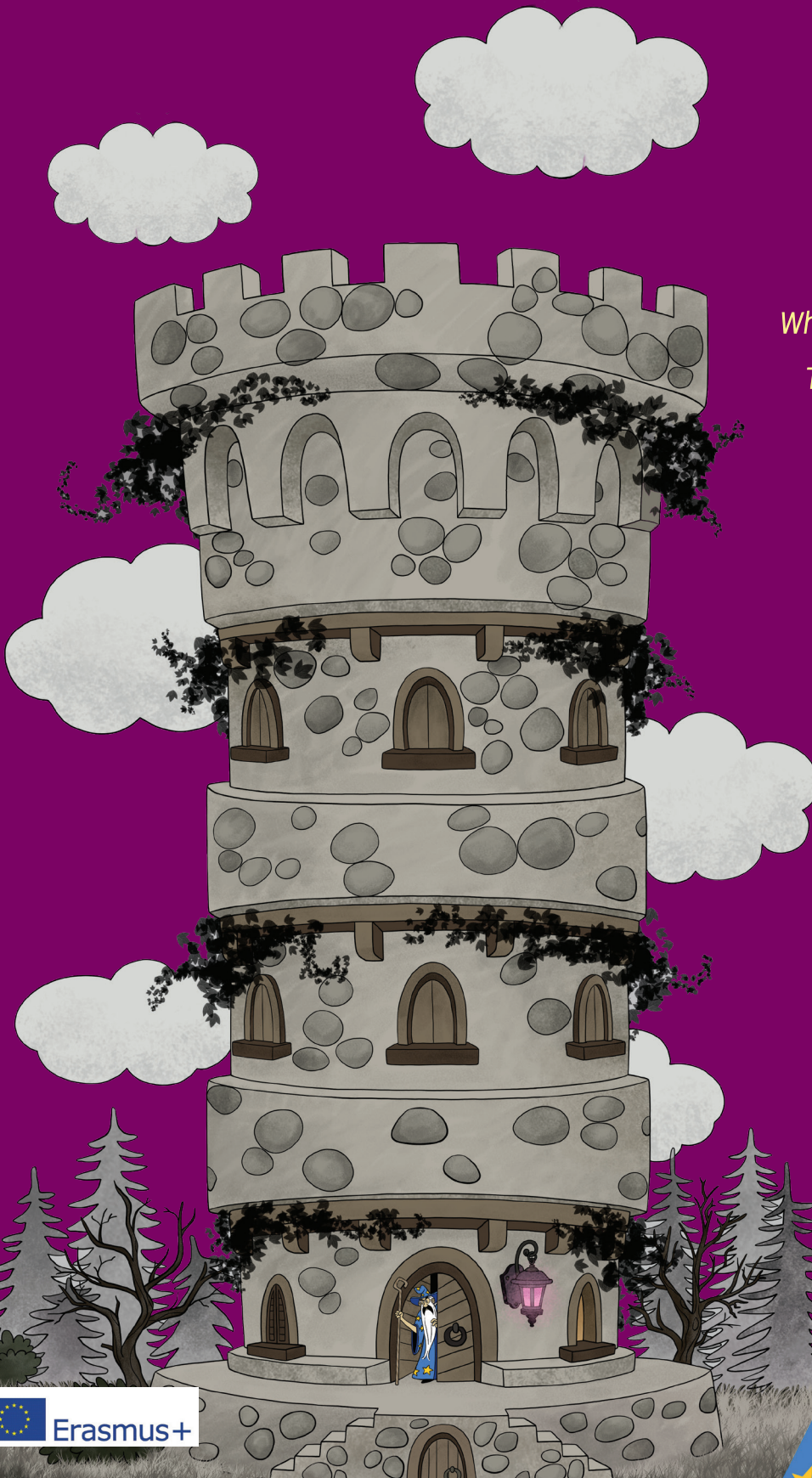


# Manual for THE LANGUAGE MAGICIAN

This manual is an introduction to the innovative Erasmus+ co-funded online game.



*Use your magic, cast the spell,  
Use your language, do it well,  
Let's create a wizard's tower  
Where your language has the power.*

*Try your best, and stay in focus:*

*Use your magic: Hocus Pocus!*

*Abracadabra!*

*Incantesimo! Incantesimo!*

*Hokus Pokus Fidibus!*

*Abracadabra! Pata de cabra!*



# CONTENTS

<b>Our rationale</b> .....	<b>4</b>
<b>The story</b> .....	<b>7</b>
<b>The characters</b> .....	<b>8</b>
<b>How to administer the game</b> .....	<b>10</b>
<b>Sample certificate</b> .....	<b>18</b>
<b>The challenges in the game</b> .....	<b>19</b>
<b>Templates at Level 1, purpose of the tasks</b> .....	<b>20</b>
<b>Additional templates at Level 2, purpose of the tasks</b> .....	<b>28</b>
<b>THE LANGUAGE MAGICIAN in Europe</b> .....	<b>32</b>
<b>FAQs</b> .....	<b>34</b>



This Manual aims to be a comprehensive guide to THE LANGUAGE MAGICIAN game.

There are also:

- Trailers (3 minutes long) available via the website in 4 languages by searching for 'THE LANGUAGE MAGICIAN' on YouTube
- Video Tutorials available on the website (8 minutes) in 4 languages
- Quick Guides to remind you of the process when you are using the game on future occasions (pdf for download)
- Speaking Modules to go alongside the game (activity plans in pdf format for download)
- THE LANGUAGE MAGICIAN song in 5 languages (audio and lyrics for download) plus a karaoke version available via the website or by searching for 'THE LANGUAGE MAGICIAN' on YouTube
- and Classroom Resources (lesson plans in your mother tongue and worksheets in the target language) (pdf format for download).

