Knights of the European Grail

Teacher Guide

Contents

Introduction

The contents of this Teacher Guide have been written and compiled by members of the Knights of the European Grail (KEG) team.

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https://www.goethe.de/prj/keg/en/abt.html

The KEG game – Rationale

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Overview

> **The KEG game aims …**
> - **to motivate players to be confident in dealing with other languages**
> - **to build on young people's interest in gaming**
> - **to be accessible flexibly and equitably, including for self-study or homework**
> - **to be a safe environment for developing independent problem-solving skills**
> - **to create a learning experience outside the classroom**
> - **to compensate for limited curriculum time in some contexts**
> - **to broaden the curriculum offer and offer connections between subjects**
> - **to interest a wide range of players (different ages, interests, and levels of engagement)**
> - **to stimulate curiosity about language, history, and culture**

As language teachers, one of our main concerns is that our students are motivated and want to continue learning the language we teach them with such care and dedication.

However, our teaching environment has taken a 360º turn over the last few years with the incorporation of technology (computers, smart screens, smart phones and their corresponding applications). This reality, which has been creeping into the classroom for years, was accelerated during the pandemic, as most teachers had to reinvent themselves as professionals.

During that time, the problem was not only getting a good videoconferencing tool and resources to work with our students online, but also engaging them and getting them to interact with remote figures on the screen and sometimes blurry smiles.

The Knights of the European Grail game was conceived pre-pandemic, but developed smoothly during that period, thanks to the great work of heterogeneous teams from different countries who had already worked on projects in education-oriented game projects. Therefore, we can consider it an application made by teachers for teachers and especially for independent players in their teenage years.

The goals of this app can be expressed in a few words: ease of access and use, relevancy, motivating content and security.

In terms of ease of access and use, one of the priorities for the app was that it could be used in remote learning contexts in order to bring content to other places, spaces and environments outside the classroom.

Online accessibility can help us to expand exposure time to the different target languages (Spanish, Portuguese, Italian, French, English or German) which students were certainly not able to fully enjoy due to the pandemic, and which are always problematic in some contexts.

With the KEG game downloaded any individual with a tablet or smartphone has the possibility to reinforce language practice in a fun way, appropriate to a wide range of students with different profiles of interest and linguistic competence.

In this way, we aim to overcome age barriers, since children, teenagers and adults could play and learn with it. Teachers could transform homework into something more interactive and motivating, and self-directed in terms of pace, due to the accompanying mini-games, potential role-play stimulus, pre- and post-activities included in the Expansion Packs.

In terms of content, our aim was to avoid anything too academic or specific to the curriculum and rather, through the story itself, the adventures and challenges that the characters go through, as well as the mini-games that we include in it, to get students to develop comprehension strategies and develop language skills in a more playful way. We were aware, of course, that many of our students have already played games and will find this learning formula motivating because it is familiar to them, and they know that a *failure* in a game is only temporary. You can always try again.

Thanks to the different storylines and possibilities presented by the application, each player can have a unique experience that they can share with others - in the classroom with their teacher, if they are in a formal education setting. All of this happens in a safe environment, because no personal details are shared; there is no need to interact with strangers; it is only necessary to interact with the game, which is a safe, private and anonymous way to have fun.

Finally, among the most relevant aspects, we highlight the cultural perspective in which the video game is framed. The country partners have worked in the same historical environment (mid-13th Century Europe), but with their corresponding historical nuances with respect to the reality of that time in each individual country. This allows us to have a transversal curriculum with other subjects such as history and geography and even social and scientific content.

For all these reasons, we recommend the KEG game as a useful resource not only for learning one language but six, with an enjoyable context and rich game possibilities.

Mustapha Haidar

Project assistant, Goethe-Institut

This game is only playable on Apple (iOS) and Android mobile devices (e.g. smartphones or tablets). It can be downloaded through the App Store and Google Play Store for free.

The KEG Manual and installation instructions are here:

https://www.goethe.de/prj/keg/en/pro.html

In this point-and-click adventure game, players will explore mediaeval Europe in the roles of our two protagonists, Richard and Artemisia. They are travelling on missions spanning from Porto to Cologne. Richard's main goal is to find out more about a mysterious group called the Arthurian Knights, while Artemisia dreams of being an international tradeswoman. Players help them solve problems and navigate delicate situations.

- There are language learning mini-games within the game which will test players on certain aspects. These games are used in situations where different outcomes are possible, e.g. seeking information from another character, and players can try the mini-games as often as they want.

- They can also access the 5 different mini-games directly through the **main menu**. They tap the "Mini-games" button and choose the type of game that they would like to play. Each type has a different language learning approach.

- In the storyline of the main game, players have conversations with other characters and need to pick the correct option to get what they want. The correct dialogue choice might be something like tone (politeness etc.), as well as the words they choose.

- While playing through the storyline, they encounter new game systems. These will have an **in-game tutorial** with visuals that will explain the new elements in detail.

- Reference book: Tapping a blue word in a text will open a small window with a translation into English, German, Spanish, Italian, Portuguese, French. This is usually for more unusual vocabulary, or for cultural and historical explanations.

- There is a 'save game' feature. Players can create a manual save in the settings, which they can access at the top left hand side of the screen. They can then use this manual save through the 'load game' option in the main menu to continue playing where they left off.

