

# Playful Learning from MY Students' Perspective

## Pros

1. Prompts Group Work
2. Enjoyable
3. Breaks the ice with other students
4. Breaks the ice with the teacher.
5. Changes **ATTITUDE** towards learning Arabic in general.

## Cons

1. Childish.
2. Distracting from learning individually.
3. A lot of physical activity.
4. Questions are harder.
5. Limitation of time.
6. Location is not prepared for such activities.



# Students' Feedback: **in their own words**

## Pros

- “It makes me interested in learning”
- **“it takes pressure off”.**
- “it breaks the classroom routine”.
- **“It stimulates the brain”**
- “It gives you more motivation”
- **“this activity helped me to learn text more effectively, read, understand and answer the questions on time”**

## Cons

- “I did not find the activity fun – my team lost a lot”.
- “Overall I would have liked to have the time to focus on the facts”.
- ‘I don’t like doing mistakes in front of others’.
- “the building is not designed for these activities.

# Playful Learning from MY Perspective as a teacher...

## Pros

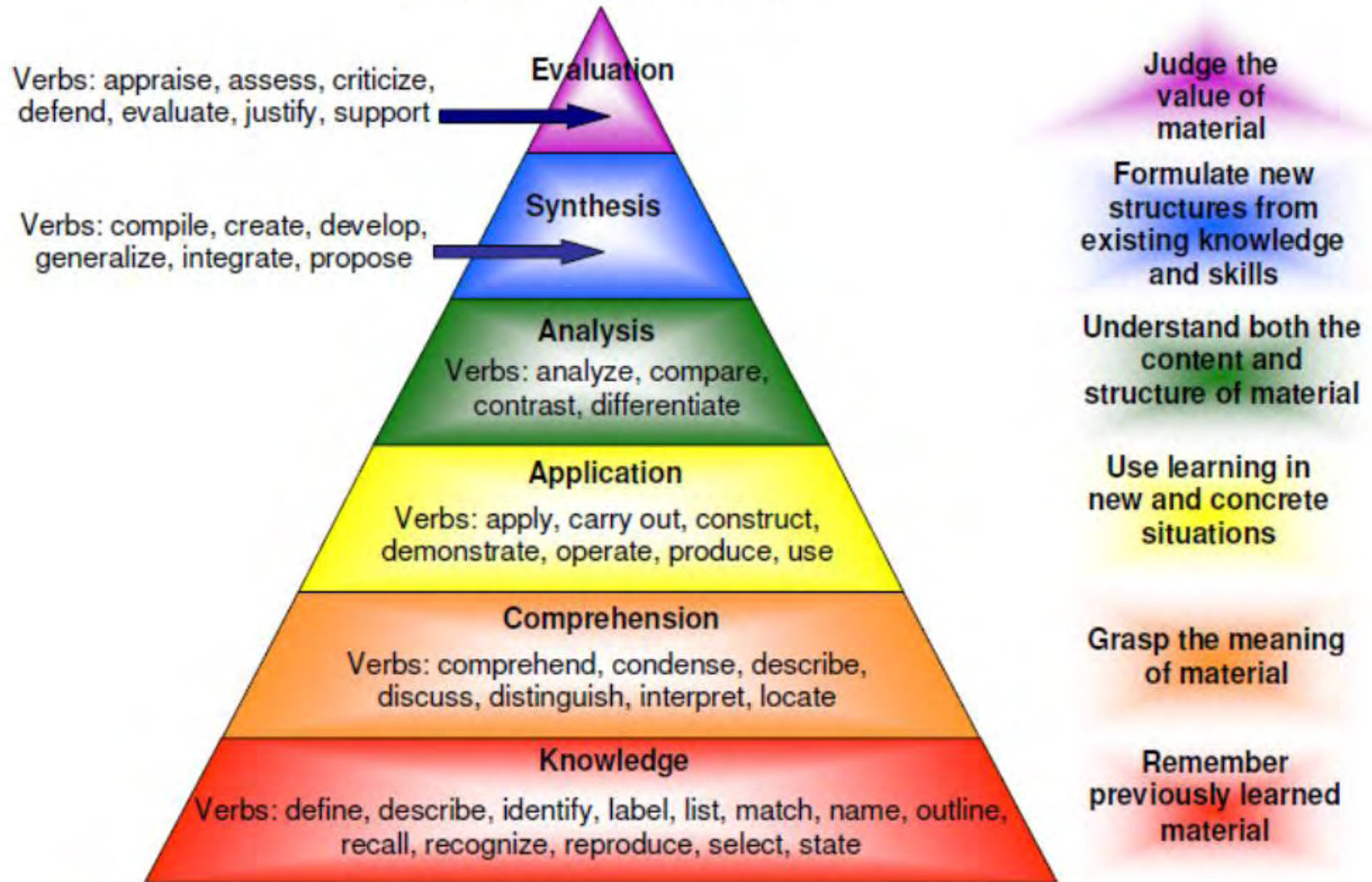
1. It covers all **Domains of Development** (DD): cognitive, affective and psycho-motor.
2. **MOTIVATES** students.
3. The improvement of the Constructive Alignment Style (**SoW** and **LP**).
4. Allows reflection on the practice (Planning, delivery and feedback process).
5. Learning Curve
6. Refreshing
7. Breaks the ice with students

