves, they need to decide how much time is needed to create the game materials and how much of their free time and resources they are willing to invest in the process.

### **Choice**

- For each category of game, there are different kinds of games. Teachers need to take many factors into account when deciding which game would be most appropriate and most successful with his or her learners. This includes:
  - > The level of the students
  - > Age group
  - > The main aim of having a game
  - > The interests of the students

- > Level of motivation for learning
- > The appropriate time for using a game
- > The availability of aids and materials

## **Preparation**

Games are fun, but in order to successfully introduce them into a lesson, they need to be well prepared and organised.

- First, the teacher needs to find a good game.
- Then teachers must ensure that the necessary facilities are available (overhead projectors or interactive whiteboards may be useful at different stages of playing the game, i.e. demonstrating materials, rules, correction of mistakes, etc.).
- Any objects needed for the game need to be prepared in advance. Teachers also need to consider what the materials should look like (handwriting vs. typing, use of colours, durability of materials etc.)
- Teachers must work out how the game is to proceed, what the students will need to do and how they will be instructed in what to do.
- It is important to try to anticipate any logistic or linguistic problems that may occur in order to deal with them effectively. Ideally, teachers should try out the games before using them in class.

## **Management**

- Teachers must decide in advance how to organise the students and the classroom so that the setting up of a game can be carried out as quickly and smoothly as possible (for example, furniture arrangement, seating arrangement etc.). This also applies to group formation.
- While the students are working, it is useful for the teacher to keep a close eye on groups or pairs to help, correct or stimulate less active students.
- Teachers should stop a game and change to something else before the students become tired of it. Thus, their willingness and concentration are retained.

With regard to digital games, teachers also must consider the technical skills required of the students and availability of equipment at the course venue or on the learners' part (mobile phones, wifi, computers, speakers etc.)

## ***Difficulties and obstacles***

### ***Organisation:***

- Not enough time left to explain the rules and play the game (learners have to rush in order to finish the game or the game has to be stopped abruptly at the end of the lesson)
- Too much time > Students finish the game faster than anticipated and have to wait to proceed to the next activity. > Get bored and lose interest in the lesson.
- The rules were too many or too difficult for the learners to understand > Thus learners may feel stressed and refuse to play the game altogether. On the other hand, if rules are not understood correctly learners may not experience the benefit the game provides for their learning.
- The game doesn't suit the learners' language level > Learners feel bored if the game is perceived as not challenging or feel stressed if the game is too advanced for their level.
- The game itself doesn't look attractive (e.g. materials are in bad shape from frequent use, outdated pictures, small font and picture size etc.
- Materials needed to play the game are missing or do not work.

### ***Timing***

- The game was used in an inappropriate time (when the structure to be used was unknown to the learners, wrong time of day or week). Students may be too tired or not in the mood to play a game.
- Because of limitations of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class.

### ***Teacher's personality***

- In groups of learners that are sceptical towards playing games in class, the teachers have to display a positive attitude towards games in order to convince the learners to try them out.
- Teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity.

## ***Students' personality and learning styles***

- Students have different learning styles and preferences and may not like playing games in class.
- Students may consider games as childish and not see the benefits in playing games in class.

## ***Best practices for implementing games in the learning process***

In order for learning games to be successful, a number of criteria must be met:

- Games should not only have a learning objective but also a game objective.
- They should be designed in an exciting way and encourage active action.
- They can, but do not have to have a competitive character. For games with a competitive character, the game groups must always be put together anew, and heterogeneously, so that the same people do not win or lose again and again.
- There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should from the game.
- It is advantageous if the learning games give the opportunity for self-evaluation.
- The course of the game should not be disturbed by error corrections. Mistakes will only be discussed together after the match.
- Learning games must be adapted to the learning requirements of the learners. This may include introducing learners slowly to learning games in the classroom.

## 2.6 - Evaluating the use of games in class

### *Why is Evaluation important?*

Evaluating games and their impact in the language learning process for migrants and refugees is essential to ensure that they are effective, tailored to learners' needs, and worthwhile investments of resources.

- **Assessing effectiveness:** Evaluating the impact of games in language learning helps to determine how effective they are in achieving their intended learning outcomes. It provides insights into whether the games are helping learners to improve their language skills or not, and what aspects of the games are most helpful for learning.
- **Identifying best practices:** Evaluating games and their impact can help identify best practices in game-based language learning for migrants and refugees. This information can be used to inform the development of future language learning games and to improve existing ones.
- **Tailoring to learner needs:** Evaluating games and their impact can help to identify the specific needs of learners, and to tailor games to meet those needs. For example, if an evaluation reveals that a particular game is not effective for a certain group of learners, developers can modify the game to better meet their needs.
- **Justifying resources:** Evaluating the impact of games in language learning can also help to justify the allocation of resources for their development and implementation. If a game is shown to be effective in improving language skills, then it becomes easier to secure funding for further development and wider implementation.

### *Assessment criteria*

The purpose of learning games is twofold: (1) to be fun and entertaining and (2) to be educational. Thus assessment needs to take place on two levels: (a) assessing the game itself and (b) assessing the learning progress. Currently research offers little criteria for assessing the effectiveness of learning games.

### *Assessing the game*

The following questions should be taken into consideration when assessing the game itself:



- Was the time planned sufficient for playing the game?
- Were the instructions clear to the learners?
- Was the game suitable for the target group (language level, topic, age group etc.)?
- Is it necessary to make any changes (i.e. adding explanations, adapting the game or content of the game to the target group)?
- Did the learners enjoy the game?

### **Assessing learning progress**

Assessment describes the process of using data to demonstrate that stated learning goals and objectives are actually being met. Assessment can be described as either (1) summative whereby it is conducted at the end of a learning process and tests the overall achievements, and (2) formative whereby it is implemented and present throughout the entire learning process and continuously monitors progress and failures.

### **Summative assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

With regard to learning games researchers also speak of completion assessment. This type of assessment refers to whether the player successfully completes the game. In a traditional teaching environment, this is equivalent to asking, “Did the student get the right answer?” and a simple criterion such as this could be the first indicator that the student sufficiently understands the subject. However, there are many problems using this method alone, for example:

- players could cheat
- it is hard to determine whether the player actually learned the material or learned to complete the game

The most common method of post-assessment (=summative assessment) currently consists in testing a players’ knowledge about what they learned by way of a survey, test, questionnaire, final projects or teacher evaluation.

## Formative assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognize where students are struggling and address problems immediately
- allows learners and educators to assess progress more frequently

Formative assessments are generally low stakes, i.e. have low or no point value. They may, however, look very similar to a summative assessment. The difference is that the results are not always recorded or shared with others. They are simply used to highlight areas that require further work, which is then incorporated into future lessons and activities.

However, formative assessments also have some disadvantages:

- They may be demotivating for those learners who grasp concepts more quickly and who have to sit through repeated teaching on the same topics.
- They can be very time consuming for teachers and can lead to increased workload and unnecessary stress.

Examples of formative assessments with regard to learning games:

Assessing the learning game	Assessing learning progress
live poll after completion of a game	(live) quiz about structures/phrases to be practiced in the game (Quizziz, Kahoot, Socrative et.c)
class discussion about the game	short answer questions (complete the sentences)
short answer questions about aspects of the game	feedback forms
emoji survey/red, yellow and green cards to show their opinion of the game	- emoji survey/red, yellow and green cards indicating students' understanding of a lesson
	word cloud





## 3 - Games for different teaching situations

### 3.1 - Teaching grammar through games

#### *Types of games*

Grammar, although necessary for successful communication, is always a dry subject for most learners and needs a high motivation for learning. In order to make a grammar lesson effective, beneficial and interesting a teacher should use some well-developed and fascinating techniques in the classroom.

The following types of games are most frequently used in teaching grammar:

- Songs and Poems (combined with gap fills or cloze texts)
- Domino (for example: adjectives, irregular verbs, pronouns)
- Board games
- Battleships
- Verb cubes
- Memory
- Bingo
- 20 Questions / Detective games
- Snakes and Ladders

#### *Presentation of corresponding games developed within the project*

The following games were developed to teach and practice grammar:

Topic	Level	Type of game	Game with short description
Education and training	A2	Grammar and vocabulary	Board game, clock with hours and activities

Education and training	A2	Grammar	Domino, creating sentences with verbs/ images
Education and training	A1	Grammar	Mimic card game for verbs in present
Health	A1	Grammar and vocabulary	1. Images on one card match with the word a card from another set. Picture of a Doctor = Doctor, Picture of a Chemist – Chemist etc.. Picture of a bruise – bruise , Picture of a head throbbing – headache
Health	A1	Grammar and vocabulary	A visit to the doctor  Students have cards with words creating sentences describing health related issues. All teams have the same sentences. Students work in teams to make complete sentences.
Health	A1/A2	Grammar and Vocabulary	This game can be played at different levels as the learners acquire more language. This could be a big poster in a classroom for teaching, A4 handouts for pair work or an image on a ppt etc.‘
In the market	A2	Grammar and vocabulary	Board game , monopoly style, with squares representing shops. Throwing the dice to whichever square you end up, you need to ask for the correct material to buy. With each correct answer you can play again, wrong answers move you a bit back.
Health	A1/A2	Grammar/ Vocabulary	Mime into speech
Health	A1	Grammar / Vocabulary	Healthy Choices -quizziz  Vocabulary
Market	A1/A2	Grammar vocabulary	Everyday items  Quizziz-vocabulary
Social relationships, hobbies and entertainment	A2	Grammar/ Vocabulary, listening and writing	Story telling: Creating new stories about their hobbies and interests
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary	Mimic game: Learning Hobbies

Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary, writing and presenting skills	Connecting sentences: participants will be able learn to create 18 sentences with words related to people's life and hobbies
Personal identity and housing	A1/A2	Grammar, Vocabulary, Listening and Reading	Board Game: Dice and cards, the participant moves forward on the board and at each turn he/her has to answer questions about him/herself or he/her can choose a challenge instead.
Personal identity and housing	A2	Grammar, Vocabulary and Listening	Role play to make a new friend.
In the Market	A1/A2	Grammar, Vocabulary and Reading	Puzzle (different dialogues about the organisation of a dinner): put the sentences in order to recreate the dialogue.
Professional life and social services	A2	Grammar, Vocabulary, Speaking, Listening	<p>ROLE PLAY</p> <p>Game 1: Learner 1 prepares a set of questions acting as interviewer for a job position. Learner 2 has to answer the questions as candidate. Then, they invert roles.</p> <p>Game 2: the same dynamics for social services in 2 different topics (e.g. asking for help in education services for their kids, asking about health services)</p>
Social services	A1	Vocabulary, Grammar and Reading	Set of words (in a bag/box) with magnets to compose an easy sentence

## Testing and Feedback on the games

<b>Game name</b>	
<b>Level</b>	
<b>Were the mechanics of the game appropriate?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO Elaborate why:
<b>Have the learning objectives been accomplished?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Are the instructions clear and understandable?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Is the game appropriate for the synthesis of the class?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Does the game engage learners and triggers learning and social interaction?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Did you think the game helps participants learn new words efficiently?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Do you think the game's language was appropriate for a level A1 /A2 learner?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Do you think you can implement the games in your classroom?</b>	<input type="checkbox"/> YES <input type="checkbox"/> NO In case of selecting NO, elaborate why:
<b>Would you recommend any specific changes to the games? In which?</b>	
<b>Elaborate why</b>	



## ***Creating games for teaching grammar***

As shown above, there is a variety of games for teaching and practising grammar. Thus, teachers can either draw on a large variety of already existing games. Alternatively, they can develop their own games to tailor them to the needs, interests and language levels of their learners. The following online platforms support teachers in creating appealing games:

### ***Cube Creator***

Cube Creator is an online application that allows teachers to create cubes that can then be downloaded as PDFs, printed, and assembled for use in the classroom (the cubes already come with cutting and folding lines). The app's website offers four different types of cubes: biography, mystery, stories and a template to create your own personalised cube.

🔗 Link:

[readwritethink.org/classroom-resources/student-interactives/cube-creator](https://readwritethink.org/classroom-resources/student-interactives/cube-creator)

### ***Knowledge Mouse***

Knowledge Mouse is a website that includes a very simple tool to generate word search puzzles. Teachers can create a word search by entering only words or also instructions or questions. This generator also allows teachers to customise the colours, font and background image of their alphabet soup. Once created, the activity can be printed and taken to class.

🔗 Link:

[knowledgemouse.com/km/puzzles/new?from\\_path=home\\_btn#puzzles\\_new](https://knowledgemouse.com/km/puzzles/new?from_path=home_btn#puzzles_new)

### ***Canva***

Canva is a very complete online tool for language classes that allows teachers to create posters, postcards, leaflets, advertisements, logos, cards, covers, infographics, etc. easily and intuitively using customisable templates or their own material. It also allows collaboration on the same document by several users at the same time and the result can be shared via a link or downloaded in PDF format.

🔗 Link:

<https://www.canva.com/create>

## **Tools for educators**

This website allows teachers to design various materials such as word search puzzles, dice, board games, crossword puzzles, bingo boards, mazes, dominoes, picture dictionaries etc. All materials can be created free of charge and can be printed.

🔗 Link:

<https://www.toolsforeducators.com/dominoes>

## **Creating a game for teaching grammar - creating a domino game**

Apart from the websites presented above, the websites below can be used for creating dominoes as a teaching resource.

- Tools for Educators:  
<https://www.toolsforeducators.com/dominoes>
- Blank Domino Template:  
<https://www.twinkl.de/resource/t-n-1465--blank-domino-template>
- Canva:  
<https://www.canva.com/p/templates/EAFGS3qrk5c-colorful-fun-school-supplies-domino-game>
- isl collective Domino Game Template:  
<https://en.islcollective.com/english-esl-worksheets/domino-game-template/49556>

Here we will explain step by step how to create a domino using Tools for Educators.

Before you start you should have prepared a grammar topic that you would like to revise, including for example a list of verbs of a specific tense. For this demonstration we are going to create a domino about the daily routine (for the 3rd person).

1. Go to <https://www.toolsforeducators.com/dominoes/>. You will see this page.



2. Scroll down until you find daily routines and select the orange text "Images & text"

images only	images & text	images only	images & text	images only	images & text
classroom:		months:		St. Patrick's:	
images only	images & text	images only	images & text	images only	images & text
clothing:		music:		super powers:	
images only	images & text	images only	images & text	images only	images & text
colors:		nationalities:		Thanksgiving:	
images only	images & text	images only	images & text	images only	images & text
countries:		nature:		time:	
images only	images & text	images only	images & text	images only	images & text
<b>daily routines:</b>		numbers:		tools:	
images only	<b>images &amp; text</b>	images only	images & text	images only	images & text
Easter:		part-time jobs:		transportation:	
images only	images & text	images only	images & text	images only	images & text
family:		passive tense:		Valentine's:	
images only	images & text	images only	images & text	images only	images & text
fantasy:		people:		vegetables:	
images only	images & text	images only	images & text	images only	images & text
feelings:		phrasal verbs:		verbs:	

3. According to the instructions on the website “You can make 10 dominoes per page with your custom text and images”. I suggest starting by clicking the arrow in the image box and selecting an action, then continuing by selecting one in each image box.

Make and print dominoes with text and images. You can make 10 dominoes per page with your custom text and images of your choice. Use these by themselves or mix them with the image only and text only templates.