Alejandra Forrero,

Digijeunes

The KEG game was devised to be widely available online, and with the intention of its being played by learners independently in their own time, as well as potentially in classrooms, with a teacher in support. It is intended for solo teenage players and can be played in a choice of six languages.

Of course curriculum time for language lessons is highly pressurised in some countries or regions, and opportunities for classroom play will be limited. Here though we outline some other possibilities for encouraging teenage players to use the game (and the Expansion Packs) so that they encounter foreign languages in an informal and playful environment.

Out of hours: the Language Game club

Some schools offer clubs outside the curriculum, including for languages and for games.

KEG play would fit in well to such a club.

Out of hours: the special day

Schools sometimes have **off-timetable days** (especially in Summer Term) for students to engage in projects.

A school could hold a KEG Day with part of the time spent playing the game and part spent researching historical or cultural aspects of the period to compile a report, for instance, or invent a quiz for others, potentially using the Expansion Packs as a guide.

Independent play

Your students can access and play the game securely in their own time at their own pace.

Advice to share with independent players

In the KEG game:

It is best to play the game in the language you are learning, although you may sometimes wish to have the support of playing it (e.g. in advance) in your own language, as preparation. Do not expect to understand every word you see or hear. Thee is an online reference tool in the game, but try not to use it too much; the game will be of better pace if you try to cope as well as you can without the reference tool.

In the Expansion Packs:

The urls are accurate at the time of launch of the resources; players can search for others, of course, and may need to do so if the urls change.

The relevant webpages may well not be in a language the player knows, and this creates an opportunity to teach them about safe searching and online behaviour. Players should be wary of online translation tools as they are not all of the highest quality.

Players are also welcome to share any work they produce as a result of using the Expansion Packs. If you are allowed to use social media you may wish to post work with the #KEGRAIL, or, of course show it to the teacher.

Independent Expansion Pack challenges

The Expansion Packs, and their thematic contents are described below. These could be used independently of the game itself, if their content is of interest, e.g. as self-study modules or homework tasks.

The Expansion Packs include suggestions of Internet links to allow players to research challenges for themselves from the online versions.

The urls are accurate at the time of launch of the resources; players can search for others, of course, and may need to do so if the urls change. Players should be wary of online translation tools as they are not all of the highest quality.

The relevant webpages may well not be in a language the player knows, and this creates an opportunity to teach them about safe searching and online behaviour. Players are also welcome to share any work they produce as a result of using the Expansion Packs. If they are allowed to use social media they can post their work with the #KEGRAIL, or, of course show it to the teacher.

The Expansion Packs are also freely downloadable and printable to allow players to write on them.

At time of launch they exist in English, and in the local language of the pack (e.g. Spain is in Spanish)/ We hope over time to add translations of each pack into all 6 languages to allow players to have bilingual support while completing challenges independently. Thus a speaker of Spanish learning English could take the challenges about any one of the countries, e.g. Portugal. They could have the English version of the Portugal Expansion Pack, and in reserve the Spanish version in case the need to check specific meanings.

Lesson time

Teachers could use the mini-games as class activities, and as an introduction to the game that players might use in their own time or on future lessons.

Creative learning activities could be devised, based on the game:

Game-related

1. Roleplaying that involves the characters in the game, or others, e.g. from Arthurian legend.

2. 'Mediaeval Guess Who: A two-player game where each player selects a character from the game (or from history). The players then take turns asking yes or no questions to try and narrow down the possible characters that their opponent has chosen, ultimately attempting to guess the other player's character before their own is guessed.

3. Creation of a set of Top Trumps cards around roles in the game, e.g.:
   Ships
   Knights
   Castles
   Churchmen
   Trade
   Guilds

Cross-curricular opportunities :

4. Explore, build and write about a mediaeval castle model

https://kottke.org/21/12/how-to-build-the-perfect-medieval-castle

5. Design a cut-out / dress-up figure for children to play with: Dress your knight / abbess / monk / queen – with livery or armorials – labelled in different languages

6. Design a knight's shield – from a menu of features: animals / stripes /circles etc.+ colours + positions, or using heraldic language.

Creative writing – related

7. Write a side story, or script, about one of the major or minor characters (using language from the game) - an additional incident or back story, with the potential to perform it / film it / make an animation of it.

8.Write a letter from the perspective of either Artemisia or Richard, in which you describe the adventures and obstacles that you encountered during your journey. Address the letter to a family member or loved one, and make sure to use engaging language and vivid details to bring your experiences to life.

9. Students create a reference document (in their chosen format) of specialised vocabulary connected to
   • the knight
   • the abbess
   • the king
   • the merchant

Research-related

The game could be a focus for stimulating curiosity : what questions do you (the student) want to ask after you play the game for a while – about language, about history, about culture or geography?

