Game On

Language Learning Games for Migrants and Refugees

Handouts

Language Learning Games for Migrants and Refugees

PROJECT RESULT 2

HANDOUT

Table of Contents

HANDOUT 1

COURSE PROGRAM

INTRODUCTION

1.1 Initial situation in the partner countries

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

Learners' and teachers' need with regard to implementing games in language learning and teaching

1.2 Challenges for migrant learners

1.3 Presentation of the Methodological Guide (PR1)

GAME-BASED LANGUAGE LEARNING

2.1 Theory of game-based language learning

Definition of games

2.2 Benefits of this method

Benefits of implementing games in language teaching and learning

Motivation factors/Pros

Demotivating factors/Cons

2.3 Introduction to the project's outputs

Introduction to the accompanying materials produced within the project

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

2.4 Classification of games

Ways to classify games

Presentation of the games developed within the project

2.5 Choosing games for language teaching

How and when to use games

Types of group formation

Defining learning objectives

2.6 Learning Objectives

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

Difficulties and obstacles

Best practices for implementing games in the learning process

2.7 Evaluating the use of games in class

GAMES FOR DIFFERENT TEACHING SITUATIONS

3.1 Teaching grammar through games

Types of games

Presentation of corresponding games developed within the project

Testing and feedback on the games

Creating games for teaching grammar

Adjusting games to the specific needs of migrant learners

3.2 Teaching vocabulary through games

Presentation of games developed within the project

Testing and feedback on the games

Creating vocabulary games

Practical session: Designing games for teaching grammar or vocabulary

Adjusting games to the specific needs of migrant learners

3.3 Teaching communication skills through games

Introduction to the different types of communication games

Presentation of the games developed within the project

Testing and feedback on the games

Creating communication games

Practical session: Designing communication games

3.4 Digital games

Benefits of digital games

Presentation of games developed in the project

Testing and feedback on the games

Creating digital language learning games

Practical session: Designing a digital learning game

HANDOUT 2

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.

So, what is a game?

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

Then, what is a learning game?

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.

HANDOUT 3

Benefits of this method

The benefits of using games in learning environments have been recognised both by many researchers and during our pilots.

- 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 daily language can be practiced and the learners can ask any questions that come up during the activities.

- 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.

Motivating factors

- *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

- *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.

HANDOUT 4

Introducion to the materials produces 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.

37 GAMES AVAILABLE	
24 physical games	13 on-line games

All physical games can be printed in house.

The games cover the following *thematic areas*:

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

Let's have a look at one game, to understand how it works. We'll take the CLOCK GAME as an example. You'll find it within the Learning Unit "Education and Training".

You'll have available (for printing in-house) a board to play with your learners:

You'll also have the following explanatory document, where you'll find all the required information in order to understand how to play and which are the learning outcomes associated to this game:

Game description	
Name	*Board game — clock with hours and activities*
Level	A1/A2
Target-group	Migrants learning foreign language
Learning-objectives	→ Learners will be able to write nine sentences in the past simple. ¶ → Learners will be able to say and write six sentences in the present perfect tense. ¶ → Learners will be able to say and write five sentences in the present continuous. ¶ → Learners will be able to write 50 words in complete sentences with a description of their skills and their obligations in their personal and/or professional life ¶ → Learners will be able to say the time on an analog clock. ¶
Ingredients	Board; dice; vocabulary and clock cards with different colors that will correspond to different sentence types

Description	**PREPARATION:**
	- Prepare the board with the vocabulary and clock cards. Divide the playing chips among the students and decide who starts rolling the dice.
	
	PLAY:
	- In pairs, learners take turns rolling a dice. They move their chip (a coin or a block) to the right square.
	- Complete the task on the square by writing and speaking aloud.
	    o Orange: take an orange card and make a sentence.
	    o Yellow: take a yellow card and make a sentence.
	    o Green: Answer the question on the square
	    o Pink and Purple: move back three spaces or to the start depending on what it says.
	- The first learner to the end wins

Complementary materials	- List of times of day -nine o'clock, nine thirty, ten fifteen, etc
	- Examples of vocabulary words to use:
	    o To come
	    o To work
	    o To speak
	    o To go to ____
	    o To get up
	    o To listen to
	    o To watch
	    o To play
	    o To stay
	    o To make
	    o To see
	    o To buy
	    o To say
	    o To find
	    o To chat to
	    o To send
	    o To book

Defining learning objectives

Teacher starts the lecture with brainstorming: What is the difference between the first statement and the second statement?

