



UNIVERSIDADE FEDERAL DO PARÁ  
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**The use of playfulness as a resource in the teaching-learning process.**

Luana Valentim Araujo

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Course conclusion work (TCC), presented to  
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## **Thanks:**

I would first like to thank God, that if it wasn't for him I wouldn't have made it, because there were so many difficult times that I thought I wouldn't make it, I had my laptop stolen with all my work, I tried to borrow one and I couldn't, but in the When I thought all was lost, God reached out to me and helped me.

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## **Dedication**

I dedicate this work to God, my parents, and my husband who didn't let me give up  
saw my tears, and supported me when I didn't even believe it myself.

All the teachers who contributed to my training.

To my colleagues and friends.

Anyway, I wish these people every success.

**ABSTRACT:** This article is the result of research that aims to analyze how the use of play has been developed in the educational context and to identify whether it helps to motivate students, taking into account the perspective of teachers and students, through articles that collected data, such as: questionnaires, interviews and case studies. Therefore, bibliographic searches were carried out so that we could find research that answered questions about this tool. 07 articles were selected for analysis, using the keywords (Lúdico, Ensino-Aprendizagem and Motivação), in the following databases: Portal de Periódicos da CAPES and Google Scholar. The themes appear in different ways, however, it was necessary to read and interpret each one. The searches through the keywords were made in Portuguese, to understand how this situation occurs in our country. Research shows us that playing is a very important tool and influences student learning and motivation.

**Keywords:** Playfull, Teaching-learning and Motivation.

## **Summary**

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## **1. Introduction:**

Using playful teaching is a strategy that can and should be used by teachers in the classroom because through playful activities students can learn while having fun and in a more relaxed environment. It is known that learning a new language involves a lot of dedication and effort and the student is not always motivated to learn, but with the help of this strategy, teaching becomes lighter and more fun, according to Luckesi (2002), "playfulness is part of human activity and is characterized by being spontaneous and satisfying".

Therefore, this project seeks to analyze how these activities collaborate in teaching and learning in the perception of the teacher and the student, and how educators conduct this method in the classroom, taking into account the existing difficulties, through the analysis of articles, to know how influential gaming is and whether it offers good satisfaction. (Harmer apud, BERNAUS, (1947) writes that if we see a goal and that goal is convincing enough, we are strongly motivated to do whatever it takes to achieve it, so it is up to the teacher to find a solution that helps in student learning, because through playfulness the student can explore their creativity, so the teacher must be prepared to perform such tasks.

However, the learning process is part of the human being, and creativity makes the process develop from new experiences and experimentation. Through the game, one can find a way to stimulate learning in a pleasant and fun process, in an attempt to solve some of the existing difficulties, such as; motivation, difficulty in assimilating content, interaction, etc, so these and other reasons led me to this research, to try to delve even deeper into this fundamental tool in the life of any learner.

Thus, some authors, such as VYGOTSKY, (1994) value playfulness as a pedagogical tool for the development of students' socio-cognitive aspects, to promote motivation and more meaningful learning, according to his motivation is one of the main factors, not only for learning but also for acquiring a foreign language.

### **1.1 What is Playfull?**

The play originates from the Latin word "Ludus", which means "game", spontaneous movement, which makes it more complex than just the game itself, that

is, something that is done for pleasure, with no other purpose than the pleasure of doing it (Almeida 2009).

Dearden (1967) defines play as "a non-serious, self-contained activity in which we engage only for the satisfaction involved in it." As stated by Bernardo (2009) "playful is everything that allows the construction of knowledge in a more free and spontaneous way". Because of this, the ludic is certainly a fundamental and extremely important tool in the life of the human being, as we always live in search of knowledge in different situations, whether in the school environment, at work, or in others. The use of this great tool facilitates learning, making teaching more enjoyable, thus awakening the desire to acquire more knowledge.

The ludic is eminently educational in the sense that it constitutes an engine of our curiosity about the world and life, the principle of all discovery and all creation (SANTO AGOSTINHO apud SOUSA, 1996). As already mentioned, playing arouses curiosity about the world and life, contributing directly and indirectly to learning, as it is present in everyone's daily lives, regardless of age or social class. Therefore, it can allow students to learn a new language in a more relaxed way, through games that provide pleasure and joy.

## **1.2 Play activities; as learning strategies**

For Oliveira (2004), "strategy is a path, form or action formulated and suitable to preferably achieve, in a differentiated way, the defined objectives and challenges, in the best positioning of the company in its environment".

In all spheres, some people have needs and difficulties in learning about a certain subject, so over the years, several ways have been developed that aim to improve performance and awaken in students an interest in learning through strategies, because each person learns from a different perspective, different ways. In turn, there are several ways to work in recreational activities, in a relaxed way, using some tools that are part of everyday life, such as; music, games, dynamics, etc. Its use makes all the difference in learning, especially when they are applied to children, as they lose attention more easily, so the use of such activities makes the child able to maintain concentration and better absorb the content being applied.