## Cons

1. Additional Resources
2. More Preparation
3. More Marking (if formative or diagnostic assessment).
4. Time Management
5. Personals and Site/Class Management



# Bloom's Taxonomy



## 6 Levels in the Cognitive Domain of the Taxonomy

For a revised version of Bloom's taxonomy, see: Anderson, L. et al 2001.

Bloom's Taxonomy:

# 1. Knowledge

"knowledge results from the combination of grasping experience and transforming it" (Kolb 1984: 41).

- Rhyme Time
- Word Hunt
- Speed Contest
- Synonyms
- Password

KNOWLEDGE
List
Name
Recall
Record
Relate
Repeat
State
Tell
Underline

Bloom's Taxonomy:

## 2. Comprehension

- Tongue Twister
- Bragging
- Acrostic Poems
- Acrostics
- Taboo
- Word to Word

COMPREHENSION	
Compare	
Describe	
Discuss	
Explain	
Express	
Identify	
Recognize	
Restate	
Tell	
Translate	



Bloom's Taxonomy:

## 3. Application

- Rhyme Time: Poem
- Is it Good?
- Alphabet Code
- Words by Design
- Hangman
- Sentences

APPLICATION
Apply
Complete
Construct
Demonstrate
Dramatize
Employ
Illustrate
Interpret
Operate
Practice
Schedule
Sketch
Use

Bloom's Taxonomy:

## 4. Analysis

- Do It...
- Which is right
- Mix up
- Grab from Behind
- Initials
- Hidden Words

### ANALYSIS

Analyze

Appraise

Categorize

Compare

Contrast

Debate

Diagram

Differentiate

Distinguish

Examine

Experiment

Inspect

Inventory

Question

Test



# Bloom's Taxonomy:

## 5. Synthesis

“extraneous thinking, or doing something other than just working with knowledge as was taught...”  
(Moore, B. and Stanley, T. 2010: 32)

SYNTHESIS
Arrange
Assemble
Collect
Combine
Comply
Compose
Construct
Create
Design
Devise
Formulate
Manage
Organize
Plan
Prepare
Propose
Setup

Bloom's Taxonomy:

## 6. Evaluation

- Anagrams
- Jumbled Words
- Categories
- Making a List
- Schedules
- One question

EVALUATION
Appraise
Argue
Assess
Choose
Compare
Conclude
Estimate
Evaluate
Interpret
Judge
Justify
Measure
Rate
Revise
Score
Select
Support
Value

# Changing Culture

(Vergouwen, L. 2006: p1)

“Computers are changing our world: how we work... how we *shop*... how we *entertain* ourselves... how we *communicate*... how we *engage* in politics... how we care for our *health*.... The list goes on and on’ (Shaffer et al., 2004).

Especially digital media have now penetrated into almost every segment of our society. **Screens** and **mobile-phones** are literally entering public spaces like supermarkets, bookshops and busses. People are not only seeing the physical world around them, they are also almost constantly in contact with a ‘hypermediated’ version of that world; it is like feeling, seeing and sensing multiple ‘realities’ at a time (Bolter & Grusin, 2001).”



# Added Value

## Playful Learning for Special Need Students

- *Playful Learning will follow the principles of effective teaching and learning for students with Special Needs by:*
  - Recognising the literacy and learning challenges disabilities present (motor, neurological, emotional... etc).
  - Enabling students to use their cognitive strengths.
  - Being systematic: introducing phonemes and graphemes in families, and in a logical, order
  - Reducing complexity by reducing the number of graphemes to be learnt
  - Being multisensory, through the use of kinaesthetic and visual strategies as well as speech and text.



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# Teaching & Learning

Systematic: Structured – *teaching points begin with basics & move to complex;*

Sequential – *clear logical progression in learning;*

Cumulative – *new learning pegged into ‘previous’ knowledge*

Thorough: Over-learning – *opportunities for revision, consolidation & thorough learning*

Multi-sensory – *multiple encoding of new learning through simultaneous use of 2,3 or 4 sensory channels*



# Group Work

## Pros

*“Group work **motivates** learners. Several advantages have already been claimed for *group work*. It *allows for a greater* quantity and richer variety of language...”* (Long, M. and Porter, P. 1985: 212).