[www.thelanguagemagician.net](http://www.thelanguagemagician.net)



## Our Rationale

THE LANGUAGE MAGICIAN is first and foremost an enjoyable game which engages pupils through its attractive graphics, characters and storyline and sets them challenges, some of which are in a language they are learning at school.

The aim of this Erasmus+ project has been to create a light-touch, game-like experience which, at the same time, provides information to teachers, on pupils' individual achievements and progression in Reading, Listening and Writing in the language they are learning. There is no cost for use of the game.

THE LANGUAGE MAGICIAN team's take on assessment is that we want pupils to be able to show what they can do! For that reason, there is no 'teaching to the test'. The game offers a light touch snapshot, wrapped up in a playful environment, which generates reliable and comparable data quickly and easily, for the teacher to use. Researchers in the Pilot found that pupils were happy to play the game more than once, so any gaps in learning can be worked on, and then progression can be seen the next time around. Pupils are, in any case, always rewarded with a certificate; we do not want to put anyone off with marks or grades.

Assessing pupil progression is an essential part of the teaching and learning process, and teachers are highly skilled in doing it. THE LANGUAGE MAGICIAN is a supplement to the teacher's skills of assessment for learning, and aims further to support those teachers who are not specialists in language teaching in feeling confident that they have robust information, which is widely valued, about these Language skills:

Listening – at Level 1 the emphasis is on **practical communication**: comprehension of oral messages on familiar topics, classroom instructions, recognition of familiar vocabulary and discrimination between sound patterns and intonation.

At Level 2 the pool of vocabulary is extended, and there is more working with sentences. Children will also demonstrate that they remember basic grammatical features of the language they are learning. We have added new exercises for the thinking skills area which will add a lot of fun and language at the same time.

Reading - pupils should be able to understand short written messages on familiar topics (at word, phrase and sentence level) and the general meaning of the written text as well as familiar vocabulary items.



Writing - familiar objects and activities beginning at word/phrase level and moving on to writing simple sentences. As writing is not a requirement in language lessons in every country at primary level, only 15 of the 90 tasks deal with this skill specifically, at the end of the game.

In order to observe pupils' thinking skills, there is also a section of tasks where two skills are integrated.

In some countries, there is an expectation that pupils should develop knowledge of sound/spelling links; listening activities are included for this purpose. Also, the Speaking module provides evidence of phonics knowledge when reading aloud.

We have provided enjoyable Speaking activities in the Classroom Resources on the website in the style and mood of the game. By using the suggestions, teachers will be able to test all four skills within the time frame of two language lessons.

The criteria for Speaking are based on international comparisons, as are the designs for the language games and the corpus of language, whilst a synopsis of standards in Primary Schools from four European countries was used as the basis for the online tool, so that pupils' achievements are assessed against international standards.

The advantages we identified for using a computer game as an assessment tool are:

- It is motivational and not threatening.
- Progression can be shown by repeating the games at intervals.
- There is no preparation for the teacher or the class concerning specific language content; only the organisation of equipment is needed. (The teacher can though use, or adapt, the activities suggested in our Classroom Resources to prepare pupils for the type of tasks they will come across in the game. Three lessons, and follow-up activities are planned for you.)
- No marking is required - results are compiled automatically into a table after the session.
- Pupils receive a certificate, which can be printed out.
- Three key language skills are tested in the game: 'listening', 'reading' and 'writing'. Additionally some exercises are designed to test general thinking skills. We refer to them as 'integrated skills'.

THE LANGUAGE MAGICIAN game is most appropriate for pupils between ages 6 and 11 and researchers found that the game appeals to pupils right across this age-range. Your choice of when to use it with your class will depend on hours of learning (which varies considerably between countries) and language level. Clearly in countries where there are more Language lessons per week, pupils would be able to play the game earlier than elsewhere.

**As a guide:**

There are two levels to the game.

We recommend using Level 1 of this game with pupils who have had at least 50 – 70 hours of language learning and who are used to working at sentence level. (In England, for instance, this is likely to be in Year 5.)

The recommended model is to use the game in the early part of the school year, and then again at the end of the same year, in order to give pupils a sense of progress.

We recommend using Level 2 in the same way the following year.



## The story

The pupils in your class play the game as individuals; each one takes on the role of a young magician, living on a farm and developing magical skills; at the start of the game they choose the appearance of their avatar.

With lots of animal friends on the farm, life is good, until, one day an evil magician living nearby in a dark tower decides that he needs company and kidnaps the animals.

The young magician now has to try and get them back by overcoming the challenges of the dark tower. The main story is told on screen in the language of schooling/ mother tongue which you select (English, German, Italian or Spanish); only the language challenges are in the foreign language.

As the evil magician has cast his spells in a different language to imprison the animals, the player must use language skills to overcome them. The player is just a young magician with a lot to learn, but everybody knows that the evil magician's power is concentrated in his hat.



**Will the young magician's language skills get the animals back and gain the hat, to use its power for good?**



## The characters

The player begins the game by entering the nickname they will use and then designing the avatar they will play with; this avatar will also appear on the certificate at the end of the game.



Pupils involved in piloting confirmed that what they like most was:

- Collecting magic stars
- Casting spells
- The element of challenge
- Saving the animals, who are:



**Bear**

Cozy, clever, a bit sleepy and hungry



**Cat**

Refined, quite aristocratic



**Crocodile**

Regal, open-hearted, toothy!