Your image category is **Dailyroutines**.  
 (To change the image category or choose a different domino layout, see the [printable dominoes](#) page.)

an eagle

a tiger

Information for domino 1: text:   
 image: 1\_blank

Information for domino 2: text:   
 image:

Let’s use the following list of actions for this example:

- go to school
- wake up
- do homework
- brush teeth
- eat lunch
- take a shower
- get dressed
- wash face
- eat breakfast
- go to bed

(To change the image category or choose a different domino layout, see the [printable dominoes](#) page.)

Information for domino 1: text:   
 image:

Information for domino 2: text:   
 image:

Information for domino 3: text:   
 image:

Information for domino 4: text:   
 image:

Information for domino 5: text:   
 image:

Information for domino 6: text:   
 image:

Information for domino 7: text:   
 image:

Information for domino 8: text:

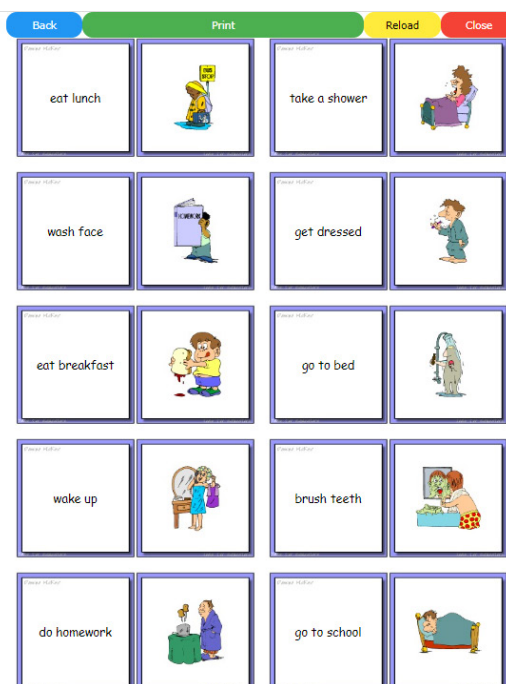
4. Now all you have to do is fill in the text boxes by repeating the actions from the same list, but this time in a different order.

Information for domino 1:	text: <input type="text" value="eat lunch"/>
	image: <input type="text" value="go_to_school"/>
Information for domino 2:	text: <input type="text" value="take a shower"/>
	image: <input type="text" value="wake_up"/>
Information for domino 3:	text: <input type="text" value="wash face"/>
	image: <input type="text" value="do_homework"/>
Information for domino 4:	text: <input type="text" value="get dressed"/>
	image: <input type="text" value="brush_teeth"/>
Information for domino 5:	text: <input type="text" value="eat breakfast"/>
	image: <input type="text" value="eat_lunch"/>
Information for domino 6:	text: <input type="text" value="go to bed"/>
	image: <input type="text" value="take_shower"/>
Information for domino 7:	text: <input type="text" value="wake up"/>
	image: <input type="text" value="get_dressed"/>
Information for domino 8:	text: <input type="text" value="brush teeth"/>

5. Next choose your favourite “Font face and Font size” and finally click “make it!”

The screenshot shows a web browser window with the URL <https://www.toolsforeducators.com/dominos/domino-template.php?cat=dailyroutines>. The page content includes 10 dominoes, each with a text input field and a dropdown menu for an image. The dominoes are arranged in a grid. Below the dominoes, there are font face and size selection options. The font face options are Verdana, Arial, Times, Comic Sans, and Georgia. The font size options are 14, 16, 18, 22, and 28. A "make it!" button is located below the font size options. Below the button, there is a note: "For more information on how to use the dominoes, please see the [domino templates](#) main page. These should print fine on Letter or A4 sized paper. However, if a part of your dominoes are getting cut off or are running onto the next page, you may need to decrease your margins in your browser page settings." At the bottom of the page, there is a footer that says "Tools for Educators" with a decorative line.

6. Here is your finished domino. If everything seems okay, you can print it. If not, you can go back and edit it.



## ***Adjusting games to the specific needs of migrant learners***

### ***Modification for technological skills***

For most learners it is fun to play a game or to create games themselves to show what they have learned. However, in case of learners with low ICT skills or in case of course venues lacking the necessary equipment, it will be necessary to make some adjustments:

- Print out all game materials prior to the lessons.
- If you wish to have the learners create the games themselves, print out blank templates where the learners can fill in the words by hand instead of having the learners use online design tools.
- Use simple and clear layouts.
- Use a font which is easy to read.
- Use a bigger font size.

## **Modification for linguistic differences**

The games created within this project were originally created in English and then translated into the partner country languages. They could be translated into other languages as well or modified to the needs of each learning group. In the process of translating the games from English into German the following modifications were made:

- As there is no progressive tense games using the present progressive were changed to the simple present (Päsens) in German.
- Some games used the simple past form. This was changed to the present perfect (Perfekt) in German because the German equivalent of the simple past (Präteritum) is usually introduced at the end of A2 or beginning of B1.
- With regard to vocabulary some words used in the games were substituted for simpler words at A1 or A2 level.

In the process of translating the games from English into French the following modifications were made:

- Whenever it was possible, it was decided to use the simple present imperative form to give instructions to the learners because it was the easiest one to understand.
- As French sentences are longer than English ones, sometimes shorter words needed to be found or sentences needed to be changed from passive to active in order to reduce the length of the text and fit in the original lay-out.
- For some games and when having enough space, the masculine and feminine equivalents of “learner” were added and not only the masculine equivalent which is considered as “neutral” in French, in order to make the instructions as inclusive as possible without using a midpoint (that can prevent learners from reading easily because it cuts the words in the middle) .

In the case of the Spanish version, no significant adaptations were made. There were, however, some minor changes done, in the phrasing of some sentences, as the English version was too direct for the Spanish language and culture. Few adaptations in the vocabulary were also done, as in some exercises different English words were used but in Spanish those were synonyms.

In the process of translating the games and activities from English to Greek, several small adaptations took place, given that the Greek language uses a slightly different structure. Greek is a gendered language, so vocabulary concerning professions includes both feminine and masculine forms.

There is no present continuous nor going-to future, so both forms were adapted to simple present and simple future respectively. There is no infinitive in modern Greek, so the simplest form of subjunctive is included in some phrases, as used usually in beginner level. Secondary adaptations in the phrase structure (affecting the card games, mainly) were necessary, especially in the use of the possessive pronouns and adjectives.

Information and exercises referring to the host country/target language were of course adapted to correspond to Greek data, culture and situations.

When translating the games from English into Italian, the following modifications were made:

- Since Italian has a complex verb conjugation system, several changes were made in order to adapt the activities and make them relevant to A1-A2 learners;
- Italian is an inflected language. Therefore, it was paid particular attention to clarify that word endings modify meaning. Articles, nouns, pronouns, adjectives, and articles can be masculine, feminine, singular or plural based on their ending.
- In Italian, interrogative sentences have the same structure as affirmative sentences.



## 3.2 - Teaching vocabulary through games

### *Presentation of games developed within the project*

Vocabulary knowledge is widely considered the building block of language learning since learners' success usually depends on the amount of vocabulary they can use in communication. Furthermore, vocabulary is a fundamental aspect in terms of mastering reading, listening, writing, and speaking language skills.

The following games were developed within the project:

Topic	Level	Type of game	Game with short description
Education and training	A2	Grammar and vocabulary	Board game, clock with hours and activities
Education and training	A1	Vocabulary, multiple choice and fill the blank	Quizziz, vocabulary
Education and training	A1	Vocabulary	"Say the name" game, vocabulary of the classroom
Health	A1	Grammar and vocabulary	1. Images on one card match with the word a card from another set. Picture of a Doctor = Doctor, Picture of a Chemist – Chemist etc.. Picture of a bruise – bruise , Picture of a head throbbing – headache
Health	A1	Grammar and vocabulary	A visit to the doctor  Students have cards with words creating sentences describing health related issues. All teams have the same sentences. Students work in teams to make complete sentences.
Health	A1/A2	Grammar and Vocabulary	This game can be played at different levels as the learners acquire more language. This could be a big poster in a classroom for teaching, A4 handouts for pair work or an image on a ppt etc.'

In the market	A2	Grammar and vocabulary	Board game , monopoly style, with squares representing shops. Throwing the dice to whichever square you end up, you need to ask for the correct material to buy. With each correct answer you can play again, wrong answers move you a bit back.
Health	A1/A2	Grammar/ Vocabulary	Mime into speech
Health	A1	Grammar / Vocabulary	Healthy Choices -quizziz Vocabulary
Market	a1/a2	Grammar vocabulary	Everyday items Quizziz-vocabulary
Social relationships, hobbies and entertainment	A2	Grammar/ Vocabulary, listening and writing	Story telling: Creating new stories about their hobbies and interests
Social relationships, hobbies and entertainment	A1	Vocabulary, multiple choice and fill the blank	Quizziz: Vocabulary
Social relationships, hobbies and entertainment	A2	Vocabulary, multiple choice and fill the blank	Quizziz: Vocabulary related to sports
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary	Mimic game: Learning Hobbies
Social relationships, hobbies and entertainment	A1	Vocabulary	Category game: the game will help participants to learn about different festivals about the host county.
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary, writing and presenting skills	Connecting sentences: participants will be able learn to create 18 sentences with words related to people's life and hobbies

Personal identity and housing	A1/A2	Grammar, Vocabulary, Listening and Reading	Board Game: Dice and cards, the participant moves forward on the board and at each turn he/her has to answer questions about him/herself or he/her can choose a challenge instead.
Personal identity and housing	A1	Vocabulary and Reading	Quizizz: fill in the blanks to complete the sentences.
Personal identity and housing	A1	Vocabulary and Reading	Quizizz: quiz about (with pictures) the actions you can do in a house.
Personal identity and housing	A2	Vocabulary and reading	Quizizz: true/false quiz to find people in a big house.
Personal identity and housing	A1/A2	Vocabulary	Mime to discover the items and the rooms in a house.
Personal identity and housing	A1	Vocabulary	Musical chair: introduce yourself with movement (collective game).
Personal identity and housing	A2	Grammar, Vocabulary and Listening	Role play to make a new friend.
In the market	A1/A2	Vocabulary	Bingo: complete the lottery grids of the different stores with the matching words.
In the Market	A1/A2	Grammar, Vocabulary and Reading	Puzzle (different dialogues about the organisation of a dinner): put the sentences in order to recreate the dialogue.
In the market	A1	Vocabulary	Twister: display pictures or cards on the floor and invite participants to step on the items you name/describe.

Professional life and social services	A2	Grammar, Vocabulary, Speaking, Listening	<p><b>ROLE PLAY</b></p> <p>Game 1: Learner 1 prepares a set of questions acting as interviewer for a job position. Learner 2 has to answer the questions as a candidate. Then, they invert roles.</p> <p>Game 2: the same dynamics for social services in 2 different topics (e.g. asking for help in education services for their kids, asking about health services)</p>
Social services	A2	Vocabulary, Reading	Quizizz: Fill in the gaps
Professional life	A1	Vocabulary	Quizizz: Job positions
Social services	A1	Vocabulary, Writing	Sudoku: images with words
Professional life	A1	Vocabulary, Writing, Grammar	Scrambled letters to compose words about an image
Social services	A1	Vocabulary, Grammar and Reading	Set of words (in a bag/box) with magnets to compose an easy sentence
In the market	A1	Vocabulary	Quizizz: Learning the name of fruits and vegetables
In the market	A2	Vocabulary, verbs	Quizizz: participants will be able to build 10 sentences using verbs, useful when doing the grocery shopping

## Testing and Feedback on the games

See above: Feedback form to be developed by the partners?

## Creating vocabulary games

### Creating a memory game for vocabulary practice or revision

Memory games are one of the best ways to enhance students' basic skills; as they require the players to use their memories to complete the game. They are really flexible to suit any kind of topics: vocabulary, grammar, reading or writing.

There are a number of websites offering free printable templates:

- Coolest printables:  
<https://www.coolest-free-printables.com/blank-memory-game-cards>
- Games4esl:  
[https://games4esl.com/powerpointgames/matching-game/#google\\_vignette](https://games4esl.com/powerpointgames/matching-game/#google_vignette)
- Twinkl:  
<https://www.twinkl.de/search?q=blank+matching+game+template>
- Pinterest:  
<https://www.pinterest.de/pin/196399233738592770/>

There is also a wide variety of websites for creating online versions of memory games that can be played on the website or embedded into learning platforms:

- Interacty:  
<https://interacty.me/products/memory-games>
- Puzzel.org:  
<https://puzzel.org/en/features/create-memory>
- Match the Memory:  
<https://matchthememory.com/login?redirect=%2Fcreate>

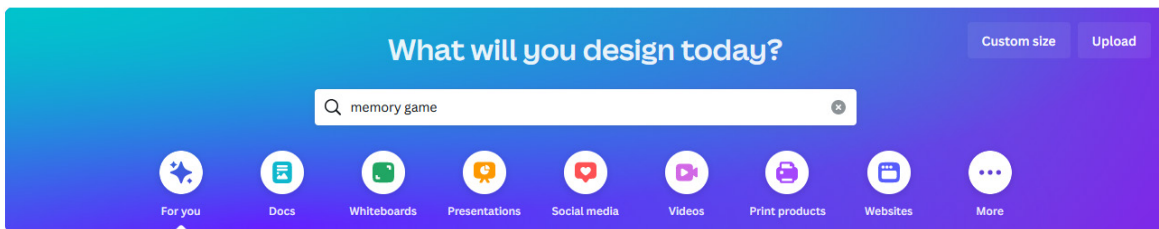
Here we will explain step by step how to create a memory game using Canva.

Before you start you should have prepared a list of content you would like to practise. If you plan on using pictures, you can either use your own pictures/fotos, choose from free pictures offered by Canva or use websites offering royalty-free pictures. You also need to have a Canva account or register for one. For this demonstration we are going to create a memory game about school materials.

We are going to use a combination of pictures and words for the following items:

- pen
- pencil
- backpack
- eraser
- glue
- scissors
- sharpener
- book

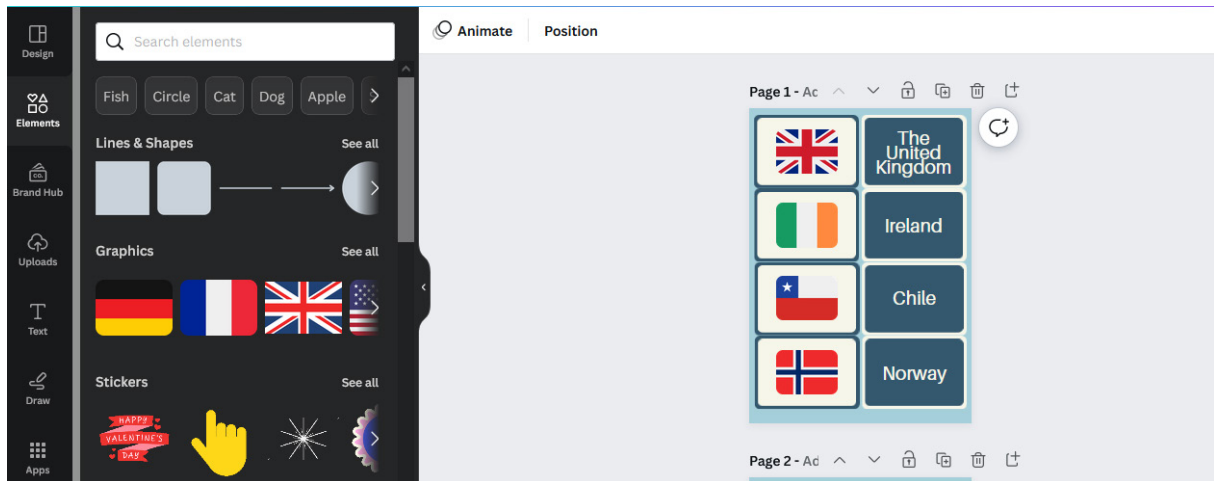
1. Go to <https://www.canva.com> and log in or create a free account.
2. Type “Memory game” in the search box. Click enter.



