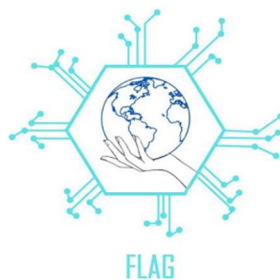


Erasmus +KA2 partnership

Foreign Language Learning Gamification

FLAG

2023-1-HU01-KA220-SCH-000156504



Organisation institution: Érdi SZC Kossuth Zsuzsanna Vocational and Technical School and Youth Hostel.

The project partners are **Germany, Hungary, Türkiye.**

- *Ceglédi SZC Sztérenyi József Vocational and Technical School - Hungary*
- *Érdi SZC Százhalombattai Széchenyi István Technical School and Youth Hostel - Hungary*
- *Kırıkkale University (Department of Computer Engineering) – Türkiye*
- *Kanuni Sultan Süleyman Mesleki ve Teknik Anadolu Lisesi – Türkiye*
- *BUPNET Bildung und Projekt Netzwerk GmbH (Göttingen) - Németország*
- *Érdi SZC Kossuth Zsuzsanna Vocational and Technical School and Youth Hostel-Hungary*
- *Transturk İç ve Dış Ticaret Limited Şirketi (Transturk Domestic and Foreign Trade Company) – Türkiye*

Duration: 2 years (24 months)

Our application is structured around the following thematic areas:

- *Informatics- Digital Competence*
- *Foreign language learning*
- *Environmental protection*



FLAG

Over the last two decades, technological factors such as computers, the games industry, the internet, and social factors such as family, friends and society have influenced children's perceptions and thinking styles. Of these factors, rapidly developing technology is the most dominant and effective. Our task is to rethink and reform classical teaching methods and tools, integrating them with a form of innovation.

In this context, our project will design digital learning materials for use in English language teaching, by creating a mobile application for gamification. The project will produce digital language teaching materials. Through this project, which applies digital game technologies in education and training, we aim to enhance and contribute to students' active learning. Our priorities include the modernisation of classrooms and the innovation of teaching methods. We aim to achieve this by integrating good practices and knowledge into teaching. We want to make progress in emotional intelligence, motivation, ICT, creativity, teamwork, cooperation, tolerance and intercultural dialogue. Last but not least, we want to develop your English language skills and make you more confident English speakers. The knowledge acquired will cover different competences: digital competences, learning to learn, foreign language competences, inclusion, cultural awareness, environmental competences and education for sustainability.

Project aims



FLAG

The aim of our project is to modernise lessons and innovate teaching methods. We want to achieve this by integrating good practices and knowledge into teaching. We want to improve emotional intelligence, motivation, ICT, creativity, teamwork and cooperation, tolerance and intercultural dialogue.

The target group of our application is students preparing for their school-leaving exams and language tests.

One of our main goals is to integrate the potential of gamification into everyday education. In this way we also support personalised learning and individual needs, as well as modern learning techniques.

Last but not least, we also plan to integrate environmental education, the development and shaping of environmentally aware behaviour into the products we develop. Our team aims to develop a mobile phone application and a closely related scientific article on the topic of "Gamification foreign language learning".

Last but not least, we want to improve our English language skills and become more confident English speakers.

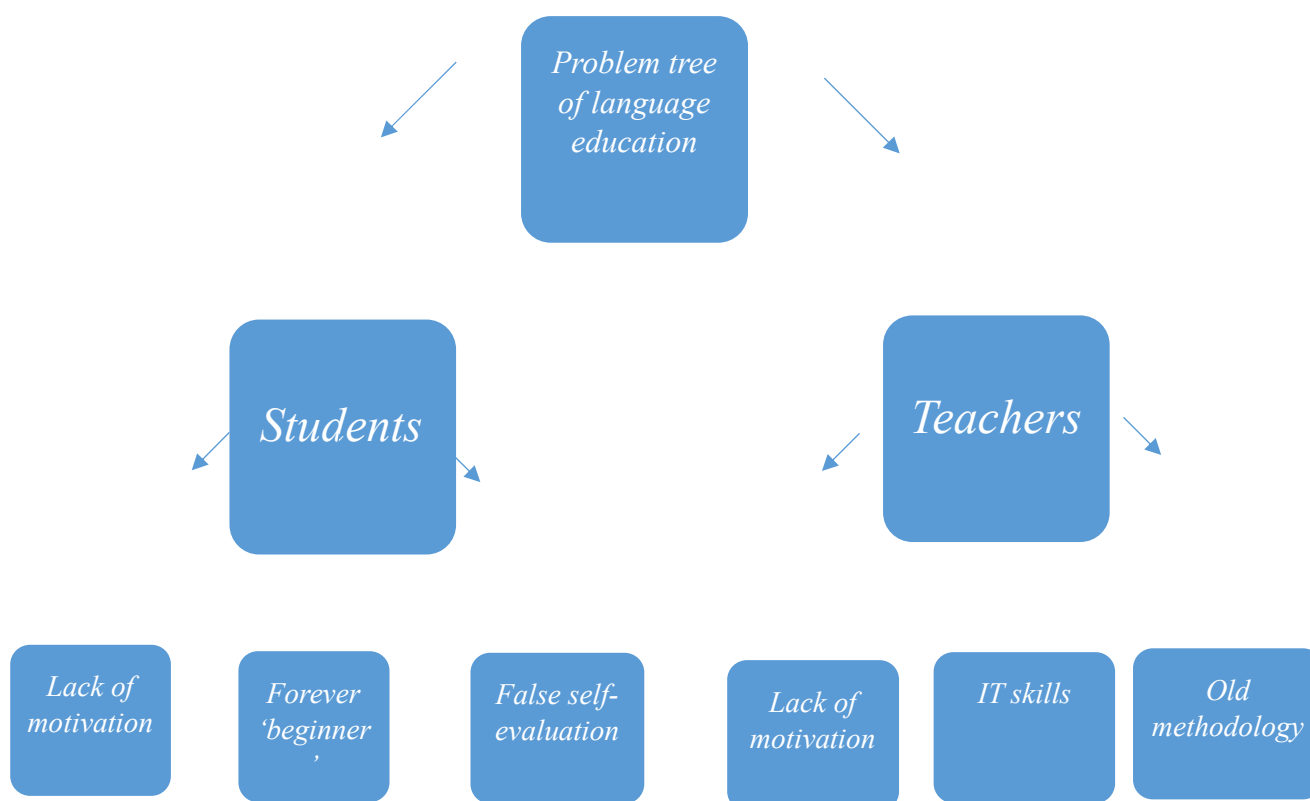
As well as improving communication, we can make more friends and project partners and get involved in more European projects.