**Dog**

Busy, impatient,  
sometimes clumsy



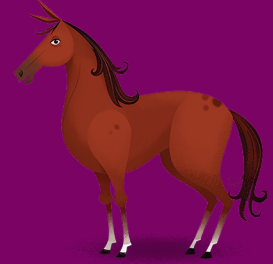
**Elephant**

Old, a bit forgetful,  
full of experience



**Giraffe**

Bright, determined,  
a bit distant



**Horse**

Beautiful, graceful  
and a little bit vain



**Lion**

Bold, but secretly  
insecure, proud



**Mouse**

Smart, lively and  
loyal to the family

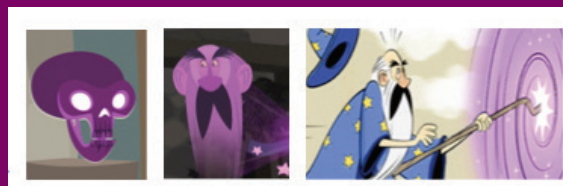


**Rabbit**

Cute, helpful,  
candid and careful

The animals are transformed into doorknockers in the wicked magician's tower; by clicking on the doorknockers the player can listen to the funny remarks the animals make before starting to solve the tasks.

The final character is of course Winivil - the wicked magician himself - in different guises.



## How to administer the game

*a) How much time do I need to allocate?*

The game itself takes just 35 minutes, but you should allow enough time to set up, to explain at the start and summarise at the end. The technical set-up will depend on which room you are in, how familiar you are with using the equipment, whether you have a technician or assistant to support you, etc.

As an indication, you should consider:

**Doing a trial** – checking the game for yourself **before** the game session

**Setting up the equipment** - placing and switching on devices; organising headphones; accessing the game; creating new session(s)

**Starting the game** (pupils / you - inserting session code; pupils - inserting nicknames; pupils - customising avatars; you – checking on the dashboard that they are connected and starting the session)

**Class playing the game** (you – monitoring progress, and inserting details\* on the Teacher Dashboard) – 35 minutes

**Printing and issuing certificates** (The certificate can be printed at any time after the session once they have been downloaded.)

Birthdates and approximate hours of learning need to be entered by the teacher before, during or after the session. The data is needed for research purposes.

*b) How should I prepare for the game session? – preparing pupils*

It is not necessary or desirable to teach specific language content in advance: one of the principles behind the game is to look at pupils' skills and flexibility as well as their knowledge, for example their skill in recognising sound/spelling relationships, so it is not essential for them to 'know' all of the words.

The project researchers confirm that primary children of different ages enjoy the game however successfully they do in the challenges, so you could just tell them about an enjoyable game they are going to play.

**Lesson materials:** To introduce the concepts, characters and style of activities in the game, there are materials for up to three introductory lessons in the document called *Classroom Resources* available from the website. You can use, or adapt, these if you wish in advance of playing the game, so that the class has an idea of the story, characters and types of tasks they will meet.

There are also activities to use after the game to target specific skill areas.

Prepare with the class the nicknames they will use in the game, and collect the list so that you can remind them when they log in, and so that you can match them to the results after the game.

*c) How should I prepare for the game session? – preparing myself*

Make sure you have registered for THE LANGUAGE MAGICIAN via our website before you want to use the game. Your account – which will be your teacher dashboard – will be activated within 24 hours.

Check you have the list of nicknames and add the birthdates for the pupils as well as the (approximate) number of language learning hours they have experienced.

*d) What do I need? – equipment*

- Computer, laptop, iPad or tablet for each pupil
- Internet connections for each device
- Headphones for each pupil

The game can be played on iPads/tablets, laptops or desktop computers. **Each pupil needs a device and there should also be a device for the teacher to start and monitor the session.**

If the game is played on iPads or tablets the app should be downloaded from the Apple Appstore or the Google Playstore prior to the test onto each iPad.

If the game is played on desktop computers, it needs to be opened in a **Firefox or Google Chrome** browser (the game does not work with Internet Explorer). The latest version of the should be used. The computers should have at least a 64bit processor.

Each pupil needs a pair of headphones and it is recommended to connect the headphones to the devices before starting the game to check for possible audio problems.

- **Web Version**

- PC or Mac

- **Android Version**

- Tablet (There is no mobile phone version)

- Android Version 5.0 or higher

- **iOS Version**

- iPad Version 2nd Generation or newer

- iOS Version iOS 9.0 or higher.

## **Internet connection**

The devices can be connected to the internet via the school's WiFi or in the case of desktop computers via an internet cable.

SIM cards for a mobile data connection (satellite connection) are another option to connect iPads or tablets to the internet.

The WiFi signal or the mobile data connection (4G) should be checked in advance to make sure that it is strong enough. The data volume consumed by the game is quite small. If you prefer not to rely on the school's internet connection, you could create your own hotspots to connect several devices. A mobile data connection can be created with SIM cards in the i-pads or via a mobile phone.

A printer is needed if you wish to print the pupils' certificates. The certificates can be printed immediately after the game session or at any time later.

*e) What else do I need?*

Protecting data is important.

Pupils will use nicknames to log into the game to protect their privacy. We recommend assigning nicknames to them - at least 3 letters long, and with alphabetical letters only - and preparing a list with the nicknames and birthdates in advance.



Example list:

Nickname	Pupil name	Date of birth	Hours of language learning (approx.)



The list will help you match pupils and results after the game and also save time when inputting the data required for the download in the teacher’s dashboard. (Please note that it is sufficient for date of birth to put 1st of the month and the year if that is easier.)

*What else do I need?*

Ahead of using the game, to confirm you are a schoolteacher, you will need to register here:

<https://teacher.thelanguagemagician.net/>

Your account will be activated within 24 hours and is accessible with the password of your own choice only.

For enquiries please contact: [infos@thelanguagemagician.net](mailto:infos@thelanguagemagician.net)



Once your account is active, you can access the teacher dashboard and open a game session.