Produce an infographic (or a film or article) on a related theme :

9. Research the representation of Knights / Squires /Travellers / Monks etc. in film or literature.

10. Production of an annotated map of Europe with key incidents from the story described in the target language.

11. Invention of a brief biography of one or more of the characters in the game (or from history).

12. Research the music and the instruments used in medieval times. Compile a playlist with your recommendations.

13. Students research and write / record a presentation about ...
  - the daily routine of monks in the Middle Ages
  - multicultural Middle Ages
  - mediaeval cities in a chosen country

Online learning

The game itself might stimulate spin-offs:

Students watch a short film and produce a voicetrack, or a script in their chosen language, e.g.
on castle attacks - technology
https://vimeo.com/232679316

on Mediaeval medicine
https://vimeo.com/453602274

on King Arthur / Tintagel / Merlin / Geoffrey of Monmouth
https://vimeo.com/356398525
https://vimeo.com/294626100

Teacher or assistants might prepare gapfill texts on relaed themes of interest.
e.g. Here is the original text, taken from
http://www.lordsandladies.org/daily-life-knight-middle-ages.htm

- The daily life of a Knight started at dawn when Mass would be heard and prayers would be made
- The first meal of the day for the Knight was breakfast
- Knights would engage in weapons practice at the quintain and the pell
- The daily life of the Knights would include discussions on warfare strategy and increasing his knowledge of siege warfare and weapons
- Mid morning prayers and a meal
- As the Medieval period progressed the culture changed becoming more refined and elegant. Knights were expected to understand the rules of Chivalry and courtly love. Time might be spent on dance practise
- In the afternoon the daily life of Knights turned to increasing their skills in horsemanship and they would accompany their lord in hunting, hawking or inspecting the estate
- Evening prayer and then supper in the Hall of the Castle or Manor House
- After supper there might be some entertainment - music, dancing, jugglers, acrobats, jesters, etc
- Bedtime prayers

The Gapfill version, for classroom use, might be:

- The daily life of a Knight ------- at dawn when Mass would be heard and prayers would be made
- The first ---- of the day for the Knight was breakfast
- Knights would engage in ------- practice at the quintain and the pell
- The daily life of the Knights would ------- discussions on warfare strategy and increasing his knowledge of siege warfare and weapons
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- As the Medieval period progressed the culture changed becoming more refined and elegant. Knights were expected to understand the rules of Chivalry and courtly ----. Time might be spent on ----- practice
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- After supper there might be some entertainment - -----, dancing, jugglers, acrobats, jesters, etc
- ------- prayers

Gamification and Game-based learning

Dr Lisa Somma

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Gamification is an educational methodology that uses game elements to motivate and engage students in learning activities. The aim of gamification is not only to make learning more engaging and fun, but also more effective.

Game-based learning, on the other hand, uses games as the main learning tool.

Educational games are designed to impart knowledge and skills in an engaging and interactive way. Students learn by playing, solving problems and overcoming challenges, and the game thus becomes a means of achieving educational objectives.

These methodologies can support teachers in facilitating the learning process as they place students at the centre of the learning process and offer multiple benefits to teaching:

- Increased student engagement

Using game elements (such as scores, levels, rewards and challenges) creates an engaging and rewarding learning experience. This increases student engagement and motivates them to learn more actively and continuously.

- Improving student performance

Offering a range of positive (and negative) feedback that allows students to understand better areas where they need to make more effort helps them become aware of, and improve, their performance. In addition, gamification can help students develop specific skills such as collaboration, creativity and problem-solving.

- Practice-based learning

Allowing students to learn through practice gives them the opportunity to explore, experiment and create through play. This can help students better understand theoretical concepts and apply them more effectively in practice.

The theoretical foundations of gamification and game-based learning are based on various psychological and pedagogical theories that explain how human beings learn and motivate themselves.

We summarise the principles of some of the most important theories below:

Self-Determination Theory states that individuals need to satisfy three basic needs in order to achieve lasting motivation: autonomy, competence and relationship. Gamification can satisfy these needs through offering choices, assigning challenging goals and creating a learning community.

Social Learning Theory states that individuals learn through observation and interaction with others. Gamification can foster social learning through the creation of learning communities where students can collaborate and share their knowledge.

Cognitive Learning Theory argues that learning occurs through the construction of new knowledge on the basis of individuals' pre-existing knowledge. Gamification can facilitate this process through the creation of activities that require problem-solving and the construction of new knowledge.

Game Theory states that play is a natural and inherent (intrinsic) form of learning for human beings. Gamification can utilise this principle through the creation of activities that simulate a game, or integrate it into the curriculum, or by using game mechanics.

Gamification and game-based learning are particularly suitable methodologies for innovation in foreign language teaching, as games can offer a simulated environment in which students can interact with the language and learn in an engaging and interactive way.

In particular, these methodologies can help students acquire language skills in a more natural and enjoyable way through the use of playful activities such as role-plays, quizzes, puzzles, or translation competitions. These activities can stimulate students to speak, listen, read and write in the foreign language more actively and consciously, thus increasing their confidence and mastery of the language.

In addition, they can foster the development of specific skills, such as listening comprehension, reading, writing and speaking, through the use of fun and stimulating exercises. For example, role-playing can help students improve their conversational skills by putting them in realistic situations where they have to use the foreign language to communicate with other students.

Finally, these approaches can also foster student collaboration and social learning through the use of group activities and competitions. These activities can stimulate students to work together, share their knowledge and skills, and help each other learn the foreign language.

Further, integrating the use of educational video games into the teaching programme leads to several benefits for language learning.

It encourages language immersion: video games can create an environment that allows students to use the foreign language in a real, authentic context.

Listening comprehension is improved: video games can provide examples of foreign language conversations and help students develop the ability to understand more natural speech.

