LINGUA TREK

Game Scenario and Accompanying Learning Materials Handbook

Transforming Foreign Language Education in Europe
Through Digital Game-Based Learning

A journey where English has a purpose
Students explore six European settings, solve challenges, communicate in meaningful situations and bring the experience back into the classroom through ready-to-use lessons.

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How to use this document

This document presents the educational concept, game scenario, learning architecture and classroom use of the Lingua Trek Game Scenario and Accompanying Learning Materials Handbook. It is designed both as a formal project deliverable and as an inviting guide for teachers who want to combine the Lingua Trek digital game with purposeful English lessons. The complete set of editable and printable resources is accessed through the materials link provided in Section 14.

If you are…	Start here	Then go to…
Exploring Lingua Trek for the first time	Sections 1–4	Section 13 for a quick classroom pathway
Planning a sequence of lessons	Sections 7–10	Section 14 for the complete resource bank
Supporting diverse learners	Section 11	The adaptation notes in each lesson plan
Training colleagues	Section 12	R3 e-learning course and platform community

Teacher promise
You do not need to redesign your curriculum. Select a scenario, play the related part of the game, choose the classroom lessons that match your aims, and adapt the support level to your learners.

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1. Executive summary

The Lingua Trek Game Scenario and Accompanying Learning Materials Handbook consists of a detailed, scenario-based language learning framework and an accompanying collection of classroom materials that extend the Lingua Trek game into structured English learning. The result connects the motivational power of a digital journey with communicative, task-based and intercultural classroom practice. Learners encounter English not as a list of isolated items but as a tool for understanding, choosing, negotiating, asking, explaining, collaborating and solving problems.

The materials are primarily designed around B1-level learning objectives and are organised as coherent scenario sequences. Each sequence links directly or thematically to the places, characters, situations and language encountered in the game. The lesson plans combine receptive and productive skills, recycle vocabulary and functional language, and guide learners towards increasingly independent communication. Printable handouts, presentations, listening texts, role cards, collaborative tasks, review games and teacher notes support practical classroom use.

The learning set of materials was shaped through a needs analysis with teachers in the consortium countries and refined through piloting with students and teachers. Their feedback supported a final learning experience that values clarity, cultural richness, meaningful communication, active participation and the connection between the digital game and face-to-face learning. The result is intended to be flexible: a teacher may implement a complete four-lesson scenario, select individual lessons, use the digital game as a motivating entry point, or return to it as a context for review and transfer.

2. Project context and purpose of the Game Scenario and Accompanying Learning Materials Handbook

Lingua Trek was created to improve the quality of English language education by promoting the use of English in authentic and culturally meaningful contexts. Within the project architecture, the Game Scenario and Accompanying Learning Materials Handbook provides the pedagogical content that underpins the digital game and makes it usable beyond the screen. It translates the project vision into scenario objectives, language functions, cultural content, classroom sequences and practical teaching resources.

The Game Scenario and Accompanying Learning Materials Handbook (Result 1) works in close relationship with two other project results. Result 2 is the functional mobile game through which learners experience the six-scenario journey. Result 3 is the hybrid professional development course that helps teachers understand digital game-based language learning and integrate Lingua Trek into teaching. Together, the three results form a coherent ecosystem: content and pedagogy, digital experience, and teacher capacity.

Result	Primary contribution	Connection to R1
R1	Game scenario document and learning materials	Defines what learners practise and how the experience continues in class.

Result	Primary contribution	Connection to R1
R2	Mobile game	Places learners inside the narrative, locations and challenges.
R3	Hybrid teacher professional development	Builds teachers' confidence to select, facilitate, adapt and assess game-based learning.

3. From needs analysis to final design

The design began with a needs analysis that gathered teacher perspectives across Türkiye, Poland, Greece, the Netherlands, Spain and Portugal. The participating educators described communicative language teaching, task-based learning, group work, role-play, gamification, digital applications and teacher-created materials as important parts of their practice. They also identified recurring classroom challenges: maintaining motivation, supporting mixed proficiency levels, helping students speak with confidence, teaching vocabulary and grammar in meaningful contexts, managing limited time, and working with differing levels of technological access.