- **Sentence 1: I really want to learn English** (or another language)
- **Sentence 2: My aim is to reach level C1 in the next two months**
  - 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:	Having a specific goal with a deadline helps learners:
Gives the learners clarity	Understand exactly what they need to do to reach the level they want to reach
Helps them understand exactly what they want to do with their target language	Make a plan and be focused
Gives them direction and purpose	Stay motivated and keep their initial energy even when they feel they don't want to continue.

Setting up your learning objectives:

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

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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 vague 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, Wi-Fi, computers, speakers etc.).

HANDOUT 6

Best practices for a successful implementation of games in the learning process

Face-to-face teaching

1. Define an objective:

Think about what knowledge you want your students to acquire or practice. We can gamify practically any content we want to teach, we just need some creativity and to take into account the following points:

2. Transform learning into play:

Transform traditional learning with fun proposals, you can be inspired by traditional games (trivia, cards, etc.).

3. Propose a challenge:

Make it clear to your students what the fun objective is: Why is it fun? What do I have to achieve?

4. Establish the rules of the game:

Create concrete and simple rules to avoid chaos. Check that they understand them.

5. Create rewards and motivate (optional):

Look for a reward with scores, diplomas, titles, etc.

6. It is useful if the learning games provide the opportunity for self-evaluation

7. Playing should not be interrupted to correct mistakes.

Mistakes should only be discussed after the match

An additional tip:

"To create a game, you can look at already created games and try to adapt them to different content. The easiest is to create card games using the rules of traditional games such as: jungle speed, liar, square, spot-it, etc. If you decide to create it, remember the game should be designed in an exciting way and encourage active action".

Online teaching

1. Explore gamification tools

There are a number of gamification-based educational platforms and technologies designed to make any course or lesson a more interactive experience.

Some of these tools include quizziziz, quizlet, socrative, etc.

2. Set up a gamification system, levels and rewards

Spend time designing the narrative before the course.

Set objectives around the skills you want them to develop.

Set up aspects like levels and rewards.

3. Include a variety of games

Not all students learn with the same dynamics, so a variety of activities is essential to cover all types of learners.

4. Allow them to make mistakes and try again

In a video game, if a challenge is failed, users can learn from their mistakes and try again; the same concept can be applied to the classroom.

One of the great benefits of gamification in the classroom is that it allows students to make mistakes and try again until they learn, taking away the pressure or stigma of failure. And for those students who are immediately successful, they can move on to a new challenge or increase their score.

5. Making progress visible

In games, players typically have levels or progress bars that indicate their level of progress and experience.

Gamified classrooms can implement similar elements that show how far or how close students are to reaching the next level.

It is important that students can see how they are progressing, both on their own and in comparison to others, encouraging healthy competition in a controlled learning environment.

6. Design challenges or quests rather than assignments and project

The same elements found in games can be applied to a gamified classroom as tasks and projects can be presented in a fun but challenging way.

7. Create challenges to be solved as a team

We can use collaborative learning so that everyone has a role: the leader, the time manager, etc. to facilitate teamwork.

It is recommended to seek a balance between individual play and teamwork, trying to ensure that groups are made up of members who complement each other in terms of their qualities and learning styles.

8. Don't forget to give feedback

Teachers must be prepared to give feedback as close to the task as possible, because the student must be able to see where he/she went wrong or how he/she can do better in order to maintain motivation.

It is also important for students to be able to give feedback to each other, or even to their teacher, in order to move forward as a group and achieve the goals they have set together.

HANDOUT 7

Assesment criteria

The purpose of learning games:

to be fun and **entertaining**	to be educational

That's why assessment needs to take place on two levels:

1. Assessing the game

- 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?

2. Assessing the learning progress

Summative assessment > recognize where students are struggling and address problems immediately.

Formative assessment > consists in testing a players' knowledge about what they learned by way of a survey, test, questionnaire,final projects or teacher evaluation.

Examples of formative assessments with regard to learning games:

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

HANDOUT 8

Types of games for teaching grammar

Examples of games to teach and practice grammar:

1. Education and training

(A2)

- Board game, clock with hours and activities
- Domino, creating sentences with verbs/images

(A1)

- Mimic card game for verbs in present

2. Health

(A1)

- Images on one card match with the word of a card from another set, e.g. picture of a doctor = doctor
- 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.
- Healthy Choices - Quizziz

(A1/A2)

- A big poster of the body of a man/woman, A4 handouts for pair work or an image on a ppt etc. to say, read, and write 20 vocabulary words about health and healthy lifestyle.
- Mime into speech using the cards from the Matchy Matchy game.

3. In the market

(A2)

- 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.