Pronunciation is improved: video games can provide immediate feedback on students', encouraging them to improve and perfect their pronunciation.

Vocabulary is expanded: video games can provide help with vocabulary recall through the insertion of words and phrases in specific contexts.

Collaborative learning is promoted: video games can encourage collaboration among students, helping them to develop communication and teamwork skills.

Clearly gamification and game-based learning do not replace traditionally structured language teaching, but represent an enhancement of it. It is also important to emphasise that the integration of flexible gamification methods and playful tools adapted to the language level of the students should be planned in the didactic design in order to offer students a motivating and, at the same time, effective learning scenario.

Self-Determination Theory:

1. Ryan, Richard & Deci Edward, (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68-78.

2. Ryan, Richard & Deci Edward, (2012). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory. In The Oxford handbook of human motivation (pp. 85-107). Oxford University Press.

3. Ryan, Richard & Deci Edward, (2017). Self-Determination Theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.

Social Learning Theory:

1. Bandura, Albert. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall.

2. Bandura, Albert. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.

3. Bandura, Albert (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

4. Bandura, Albert (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

5. Bandura, Albert. (2001). Social cognitive theory: An agentic perspective. Annual Review of Psychology, 52.

Cognitive Learning Theory:

1. Piaget, Jean. (1954). The construction of reality in the child. Basic Books.

2. Vygotsky, Lev. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

3. Anderson, John R. (1990). Cognitive psychology and its implications. W H Freeman/Times Books/ Henry Holt & Co.

4. Bruner, Jerome S. (1960). The process of education. Harvard University Press.

Game Theory:

1. Osborne, Martin J., & Rubinstein, Ariel (1994). A course in game theory. MIT Press.

2. Binmore, Kenneth (2007). Game theory: A very short introduction. Oxford University Press.

The KEG game – Rationale

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This article focuses on how pupils might benefit from playing the game in terms of motivation and vocabulary learning.

It has been suggested that computer games might be motivating for learning with reference in particular to Self-Determination Theory (Ryan & Deci, 2020), in which a central aspect is intrinsic motivation. Intrinsic motivation for an activity is held to be driven by the extent to which the activity addresses certain basic psychological needs, namely a sense of competence, autonomy and sense of relatedness. Playing computer games is believed to address those aspects of motivation in that it gives learners a sense of challenge and therefore feeds into their sense of competence for undertaking a challenging activity. Games can appeal to learners' sense of curiosity, their sense of control, and thereby feed into autonomy and also a sense of relatedness, of being part of something bigger - in that they usually involve some kind of fantasy in a strong storyline. Playing computer games is also believed to feed into what we call a sense of flow, which is also an aspect of motivation, whereby we feel completely absorbed in an activity.

We explored those issues with regard to the *Knights of the European Grail*, across two different versions of the game. In the one version, learners had no glossary, so they had could not look up the meaning of any words that they did not know. In the second version of the game, they played it with a glossary. We were interested in the extent to which playing the game fosters the key motivational aspects of competence, autonomy and relatedness, and also sense of flow. We were also interested in whether learners perceived a sense of value in playing the game and how useful they felt it was for language learning. Drawing together all those elements, we also then wanted to know how positive pupils were towards the game overall.

It was also possible that male and female students might differ in their reactions to the game, and that positivity and the meeting of motivational needs would be related to how good learners felt they were at language learning. If that relationship did exist, then we might be a little worried, because it would mean that a higher level of proficiency was needed to have high level of motivation for playing in the game. Finally, we wanted to know how much vocabulary is learned through playing the game. For all these areas of interest, we also explored whether the findings differed across the two versions of the game.

We explored those questions firstly through a questionnaire that learners completed immediately after playing the game. Items tapped into all the variables of interest. Here are some example questions, to which learners responded using a scale from 1 (disagree strongly) to 6 (agree strongly):

When I was playing the game, I felt part of the story (Relatedness)

I felt successful when I was playing the game (Competence)

I felt in charge of what was happening when I was playing the game (Autonomy)

Time passed quickly when I was playing the game (Flow)

We also gave learners a vocabulary test, both before and after playing the game, that assessed their knowledge of 30 items that occurred throughout the game.

The game was played by two groups of learners of German in England in year 8 (ages 13 to 14). The first group (44 learners) played the game with no glossary, made up of an even number of girls and boys. The second group who played the glossary version (39 learners) was mainly made-up of female students.

What did we find? First of all, Table 1 shows average (mean) ratings for the two groups:

Table 1

Scale	Minimum	Maximum	Mean		Minimum	Maximum	Mean
	No Glossary				**Glossary**		
Flow	1.00	5.50	**3.97**		1.75	6.00	**3.79**
Competence	1.00	5.50	**3.60**		1.00	6.00	**3.39**
Game value	1.00	5.67	**3.59**		1.33	6.00	**3.38**
Autonomy	1.50	6.00	**3.58**		1.00	6.00	**3.00**
Helpful for language learning	1.67	5.67	**3.49**		1.33	5.67	**3.46**
Relatedness	1.00	5.50	**2.34**		1.00	5.50	**2.24**
Overall positivity	1.53	5.40	**3.40**		1.68	5.42	**3.22**

For the first, 'no glossary' version of the game, almost all aspects of motivation were high, namely near to or above the mid-point score of 3.5, apart from relatedness. For the 'glossary' group, all aspects had slightly lower ratings than for the first version of the game, and again, there was a particularly low level for sense of relatedness, and also for sense of autonomy. For the latter, the difference across the two game versions was statistically significant.