These needs informed a practical design response: scenario-based language use; short, clearly staged lessons; varied modes of participation; repeated recycling of language; cultural content; collaborative problem-solving; printable alternatives; and teacher guidance. The aim was not to replace the teacher or textbook but to offer a flexible bridge between curriculum objectives and an engaging digital experience.

Identified need	R1 design response
Motivation and sustained attention	A journey, recurring characters, purposeful challenges, mini-games and classroom review games.
Speaking confidence	Pair and group tasks, role-play, planning time and low-risk rehearsal before public performance.
Mixed proficiency	Optional scaffolds, vocabulary preparation, visual support, grouping choices and extension tasks.
Real-life relevance	Shopping, asking for directions, ordering food, travel planning, negotiating and explaining choices.
Cultural learning	Six European contexts, landmarks, stories, customs, food and local interaction.
Teacher workload and time	Ready-to-use lesson plans, handouts, presentations, scripts, answer/support materials and anticipated-problem notes.

4. Pedagogical foundations

Lingua Trek is grounded in digital game-based language learning: the deliberate use of a digital game environment to support language objectives, interaction, feedback, experimentation and learner engagement. The game is not treated as a reward added after "real learning". It provides the context that gives classroom language a reason to be used.

Principle	What it looks like in Lingua Trek
Meaning before isolation	Vocabulary and grammar are encountered within situations, stories and tasks before being consolidated explicitly.
Purposeful communication	Learners use English to achieve an outcome: obtain information, decide, negotiate, solve, advise or present.
Progressive challenge	Activities move from supported comprehension towards production, collaboration and review.
Safe experimentation	The game and classroom tasks allow learners to try, receive feedback, retry and improve.
Narrative continuity	Places, characters and events recur across the game and lessons, supporting memory and coherence.
Agency and choice	Learners make decisions and explain them instead of only supplying predetermined answers.
Cultural curiosity	Language learning is connected with local stories, practices and perspectives across Europe.
Teacher mediation	Teachers make learning visible through preparation, questioning, feedback, reflection and adaptation.

4.1 Communicative Language Teaching

The learner uses English to exchange meaning. Accuracy remains important, but it serves successful communication. Role-play, pair information exchange, discussion, problem-solving and presentation tasks create reasons to listen and respond.

4.2 Task-Based Language Learning

Many lessons culminate in an outcome that can be evaluated independently from a single grammar answer: selecting a suitable souvenir, giving directions, planning an itinerary, ordering a meal or persuading others. Language support is provided before and during the task, followed by reflection or review.

4.3 Experiential and intercultural learning

The journey invites learners to notice how communication is shaped by place and culture. They encounter landmarks, legends, markets, food, travel and everyday interaction. Classroom tasks encourage them to compare, ask respectful questions and connect new knowledge with their own context.

4.4 Research-informed teacher learning

The four research articles supplied for Lingua Trek are not only background references for this result. They are designated obligatory readings within the learning platform and the R3 e-learning course for teachers. Their purpose is to help educators connect classroom decisions with research on digital game-based language learning, including the importance of pedagogical alignment, learner engagement, teacher guidance and the integration of game experiences with supporting activities.

5. The Lingua Trek experience

Lingua Trek is conceived as a European language-learning journey. Students progress through six scenarios associated with partner-country contexts. Each scenario combines a distinct setting with language challenges, cultural information, dialogue, decision-making and mini-games. The game

includes an introductory area and starting menu, followed by the scenarios and recurring interactive challenges such as questions, puzzles, word searches and memory activities.

5.1 Core player experience

- Enter a new cultural setting and observe visual and verbal clues.
- Follow the scenario and interact with characters or task prompts.
- Understand key information in spoken or written English.
- Apply vocabulary and functional language to make progress.
- Solve short challenges and mini-games.
- Carry experience from the game into pair, group and whole-class tasks.
- Reflect on what helped communication and what language is worth reusing.