These are the links for the different types of devices to be used for playing the game:

Game to be played on desktop computers or laptops (that are not tablets) - open this link in Browser:

<https://game.thelanguagemagician.net/>

(use Google Chrome or Firefox on Windows/OSX computers. Please avoid using Internet Explorer.)

From there, proceed to the link **“I am a teacher”** which will open a separate tab or window. Use your teacher account which works like a dashboard and open a session for your class.

Game App on iPads:

<https://itunes.apple.com/us/app/the-language-magician/id1138009452?mt=8>

If you are using an iPad for playing, the teacher dashboard needs to start the session on a separate device from where you play, due to restrictions at Apple. You could use a phone or another computer for this purpose.



Game App on Android tablets:

<https://play.google.com/store/apps/details?id=at.ovos.thelanguagemagician&hl=en>

If you are trialling the game yourself on a desktop computer you can open a session by entering your account and using the dashboard in one tab.

<https://teacher.thelanguagemagician.net/>

Then open the game in a second tab by using <https://game.thelanguagemagician.net/>

*f) How do I open a session?*

In the teacher dashboard, enter the name of your **class** and select your **test language**

i.e. the language your pupils are learning. (To trial the game yourself you also need to fill this in.)

Select a **support language** i.e. the language of schooling / Mother Tongue of your country; the storyline of the game will be told in this language.

When you have entered the required information and agreed to the terms and conditions, the button will turn green.

Click **'Create New Session'** and choose from the drop-down menu

### Level 1 or Level 2

A four-digit code will appear; this is what you or your pupils need to enter on their devices to log in.

You can prepare their devices by filling in the code yourself; this should connect the devices to the teacher dashboard, or your pupils can fill in the code for themselves.

Pupil screen awaiting code:



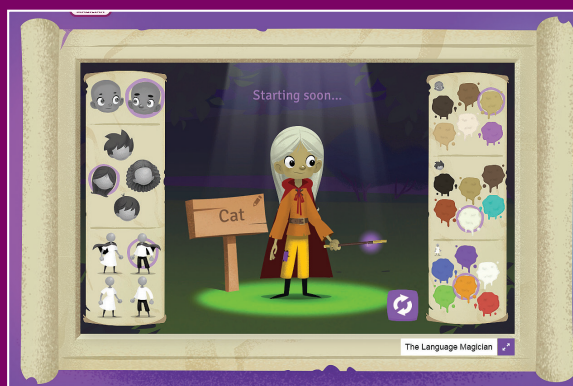
Pupil screen with code inserted:



*g) What happens next?*

The pupils' devices now connect to the session you have opened at

<https://game.thelanguagemagician.net>



Pupils fill in their agreed nickname, choose their avatar and make their options for their appearance. (Allow no more than 5 minutes.)

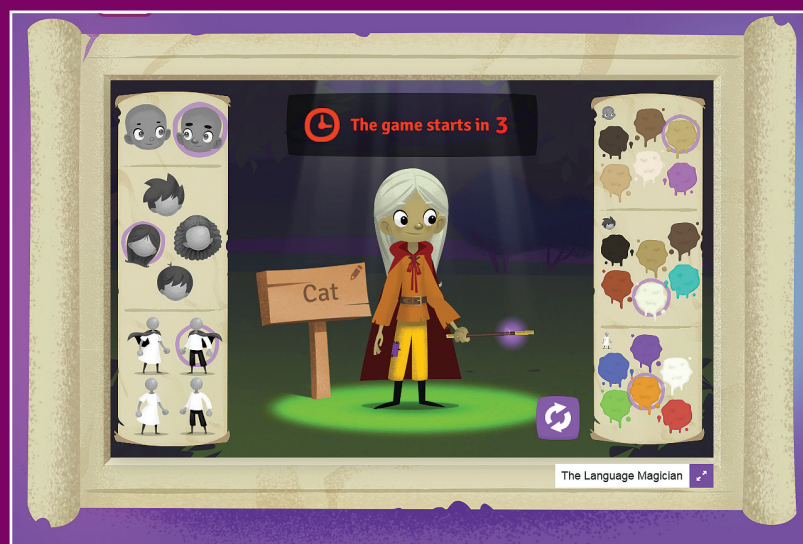
Meanwhile, open the teacher dashboard in another tab:

<https://teacher.thelanguagemagician.net>

Here you can check how many pupils have logged in, and then track their progress and how much time they have left.

Once all pupils are connected and ready, you press the Start button. The pupils will see a countdown of 5 seconds on their screen before the game begins. The session will now start automatically with an introductory animation.

Pupils do not see any indication of the time they have spent until the 5-minute warning at the end of the session, but you can see progress on the dashboard.



*h) What do I do during the session?*

You need to fill in on the teacher dashboard pupils' nicknames so that you can match them to the results after the game (using the list described above). Through the dashboard you can also monitor every pupil's progress in the game, and check for any problems, e.g. with the Internet connection.

### **Possible problems**

If in individual cases, the game should crash or freeze it is best to close the browser completely (desktop computer) and re-open it – the game continues where the pupil left off.



In the case of iPads/tablets it is best to switch off the device and switch it on again (NB not just the screen but the device itself).

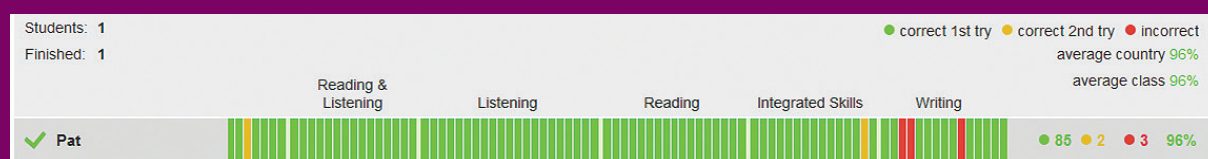
If the audio does not play when using iPads it is best to switch the iPad off and on again (as above, switch off the entire device, not just the screen) – the game continues where the pupil left off.