This opinion is based on the wide assumption that language “is implicated in most of the phenomena that lie at the core of social psychology: attitude change, social perception, personal identity, social interaction, intergroup bias and stereotyping, attribution, and so on.” (Krauss, R. and Chiu, Ch. 1998: 41)

## Cons

Gethin, A. and Gunnemark, E. amongst many others disagree with the group work approach and suggest that the reason behind this is a lack of class management skills by the practitioners, they also add: *“Language learning is a task that has to be carried out by individuals on their own. It is a process of ‘noticing’ that has to be done singly”* (1996: 34).



# Integrating Playful Learning in the SoW and LPs

Table 4 - Week 3 |

Learning Outcomes Addressed	Session objectives and delivery
LO2, LO4	<p><i>F2F</i> In this session you will:</p> <ol style="list-style-type: none"> <li>1. To recognize the remaining 5 Arabic letters, <i>lam-alif</i> and <i>alif maqsoorah</i> and to discriminate their sounds / <b>Play dough, Poster, Handouts, Flashcards and song</b> 🎵.</li> <li>2. To differentiate between the <i>Tanween</i> and <i>al-</i> in Arabic and get introduced to defining nouns in Arabic.</li> <li>3. To revise the letters / <b>'Treasure's Hunt' Game</b> 🎮.</li> <li>4. To identify the plural and feminine markers in Arabic / Handout and Textbook.</li> <li>5. To answer a formative exam 'Alphabet &amp; Greeting Phrases' / <b>paper formative exam.</b></li> <li>6. To be introduced to plural and singular pronouns in Arabic / Handouts and Pair work.</li> <li>7. To pair Arabic students with 'Language Tandem Colleagues' (LTC) / Pre-arranged Meeting with the TEFL team (20 minutes).<sup>4</sup></li> <li>8. Students will be divided into groups of 4-5 students each, each group will be numbered in Arabic and each student in the group will be numbered from 1-6 in his/her group.</li> </ol>
LO2, LO3:a,b, LO4	<p><i>Post-F2F including Online</i> After the session you will:</p> <p>Follow-up</p> <ol style="list-style-type: none"> <li>1. To answer the exercises / <i>Mastering Arabic</i> textbook (Unit 4 and some of 5).</li> <li>2. To meet the LTC and practice the phrases learnt so far / Handouts.</li> <li>3. To practice writing the letters.</li> <li>4. To practice what has been studied with the instructor/teacher in the drop-in session (time and location TBC)</li> <li>5. To follow the threads, discussion and contributions on Twitter &amp; Facebook, add a personal input (tasks will be specified during the week)</li> </ol> <p>Prep</p> <ol style="list-style-type: none"> <li>1. to read about the following grammatical definitions: Prepositions, adjectives and Genitive,</li> </ol>

<sup>4</sup>This activity is subject to arrangements with the TVTC team at the Dept of Languages.

“Play is seen as contributing to the holistic development of the child, including the three domains of development –cognitive, affective and psycho-motor (Figure 5.1)”

- **Cognitive:** All the skills and processes involved in learning, thinking and understanding. Self-concept and identity, language and communication skills, positive attitudes and dispositions towards learning, developing mastery and control in learning. Developing different forms of intelligence – visual/spatial, kinaesthetic, aesthetic and creative, musical/auditory, linguistic, logical/mathematical, interpersonal, intrapersonal, physical, scientific/technological, intuitive/spiritual, social/emotional. Social and intellectual well-being.
- **Affective:** All the skills and processes involved in learning a repertoire of appropriate behaviours, making relationships, social interactions, expressing and controlling emotion, developing a sense of self, understanding the needs of others. Emotional well-being.
- **Psycho-motor:** All aspects of physical development including
  - Fine motor skills* – use of hands, fingers, feet, hand/eye, hand/foot coordination.
  - Gross-motor skills* – large body movements such as sitting, turning, twisting, balancing, controlled movement of head, trunk and limbs. Brain-body coordination, spatial awareness.
  - Loco-motor skills* – large body movements involving travelling and an awareness of space such as crawling, running, climbing, walking, hopping, skipping, jumping. Brain-body coordination, spatial and rhythmic awareness.Learning about the body, and gaining control of movement (body awareness). Communicating and expressing ideas through movement. Physical well-being.

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**FIGURE 5.1** DOMAINS OF DEVELOPMENT