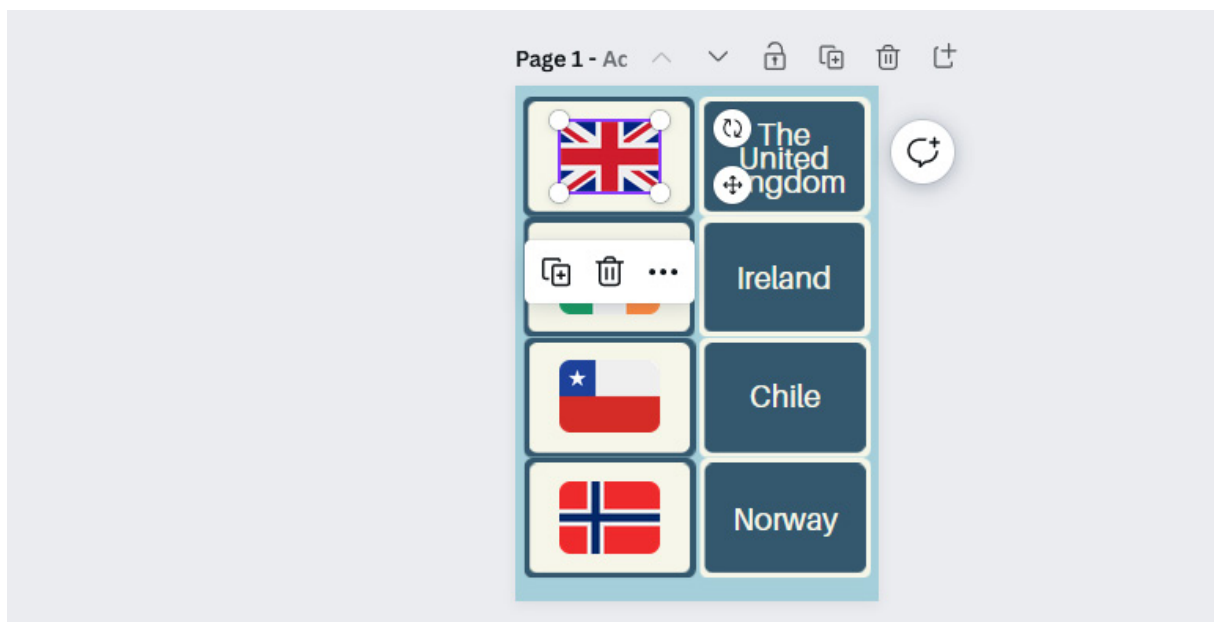
3. Choose a template. Canva presents you with free options and paid templates. Paid versions are marked with a crown symbol. Click on the template of your choice. You will see this screen next:



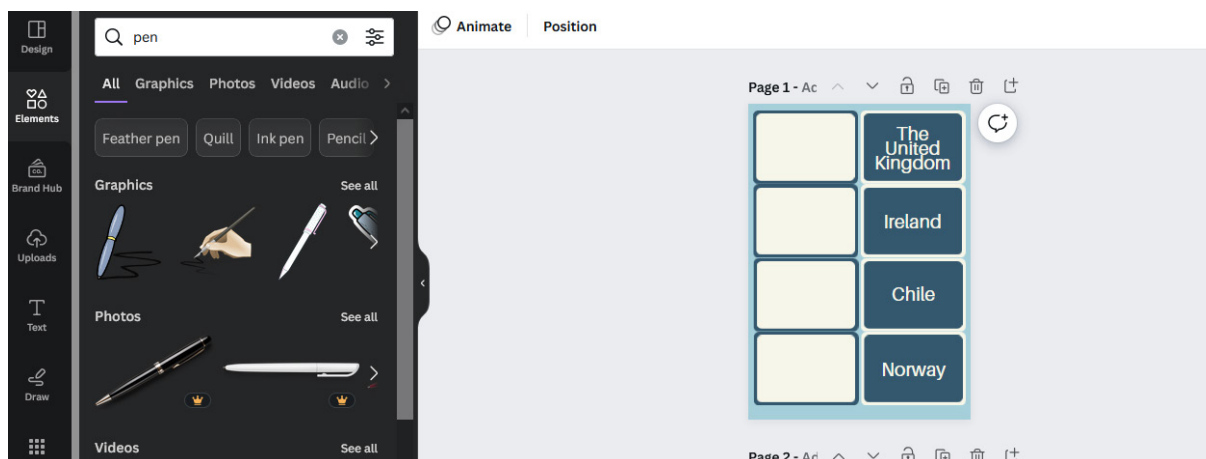
4. Click “Customise this template” to adapt it to your topic. Now you can change the text and/or images.



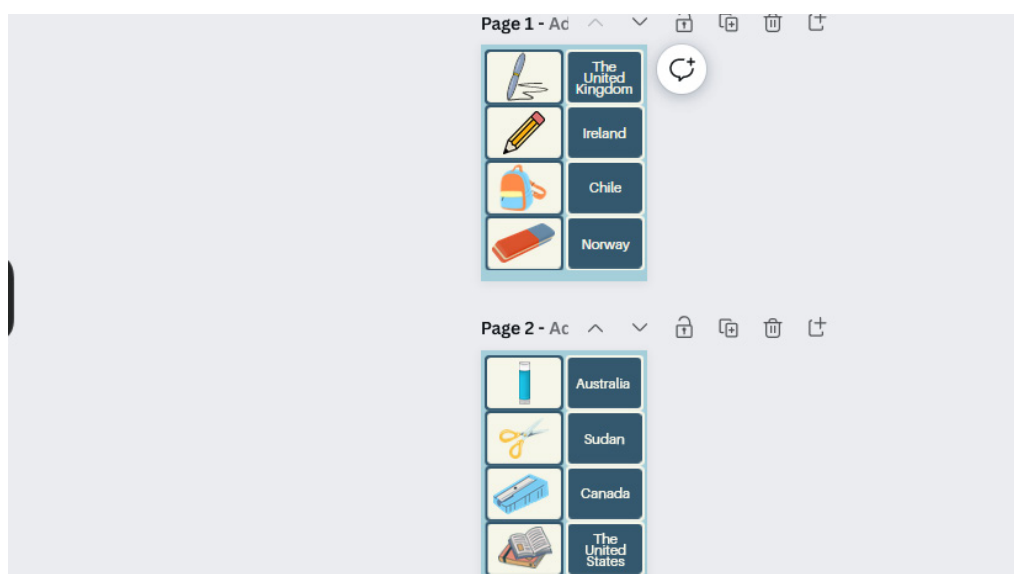
5. First of all let's change the pictures. Click on the picture in your template. Remove the pictures you wish to delete by clicking on the garbage can icon.



6. In order to find new pictures to use, click “Elements” in the menu on the left. Type in “pen” to find an appropriate picture.

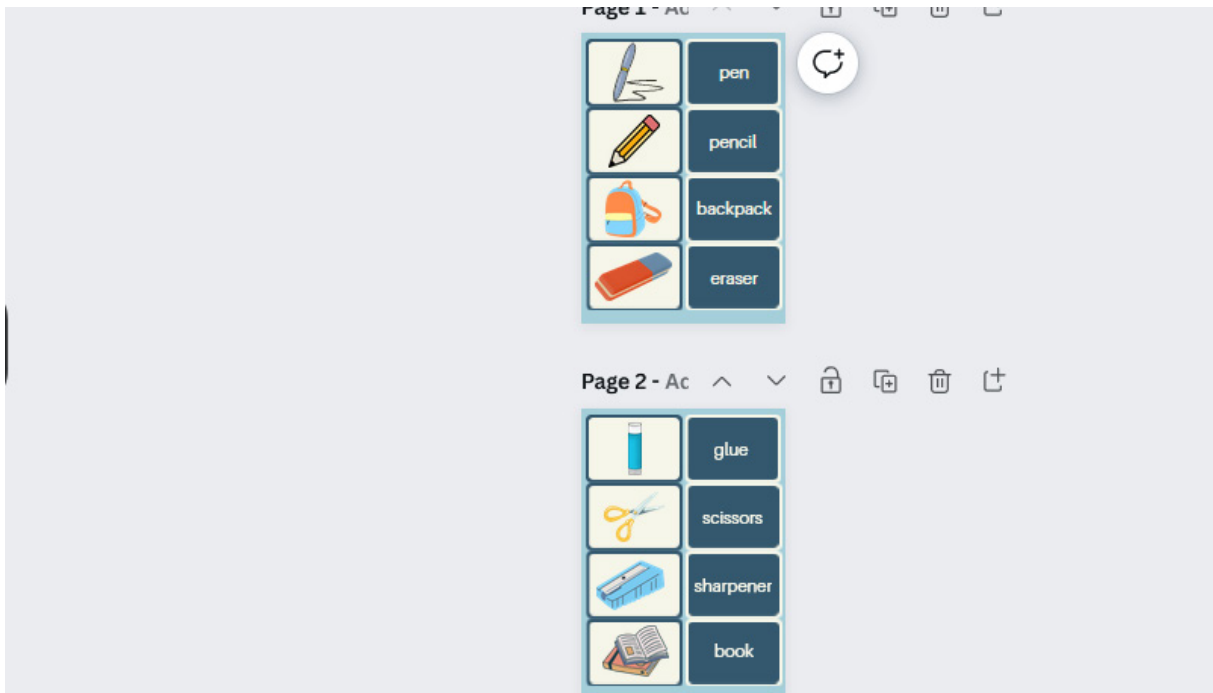


7. Again Canva offers you free pictures as well as paid pictures. The paid options are marked with the crown symbol. Choose a picture, click on it and drag it to an empty space in your template on the right. You can adjust the size of your pictures by clicking on the picture and increasing or decreasing the size by clicking into a corner of the image and dragging it bigger or smaller with your mouse. Search for as many pictures as you need and drag them over to your template.

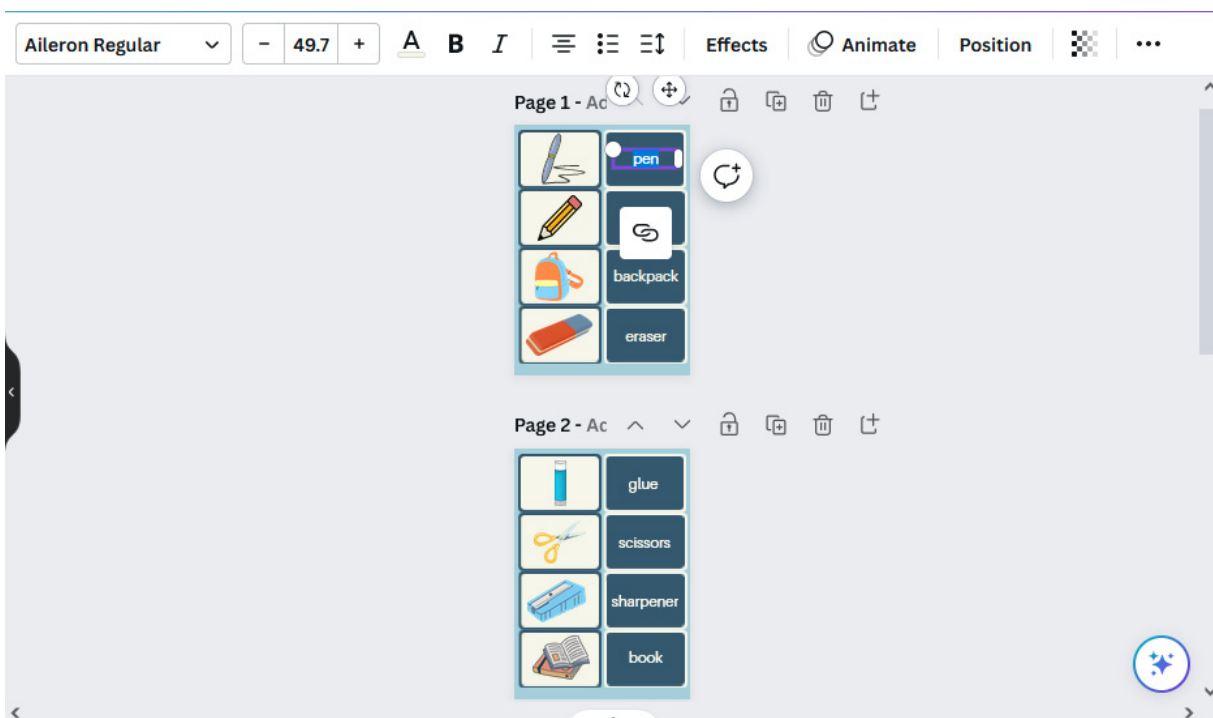




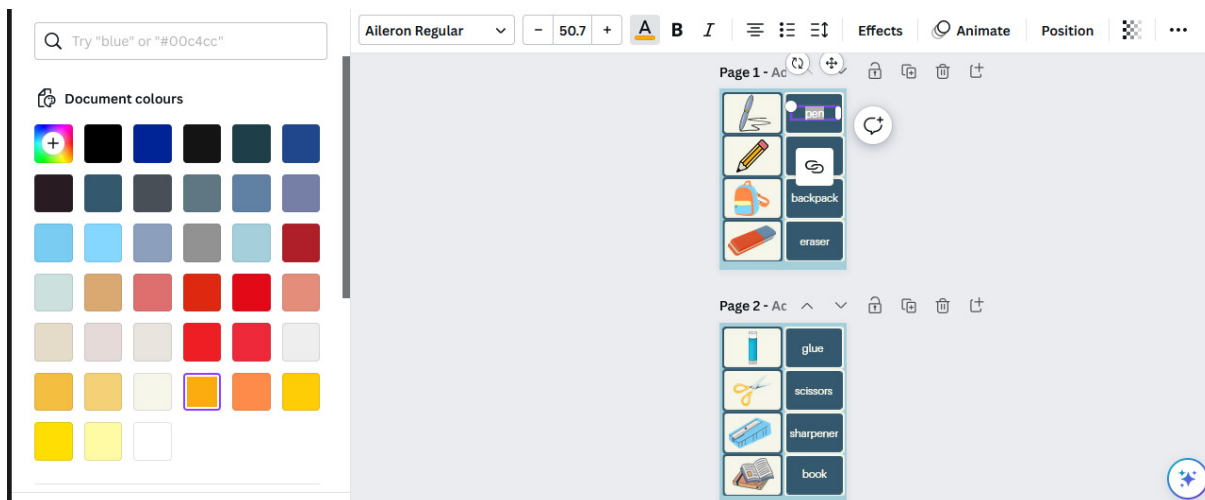
8. Now let's add the corresponding names. You can do so by clicking on the text that is already in the template and simply delete the letters and type in your words.