For any issues or problems please refer to the website.

i) *How do I access the results?*

At the end of the game, the program gives you the option to close the session. You confirm that all details are completed, and can then download the class spreadsheet with the results for your own use. You may wish to take a screenshot at this point as a back-up.

Example: one row only of the sheet:



The spreadsheet indicates the performance of individual pupils in the different areas of the game; the top row indicates the floor, task number and nature of the task.

The colour coding indicates:

**green** - task completed correctly at first attempt,

**orange** – task completed at second attempt,

**red** – task not completed or not attempted.

The spreadsheet indicates the language skills involved in each of the challenges.

As well as the pupil's score there is available an average score for all pupils in your class, in your country, and for all pupils ever and anywhere.

The spreadsheet should allow the teacher to spot areas where most pupils do very well, as well as those where they may require support or extension; activities to provide further practice are available in the *Classroom Resources*.

At this time, you can also download a certificate for each pupil to print out. Only the nickname will appear on the certificate; of course, you can fill in the pupils' real names if you wish.

**Results on pupil's screen at the end of the game:**



**Sample Certificate:**

**CERTIFICATE OF MAGIC**  
FOR

YOU ARE NOW A CERTIFIED MASTER LANGUAGE MAGICIAN FOR GERMAN ON LEVEL 1

07.05.2018

ROMY your avatar

87% FLOOR 5 # CLASS: 97%

89% FLOOR 3 # CLASS: 89%

100% FLOOR 1 # CLASS: 100%

96% FLOOR 2 # CLASS: 96%

100% FLOOR 4 # CLASS: 100%

! EVIL MAGICIAN DEFEATED!

↑ your animals

Supported by Erasmus+

THE LANGUAGE MAGICIAN

THE PERCENTAGE SHOWS HOW HIGHLY YOU SCORED ON EVERY FLOOR OF THE MAGICIAN'S TOWER. FLOOR 1: LISTENING & READING SKILLS / FLOOR 2: LISTENING SKILLS / FLOOR 3: READING SKILLS / FLOOR 4: INTEGRATED SKILLS / FLOOR 5: WRITING SKILLS



## The challenges in the game

The language challenges in the game are presented using templates which are illustrated and explained below. The challenges are embedded into the storyline:

*Winivil, the evil magician, has turned the player's animals into doorknockers in his tower. To free the animals and return them to their farm, the player has to collect magic power, in the form of stars, in their wand. When they have enough they can cast the spell to release the animals.*

The player will be guided through the five floors of evil magician's tower, with challenges in a sequence of skills suggested during piloting of the game.

At Level 1, challenges on the first floor focus on reading and listening, followed by listening skills on the second, reading skills on the third, integrated skills on the fourth, and on the fifth - writing skills.

The player can have more than one attempt at a challenge – when this happens the language content in the task does not change, but the choices in the task will be shuffled randomly.

There are indications of language topics in the illustrated template section which follows.

You can read more about the development of the tasks and underlying benchmarks in the following article: Prof. Norbert Schlueter (Leipzig University) THE LANGUAGE MAGICIAN: Preliminary considerations for task development based on standards, skills and language levels.

<https://www.thelanguagemagician.net/standards-and-principles-for-the-design-of-the-language-magician-tool/>

The following templates show example tasks from Italian, French, Spanish or German as the test language.



## Templates at Level 1, purpose of the tasks

### Floor 1 - Task 1 – Warming up

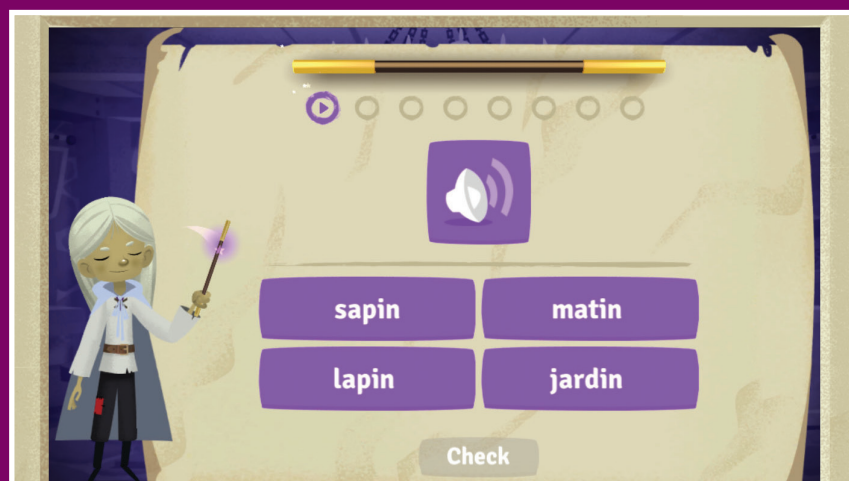
Players **read** a word or sentence and have to choose which picture represents what is written. The task starts with words and becomes more complex with phrases and sentences. It shows whether pupils are familiar with the written forms of the vocabulary and are able to translate a sentence in their head. Topics include: food, clothes, animals, time, locations, parts of the body, hobbies, adjectives.



### Floor 1 - Task 2

Players **hear** a word or phrase and have to choose which word represents the written form. The task assesses whether pupils can understand the vocabulary and match grapheme and phoneme. It can also show whether pupils are familiar with the written forms of the vocabulary.

Topics include: colours, numbers, clothes, animals.