The results of our project:

- Mobile application
- Scientific article(s) published (benefits of learning through play)
- Digital content for the English language curriculum

The knowledge acquired includes different competences: digital competences, learning to learn, foreign language competences, inclusion, cultural awareness, environmental competences and education for sustainability.

Preliminary data analysis



In the first preparatory phase of the project work, a questionnaire survey was carried out to define the topic. The target groups of our survey were students and teachers. Our questions were structured around the teaching and learning environment and methodological approaches to language learning. The figure below illustrates the conclusions of our preliminary research. It has in fact confirmed our hypothesis that language teaching needs to be reformed.

First steps...



The first priority is to create the 10 English language learning materials and select the apps and games to work with them. The work process was structured in four main stages.

Content design, which involved selecting, compiling and shaping the content of the curriculum. Based on our professional competences, we created structured, colourful and interesting media in line with the didactic structure.

Text design, for each module we have inserted texts that engage, stimulate and motivate learners. Particular attention was paid to the prior knowledge level of the learners. Thus, ensuring their success.

Hypertext design, incorporating external and internal links to make the digital learning material more attractive. The aim is to act as a connecting link. We also offer alternative ways to move on.

Multimedia design, it is important that these are linked to the texts. We have used them as learning aids. We are also aware that moderation is very important as it can be a distraction for the user.

The didactic design process has also been based on a new approach. It is based on the interaction between the curriculum, the learning programme and the learning environment.

Kick off meeting in Dabas, Hungary

Our school hosted the kick-off conference of the 2024 call on 19 and 20 February 2024. In addition to the professional work, the programme included a section on getting to know our city, capital and country, and presenting the most important aspects of Hungarian culture. In addition to the delegations from the partner institutions, there were also guests from our centre and the city administration. The main task of the first day was to get to know the partners and to get to know the English language curriculum. In the second half of the day, we visited the most prominent point of the town of Dabas. Thanks to the atmosphere of the Halász Mórész Mansion, the day of active work was concluded with a dance and dinner.



On the second day, we visited Budapest, where our guests could get to know the most important buildings and sites of our capital. We paid a professional visit to the Keleti Károly Faculty of Economics of Óbuda University. We had two days of active work in a pleasant atmosphere. We would like to take this opportunity to thank everyone who helped us to realise our project and the meeting.



Cultural programmes in Budapest

We go on ...

The next stage of the workflow is to digitise the learning materials and put them into an app. A meeting will take place in Turkey in October to prepare the digital material and hand it over for testing.

FLAG website

www.kzsdabas.hu



Project consortium



Érdi SZC Kossuth Zsuzsanna Szakképző Iskola és Kollégium
 Dabas, Hungary
 Peter Stegner
 Bernadett Revak
www.kzsdabas.hu



Kırıkkale Üniversitesi
 Ankara, Turkey
 Prof. Dr. Mehmet BAŞALAN
 Asst. Prof. Dr. Serkan SAVAŞ
 www.



Kanuni Sultan Süleyman Mesleki ve Teknik Anadolu Lisesi
 Gaziantep, Turkey
 Mehmet Suat Güzel
 Oktay Keskinöz
<http://kssmtal.meb.k12.tr>



CSZC Sztérynyi József Technikum és Szakképző Iskola
 Monor, Hungary
 Lipka Gabriella
 Büki Barbara Eniko
<https://www.szterenyi.hu/>



BUPNET GmbH
 Göttingen, Germany
 Sabine Wiemann
 Karl-Ludwig Kratz
www.bupnet.de



Érdi SZC Százhalombattai Széchenyi István Technikum és Gimnázium
 Százhalombatta, Hungary
 Horváthné Kaszás Zsuzsanna
 Donka Gabriella
www.sziszki.hu



TRANSTURK İÇ VE DIŞ TİCARET LİMİTED ŞİRKETİ
 Ankara, Turkey
 Merve Öztürk
 Adem Öztürk



<https://transturk.net/en/home/>

Az Európai Unió társfinanszírozásával. Az itt szereplő információk és állítások a szerző(k) álláspontját képviselik, és nem feltétlenül tükrözik az Európai Unió vagy a Tempus Közalapítvány hivatalos véleményét. Sem az Európai Unió, sem a támogatást nyújtó hatóság nem vonható felelősségre miattuk.

Co-financed by the European Union. The information and statements contained herein represent the views of the author(s) and do not necessarily reflect the official opinion of the European Union or the Tempus Public Foundation. Neither the European Union nor the funding authority can be held responsible for them.