(A1/A2)

- Everyday items – Quizziz
- Puzzle (different dialogues about the organisation of a dinner): put the sentences in order to recreate the dialogue.

4. Social relationships, hobbies and entertainment

(A2)

- Story telling: Creating new stories about their hobbies and interests

(A1/A2)

- Mimic game: Learning Hobbies
- Connecting sentences: participants will be able learn to create 18 sentences with words related to people's life and hobbies

5. Personal identity and housing

(A1/A2)

- 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.

(A2)

- Role play to make a new friend

6. Professional life and social services

(A2)

- 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 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).

7. Social services

(A1)

- Set of words (in a bag/box) with magnets to compose an easy sentence

PLATFORMS FOR DESIGNING MATERIALS/GAMES

Examples of online platforms for creating and designing appealing games:

1. Cube Creator

To create cubes that can then be downloaded as PDFs and printed.

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

2. Knowledge Mouse

To generate word search puzzles.

http://knowledgemouse.com/km/puzzles/new?from_path=home_btn#puzzles_new

3. Canva

To create posters, postcards, leaflets, advertisements, logos, cards, covers, infographics, etc.

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

4. Tools for educators

To design various materials such as word search puzzles, dice, board games, crossword puzzles, bingo boards, mazes, dominoes, picture dictionaries etc.

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

HANDOUT 9

PRACTICING AND REVISING VOCABULARY THROUGH GAMES

Creating vocabulary games

Memory Games

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*
- 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*

Crossword puzzles

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/*

Domino

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*

Adjusting games to the specific needs of migrant learners

"Trainer presents ideas how the games can be adjusted to the needs of migrant learners especially with regard to assessing vocabulary similarity between target language and first language"

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.

Additional tips for teachers:

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.

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*

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".
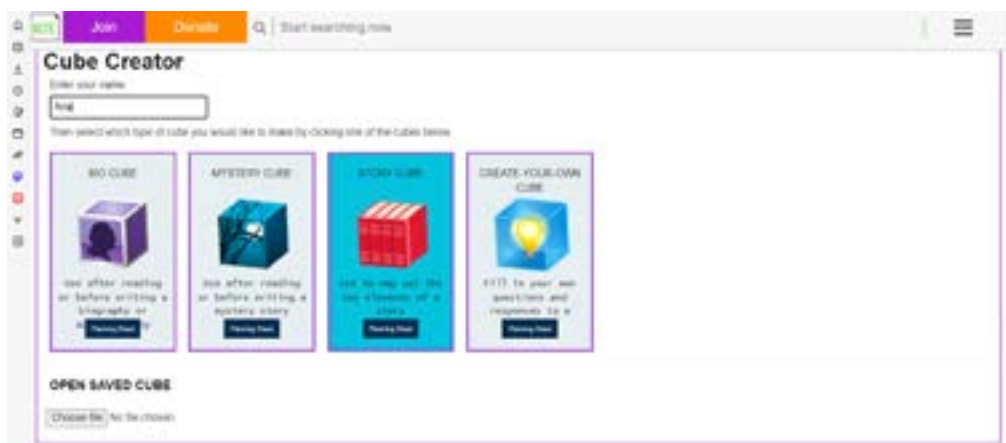
3. Appears Side 1 "Characters - Who are the main characters in the story?"

You must fill in the box:

(In this example)

Harry Potter - Hermione Granger - Ron Weasley - Albus Dumbledore - Lord Voldemort
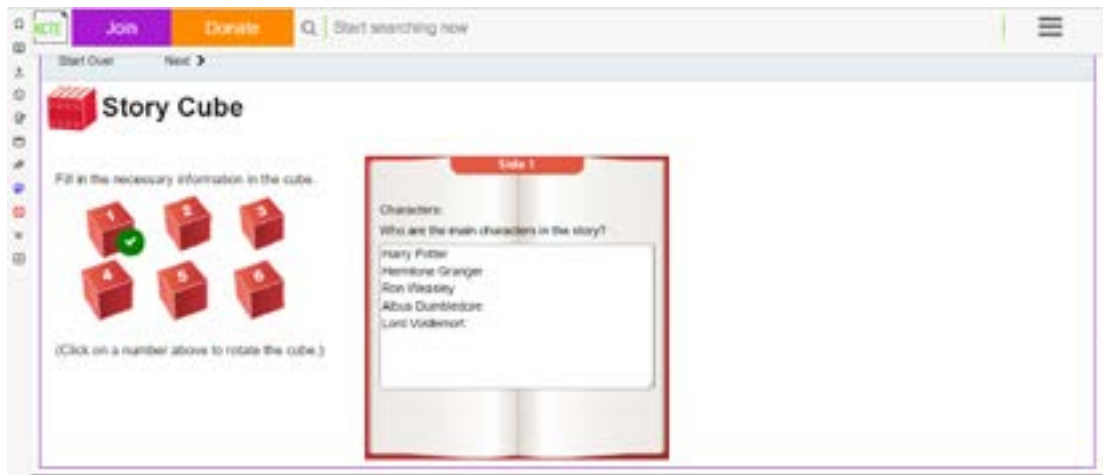
4. Click on cube number 2.