### Floor 1 - Task 3

Players **read** a word or phrase and have to choose which audio file represents the written form. The task assesses whether pupils can understand the vocabulary and match grapheme and phoneme. It can also show whether pupils are familiar with the written forms of the vocabulary.

Topics include: colours, numbers, clothes, animals.



### Floor 2 - Task 1

Players **listen** to a sound file. They see four pictures and the spoken word(s) to match the correct picture.

The task assesses whether pupils understand certain basic vocabulary, and by clicking on the visual can show that they know the phonemes of words.

Vocabulary includes animals, food, weather, parts of the body, clothes.



## Floor 2 - Task 2

Players see an image and **listen** to four sound files. They decide which sound file is the correct one for the picture. This task assesses whether pupils can differentiate between words that may sound similar. The task moves on in level with the use of sentences - here, understanding simple statements.

Vocabulary includes common topics such as: home, seasons, vehicles, animals, expressing likes/dislikes, feelings or hobbies.



## Floor 2 - Task 3

Players see a picture and **hear** a sentence. They decide whether the sentence represents what the picture shows and click Yes or No. The task assesses if they can understand the phonetic representation of simple statements.

There is of course a 50/50% chance of getting the task right, it is included as a motivational way of exposing the pupils to sentences in the foreign language.

Topics include: prepositions, hobbies, home.



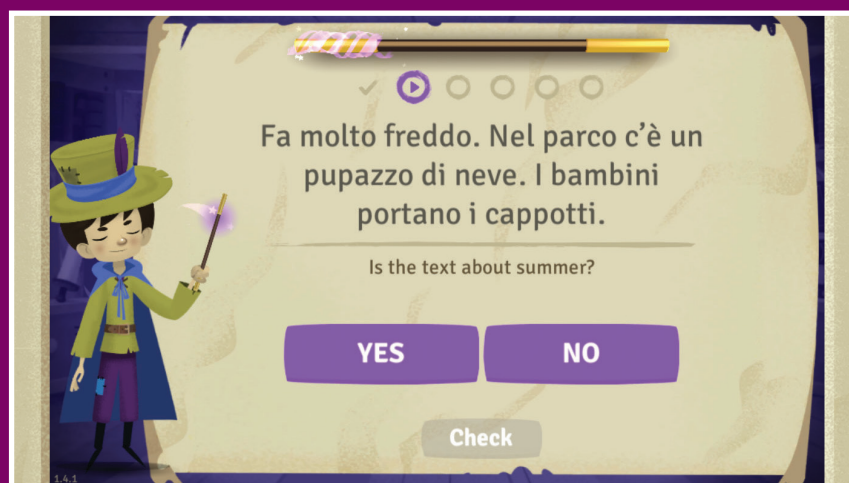
### Floor 3 - Task 1

Players see a picture and **read** a sentence with a missing word. Four graphemes are presented and they have to choose which word belongs in the sentence. The task tests whether the pupils can match the visual with the correct word. The sentence structure assists with making the right choice. Topics include: food, home, family, classroom instructions, seasons, cultural aspects



### Floor 3 - Task 2

Players **read** a text, consisting of two sentences. They have to decide what the topic of the text is. This task is the simplest form of testing reading comprehension. They will get a suggestion and can answer with YES or NO. Topics include: family, food, weather, hobbies.



### Floor 3 – Task 3

Players **read** scrambled sentences. They sort out the order of the words in each sentence. The task tests whether they are familiar with the general word order in a sentence in the foreign language – an early indication of grammatical awareness. Topics include: feelings, food, location, seasons, numbers.



### Floor 4 – Task 1

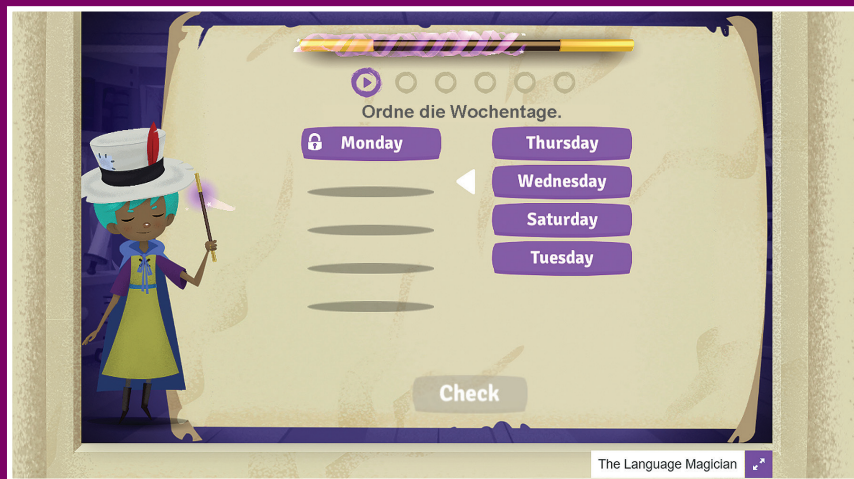
Players listen to a phrase or sentence. They decide how to continue the conversation by choosing from four suggestions which they can **read**. The task tests understanding of simple dialogues. By choosing the correct form, the pupils show that they can act appropriately in the foreign language at a basic level. Topics include: greetings, favourite items, age and name questions, likes and dislikes.