These findings tell us that levels of overall positivity towards the game were high, regardless of the version that learners played. We should however also note the range of responses given, from 1 to 5.5, indicating that learners did respond with a wide degree of variation.

Looking at whether males and females differed in how they perceived the game, we found no differences for the 'no glossary version'. For the 'glossary version', however, boys were more positive than girls on a large number of factors. However, it is important to remember that in that second group, we had a far higher proportion of female learners, which may have affected those results.

Perhaps the most important question is the extent to which positivity towards the game was related to learners' perceptions of their own proficiency. For the 'no glossary' version, we found that most motivational aspects of the game were related, often strongly, to how good language learners felt they were at language learning. By contrast, when we provided a glossary, there was almost no relationship between feeling good at language learning and liking the game. That suggests that having a glossary, or being able to find out what certain words mean, is important for liking the game across the proficiency range.

We also looked at some more qualitative comments about learners' perceptions of the game. Overall, learners liked the storyline and the amount of choice and freedom they had to do what they like when playing the game. We know from motivational theory that perception of choice and freedom are really important for nurturing motivation. Learners liked the interaction involved, particularly in the 'no glossary version', the amount of challenge that was there, and they liked the game design and style. What they disliked, particularly in the 'no glossary' version, was that the language level was hard.

Finally, regarding how much vocabulary was learned through the game, both groups made similar gains in vocabulary knowledge, of around 3. That number seems quite small, but is actually quite respectable when we compare it with what research indicates for how much learning typically takes place per hour of language learning in England, namely an average of 1.79 words learnt (Milton, 2015). We do however need to ask how durable the learning gains from the game are, given that the tests were taken immediately after playing it.

What can we conclude? Generally that learners expressed high levels of positivity towards the game. They did, however experience a lower sense of relatedness, suggesting that it is important that teachers try to develop learners' background and cultural knowledge before they play the game so that they can feel much more part of the story and more personally involved. When learners had access to a glossary, it did seem to have an impact on their sense of autonomy, perhaps because they felt more restricted, although supported. That suggests that it is important that learners do know certain key terms that occur frequently in the game, to limit the number they need to look up. We might also speculate that it is important for learners to play the game repeatedly in order for any vocabulary learning that might occur to be durable.

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Steven Fawkes,

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The Knights of the European Grail game is based in a historical context, and narrated in different languages.

Some of the activities in the Expansion Packs (for players / language learners in schools) are linguistic, and many are to encourage them to develop historical or cultural exploration skills through the medium of language(s) and through access to online texts. Some of these texts include links to authentic historical sources.

Teachers may be interested to consider how they could integrate interesting, engaging historical content (or content from other curriculum areas) into their own teaching plans, especially in relation to exploring relevant linguistic themes, or practising the language skills.

Such things might include the past tenses (in relation to a History theme perhaps) , expressing opinions (Art or Cookery), comparing the past with the present (Social sciences) or indeed exploring themes which are still relevant in the present day: cultural encounters, social structures and technological developments, migration and societal matters.

In recent years developments in the methodology of language teaching across Europe, and more widely, have included a focus on embedding language in the delivery of other areas of the curriculum, or vice versa.

These developments can be grouped under the acronym CLIL (Content and Language Integrated Learning), which is a broad term with a wide range of applications from :

- The full-scale delivery of a subject curriculum through a target language (e.g. the teaching of the Drama curriculum through German)

- Delivery of certain themes and topics through a related language (e.g. in Art, learning about the Impressionists in French. or learning about Picasso and Miró in Spanish (or Catalan).

- Regular, but short inputs in other subjects' curriculum time (e.g conducting warm-up activities in PE lessons through Arabic (or Portuguese or Mandarin ...)

- Occasional delivery of a lesson in the target language when appropriate (e.g. in a Home Economics lesson, learning how to make a pizza in Italian, or).

For some the notion of delivering the curriculum content of a subject in another language is called Hard CLIL, while putting the main focus on the language content is referred to as Soft CLIL.

The principles of planning this sort of learning experience in a developed form are based on the 4 Cs:

Content

Communication

Cognition

Culture

and planning such lessons helps teachers reflect on the amount of target language they use, how much they ask learners to use, and especially how teachers scaffold their linguistic input to be comprehensible. Scaffolding introduces language and concepts gradually, often through visual input (images and video for instance), through brainstorming – for retrieval, through sensory experience, or through warm-up activities such as games or music to reinforce topic-specific language.

For a fuller introduction of the principles of Embedding Language and CLIL, and for further reading, we recommend visiting the website of the Erasmus+ funded project called ELAPSE which includes:

- A structured, teacher-friendly style of presentation,

- Video resources exploring principles and practice

- Lesson plans for classes in primary and secondary schools.

On the ELAPSE website you can

- See video examples of teachers and pupils from different countries, and different sectors, and learn from their experiences

- observe a CLIL lesson, analyse lesson plans and learn how to make your own.