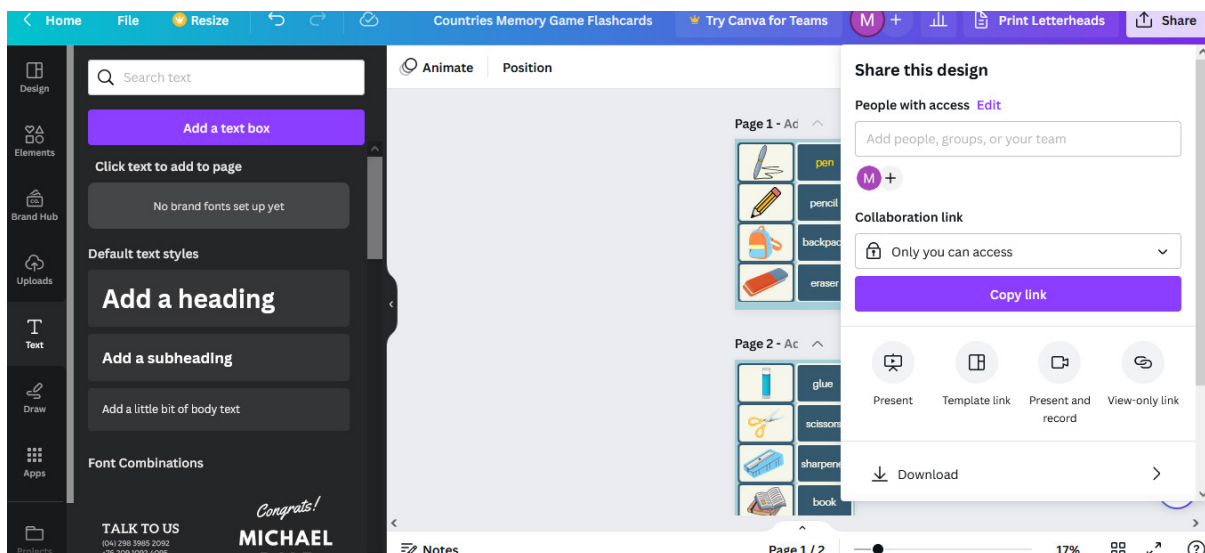
9. You can change the font, font size and colour by selecting the word you would like to change.



10. Click on the font name, size and colour icon to make any changes you wish. Let's increase the font size and change the colour from white to yellow.

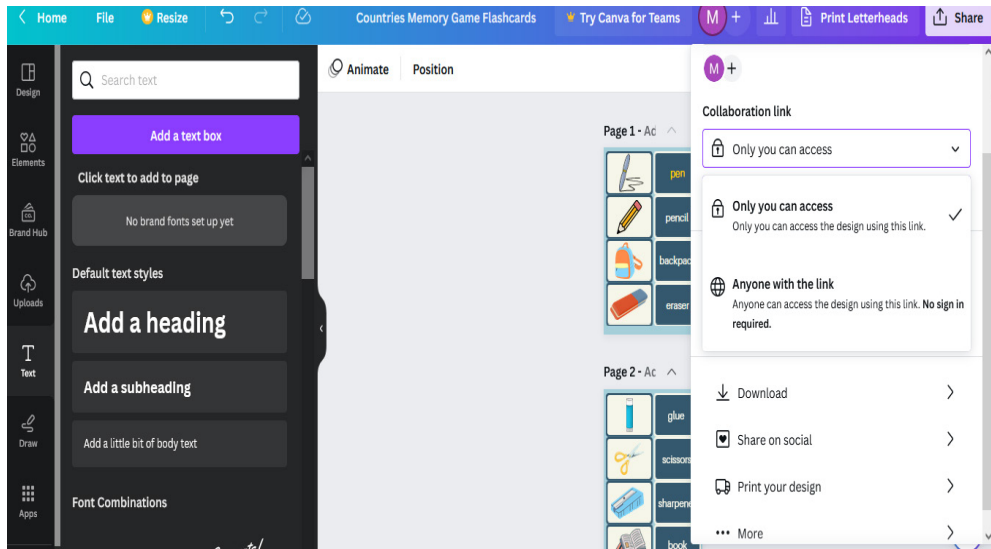


11. If you wish to add more pages you can do so by clicking on the "+". This will duplicate the page. Then change pictures and text as needed.
12. If you wish to delete pages from your template, click on the garbage can icon.
13. If you wish to undo any of your changes, click on the reverse arrow on the top left of your screen.
14. All your changes will be saved automatically. If you are happy with your design you can share or download it. To do so click "Share" on the top right of your screen.

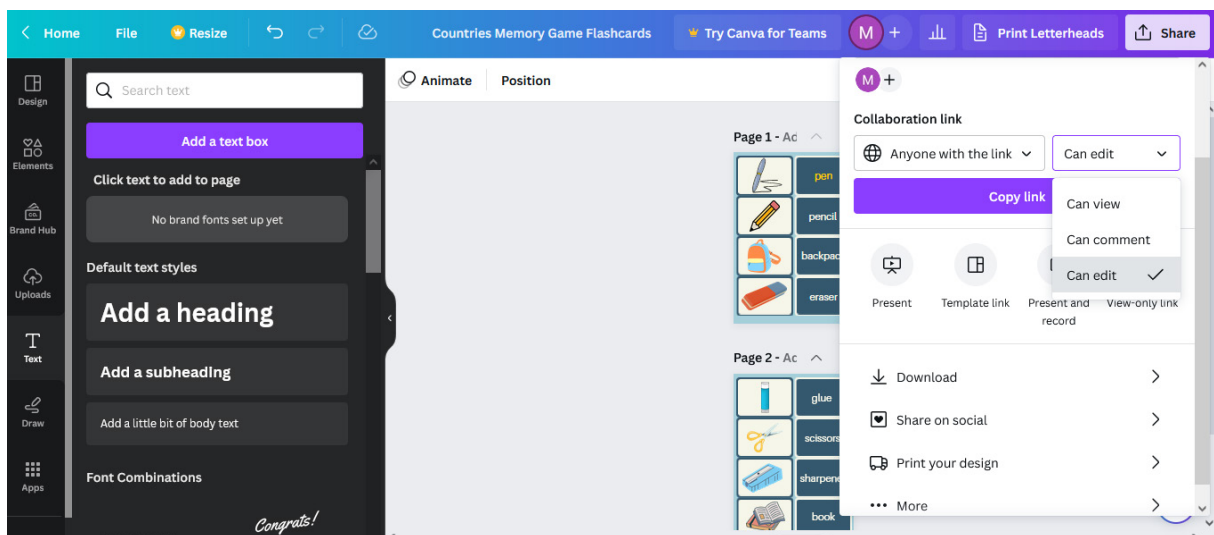


15. In order to print your memory game, click "Download". Canva will suggest the most suitable format for the type of document but will also present you with a variety of other options. Choose your preferred option, click on it, then click "Download".
16. The document will download automatically and appear on your screen. Save it or print it out directly.

17. You can also share your design with your colleagues. To do so click “Share”. Then choose how you wish to share the link:



18. Choose your preferred option and decide which rights to give your colleagues or learners:



19. When you are done, click “Copy link”. You can now share the link by email.  
20. The design will stay saved in your account so you can go back to working on it whenever and as many times as you like.

## Creating a crossword puzzle for revision

There is a wide variety of websites for creating crossword puzzles - most of which are free of charge, for example:

- XWords:  
<https://www.xwords-generator.de/en>
- Teacher's Corner:  
<https://worksheets.theteacherscorner.net/make-your-own/crossword/>
- Crossword Labs:  
<https://crosswordlabs.com/>
- Discovery Education:  
<https://puzzlemaker.discoveryeducation.com/criss-cross>
- My Crossword Maker:  
<https://mycrosswordmaker.com/>

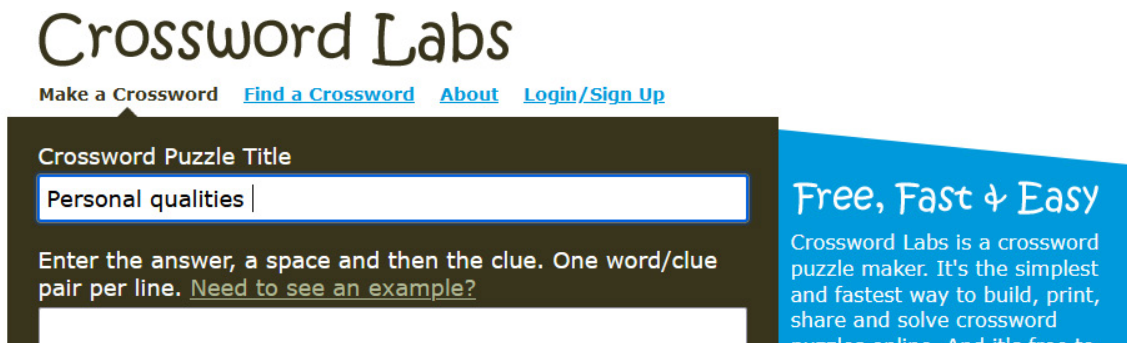
Here we will provide step-by-step-instructions on how to create a crossword puzzle using Crossword Labs.

Before you start, you should have prepared a list of vocabulary you want to include in the crossword puzzle. For this demonstration we are going to create a crossword puzzle about personal qualities.

1. Go to <https://crosswordlabs.com/>. You will see this page.

The screenshot shows the homepage of Crossword Labs. At the top, the title "Crossword Labs" is displayed in a large, dark font. Below the title, there are navigation links: "Make a Crossword", "Find a Crossword", "About", and "Login/Sign Up". The main content area is divided into two sections. On the left, there is a dark-themed form for creating a crossword puzzle. It has a text input field for the "Crossword Puzzle Title" and a larger text area below it with the instruction: "Enter the answer, a space and then the clue. One word/clue pair per line. [Need to see an example?](#)". On the right, there is a blue sidebar with the text "Free, Fast & Easy" and a description: "Crossword Labs is a crossword puzzle maker. It's the simplest and fastest way to build, print, share and solve crossword puzzles online. And it's free to use!". Below this, it states "No ads, no watermarks, and no registration required." and "Over one million crossword puzzles made!". There is a small crossword puzzle icon and a list of "Sample Crosswords" with links: "The Planets", "Weather", and "Animals". At the bottom of the sidebar, there is a link "Find a Crossword Puzzle" and the text "Find a ready-made crossword".

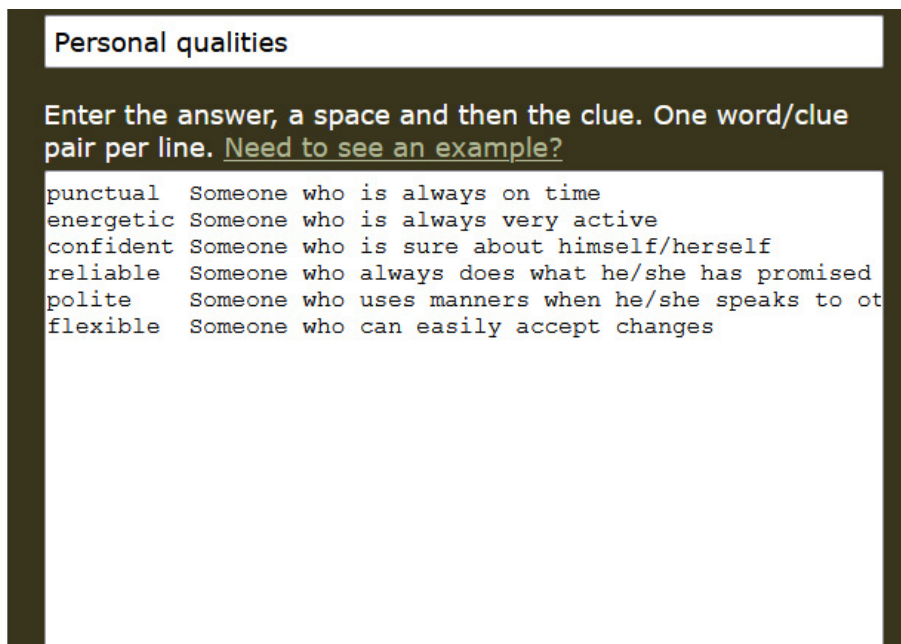
2. Type in a title, for example: personal qualities



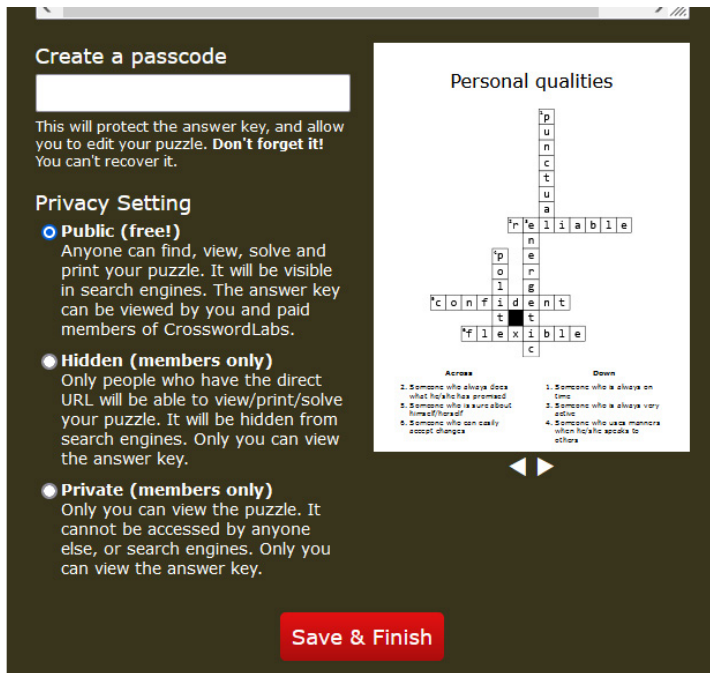
3. Enter the answer, a space and then the clue. One word/clue pair per line. Let's use the following words and descriptions for this demonstration:

- Someone who is always on time = punctual
- Someone who is always very active = energetic
- Someone who is sure about himself/herself = confident
- Someone who always does what he/she has promised = reliable
- Someone who uses manners when he/she speaks to others = polite
- Someone who can easily accept changes = flexible

When everything is finished, your screen should look like this:



4. Below the clues and answers you can see a preview of your crossword puzzle.



5. Create a passcode and type it into the space named "Create a passcode". The passcode will protect the answer key, and allow you to edit your puzzle. Don't forget it! You can not recover it.
6. Choose one of the privacy settings. If you use the free website version you can only choose "Public". In order to restrict access to your crossword puzzle you need a paid subscription.
7. Next click "Save & Finish" at the bottom of the page.
8. Now your crossword puzzle will be generated and appear on a new page:

## Crossword Labs

[Make a Crossword](#) [Find a Crossword](#) [About](#) [Login/Sign Up](#)

### Personal qualities

[Print](#) [Share](#) [Edit](#) [Answers](#) 

**All Done!** Make sure you bookmark this page or email it to yourself. If you don't, you may have a hard time getting back to this page!

Click a cell to start solving your puzzle, or click "Share" above to see options for sharing, embedding, exporting and printing.