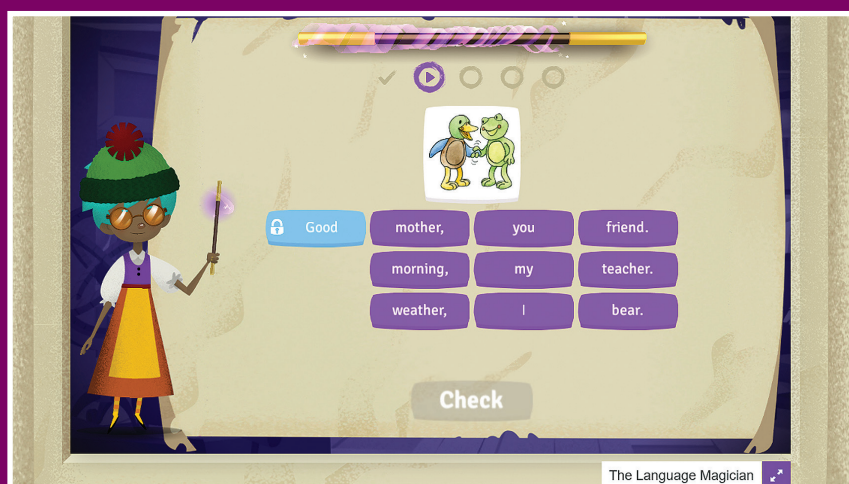
## Floor 4 - Task 2

Players get a list of words and have to put them into the correct order. This task combines understanding of vocabulary in the foreign language and thinking skills. Topics: days of the week, parts of the body, fruit, numbers, months.



## Floor 4 - Task 3

Players see a picture and columns of words. They need to pick one word of each column to build a sentence that expresses what they see in the picture. This task tests whether they can produce a sentence to present an idea about a picture/a situation. It also involves **thinking** skills. Topics include: family, home, animals.

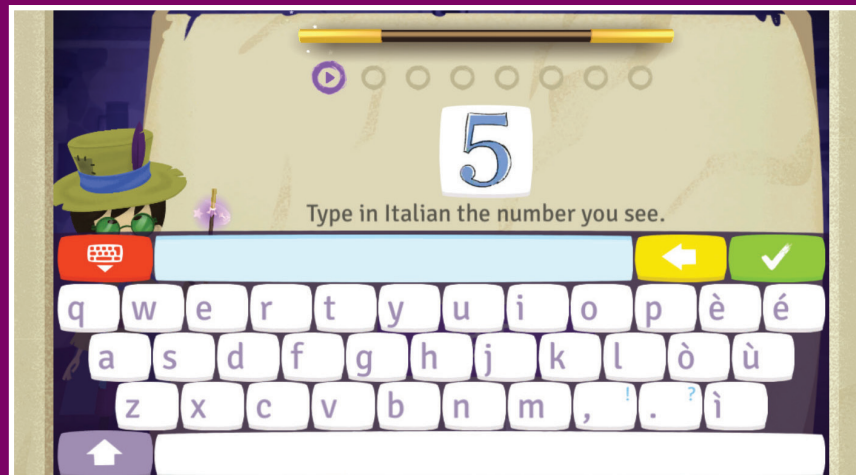




## Floor 5 - Task 1

Players see a picture and have to **write** the word for what they see. This task tests whether the pupils have learnt the graphemes for basic vocabulary.

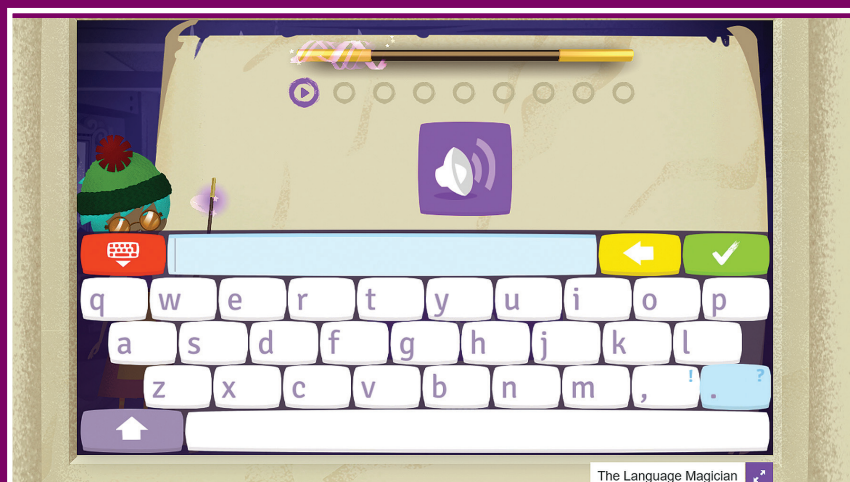
Topics include: colours, numbers, food, animals, greetings.



## Floor 5 - Task 2

Players listen to a word or phrase and have to **write** what they hear. The task tests whether the pupils have learned the grapheme to match a phoneme.

Topics include: simple adjectives, generic words, statements about themselves.



## Accompanying scientific research

*From the very beginning the development of the game was scientifically accompanied by the team members of the participating universities. Thus, in all languages, common textbooks were examined for the lexical elements used to meet the requirements of the two language levels in the different countries. Both game versions were extensively tested. The feedback from the participating scientists has led to an optimisation of the two language levels. The data generated by the game in the coming years will be evaluated anonymously and will hopefully contribute to a better understanding of the language learning process and the language proficiency of the languages integrated in the game.*

**Prof. Dr. Norbert Schlüter**  
(Leipzig University)



## Additional templates at Level 2, purpose of the tasks

As at Level 1, language skills are grouped by Floor at Level 2.

The templates illustrated above are used also in Level 2, with different content, and the following are added:

### Floor 2, Task 3

This task tests **listening** discrimination with a focus on positions; pupils hear an audio file which describes one of the rabbits in the picture and click on the relevant rabbit. Topics include prepositions and furniture.



### Floor 3, Task 2

In this challenge pupils **read** part of a dialogue and choose a response which matches. Topics include: weather, food, sports, leisure, hobbies, pets, personal description, time.