5.2 Why the game and materials belong together

The digital game creates presence, curiosity and a memorable context. The classroom materials slow down, revisit and deepen that experience. They allow teachers to pre-teach or recover key language, make cultural content explicit, organise authentic interaction, give formative feedback and adapt challenge. This two-part design helps students enjoy the journey while recognising the English they are learning.

6. Learning objectives and competences

By engaging with the game and accompanying materials, learners are expected to develop the following interconnected outcomes. Teachers can select and prioritise them according to curriculum, age, available time and learner readiness.

Area	Learners will…
Listening	identify main ideas and relevant details in short scenario-based input; follow instructions; recognise familiar expressions in context.
Reading	understand short informational, narrative and functional texts; infer meaning from context and visual support.
Speaking and interaction	ask and answer questions; request and give information; negotiate; order; advise; justify choices; collaborate.
Writing	record information, prepare dialogue or notes, organise ideas, and produce short functional or descriptive texts.
Vocabulary and grammar	notice, practise and recycle language connected with travel, culture, locations, shopping, food and interaction.
Intercultural competence	recognise selected cultural features, compare perspectives and interact respectfully with cultural content.
Digital competence	navigate a learning game, interpret multimodal information and use digital resources purposefully.
Personal and social competence	persist, share roles, manage disagreement, support peers, reflect and learn from feedback.

7. The six-scenario learning journey

The learning materials contain six coherent scenario sequences linked to the game. Each scenario is more than a location or a game level: it combines a cultural setting, a communicative purpose and a four-lesson classroom sequence. The digital game creates the situation and motivation; the accompanying materials prepare essential language, extend interaction and consolidate what learners have encountered. The overview below helps readers understand the role of each scenario before they consult the complete resource bank for the precise lesson files.

How to read the scenarios

Across the six settings, the recurring progression is: understand the context → prepare useful language → communicate for a purpose → apply or solve → review and reflect. Teachers may use the game before, during or after the classroom sequence as long as the connection is made explicit.

Scenario	Setting / narrative anchor	Communication and cultural focus	How the learning develops
1. Türkiye	The Grand Bazaar	History and culture; listening; shopping and negotiation; souvenir choices.	Context and vocabulary → negotiation → souvenir decision → collaborative board-game review.
2. The Netherlands	Zaanse Schans	Directions; polite interaction; purchases; cultural details.	Setting and input → practical navigation/interaction → purchase language → reading and game-based review.
3. Greece	The Acropolis	Directions; place-based communication; cultural knowledge.	Recall the game and work with the landmark context; consult the resource bank for the verified lesson-by-lesson sequence.
4. Portugal	Belém Tower and Portuguese food contexts	Historical/cultural input; directions; recommendations; ingredients; restaurant interaction.	Cultural reading → practical language → restaurant role-play → reuse of traditional-food and visitor language.
5. Spain	Burgos and its cathedral	History and art; directions; rules; souvenir purchase; advice.	Navigate the location → obtain information → complete transactions → seek and give advice.
6. Poland	Warsaw	Legends; landmarks; narrative understanding; travel planning; persuasion.	Basilisk/Mermaid stories → cultural and language work → travel-agency itinerary role-play → Jeopardy-style review.

7.1 Scenario 1: Türkiye - The Grand Bazaar

The Grand Bazaar scenario uses a historic market setting to give English an immediate communicative purpose. Learners first build context through listening and vocabulary connected with the history and cultural significance of the Grand Bazaar. They then move into functional language for negotiating while shopping. The next stage turns language into a decision-making task: learners choose a suitable souvenir for a Lingua Trek character and explain their choice. The four-lesson sequence closes with a board game that recycles cultural and linguistic content through speaking and listening. For readers, the key point is that this scenario moves deliberately from cultural orientation and comprehension to negotiation, reasoned choice and collaborative review rather than treating shopping language as isolated vocabulary.

7.2 Scenario 2: The Netherlands - Zaanse Schans

The Zaanse Schans scenario is organised around navigating a place and interacting politely in a visitor context. Learners develop practical language for asking for and giving directions, making purchases and responding appropriately in short interactions, while listening, vocabulary and cultural knowledge are integrated across the sequence. A final reading and game-based review reconnects details about the

setting with language practised earlier. The scenario therefore illustrates a recurring Lingua Trek principle: the location provides a reason to communicate, and the classroom materials help learners slow down, rehearse and reuse the expressions needed to complete the experience successfully.