#### Across

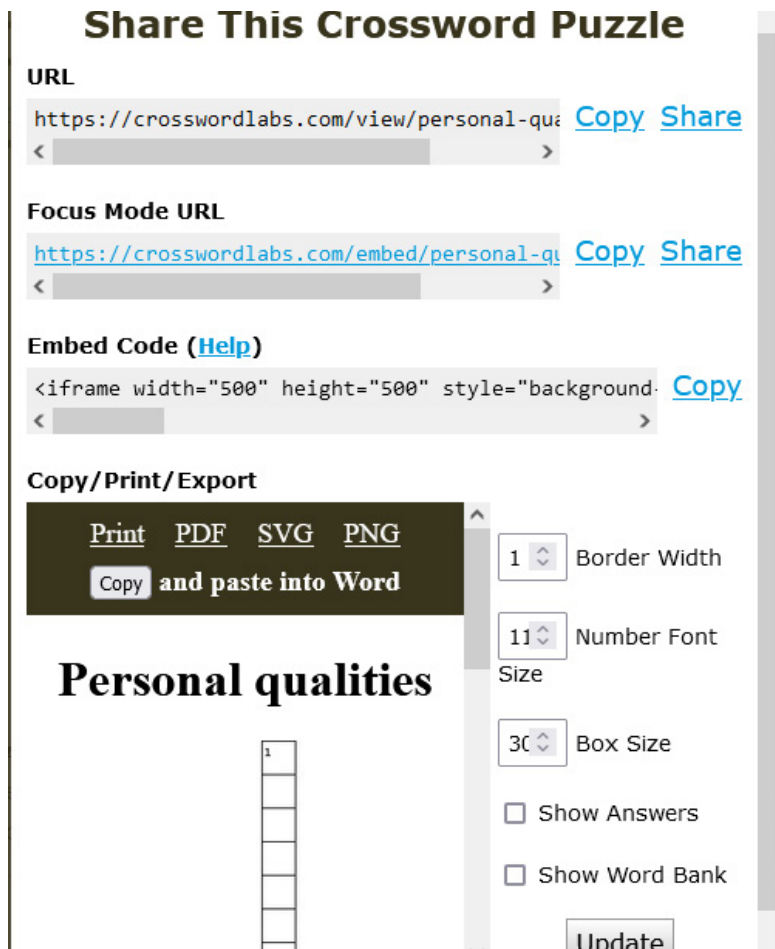
2. Someone who always does what he/she has promised
5. Someone who is sure about himself/herself
6. Someone who can easily accept changes

#### Down

1. Someone who is always on time
3. Someone who is always very active
4. Someone who uses manners when he/she speaks to others

9. If you are happy with the result, you can print it by clicking on "Print".

10. If you wish to make some changes, click “Edit”. This will bring you back to the previous page. Proceed with step 3.
11. If you wish to send the link to your crossword puzzle, click “Share”. The following window will present you with different options:



Here you will get the URL. You also have the option to copy and paste your crossword puzzle, export it into different formats or get an embed code which will allow you to incorporate the crossword puzzle into online platforms such as Moodle.

12. Click on “Answers” to show the crossword puzzle including the answers.
13. Click on the three bars icon next to “Answers” to enlarge or reduce the size or to delete the crossword puzzle.

## **Practical session: Designing games for teaching grammar or vocabulary**

In this session participants will be given time to try designing a game for teaching grammar or vocabulary on their own. This can be done the traditional way using stationary materials available or using digital design platforms such as Canva, Crossword Labs or similar platforms.

### **Adjusting games to the specific needs of migrant learners**

Similarities between mother language (L1) and target language (L2) can be helpful for learning the host country language. Most language learners tend, to a greater or lesser extent, to use the vocabulary and basic structures of his or her mother tongue. These similarities can be really helpful, enabling learners to easily recognize words they may have never seen or heard before!

Thus similarities between the mother tongue and the host country language can be used specifically to acquire new vocabulary. This is particularly effective when all or most learners in a group speak the same mother language. The following games could be used to acquire new words in the host country language based on the mother language:

- **Domino:** the first part of the card showing the L1 word which has to be combined with the corresponding L2 word
- **Memory:** one card showing the L1 word and another card showing the L2 word. The L1 words could also be substituted with pictures if possible
- **Word search:** Exercises providing pictures of the words contained in the word search activity. The learners have to find the L2 words based on their knowledge of the terms in their mother language.

However, similarities between L1 and L2 can also lead learners to mistakenly recognize words in the two languages that may look similar but are actually different. These words are known as *false friends*. In order to avoid misunderstandings, extra practice may be required. The following games could be used to practise false friends:

- **True/False quiz:** quiz questions giving the right and wrong translation of a word.
- **Multiple-Choice Quiz:** Quiz questions containing a word or phrase and several translations.
- **Memory:** The cards should be designed in such a way that the learners have to first find the wrong friends together, following the familiar memory game procedure/rules.



In addition, the learners then have to find the correct meanings.

- **Drag words:** Filling the gaps in sentences by dragging the correct meaning.
- **Domino:** One stone contains a picture and must be combined with the matching term. There is both a stone with the wrong friend and a stone with the matching term. The game can only be finished if all the stones are arranged correctly, i.e. if the correct translations are combined with the picture in each case.

### 3.3 - Teaching communication skills through games

#### *Introduction to the different types of communication games*

There is a wide variety of games to practise communication skills. The most common games include:

- Guessing Games
- Picture Games
- Sound Games
- Mimes
- Fact-Finding Games
- Debates
- Jig-Saw Games
- Role Play
- Storytelling games

## Presentation of the games developed within the project

The following games were created to practise communication skills:

Topic	Level	Type of game	Game with short description
Health	A1	Grammar and vocabulary	1. Images on one card match with the word a card from another set. Picture of a Doctor = Doctor, Picture of a Chemist – Chemist etc.. Picture of a bruise – bruise , Picture of a head throbbing – headache
Health	A1	Grammar and vocabulary	A visit to the doctor  Students have cards with words creating sentences describing health related issues. All teams have the same sentences. Students work in teams to make complete sentences.
Social relationships, hobbies and entertainment	A2	Grammar/ Vocabulary, listening and writing	Story telling: Creating new stories about their hobbies and interests
Social relationships, hobbies and entertainment	A1/A2	Grammar/ Vocabulary, writing and presenting skills	Connecting sentences: participants will be able learn to create 18 sentences with words related to people's life and hobbies
Personal identity and housing	A1/A2	Grammar, Vocabulary, Listening and Reading	Board Game: Dice and cards, the participant moves forward on the board and at each turn he/she has to answer questions about him/ herself or he/she can choose a challenge instead.
Personal identity and housing	A2	Grammar, Vocabulary and Listening	Role play to make a new friend.
Professional life and social services	A2	Grammar, Vocabulary, Speaking, Listening	ROLE PLAY  Game 1: Learner 1 prepares a set of questions acting as interviewer for a job position. Learner 2 has to answer the questions as a candidate. Then, they invert roles.  Game 2: the same dynamics for social services in 2 different topics (e.g. asking for help in education services for their kids, asking about health services)
Social services	A2	Vocabulary, Reading	Quizizz: Fill in the gaps

## Testing and feedback on the games

See above: Feedback form to be developed by the partners?

## Creating communication games

### Creating a communication game

We are going to create a cube which can be used to map out the key elements of a story. Choose a story you would like to talk about.

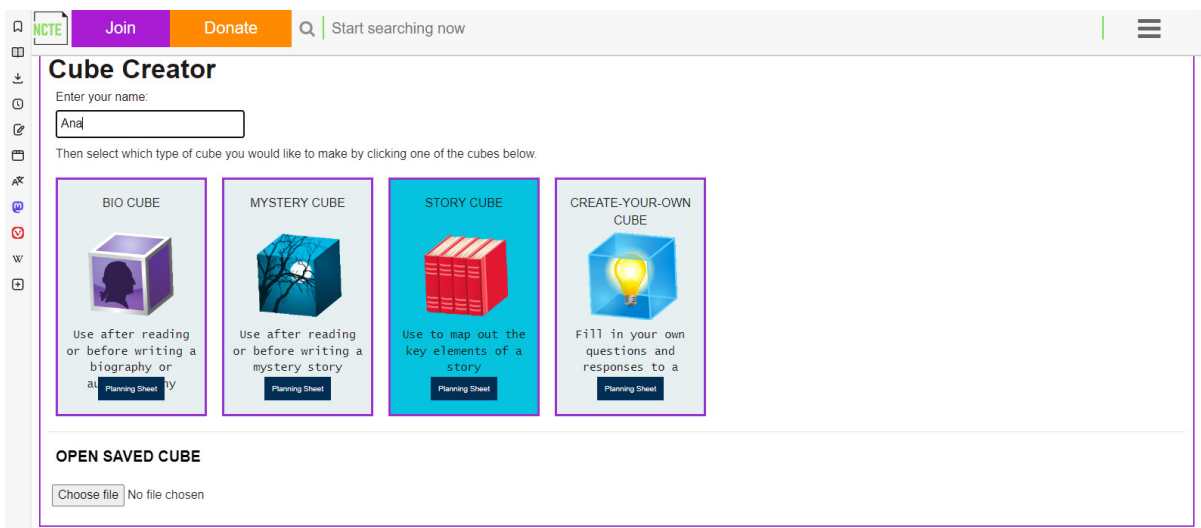
For this demonstration we are going to make a cube about a story (book/film) - "Harry Potter and the Philosopher's Stone" basic information.

1. Open the link and choose "LAUNCH THE TOOL!"

<https://www.readwritethink.org/classroom-resources/student-interactives/cube-creator>

The screenshot shows the 'Organizing & Summarizing' section of the ReadWriteThink website. The main heading is 'Organizing & Summarizing'. Below this is the 'Cube Creator' interactive tool. The tool interface includes a 'BE CREATOR' header, a 'Grades' dropdown menu set to '3 - 12', and a 'LAUNCH THE TOOL!' button. The tool interface also shows four cube options: 'BIO CUBE', 'MYSTERY CUBE', 'STORY CUBE', and 'CREATE-YC OWN CU'. The 'STORY CUBE' option is highlighted. The tool interface also includes a 'Planning Sheet' link for each cube type. The tool interface also includes a 'readwritethink' logo and a 'K-12' label. The tool interface also includes a 'ABOUT THIS INTERACTIVE' button.

2. Below the title “cube creator” there is a box to enter your “name”. Type it in and then select one of the four possibilities to create a cube. In this case “Story Cube”.



3. Appears *Side 1* “Characters – Who are the main characters in the story?”

You must fill in the box:

(In this example)

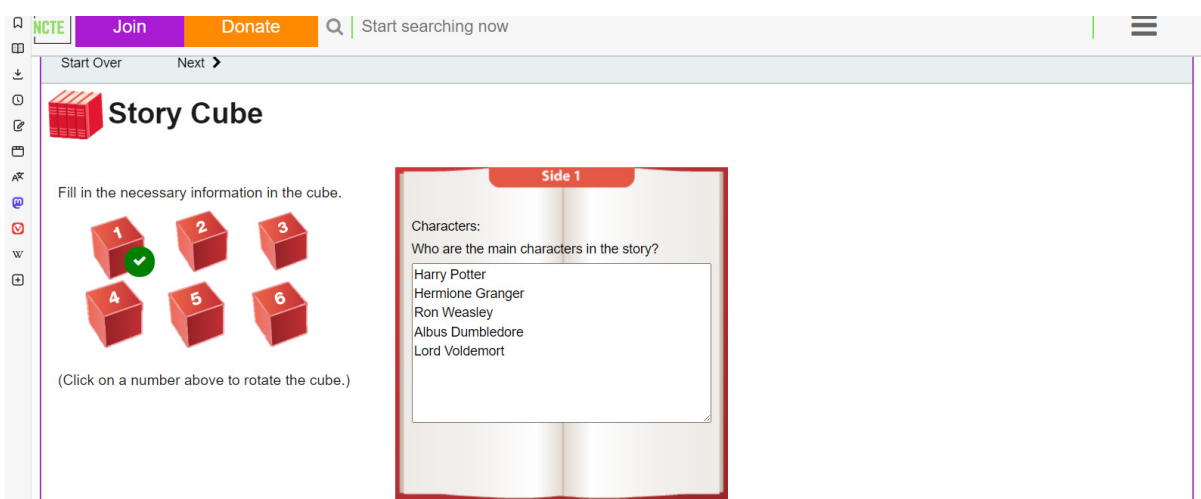
Harry Potter

Hermione Granger

Ron Weasley

Albus Dumbledore

Lord Voldemort



4. Click on cube number 2.

*Side 2* “Settings: Where does the story take place?”

Fill in the box with:

## Hogwarts School of Witchcraft and Wizardry

The screenshot shows a web browser window with the NCTE logo and navigation buttons (Join, Donate, Search). The page title is "Story Cube". On the left, there are six red cubes numbered 1 to 6. Cubes 1 and 2 have green checkmarks. Below the cubes is the instruction: "(Click on a number above to rotate the cube.)". On the right, a book icon labeled "Side 2" is open. The left page of the book contains the text: "Setting: Where does the story take place? Hogwarts School of Witchcraft and Wizardry".

5. Click on cube number 3.

*Side 3 "Conflict: What is the main problem in the story?"*

Fill in the box with:

Harry finds a place where there are wizards like him, and Voldemort tries to return. His plan is to steal the Sorcerer's Stone and use it to achieve immortality.

The screenshot shows the same web browser window as before. The page title is "Story Cube". On the left, the six red cubes are shown. Cubes 1, 2, and 3 now have green checkmarks. Below the cubes is the instruction: "(Click on a number above to rotate the cube.)". On the right, the book icon is now labeled "Side 3". The left page of the book contains the text: "Conflict: What is the main problem in the story? Harry finds a place where there are wizards like him, and Voldemort tries to return. His plan is to steal the Sorcerer's Stone and use it to achieve immortality."

6. Click on cube number 4.

*Side 4 "Resolution: How is the problem resolved?"*

Fill in the box with:

Harry – with the help of his friends – keeps Voldemort from taking the Sorcerer's Stone. Gryffindor wins the house cup.

7. Click on cube number 5.

*Side 5 "Theme: What is the topic or subject of the story?"*

Fill in the box with:

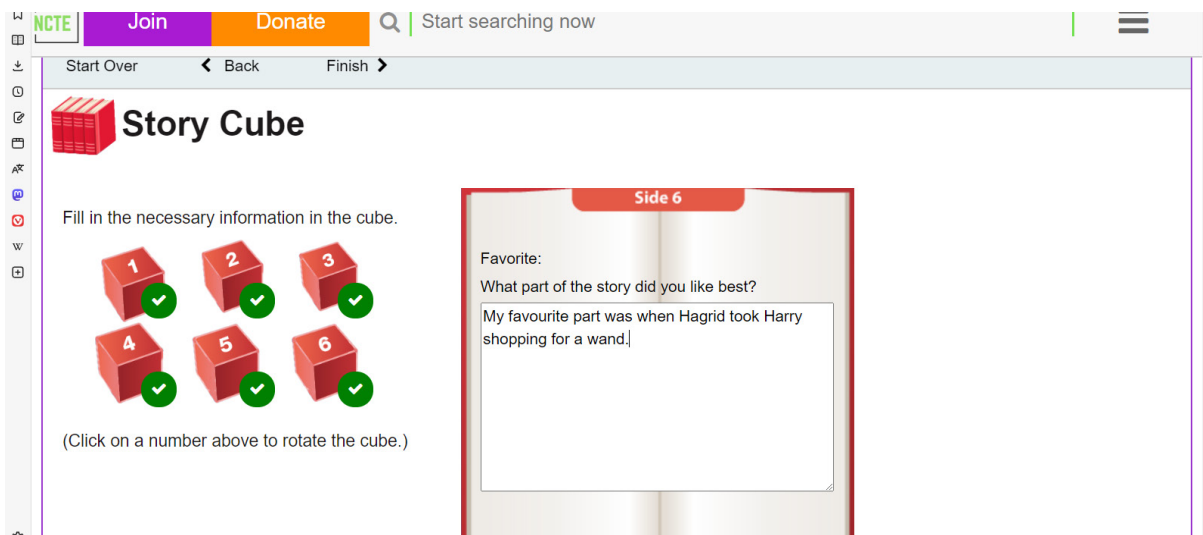
Harry Potter, a young wizard who discovers his magical heritage on his eleventh birthday, when he receives a letter of acceptance to Hogwarts School of Witchcraft and Wizardry.