Side 2 "Settings: Where does the story take place?"

Fill in the box with:

Hogwarts School of Witchcraft and Wizardry
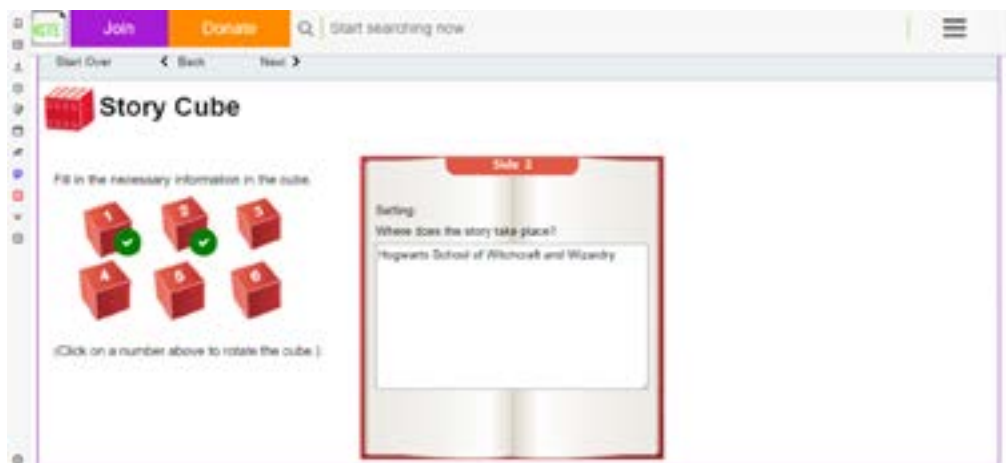
5. Click on cube number 3.

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.
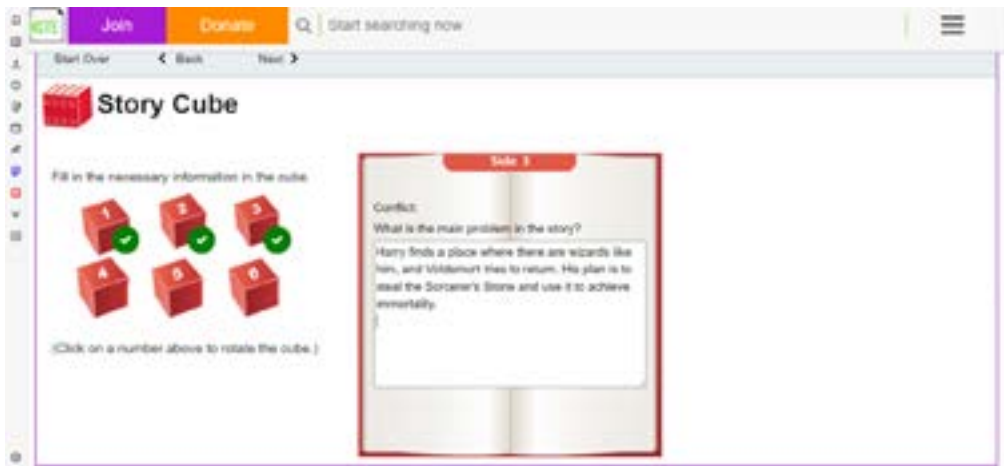
6. Click on cube number 4.