### Floor 3, Task 3

In this task pupils **read** a short text and identify the topic they think it corresponds to. Topics include: family, pets, countries, school

Activities on Floor 4 balance the number of tasks in different skills from the other floors at Level 2.

La clase de Matemáticas empieza a las 9.  
Mi asignatura favorita es Ciencias. No me gusta la Educación Física.

What is the text about?

Asignaturas      Familia

Deportes      Animales

Check

The Language Magician

### Floor 4, Task 1

In this **Listening** task pupils identify a number and an item of vocabulary and click on the corresponding images.

Topics include: numbers, animals, household objects, weather, parts of the body

33      3      23      13

Check

The Language Magician



## Floor 4, Task 2

This is a **reading** task where pupils read a short puzzle text and identify what is being described.

Topics include: buildings, animals, food, family, time



## Floor 4, Task 3

This drag and drop **reading** activity asks pupils to identify vocabulary that belongs in groups.

Topics include: family, health, feelings, fashion, transport, buildings





## Floor 5, Task 1

*This writing task evaluates pupils' spelling and grammatical knowledge. They are asked to add one or two letters only to complete each item.*



**“Standards and assessment schemes should be promoted as assistance tools rather than control measures.”**

**(Waldemar Martyniuk (ed.), Mike Fleming, José Noijons:  
Evaluation and assessment within the domain of Language(s)  
of Education, Council of Europe: Prague 2007, p. 1)**



## THE LANGUAGE MAGICIAN in Europe

The project team has benefited greatly from its collaborative, international working model, and believes strongly in the value of professional networking for teachers also; talking together we produce much better outcomes than working in isolation!

The tasks within the game were developed by making a synopsis of the standards of four European countries - the UK, Germany, Spain and Italy. Vocabulary is taken from common content of the first years of foreign language learning in those countries. The Common European Framework of Reference (Europarat 2001) was consulted and proved a useful starting point, but our game provides a higher level of scaffolding.

The task formats are based on a progression - from simple to more difficult. This is to try to ensure that all learners are encouraged by the first tasks in the computer game. The longer the game is played the more demanding the tasks become so that linguistic ability can be distinguished more precisely. Most pupils will advance with the game play because they are guided from task to task even if they get things wrong. After the second try, they will automatically be led to the next task or floor.

It is intended that teachers should not train their pupils with the exact vocabulary or wording occurring in the game. If teachers were to do so, the game could not provide the information it is supposed to give. The game aims:

- to provide results about the level of skills the pupils have,
- to enable teachers to reflect on the emphasis to place in future lessons.

Teachers can adjust their teaching to develop certain skills, as well as noting whether the language used in their classroom is similar to expectations in other European countries.

We are aware of the fact that some of the tasks can be completed by informed guessing; we hope that this is motivating, and that pupils will be encouraged to continue to enjoy their language learning!

The Team of THE LANGUAGE MAGICIAN project wishes you great success with the game. It would be nice to hear back from you.

Our website can be used for sharing experiences and information about the game.

[www.thelanguagemagician.net](http://www.thelanguagemagician.net)





## FAQs:

*Q: How much does the game cost?*

A: A: The game is free of charge to schools registering and was co-funded as an Erasmus+ project.

*Q: At my school we do not have enough devices (iPads, computers) for each pupil. Can I split up my class in two groups and play the game once with each group?*

A: Yes, that is possible. Each pupil needs a device to play the game. Depending on how many devices are available at your school you could play the game with one half of the class in one session and in the next session you could play it with the other half. Please note that you should be present with the part of the class that is playing the game in case individual pupils face problems.

*Q: How can I prepare the pupils for the game? Is there a list of vocabulary that you could send me?*

A: There is no list of vocabulary to prepare the pupils for the game, as the tasks are based on international standards, and test skills and flexibility as much as language. However, there are Classroom resources on the website, which serve to prepare the pupils for the type of tasks used in the game.

*Q: How long is the game?*

A: The game itself is 35 minutes long. You should plan extra time in advance (for you to trial it) and time at the beginning for the set-up (introducing the game, logging in the pupils, pupils choosing avatar). After the game you can print out the certificates and hand them out to the pupils immediately, or in a future lesson.

*Q: How often can I play the game with my pupils?*

A: We recommend playing each level of the game twice. Once at the beginning of the school year and once at the end of it. This way you can see the progress your pupils have been making over the school year and boost their confidence in their developing language skills.

*Q: What happens to the data after the game has been completed?*

A: The data collected during a test session is stored on a server in the European Union and protected by state-of-the-art security. The teacher who conducted the test session can access it any time.

A version of the data is provided to researchers associated with the original Erasmus+ grant project. No version of the data can be used to identify individual students. We do not sell data or provide access to other parties.

For more information, see our data privacy statement:

<https://www.thelanguagemagician.net/privacy/>

Q: Where can I find the game?

Please access the game via the links on our website:

[www.thelanguagemagician.net](http://www.thelanguagemagician.net)

Make sure you register early enough. Your login will be usable within 24 hours.

All other enquiries: [infos@thelanguagemagician.net](mailto:infos@thelanguagemagician.net)

If you are planning to play the game on iPads or tablets you can download THE LANGUAGE MAGICIAN-App from the Apple Store or Google Play Store.

As you need to download the app on each device, it is recommended to download it before you start the session with your pupils.

If you are planning to play the game on computers or laptops you will need to open the following web address in your browser (Firefox or Chrome, the game does not work with the Internet Explorer):

<https://game.thelanguagemagician.net>







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Design of cliparts in templates: Harriet E. Roth and Friederike Schumann

Web platform [www.thelanguagemagician.net](http://www.thelanguagemagician.net): achtQuark

Trailers and Tutorials for the game: Anna Bianco