8. Click on cube number 6

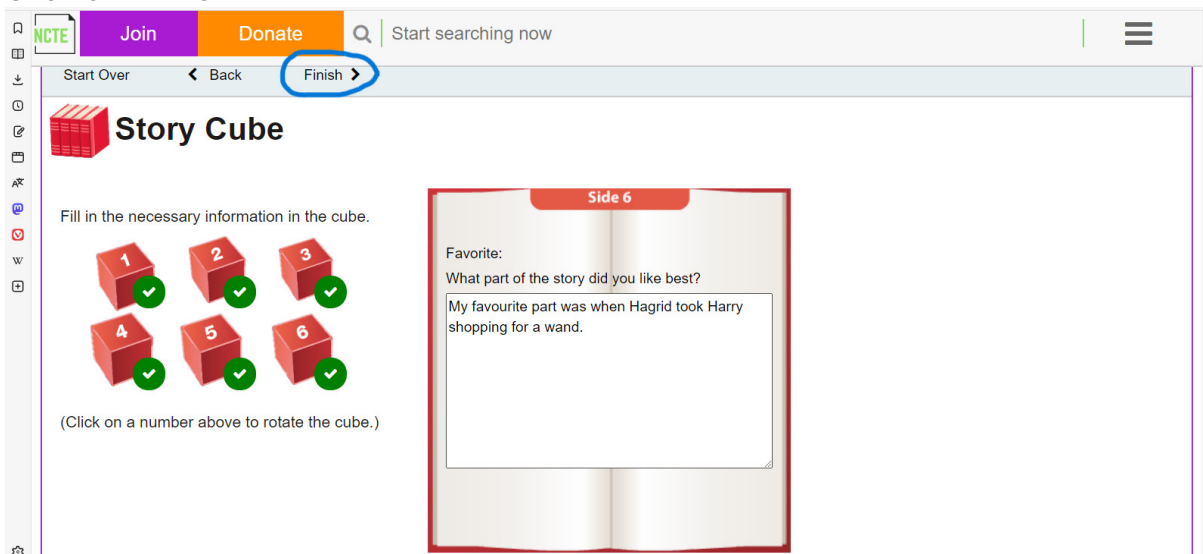
*Side 6 "Favourite: What part of the story did you like best?"*

Fill in the box with:

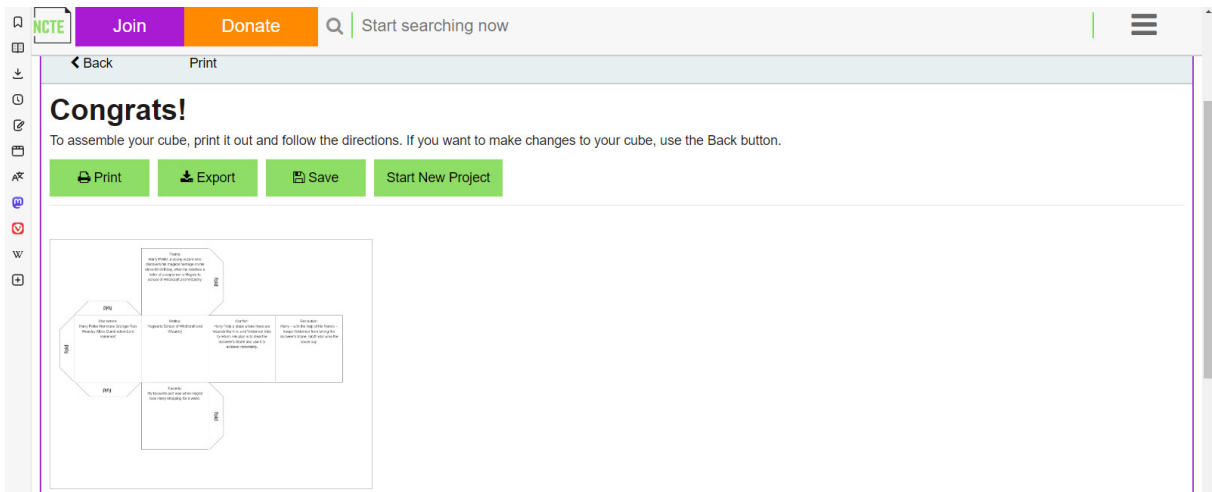
My favourite part was when Hagrid took Harry shopping for a wand.



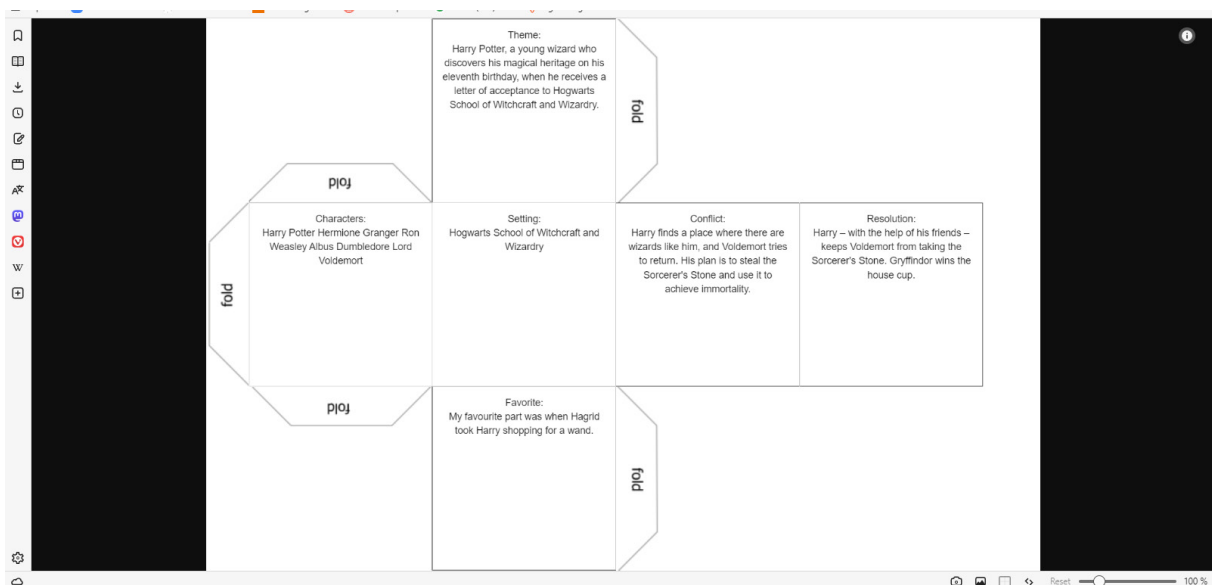
9. Click on "Finish"



10. Now there is your cube. You can check if everything is correct and print it. Otherwise, you can go back.



11. You can open the cube on another window to read it better



## Practical session: Designing communication games

In this session participants will be given time to try designing a communication game on their own. This can be done the traditional way using stationary materials available or using digital design platforms.



## 3.4 - Digital games

The constant developments in the field of ICT have resulted in not only physical games being used in language teaching, but also in the increasing importance of digital learning games. This was reinforced by the lockdowns during the Covid 19 pandemic. There is a wide range of ready-made learning games, but also the possibility to create your own learning games. In addition there are many different providers which offer both free as well as paid accounts.

However, it often turns out that teachers lack the technical skills to create digital learning games or that the technical equipment at the course location or on the part of the learners hinders the use of digital learning games.

The following EU-funded projects provide upskilling options for teachers. Some also include ideas and instructions for creating digital learning games:

**Digital pedagogy Cookbook:** This project created a “recipe book” which gives step-by-step instructions how to create digital learning materials.

🔗 Link: <http://digitalpedagogycookbook.eu>

**Shaping digital classes:** This project is aimed at teachers who wish to improve their digital skills in four different areas. The project offers an online learning platform with courses aimed at beginners and intermediate participants. Participants also find tutorials on how to use different apps.

🔗 Link: <https://shapingdigitalclasses.eu>

**Aid Kit for Online Autonomous Classes:** The project’s main objective is to teach trainers how to create motivating digital (distance) courses for adult learners, specifically vulnerable groups, in non-formal learning programs.

🔗 Link: <https://aid-kit.erasmus.site>

### **Benefits of digital games**

Digital learning games present a wide variety of benefits for learners as well as for teachers.

**Instant feedback:** In contrast to traditional exercises and/or tests learners using digital games get instant feedback about their actions/answers. Depending on the game, there can also be comments or clues to encourage the learners to try again if their answer was not correct. This, in turn, has a positive impact on their motivation.

**Digital identity:** In the digital world, learners create profiles or avatars to join a platform or participate in online games. This allows them to choose who they want to be. They can participate under their real name, use a nickname or choose a new name altogether. In digital games they can also create a character of their own choice which may or may not resemble their own looks and personality. This may give them a freedom they can not experience in traditional learning environments. Less vocal or weaker students have an opportunity to participate without being judged by their peers.

**Competition:** Many platforms such as Quizziz allow multiple learners to play a game at the same time thus creating an element of competition that many learners find motivating.

**Multiple learning styles:** In contrast to physical games digital games can combine sounds and graphic images to address many different learning styles in one game.

**Flexibility:** While physical games can only be played during class time, digital games are available 24/7. Thus learners can play digital games whenever and wherever convenient and for as long as they wish to. This may be positive for learners who only have a limited amount of time for learning and cannot make it to face-to-face language courses.

**Self-regulated learning:** Digital games allow learners to determine and control their learning process. Learners can play digital games as many times as they wish to. In most cases there are also different difficulty levels. Thus they can learn at the level that fits their needs. Some digital games may also offer help through comments or other support functions.

**Tracking the learning progress:** Teachers can check which learners have participated in a digital game or task and how the learners performed. This can help keep track of their learning progress. As the answers are graded automatically teachers have to spend less time checking answers and recording the learning progress themselves.

Further benefits include:

- Many apps such as Quizziz, Quizlet or H5P activities can be embedded into learning management systems such as Moodle or Google Classrooms.
- After creating it the digital games are stored in the account and can be shared with an unlimited number of learners.
- Wide variety of activities: Depending on which app is being used there is a wide variety of digital games. Thus digital games can be used in almost every subject and for many different purposes, for example: ice-breakers, practice, revision, etc.

## ***Presentation of games developed in the project***

The following digital games were created using Quizizz:

<b>Topic</b>	<b>Level</b>	<b>Type of game</b>	<b>Game with short description</b>
Education and training	A1	Vocabulary, multiple choice and fill the blank	Quizizz, vocabulary
Education and training	A2	Reading, multiple choice and fill the blank	Quizizz, Reading comprehension
Health	A1	Grammar / Vocabulary	Healthy Choices -quizizz Vocabulary
Market	A1/A2	Grammar vocabulary	Everyday items Quizizz-vocabulary
Social relationships, hobbies and entertainment	A1	Vocabulary, multiple choice and fill the blank	Quizizz: Vocabulary
Social relationships, hobbies and entertainment	A2	Vocabulary, multiple choice and fill the blank	Quizizz: Vocabulary related to sports
Personal identity and housing	A1	Vocabulary and Reading	Quizizz: fill in the blanks to complete the sentences.
Personal identity and housing	A1	Vocabulary and Reading	Quizizz: quiz about (with pictures) the actions you can do in a house.
Personal identity and housing	A2	Vocabulary and reading	Quizizz: true/false quiz to find people in a big house.
Social services	A2	Vocabulary, Reading	Quizizz: Fill in the gaps
Professional life	A1	Vocabulary	Quizizz: Job positions

In the market	A1	Vocabulary	Quizizz: Learning the name of fruits and vegetables
In the market	A2	Vocabulary, verbs	Quizizz: participants will be able to build 10 sentences using verbs, useful when doing the grocery shopping

## Testing and feedback on the games

See above: Feedback form to be developed by the partners?

## Creating digital language learning games

There is a wide variety of platforms for creating digital learning games free of charge. For most platforms there are also paid versions offering additional features. The following platforms enable teachers to create their own digital learning games:

- **Quizizz:** Quizizz is a Learning platform that offers multiple tools to make a classroom fun, interactive and engaging. Teachers can create lessons, conduct formative assessments, assign homework, and have other interactions with their learners (for all grades) in a captivating way.

🔗 Link: <https://quizizz.com/?lng=en>

- **Quizlet:** Quizlet is a web tool and a mobile app that boosts students' learning through several study tools that include flashcards and game-based quizzes. Teachers can create their own class on Quizlet and share study sets with their learners. They can either design study sets from scratch or search for pre-made sets to customise and use in their teaching.

🔗 Link: <https://quizlet.com/en-gb>

- **Socrative:** Socrative is a digital platform designed to enhance communication in the classroom. It is an online question and answer system that is ideal for digital interaction for learners and teachers. Teachers can use Socrative for a class-wide quiz, or break up the class into groups. Individual quizzes are also an option, allowing teachers to work with single students. Thanks to a reports section, teachers can follow the real-time progress of their students and download an Excel spreadsheet with data on overall class performance. Question types can be multiple choice, true/false, or short answer, and question order can be shuffled for each student.

🔗 Link: <https://www.socrative.com>

- **StudyStack:** StudyStack is an online flash card creator and activity-based study tool that relies on user-created content. StudyStack gets creative with the flashcards and creates exciting activities like crossword puzzles, matching cards, guessing before the snowman melts, multiple-choice questions, direct tests, word scrambles and other games such as Hungry Bug and Bug Match which are automatically generated with the initial study flashcards created by the teacher. These entertaining activities can help learners memorise new content better and have fun while learning.

🔗 Link: <https://www.studystack.com>

## ***Creating a digital learning game with Quizizz***

In this section we are going to show you how to create a digital learning game using the platform Quizizz which was also used to create all digital games developed in this project.

### ***Quizizz features:***

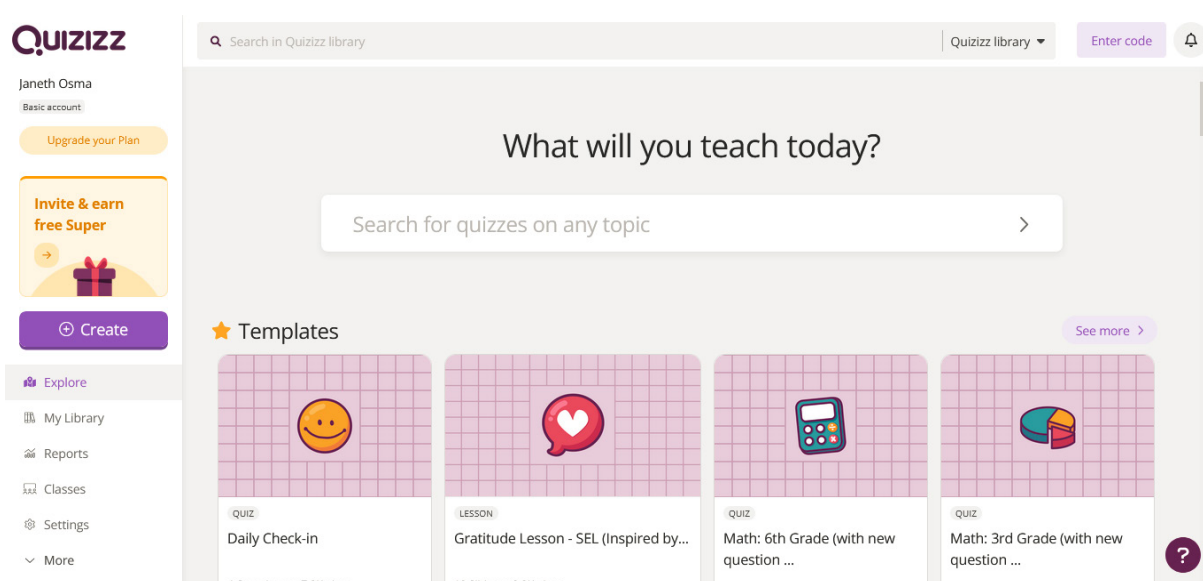
1. Instructor paced Lessons/Quizzes: Teachers control the pace; the whole class goes through each question together.
2. Student paced Lessons/Quizzes: Learners progress at their own pace and you see a leaderboard and live results for each question or lesson.
3. Bring Your Own Device (BYOD): Learners always see the content on their own devices, be it PCs, laptops, tablets, and smartphones.
4. Access to millions of Quizzes: Import any public quiz as-is, edit and customise it.
5. (Quiz + Lesson) Editor: Choose from 6 different question types to add images, video, and audio to teleporting questions from other quizzes and lessons.