You will also be able to explore international approaches to integrating Language and Content. The main page is here: https://lfee.net/elapse

On this page you will find lesson plan and resources in several languages:

https://lfee.net/elapse/output-2-resources/?wpv-lang=english&wpv_aux_current_post_id=3032&wpv_aux_parent_post_id=3032&wpv_view_count=3049

More articles (in English) and links relating to embedding, to CLIL and Soft CLIL can be found here:

https://www.all-languages.org.uk/research-practice/clil-zone/

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Potential for CLIL-related activities within KEG

Language teachers interested in integrating historical content into their language lessons will want to explore with colleague teaching history what sort of content they include in lessons, and what approaches they take, in order to contribute to students' learning in History as well as in their Language.

However small-scale activities, with a historical aspect, could be chosen for occasional inclusion in the Language course when appropriate, and you may find inspiration from historical, or cultural websites.

Using a photo

Teachers of History often use historical 'sources' as a basis for lesson activities -primary sources are those which survive from the time under study, secondary sources are those created later on by others, often with their own agenda in mind. Teachers encourage students to think like historians and ask pertinent questions.

Language teachers can use photographs of such sources for productive language-focussed activities (alongside such questions possibly). Indeed photographs form part of Speaking assessment in some countries.

This stone shield from a grave has lost its colours.
Speaking:
Which colours do you think it had? Where?
What could the Ss mean around the edge?

Writing:
Write a description of this heraldry.
Create your own heraldic shield and write a description of it, and what the symbols mean.

Tomar, Portugal

This grave stone is in the nave of a ruined abbey church. It originally contained brass to fill the shapes of the matrix.

Speaking:
What sort of person does it record?
Why do you think that?
Why is the abbey ruined?

Writing:
Create a name for the person commemorated here and write a brief biography or fact sheet.

Guisborough, England

In the Middle Ages travel was largely on foot or by horse, or coach and horse(s).

Speaking:
How far could you travel in a day on foot?
How far could you travel in a day on a horse?

Writing:
Imagine where this rider is going and write a short naratuve about their destination, why they are travelling there, what route they take and an incident along the way.

Tournus, France

Valencia, Spain

As a further example (translated into French from an English original text): if you are teaching a class about using the Imperative form of verbs, you might plan a practical activity where the follow instructions (examples of the Imperative in Listening in Reading mode) and move on to giving instructions themselves - in speech or writing.

The English Heritage page below offers a template , with instructions of how to make a mediaeval knight's helmet - *le heaume* in older French, like the modern *casque.*

https://www.english-heritage.org.uk/members-area/kids/kids-castles/medieval-helmet/
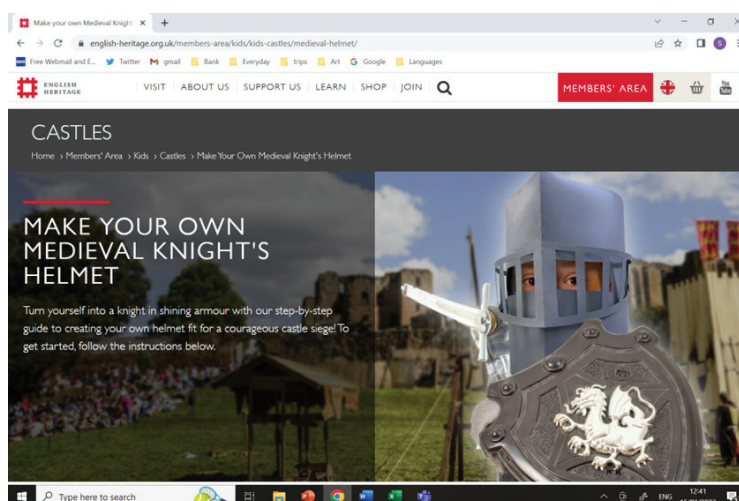

Simplified instructions can be created in your target language to use alongside the illustrations and English text on the webpage. This gives learners a bilingual way into the text, supported by images. In this French example we include different forms of Imperative (informal singular, polite / plural and the Infinitive version – the teacher would chose the one relevant to the class.)

Pour créer un casque, forme médiévale.

Il faut: une assiette, du carton, un crayon , une règle, des ciseaux, de la colle, etc.

- Cherche / Cherchez / Chercher une assiette un peu plus grande que le tour de la tète.

- Place / Placez / Placer sur le carton. Avec le crayon, trace / tracez / tracer le tour de l'assiette.

- Ajoute / Ajoutez / Ajouter un petit triangle d'un côté pour faire la forme d'une larme.

- Trace / Tracez / Tracer autour de 'la larme', à environ 2 cm de plus large. Avec les ciseaux découpe / découpez / découper la nouvelle forme. C'est le haut du casque.

- Fais / Faites / Faire des incisions entre le bord de la nouvelle forme et la forme d'origine pour faire des languettes. Replie / Repliez / Replier les languettes sur la forme d'origine.

- Pour faire les bords du casque, découpe / découpez / découper un rectangle dans du carton, environ 30 cm. sur 60 cm.

- Plie / Pliez / Plier en deux et enlever un triangle.