According to Armarilha (1997), ludic activity is a way for the individual to relate to the community and himself. Finally, the playful activity is an irreplaceable strategy, which seeks development in the learning process, the use of these activities contributes to the growth of the individual who is always in search of knowledge, and the more pleasant the teaching, the more the individual learns. For Vygotsky (2001), there is a need to use playfulness more intensely, because playing is universal and part of health. Playing facilitates growth, leads to the group relationships.

### **1.3 The ludic in the educational context; motivating factor**

According to Carlos Drummond de Andrade (Apud ROLOFF, 2009, p.8), "playing is not wasting time, it is winning. It's sad to have boys without school, but sadder to see them lined up in airless rooms, with sterile exercises, useless for training".

When reflecting on the concept of playing in the educational context, some differences in understanding can be observed, as some believe that playing is just playing and others already approach this concept as a different way of making classes more dynamic and attractive, attracting attention of students. Playfulness is a way of entertaining students and freeing them from some activity or content considered tiring, so the educator must offer different didactic forms, such as recreational activities so that the student feels like thinking and being able to solve their difficulties in the classroom.

During my observation phase, I noticed the lack of motivation of some students to learn the English language, because according to them the classes had a lot of content and no dynamics, which made the teaching tiring and uninteresting and without any entertainment, Vygotsky (1994), states that "motivation is one of the main factors, not only for learning but also for the acquisition of a foreign language", similarly Hamer (1947) says that "If we see a goal and that goal is convincing enough, we will be strongly motivated to do whatever it takes to achieve it. In this way, when we are motivated, we can more easily acquire and absorb the contents worked in the classroom, and it is up to the teacher to seek ways that can help the student to get involved, providing opportunities that are significant for him to assimilate the content studied.

## **2. Objective**

### **2.1 General objective**

The present study aims to analyze how the recent literature approaches the ludic as a tool in the teaching-learning process and, through the results found in the articles that collected data because in this way it will be possible to describe how the ludic has been worked in the educational context. and identify whether it helps to motivate students, taking into account the perspective of teachers and students. Therefore, research shows us that playing is a very important tool and influences student learning and motivation.

### **2.2 Specific objectives**

the specific objectives of this research are:

- 1- Find the following information in the articles: participants, data collection methodology, Educational context, Objective and research results.
  
- 2- Understand the perspectives of students and teachers on the use of games, to verify if they believe that it increases students' motivation.

### **3. Methodology**

To conduct research, an investigation method is needed. According to Marconi and Lakatos (2003), "The method is the set of systematic and rational activities that, with greater security and economy, allows achieving the objective - valid and true knowledge -, tracing the path to be followed by detecting errors and helping the scientists' decisions.

Therefore, the importance of the methodology for carrying out works and research is understood, because in this way we can find answers to several questions, so on page 18 of this research, there is a table with the summary of information about each article chosen.

#### **3.1 Method**

First, the articles were searched in the following databases: Portal de Periódicos da CAPES and Google Scholar. The keywords used were: "Playfulness and Teaching-Learning and Motivation" anywhere with inclusion criteria AND, thus resulting in 70 works found in CAPES Portal and 462 in academic Google. The keywords were in Portuguese due to the objective of understanding the situation researched here in the context of Brazil.

The corresponding periods about research are between the years 2010 and 2022, a period in which many changes occurred, about teaching with the arrival of new technologies. The titles and abstracts of the articles were read during the month of January 2022, in the databases referring to the keywords (Lúdico, Ensino-aprendizagem and motivação), then the downloads of the articles selected for reading, resulting in 07 final articles .

The inclusion criteria were: (1) articles in Portuguese in their full versions for download and (2) articles with data collection, questionnaires and interviews, and (3) articles related to school life and education and (4) articles that correspond to the problem.

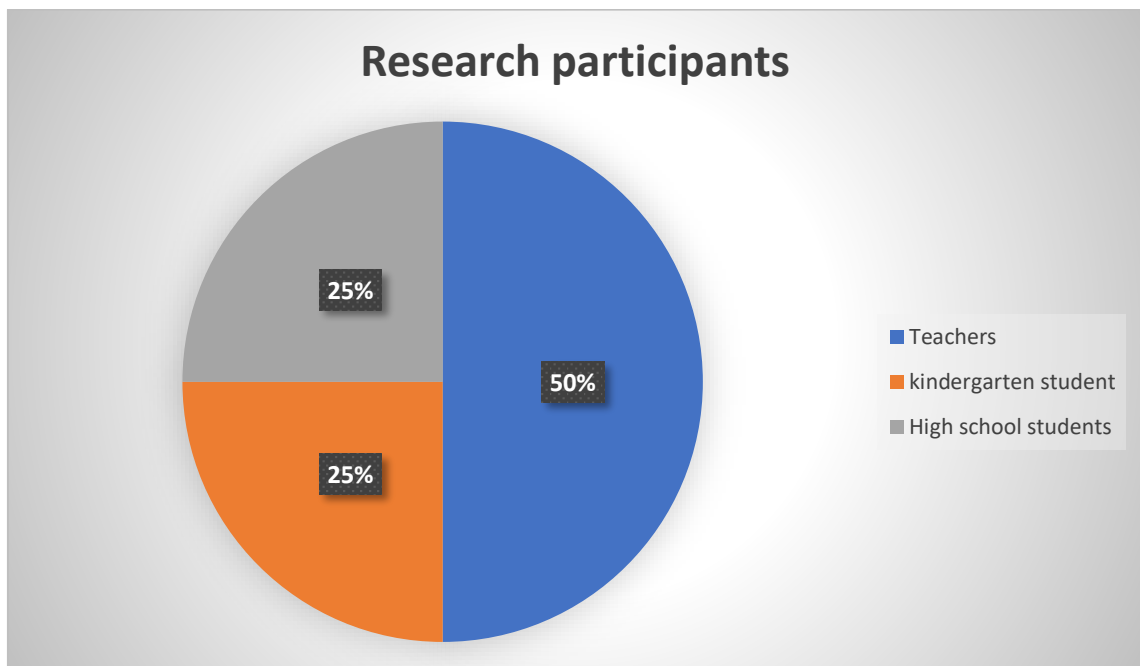
The exclusion criteria used were: (1) difficulty in accessing full texts in some articles, or (2) articles not corresponding to the research question, or (3) articles in other languages.