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.
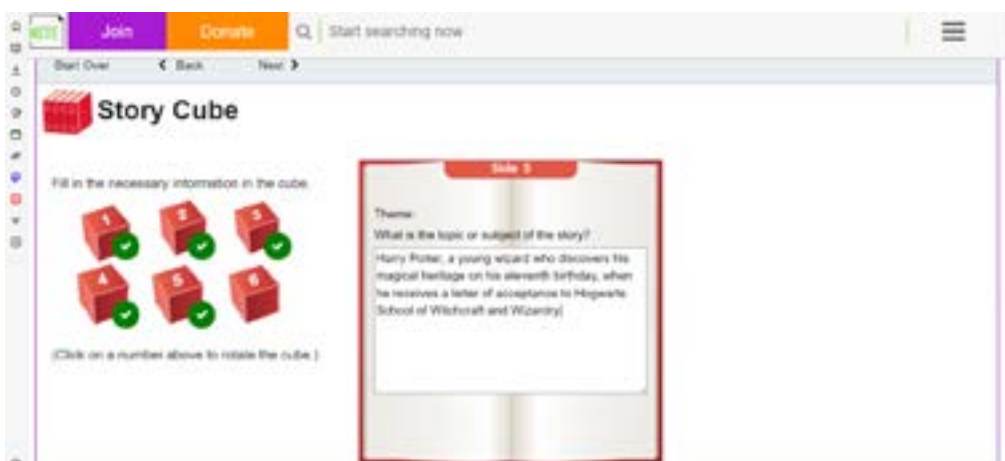
8. Click on cube number 6

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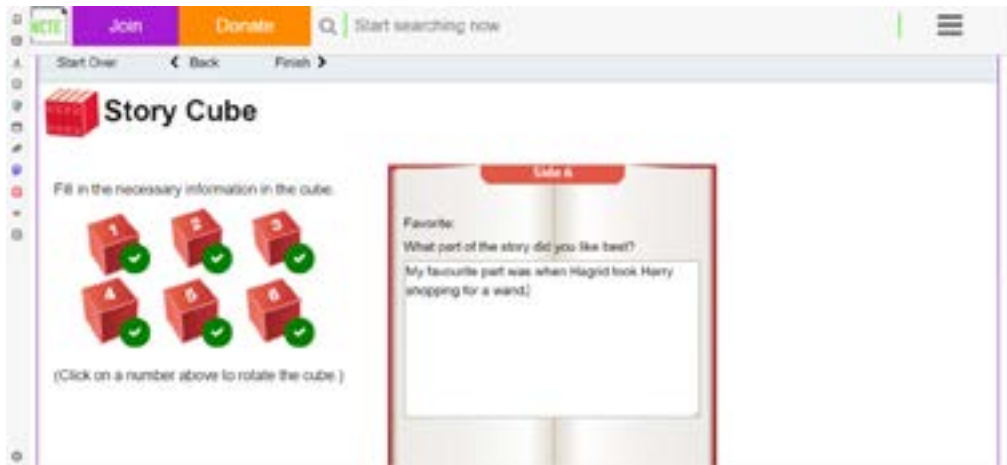
9. Click on "Finish"
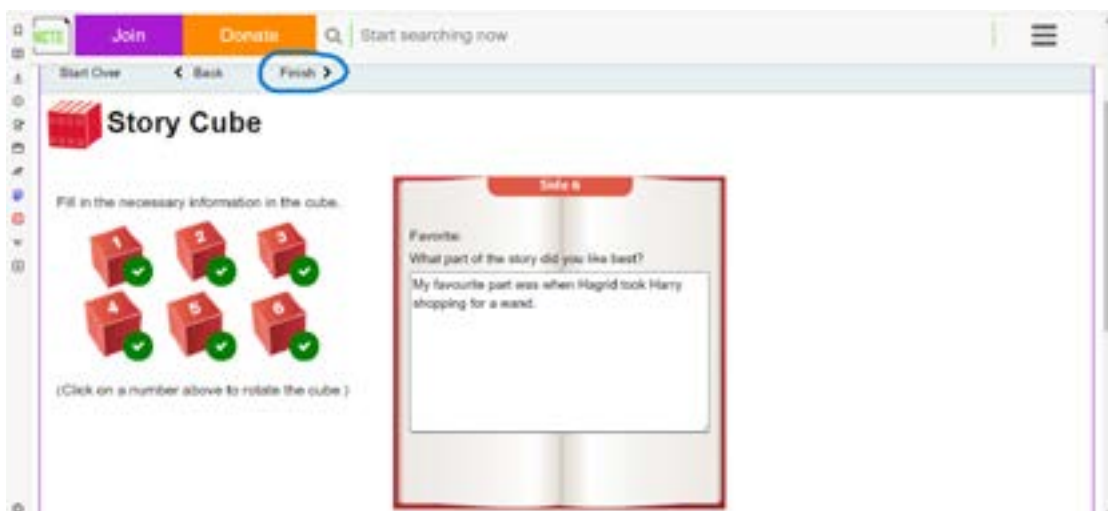
10. Now there is your cube. You can check if everything is correct and print it. Otherwise, you can go back.

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.

Digital games

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. This 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. 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. 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.

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.

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:

- *Quizziz:* 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/*

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