7.3 Scenario 3: Greece - The Acropolis

The Greek scenario is anchored in the Acropolis and uses the landmark as a context for directions, place-based language, cultural knowledge and classroom interaction. The available materials explicitly invite learners to recall the game experience while working with language connected to navigating and understanding the setting. The handbook does not claim a fuller lesson-by-lesson storyline where this cannot be verified from the current material set; teachers should consult the linked resource bank for the precise aims, scripts, handouts and presentations. For readers, this scenario can be understood as a cultural-location sequence in which the Acropolis makes spatial language and communication purposeful rather than abstract.

7.4 Scenario 4: Portugal - Belém Tower and food contexts

The Portuguese scenario combines cultural exploration with practical everyday interaction. Learners work with historical and cultural content around Belém Tower through interactive reading activities and then move into language for restaurant situations. The communicative focus includes asking for recommendations, inquiring about ingredients, ordering food and requesting the bill while learning about traditional dishes. This progression helps readers see how Lingua Trek links cultural knowledge with action: learners first understand a place and its context, then use English to participate in realistic visitor and food-related exchanges. Role-play gives the classroom sequence a clear outcome and allows teachers to practise the same functional language with different levels of support.

7.5 Scenario 5: Spain - Burgos

The Spanish scenario places learners in Burgos, with the cathedral providing the central cultural setting. Alongside a young tourist, learners practise a chain of small but meaningful communicative purposes: asking for and following directions, obtaining information about rules, buying souvenirs and asking for advice. The cultural dimension is linked to the history and art of the setting. Rather than presenting one long exercise, the scenario gives learners a series of reasons to use English as they move through the location. The accompanying classroom materials can then revisit these language functions, make key expressions visible and give learners additional opportunities to rehearse the interactions before or after playing the related game segment.

7.6 Scenario 6: Poland - Warsaw

The Warsaw scenario uses cultural narratives and landmarks to develop listening, vocabulary, narrative understanding and speaking. Learners encounter the Basilisk and Mermaid legends and then transfer cultural knowledge into a travel-agency role-play in which they create and promote an itinerary. This makes the scenario especially useful for showing progression from understanding a story to selecting information, organising it and persuading others. A final Jeopardy-style team game consolidates language, cultural content, decision-making and collaboration. The scenario therefore demonstrates how Lingua Trek combines narrative, travel planning and purposeful speaking within one coherent learning sequence.

8. Game-to-classroom learning architecture

Although individual lessons vary, the materials use a recurring rhythm that helps teachers plan and learners understand what is expected. The game may come before, during or after the classroom sequence, provided that the teacher makes the connection explicit.

Phase	Purpose	Typical teacher moves	Typical learner activity
Connect	Activate memory and curiosity	Show an image or prompt; ask what learners remember from the game.	Predict, recall, share experience.
Prepare	Reduce unnecessary language load	Pre-teach key words; model a functional expression; check instructions.	Notice, rehearse, ask questions.
Experience	Engage with meaningful input	Play or revisit a game segment; use audio, text or presentation.	Listen, read, navigate, identify clues.
Communicate	Use English for an outcome	Set role-play or task; monitor; provide prompts without taking over.	Negotiate, decide, solve, explain.
Consolidate	Recycle and make learning visible	Use a review game, retrieval task or short performance.	Retrieve, compare, self-correct.
Reflect and transfer	Connect experience to future use	Ask what became easier and where the language could be used.	Name strategies, set a next step.

Flexible sequencing
If devices are limited, use the game as a teacher-led whole-class stimulus and rotate small groups. If connectivity is unreliable, use downloaded or printable classroom resources while preserving the scenario and communicative challenge.

9. Accompanying learning materials

The learning materials turn each scenario into a teachable sequence. They are designed to reduce preparation time while preserving teacher choice. File availability differs by lesson, but the resource bank includes the following types of materials.