- Pose / Posez / Poser la carte pliée sur la tête et marque / marquez / marquer avec le crayon la position des yeux. Découpe / Découpez / Découper ici des trous (de largeur 16 cm. Environ) à 8 cm des deux côtés du pli.
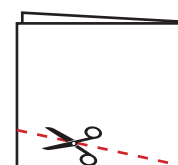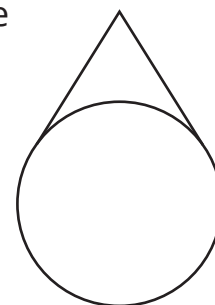
- Déplie / Dépliez / Déplier la carte. Colle / Collez / Coller les étiquettes à la pointe de 'la larme'. Attache / Attachez / Attacher les deux côtés avec du scotch.
- Télécharge / Téléchargez / Télécharger les deux maquettes de la visière . Attache / Attachez / Attacher-les a du carton avec du scotch et découpe / découpez / découper sur le pointillé.
- Colle / Collez / Coller les étiquettes des visières ensemble.
- Colorie / Coloriez / Colorier.

Scenario based learning

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What's your thinking on … Scenario based learning (SBL) with the help of a language-learning app?

When developing and building our language-learning app "Knights of the European Grail" (KEG) that supports a game-based approach to learning six common European languages, the consortium's plan was to introduce learners and their teachers alike to a broad range of possibilities on how to use the app inside and outside the language classroom.

Before moving on to five possibilities to showcase the versatility of the app and its use, let us define what scenario based learning really is, and why this way of learning enhances any learner's experience.

What exactly is SBL?

According to eLearning website Aptara, SBL is

> *'a prominent instructional approach that is used widely for online training purposes. The process of **scenario-based learning** employs an "active learning" strategy. It gives the learners a realistic and highly relevant learning experience by leveraging the real-life scenarios included in the scenario-based learning process. These processes help with a high engagement rate because of their immersive approach."* (1)

If you add gaming elements, as the KEG app does, and offer the opportunity to train individual skills such as listening and grammar skills relevant for learning any language, the learners' experience is even more profitable as they *"will have more fun and engaging experiences as a result of the interesting scenarios, making the training content more engaging, memorable, immersive, and applicable."* (2)

SBL activities for the KEG app

All the following activities will be based on the Common European Framework of References designated language levels for A1 and A2 (to be found here: Common European Framework of Reference for Language skills | Europass). Relevant topics will be included in each of the tasks and scenarios presented, in the order of the countries appearing in the game (Portugal – Spain/Italy – Germany/France – Great Britain), alongside a progression from A1 to A2, and involving the four skills of language learning (reading, writing, speaking, listening).

SBL 1 based on the KEG vocabulary minigame

The minigames appear within the storyline of the main KEG game, but players/ learners can also access them through the main menu directly. (In other words they do not have to play through the whole game in order to find them, when they wish to improve their vocabulary skills.) The topics covered are those listed within the range of A1 and A2, such as weather, colours, food and drink, clothes, and jobs.

To take this activity further, learners could describe the persons in the scenes: the main characters, Artemisia and Richard, or any of the others. They could also describe the scenes themselves. For instance:

in Porto: characters, weather, scene, traditional food and drink;

in Toledo: festivities, months, days, holidays;

in Florence: open air markets open air events, frequency;

in Marseille/Cologne/Tintagel: jobs, typical working days

cf. also the extra educational materials on the KEG project website https://www.goethe.de/prj/keg/en/edu.html

and post their contributions to online pinboards like Padlet. In a next step, they could develop their own app-based language exercises, or quizzes with e.g. LearningApps (LearningApps.org - interaktive und multimediale Lernbausteine) to create further fun activities for their peers (and for their teachers' future use!) alike.

Thus, we encourage an active application of learners' language skills, where they have fun in creating an additional language component while also actively using their skills.

SBL 2 based on the KEG grammar minigame

The grammar minigame in the KEG game shows a word grid in which learners have to find the right word to fill a gap in a given sentence.

Taking this example, for further work with the vocabulary presented in this minigame, learners could create

- word lists, or graphics, related to the missing word in a sentence, to build up the learners' vocabulary range (e.g. likes, looks for, is making ...)

- a different vocabulary build-up exercise, by either adding other topics Artemisia loves, or choosing topics she dislikes/hates,

- other sentences based on the structure of a sentence chosen in the word grid (here: following the pattern of subject-verb-object),

- questions for their peers based on the sentences completed in the word grid. These could also be acted out as dialogues or recorded.

SBL 3 – communicative scenario on speaking exercises

The two approaches in the previous examples of minigames in the KEG app, allow engaging with the game through a set skill approach. In order to also encourage players/learners to speak (to each other), you could combine any of the activities suggested in SBL 1 and 2 with the task of creating a dialogue or between characters in the game, or between the player and a character. By creating dialogues on topics of their choice and recording themselves with tools like e.g. Vocaroo or Audacity, learners can also practise this essential language-learning skill not directly implemented in the KEG app, and can share their results on e.g. Padlet for others to like or comment.

SBL 4 based on the general historical and cultural background set in the KEG app

This scenario lends itself ideally to creative writing tasks, as the KEG storyline offers a variety of interesting topics to choose from:

- The importance of stories and storytellers, and of traditions being passed down: Players/learners start a new story around the lore the KEG game showcases; the could challenge their peers to finish their story appropriately (e.g. on Padlet or Etherpad).

- Time travelling / time machine: Players use their imagination to make Artemisia and Richard teleport. or time travel into modern versions of the cities mentioned in the game, to explore changes and survivals. They might also observe modern versions of themselves, describe appearance and where the live, invent the way they make a living, outline their daily lives, and then record this new story or create a podcast episode on it.