6. Reports: Get detailed class-level and student-level insights for every quiz. Share with parents/guardians to monitor student progress.
7. Options to Customise: Options to customise your quiz sessions to toggle the level of competition and speed.
8. Sharing & Collaboration: Share your quiz with other instructors and/or ask them to be collaborators.

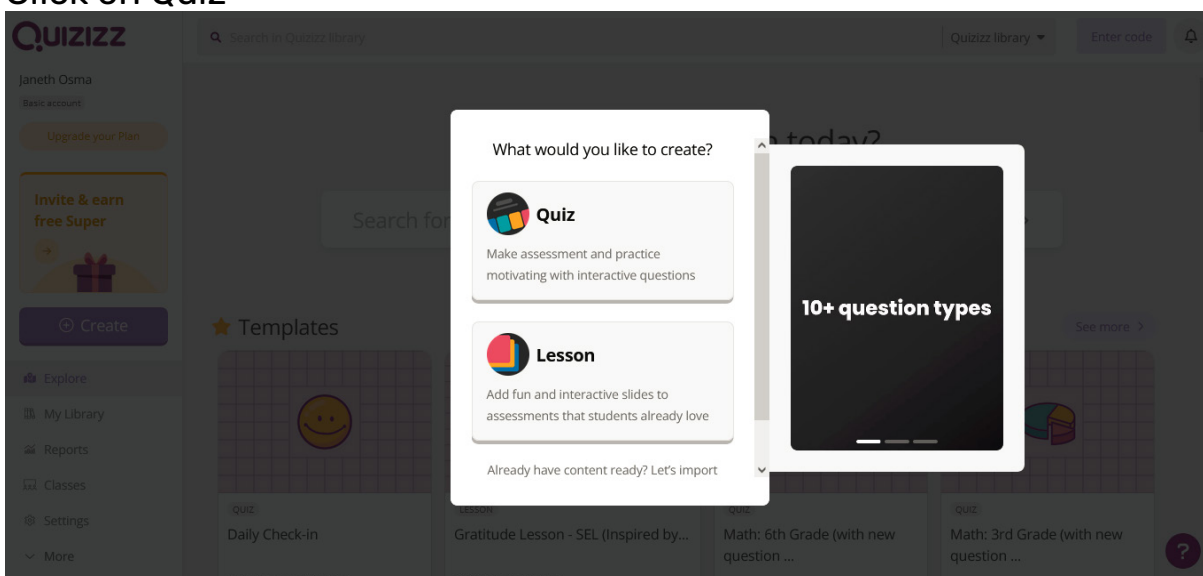
## Create a Quiz

We are going to create a quiz about Present Perfect. Follow these steps:

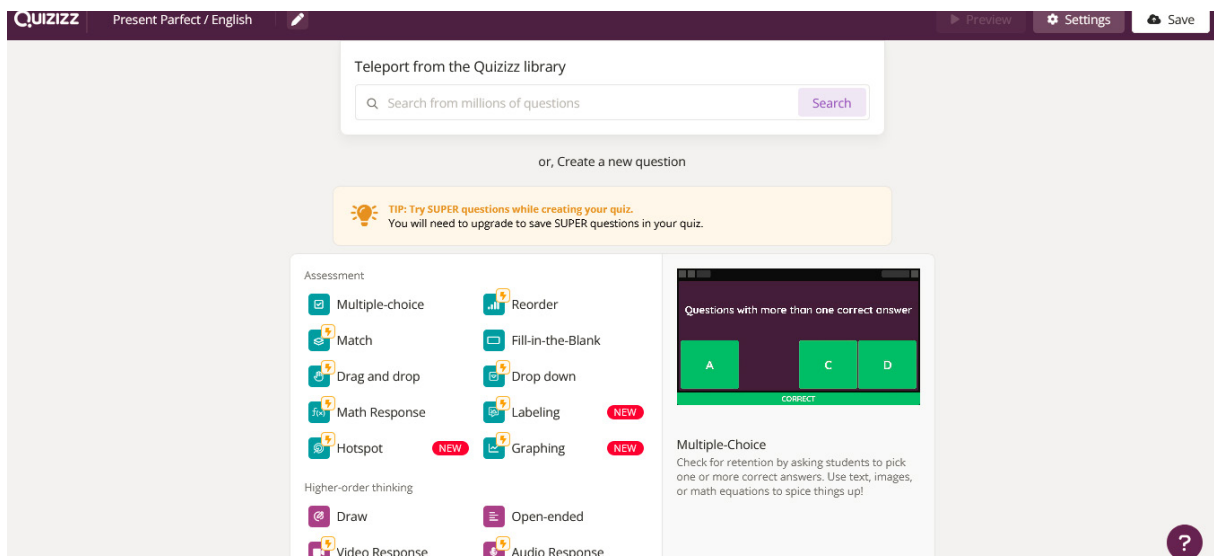
1. Click on **Create** from the left navigation pane and select the Quiz option.



2. Click on Quiz



3. There is a box on the top left next to the word Quizizz. Name and tag the quiz appropriately. A maximum of 3 tags (of subjects are allowed per quiz). In this case we can write "Present Perfect / English".



4. A pop-up dialogue box appears. Choose the type of format to create questions, for the free version we have only 3 possibilities: multiple choice, draw and open-ended (orange colour).

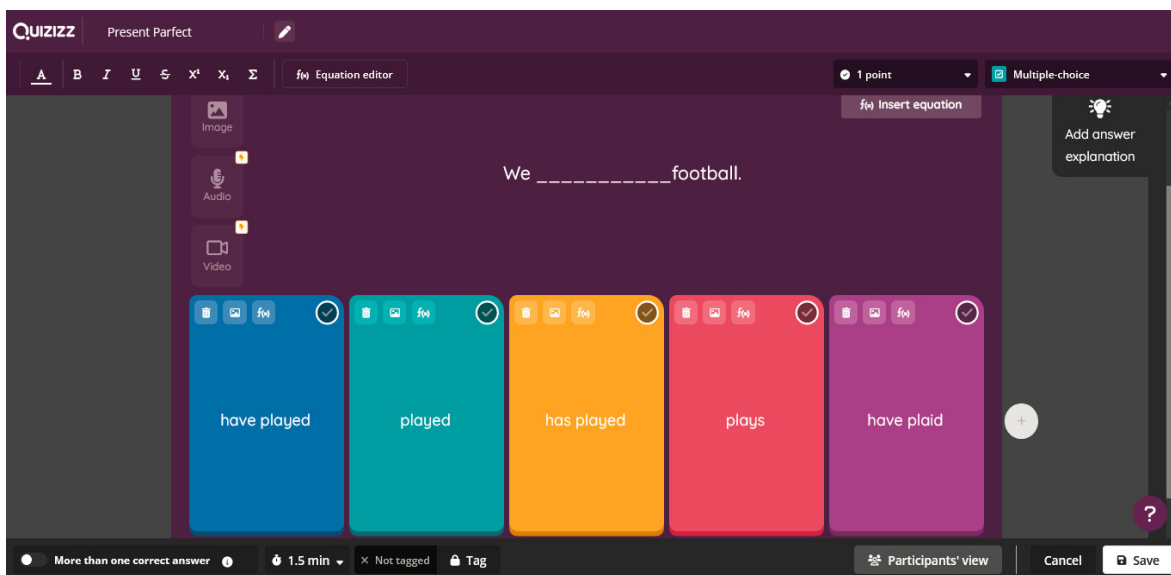
- **Multiple Choice (\*free)**
- Match
- Drag and drop
- Math response
- Hotspot
- Reorder
- Fill-in-the-blanks
- Drop down
- Labeling
- Graphing
- **Draw (\*free)**
- Video response
- **open-Ended (\*free)**
- Audio response
- Poll
- Slide

5. For this example we select “Multiple choice”. Type your question within the dialog box and add options.

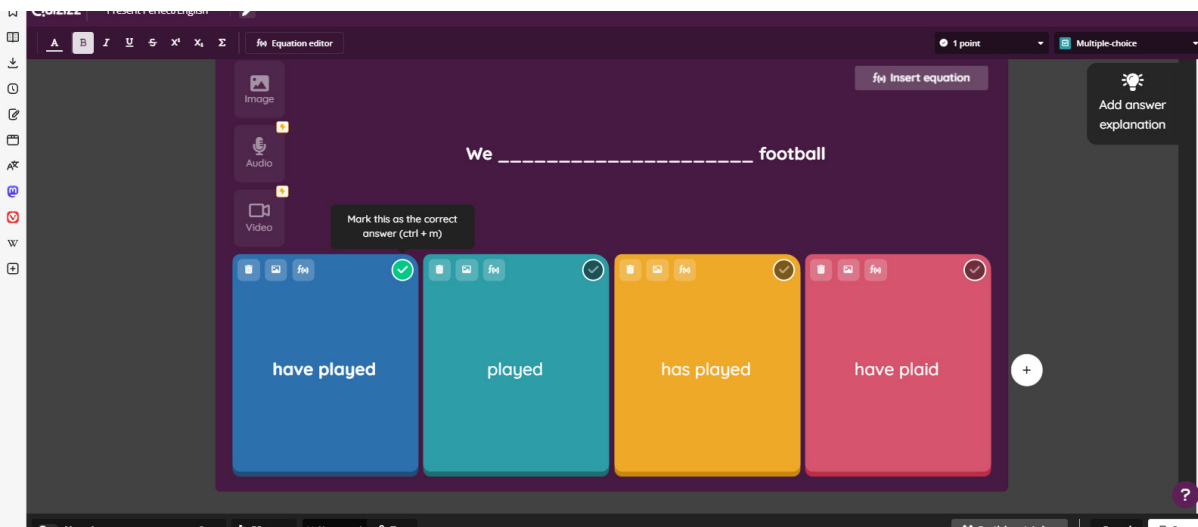
In this case we write: We \_\_\_\_\_ football.

Then fill in the options:

- have played
- played
- has played
- have plaid

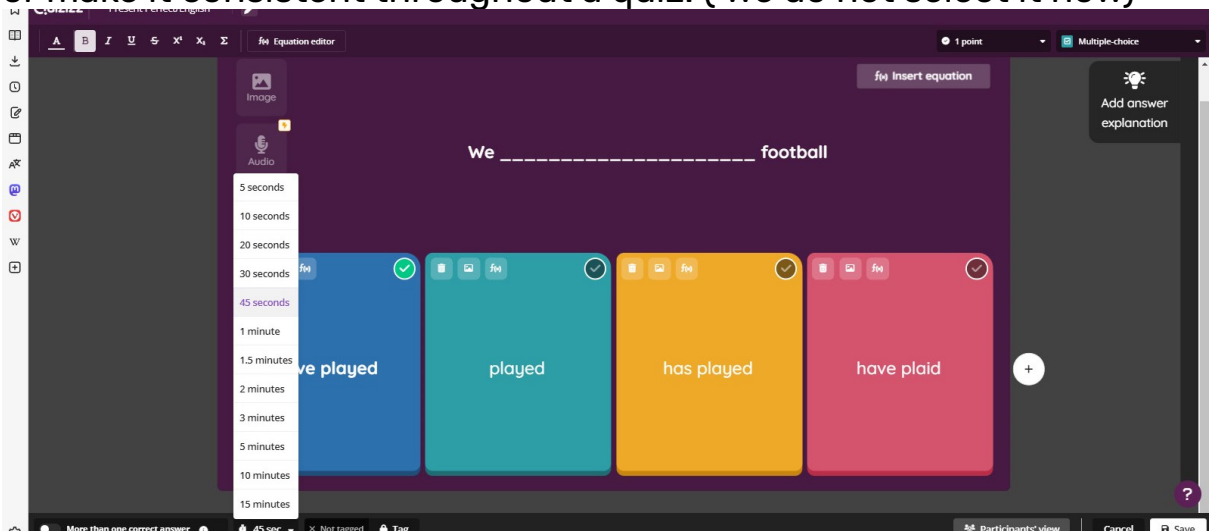


6. Then click on the “tick” symbol for the correct answer. There is one for each option on the top right side. For this question we tick the first option. “Have played”

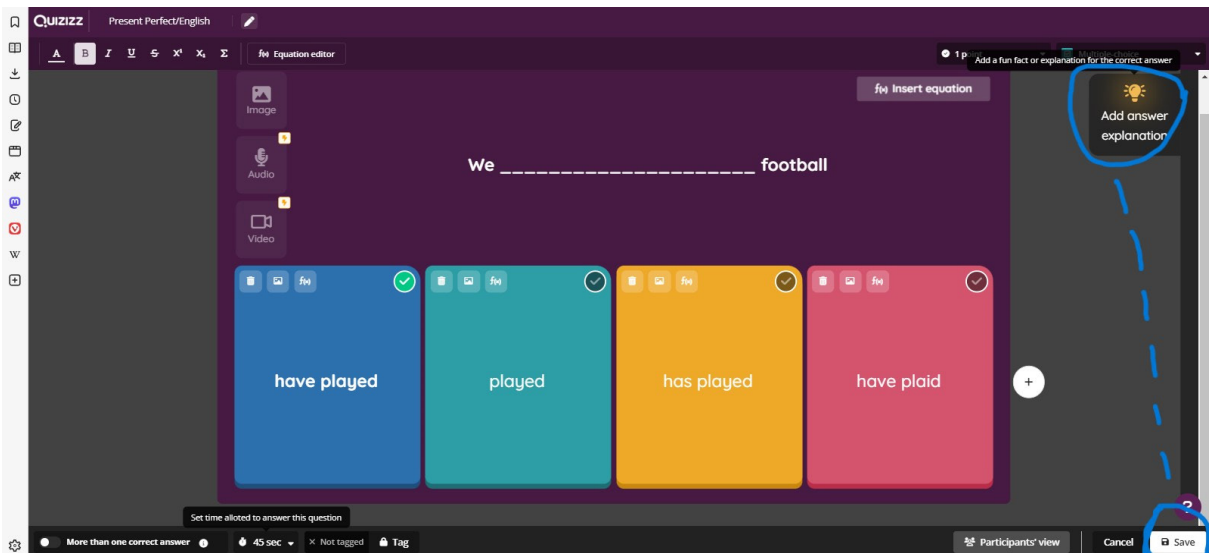




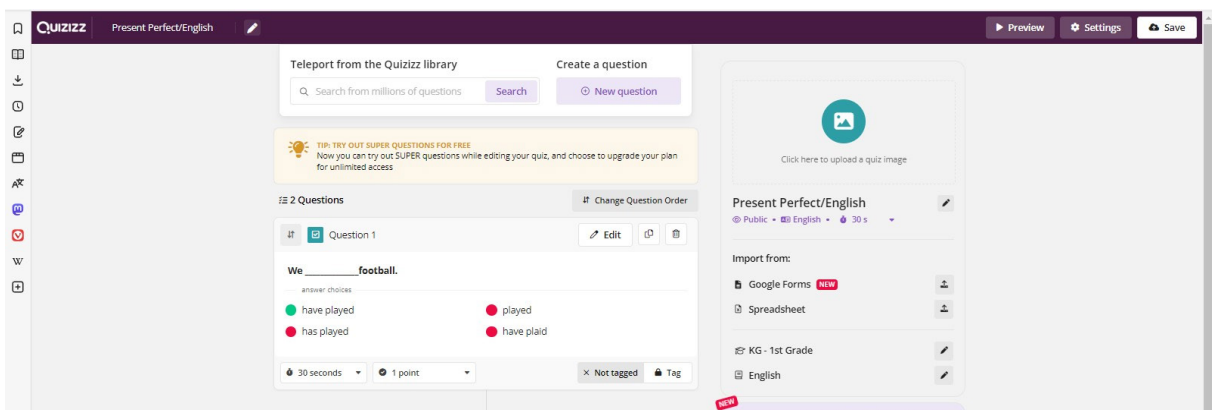
- Set the time allotted to answer a question. You can select this per question or make it consistent throughout a quiz. ( We do not select it now)