Resource type	Function for teaching and learning
Scenario overviews	Explain the coherence of each four-lesson sequence and the relationship with the game.
Detailed lesson plans	State level, time, main and subsidiary aims, timetable fit, procedures, anticipated problems and solutions.
Presentations	Provide visual prompts, staged instructions, cultural information and activity support.
Listening texts and scripts	Offer scenario-linked input and a practical fallback if audio playback is unavailable.
Student handouts	Support comprehension, vocabulary, planning, matching, recording and collaborative tasks.
Role cards and task prompts	Create purposeful pair or group interaction with differentiated information and goals.

Resource type	Function for teaching and learning
Review games	Recycle language and cultural knowledge through board games, trivia, quizzes or team challenges.
Teacher reflection notes	Invite practitioners to record timing, learner response, successful adaptations and recommendations.

9.1 A coherent four-lesson progression

- Lesson 1 typically establishes the setting through receptive work, cultural input and key vocabulary.
- Lesson 2 develops functional language and supported interaction.
- Lesson 3 asks learners to apply language through a communicative or problem-solving task.
- Lesson 4 consolidates the sequence through collaborative review, retrieval and playful challenge.

9.2 Curriculum integration

Teachers may map each lesson to their own curriculum using the stated aims, language functions, skills and assessment evidence. A scenario can be taught intensively, distributed across several weeks, or used as enrichment alongside a unit on travel, culture, shopping, food, directions or stories. The order should remain coherent when later tasks depend on language introduced earlier.

10. Teacher facilitation and assessment

The teacher is the bridge between enjoyable activity and visible learning. Effective facilitation does not require constant explanation. It requires carefully selected preparation, clear task framing, observation, timely support and reflection.

Before	During	After
Review the game segment and lesson aims. Select essential vocabulary. Decide grouping and device arrangements. Prepare a no-tech alternative.	Keep the objective visible. Encourage English use. Offer prompts or models. Notice successful language and recurring needs. Protect time for the main task.	Elicit what was learned. Provide focused feedback. Use a short exit task. Record adaptations and decide whether to revisit or extend.

10.1 Formative assessment

Assessment is embedded in the learning process and should focus on evidence that learners can understand and use language in context. Teachers can observe task completion, intelligibility, appropriate functional language, collaboration, cultural understanding and willingness to repair communication. Feedback should identify one successful strategy and one achievable next step.

Evidence source	Possible focus
Game interaction	Comprehension of prompts, persistence, use of clues and capacity to progress.
Role-play	Appropriate expressions, response to a partner, fluency and repair strategies.
Collaborative decision	Contribution, justification, respectful disagreement and final outcome.
Handout or notes	Relevant information, organisation and useful language.

Evidence source	Possible focus
Review game	Retrieval, explanation and correction, not only speed or final score.
Learner reflection	Awareness of learning, difficulty and strategies for improvement.

10.2 Simple success criteria for learners

- I can understand the main situation and find the information I need.
- I can use key expressions to complete the task.
- I can ask for help or clarification in English.
- I can contribute to my pair or team.
- I can explain one cultural feature from the scenario.
- I can identify one thing that became easier after practice.

11. Inclusion, differentiation and accessibility

The materials are intended for real classrooms in which learners differ in language level, confidence, prior knowledge, pace, literacy, attention and access to technology. Inclusion is therefore treated as planned flexibility, not as an afterthought.

Dimension	Support options	Extension options
Language load	Pre-teach fewer essential items; provide word banks, sentence stems, model dialogue and bilingual glossary where appropriate.	Remove some prompts; require elaboration, paraphrase or more precise vocabulary.
Input	Replay or chunk audio; provide script after first listening; combine text with images; read instructions aloud.	Ask learners to infer, summarise or compare sources.
Output	Allow rehearsal, notes, partner support or choice between spoken and short written response.	Add a new condition, audience or persuasive requirement.
Grouping	Use purposeful pairs, rotating roles and peer support without making one learner permanently responsible for another.	Assign facilitation, language-monitor or evidence roles.
Time	Break tasks into visible stages; use a timer; prioritise the communicative outcome.	Offer an optional creative or research follow-up.
Technology	Provide shared-device, teacher-led, offline and printable alternatives.	Invite learners to document strategies or create a related digital challenge.