- Importance of craftsmanship in the Middle Ages: Learners could research crafts mentioned in the KEG game (beer brewing, iron-working, making mail, fletching, the work of different guilds) and additional crafts. The could then create an e-magazine (e.g. with Flipsnack) to share with their peers in graphical or written form.

- Scholars, politicians and merchants: Learners teleport the scholars for instance into the modern world and write a diary entry of e.g. Thomas Aquinus in the 21st century, reflecting on the ways his way of working has changed (publication tools, what media to be used, how to do research, challenges scholars are facing etc.).

SBL 5 based on the legend of the Arthurian knights and knighthood in general

Although not explored explicitly in the story, the KEG game alludes to King Arthur and the legend of the Arthurian Knights many times, and also, for instance, features Tintagel, the legendary birthplace of King Arthur.

Here is a selection of topics and tasks to further exploit the story, and enrich experience in connection to the KEG game:

- The story of the round table: Learners are presented with additional materials on the round table by their teacher and then create quizzes on e.g. LearningApps for their peers.

- The secrets of the Arthurian Knights and their importance in Medieval English society: Learners do their own research on the Arthurian Knights and create an escape room based on knightly tasks, e.g. with Genial.ly. Alternatively, they create scenes and dialogues between various knights / an interview with one or two knights and then write a newspaper article.

- Typical virtues of a knight: Learners do research on knightly virtues and trace Richard's way to become one by creating a comic strip (e.g. with Powtoon)

- The mediaeval castle: European countries are rich in the remains of castles from the Middle Ages, many of which shared similar defensive and offensive features. Players / learners can locate images, animations and descriptions to allow them to show parallels, and illustrate / describe how fortifications evolved technologically in different geographical contexts.

Hopefully, this short illustration of tasks based on SBL learning shows how teachers might adapt, or develop the KEG storyline and characters, to gain further value for language learners using an app like KEG when studying a language.

(1 and 2 - Quotations taken from: [What is Scenario-based Learning and how does it help? - Aptara Corp](), last accessed February 17 2023)

Contents of the KEG Expansion Pack

Steven Fawkes is a Trustee of ALL, and an active volunteer

Crista Hazell is ALL's Development Manager

The Expansion Pack is the name we give to resource for the language learners in your classes / players at home who are using the game.

We choose this name because we want them to expand their knowledge of European life and history, and expand their use of language (or languages) through productive activities. We want to encourage leaners to be curious, and know that teachers may not have time to explore all of these things in class.

The activities in the Expansion Pack are for independent use by players, and include research tasks linked to the themes of the game. You are welcome to use these activities individually for homework tasks, if they are appropriate to your learners.

The Expansion pack is made up of 6 documents , each one focused on one of the countries visited during the game. They share a general introductory section before the separate activities / challenges.

Each document is available in all 6 languages of the game, in case it is useful to offer the text for bilingual reading (e.g. a learner of English might like access to the version in their own language to help their comprehension.)

The challenges may be most suitable when your students have played through the related part of the game, which starts in Portugal, but can be used at your chosen time.

The sequence of countries visited in the game is:

1. Portugual

2. Italy

3 Spain

4. France

5. Germany

6. Great Britain

Overview of the challenges and activities:

Portugal	Italy
Maps Mediaeval fashion Porto reporter Time Travel Poster The world then and now What's in a name? Knights in Portugal Monastic orders in different parts of Europe The technology of manuscripts. Travel, pilgrimage and trade in mediaeval Portugal Extra: Maps Quiz	Historical map Time travel: Italy and the world / Florence Italian tower houses Market Italian clothing Giotto Gulids Extra: Fantastic animals
Spain	**France**
Map: Europe in 1250 and 2017 Rulers in Europe in 1250 Alfonso X the Wise Spanish royal fact file Banquet Mediaeval tapas Food imports Tapas and King Alfonso X Castles in Europe	French and France – language, Francophonie Did you know ...? Historical maps Rulers of France Multilingual France French architecture French knights' equipment French cuisine Monastic life: Dominicans Extra
Germany	**Great Britain**
Medieval German towns German Christmas markets Burg (Castle) Eltz Be inspired! Creative writing Travel to Cologne Digital tourist itinerary Go old school! Time travel: Knights and the modern world Extra: Join the game!	Historical map Britain's Arthurian story: Merlin and Tintagel World history Time travel: Tintagel The life of a squire Mediaeval characters and craftsmen Monks and nuns: orders Illuminated manuscripts Extra: Be a reporter

The contents of the Expansion Pack were created by European partners in the project. We believe that curiosity can be a powerful motivator, that young people are very diverse in their interests, and that challenging students to find things out for themselves is a valuable way to engage them creatively and actively. Accordingly the themes we have selected are very wide-ranging. You never know what might intrigue players! We have tried to

keep the language level down in order to give access to the widest range of players , and the are invited to respond at their own language level.

Advice is included in the Expansion Pc introduction about using translation tools, and about staying safe online. Teacher may wish t reinforce this in line with their local policy.

Teachers (and players) who have access may wish to use the eTwinning platform to share learning activities linked to KEG , or outcomes emerging from the game, with colleagues from all over Europe, so that different approaches can be celebrated.