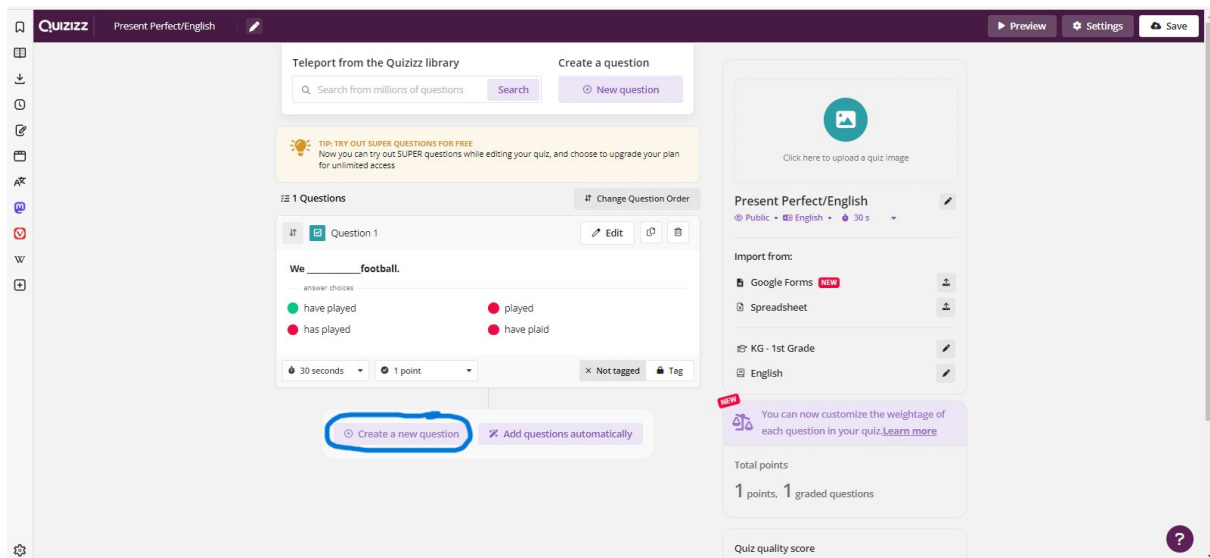
- Now we can add an explanation by “add answer explanation” if we like, otherwise just click on “Save” to save the question.



- Here is our first question



## 10. Click on "New Question" and repeat the whole process.



Write these following questions and possible answers (correct answer\*). Do not forget to save each question and answer:

2. I \_\_\_\_\_ my homework.

Answers: have finishes - have finishing - \*have finished- am finished

3. She \_\_\_\_\_ to many different countries.

Answers: have travelled - \*has travelled - have travelling - has travels

4. They \_\_\_\_\_ Italian for five years

Answers: has studied - have studies - \*have studied - has studied

5. He \_\_\_\_\_ many awards for his writing.

Answers: have wined - \*has won - has wind - has wan

6. We \_\_\_\_\_ that movie before

Answers: \*have seen - has sees - have sea - has saw

7. They \_\_\_\_\_ already \_\_\_\_\_ dinner

Answers: has-ate - have-eated - has-eats - \*have-eaten

8. She \_\_\_\_\_ all the books in that series.

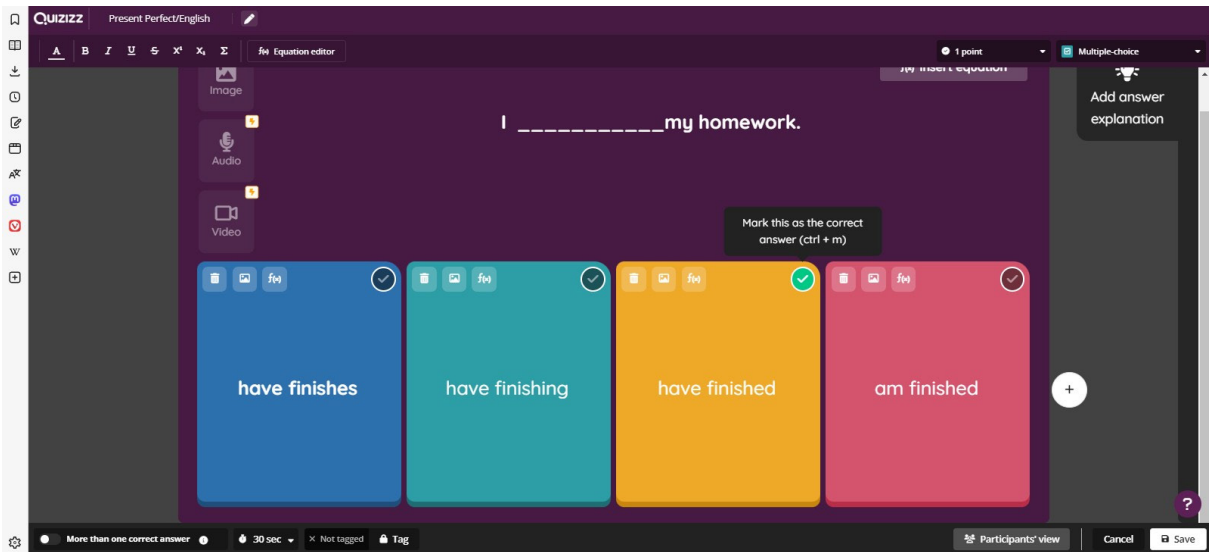
Answers: have read - \*has read- has readed- have reed

9. My father \_\_\_\_\_ a car very fast.

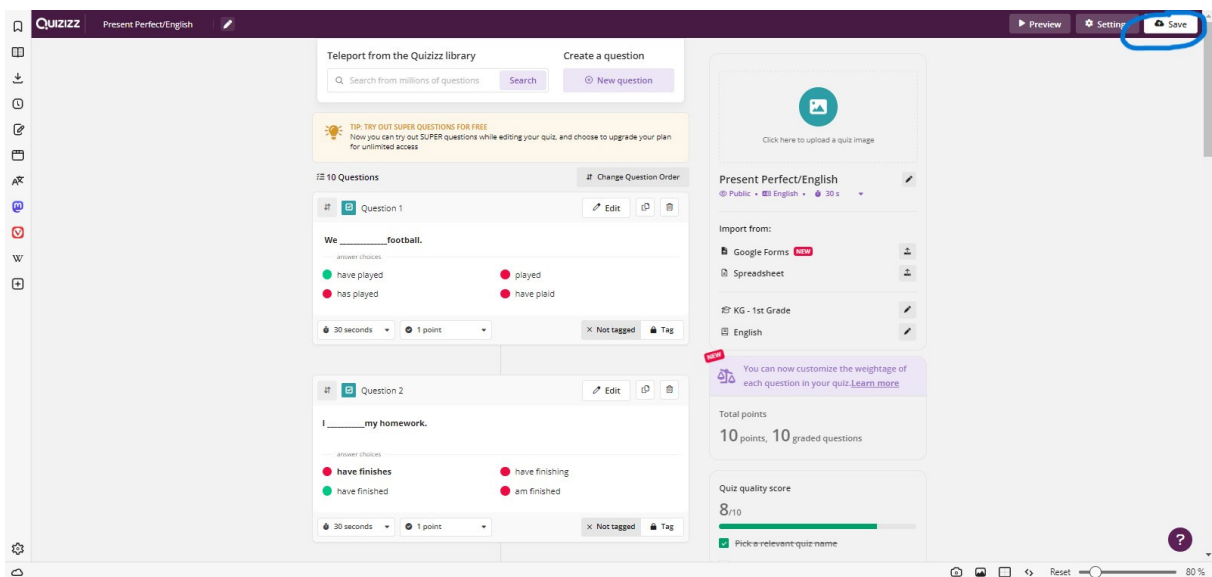
Answers: have drives - has drove - \*has driven - have drive

10. My sister \_\_\_\_\_ to the airport.

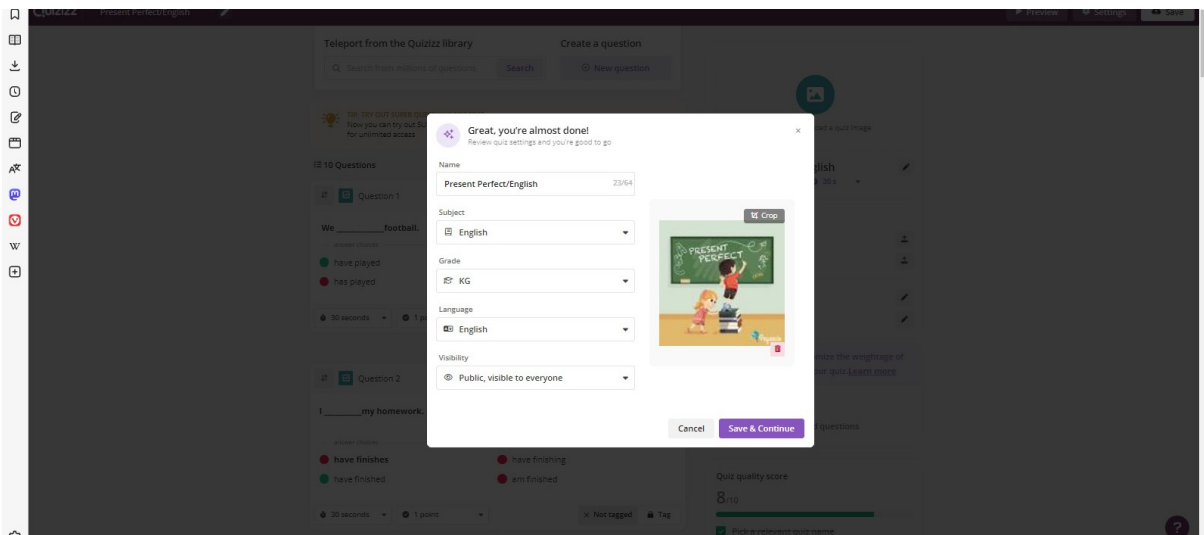
Answers: \*has gone - have- went- goes



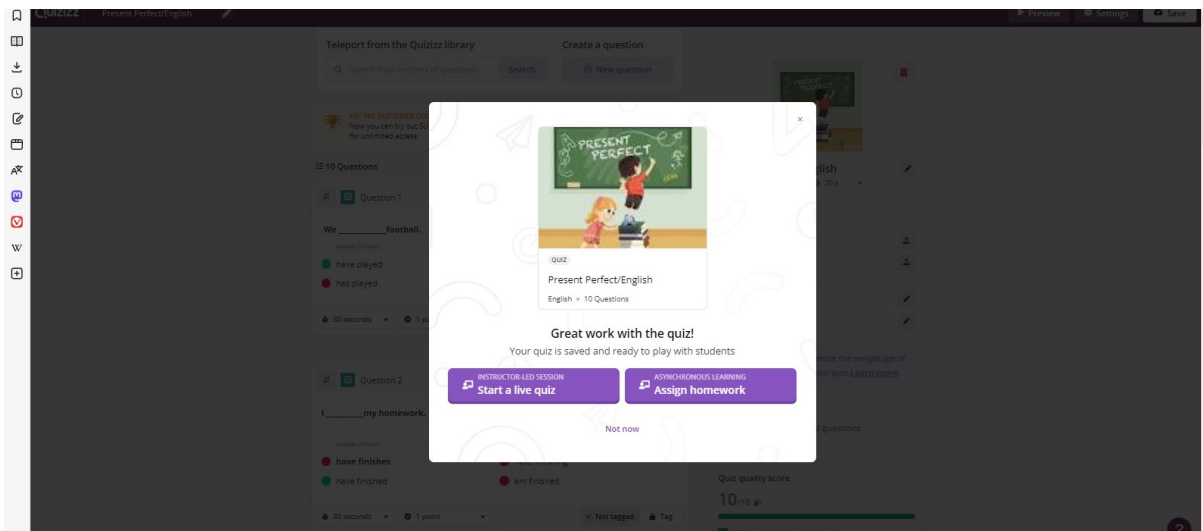
11. Save the quiz once all questions and answers (along with options) are added. You can find the "save" button on the far right.



12. If you want you can insert a photo from your files or search for a free one on google.



13. Finally, publish the quiz. This quiz is now available in your library to start a live quiz or assign as homework.



## ***Practical session: Designing a digital learning game***

In this session participants will be given time to try creating a digital learning game on their own.



# Email

All More

COMPOSE

- Inbox (169)
- Starred
- Sent Mail
- Drafts (10)
- Notes
- More

- ★ me,customer (2) Re : company info ...
- ☆ email (no subject) ...
- ☆ me, friends (6) Re : 2 new notifica ...
- ☆ customer no.249 Re : company info ...
- ☆ me,customer (2) Re : company info ...
- ☆ me,customer Meeting today ...
- ☆ Join us New Sign-in on Computer ...
- ☆ me,customer (1) Re : On 23 October at 09:00, ...
- ☆ email What do you think so far? ...
- ☆ customer no.001 company info ...
- ☆ me,customer (no subject) ...
- ★ me,customer (2) we want some ...
- ☆ email Re : company info ...
- ★ me, friends (6) (no subject) ...
- ☆ customer no.249 Re : 2 new notifica ...
- ☆ me,customer (2) Re : company info ...
- ☆ me,customer Re : company info ...
- ☆ Join us Meeting today ...
- ☆ me,customer (1) New Sign-in on Computer ...
- ☆ email Re : On 11 Sep at 11:00, ...
- ☆ customer no.001 What do you think so far? ...
- company info ...

1-100 of 346



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**Co-funded by  
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Project Number: KA220-ADU-000033529

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Project Number: KA220ADU000033529

**Erasmus Plus – KA2 – Cooperative partnership in adult education**



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**Co-funded by  
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