Inclusive practice
Do not equate game speed with language ability. Give credit for useful communication, strategic thinking, collaboration, improvement and willingness to retry.

12. Learning platform and connection between the project results

The Lingua Trek learning platform is the professional learning space that connects project resources with teacher development. It hosts the R3 e-learning course and supports teachers in moving from first contact with Lingua Trek to informed classroom integration. The platform includes modular learning content, specially recorded videos, applied activities, assessment elements and opportunities for discussion and sharing.

12.1 What teachers find on the platform

- An introductory video produced by members of the project team, presenting the platform and helping users understand how the Lingua Trek learning environment works.
- Course modules on the foundations of digital game-based language learning, the evaluation of digital games for school content, the integration of digital games into classroom learning, and the design of a class using Lingua Trek.
- The two designated obligatory research articles and two more optional, that support the theoretical foundation of the course and this Game Scenario and Accompanying Learning Materials Handbook
- Expert and project-team video content that connects theory with practical decisions.
- Applied tasks through which teachers test ideas, plan integration and reflect on classroom use.
- Discussion and community spaces where educators can share views, propose activities after testing the game or materials, upload examples and useful links, and respond to colleagues.
- A location for access to the game and linked project resources when published through the platform.

12.2 Benefits of the platform

Benefit	Value for teachers
Flexible access	Teachers can engage with professional learning independently of a single place or workshop schedule.
Pedagogical confidence	The course explains why and when to use game-based approaches, not only how to launch a digital tool.
Direct application	Activities turn theory into a concrete plan using the Lingua Trek game and R1 materials.
Professional community	Teachers can exchange adaptations, classroom evidence and suggestions across contexts.
Sustainable reuse	The digital location keeps training and resources available for induction, workshops and future classroom use.
Coherence across results	Teachers encounter the research, game, materials and implementation guidance as one connected learning ecosystem.

ACCESS TO THE PLATFORM

LINGUA TREK E-LEARNING TEACHER TRAINING PLATFORM

Recommended starting point
Watch the introductory platform video first, complete the foundation module and obligatory readings, then choose one Lingua Trek scenario and design a short implementation plan using Section 13 of this document.

13. Suggested classroom implementation pathways

The pathways below are practical suggestions, not fixed prescriptions. Select the one that fits your timetable, learners and access conditions.

Pathway	Suggested sequence	Best suited to
Taster lesson	Brief game introduction → selected game segment → one communicative classroom task → exit reflection.	A first experience, workshop or limited timetable.
Two-lesson bridge	Lesson 1: scenario input and game. Lesson 2: functional language, task and review.	Classes needing a compact curriculum connection.
Complete scenario	Game connection plus all four linked lessons, with formative checks and final review.	Deep cultural and language work over a short unit.
Station model	Small-group game station, language-support station, teacher-guided interaction station and reflection station.	Limited devices or classes benefiting from movement and varied support.
Project extension	Complete scenario followed by learner-created itinerary, dialogue, guide, quiz or mini-challenge.	Longer units, interdisciplinary work or stronger learners.

13.1 A 50-minute starter lesson

Time	Stage	Teacher and learner action
5 min	Hook	Show the scenario location and invite predictions.
8 min	Language preparation	Teach or retrieve a small set of essential expressions.
12 min	Game encounter	Play individually, in pairs or as a teacher-led class.
15 min	Communicative task	Use a linked role-play, decision or problem-solving activity.
7 min	Review	Retrieve key language through a quick challenge.
3 min	Reflection	Learners record one new expression and one strategy that helped.

14. Access to the complete materials and Game

COMPLETE R1 MATERIALS

UPLOAD THE ANDROID OR IOS GAME HERE

15. Quality assurance, piloting and refinement

Quality assurance was embedded throughout development. It began with the needs analysis, continued through collaborative scenario and material creation, and included formative piloting with the intended users. Students and teachers interacted with the game and accompanying learning materials in school contexts and provided quantitative and qualitative feedback about usability, engagement, language-learning value, clarity, level, pacing, technical access and classroom practicality.

The piloting evidence showed that students particularly valued game-based and interactive activities, cultural and travel contexts, vocabulary learning and opportunities to use English meaningfully. Teachers valued the interactive approach, cultural elements, relationship between the game and classroom materials, and the practical usefulness of the support resources. Participants also identified matters requiring attention, including clearer instructions, vocabulary support, differentiation, realistic timing and navigation or technical refinement.

Decisions about the final learning experience were taken with students and teachers as active contributors. During an earlier formative stage, they tested alternative game approaches and selected the approach they preferred, while useful features from the other option were incorporated. Subsequent classroom implementation of both the game and materials informed further refinement. In this document, the emphasis is therefore on the participatory piloting process and the resulting educational decisions rather than on reproducing a separate comparison of versions.

Feedback from piloting	Design/refinement response
Students enjoyed games, puzzles and interaction.	Preserve playful challenge and connect it explicitly to language outcomes.
Cultural/travel settings were motivating.	Maintain six distinctive European contexts and use them across game and lessons.
Some learners needed vocabulary and instruction support.	Use pre-task language preparation, scripts, visuals, models and staged instructions.
Mixed levels affected task difficulty.	Provide flexible scaffolds, grouping and extension options.
Teachers valued practical classroom resources.	Keep detailed plans, named materials, anticipated problems and printable alternatives.
Teacher guidance influenced learning value.	Strengthen facilitation, reflection and the R3 platform connection.

16. Sustainability, transferability and European added value

This Game Scenario and Accompanying Learning Materials Handbook is designed for continued use beyond a single project cycle. Its value lies in the combination of a reusable scenario architecture, adaptable classroom resources, a digital game and teacher professional learning. Schools may integrate individual lessons into existing schemes of work, adopt complete scenario units, use the materials in workshops, or adapt the architecture to new places, languages and learner groups.

- Reusable: teachers can return to the materials with new classes and select different scenarios.

- Adaptable: language support, timing, grouping and output can be adjusted without losing the scenario purpose.
- Transferable: the game-to-classroom sequence can inspire new locally created tasks.
- Scalable: R3 supports training of colleagues, teacher communities and workshops.
- Open and connected: the materials link, project platform and website enable wider educational access.
- European: learners encounter multiple cultural contexts created through cooperation among partners from six countries.

17. Conclusion and final reflection

Lingua Trek Game Scenario and Accompanying Learning Materials Document offers teachers more than a collection of worksheets and more than a digital game. It offers a coherent way to turn curiosity into communication. The journey gives English an immediate purpose; the classroom materials help learners notice, practise and transfer what they encounter; and the learning platform supports teachers in making informed pedagogical choices.

Teachers can begin simply: choose one scenario, watch the introductory guidance, prepare a small amount of essential language, let students experience the challenge, and create time for them to talk, decide and reflect. The materials are ready to support this process while leaving room for professional judgement. Students are invited to enjoy the journey, but the deeper destination is confidence: confidence to understand, to try, to communicate and to keep learning English.

Ready to begin?
Open the complete R1 materials, select a scenario that connects with your current curriculum, and use the Teacher Planning Checklist in Annex A.

Annex A. Teacher planning checklist

☐ I have selected the scenario and lesson(s).
☐ I have played or reviewed the relevant game segment.
☐ I can state the main language and cultural objective in learner-friendly language.
☐ I have selected only the vocabulary learners truly need before the task.
☐ I have prepared devices, projection and/or an offline alternative.
☐ I have organised pairs/groups and roles intentionally.
☐ I have selected support for learners who need it and extension for those ready for more challenge.
☐ I know what evidence of learning I will observe.
☐ I have protected time for the main communicative task.
☐ I have planned a short reflection or exit task.

Annex B. Lesson observation and reflection sheet

Prompt	Notes
Scenario / lesson / class	
What engaged learners most?	
What English did learners understand or use successfully?	
Where were instructions, vocabulary or pacing difficult?	
Which learners needed additional support, and what helped?	
How well did the game connect with the classroom task?	
What will I keep, adapt or omit next time?	
A suggestion to share with the Lingua Trek teacher community	

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