#### 4. Results and discussion

In the following topic, the main results found in the articles selected for analysis will be presented, as well as graphs and tables that show who the main audience of the research is, the types of studies carried out, and the percentage of participants.

Therefore, through the collected data, we will conclude to solve existing doubts about how the ludic has been worked in the classroom and if its use influences the students' motivation in the learning process, through the perception of the teacher and the student. The main methods used by the authors of the articles were: interviews, questionnaires, and case studies.

The following chart shows the percentage of survey participants and the target audience:



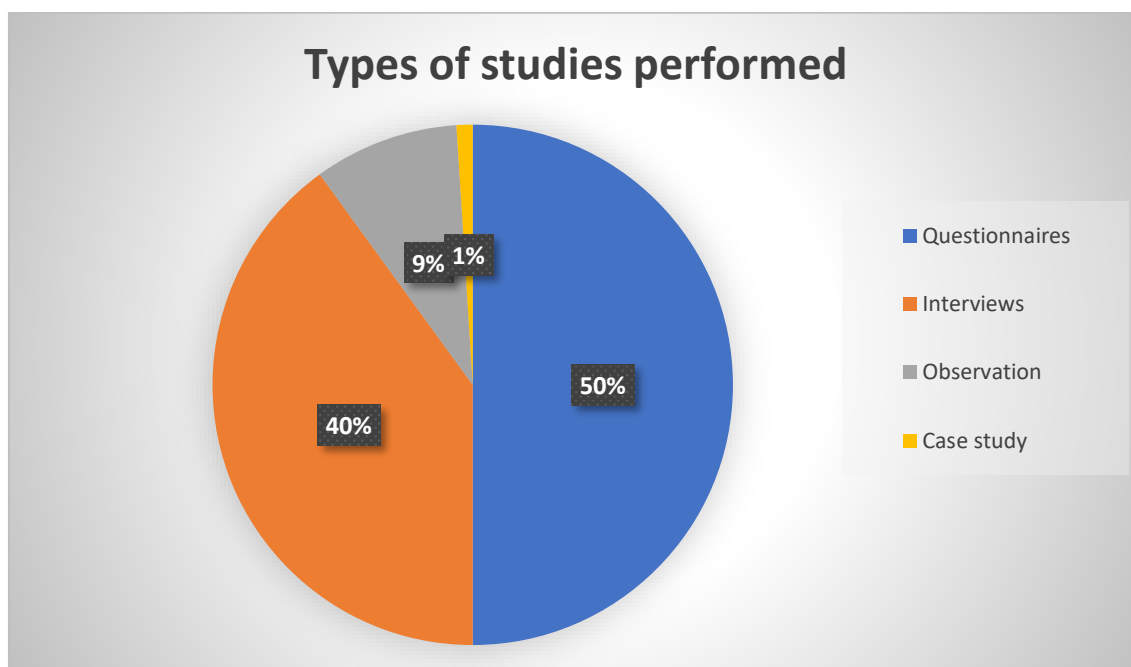
**Graph 01**

It is noted that the largest number of research participants are teachers since their participation is extremely important in terms of student development.

Paulo Freire says: "To teach is not to transfer knowledge, but to create possibilities for its production or construction" (2001, p. 52). Create situations in the classroom where the student can ask questions, thus allowing himself to build his knowledge.

The other 25% are children, as they are in the learning phase and need strategies to help them in this process.

Finally, 25% are students who are part of higher elementary education among other series.



**Graph 02**

**Source:** Author

In the following analyses, the relevant data for the use of ludic in the classroom were described, and how it is seen in the perception of the teacher and the student, aiming to know if it helps as a tool in the teaching-learning process and if the students feel motivated to learn in the educational context.

In this first moment, we will focus on playfulness in the context of teaching practice, certifying how the teacher has been dealing with this resource in the classroom and how students react through this method.

The following surveys are qualitative, such as data collection through interviews and questionnaires.

In the study carried out by Dantas e Silva (2021), the authors identified the importance of play in the educational context, as interviews were carried out with 02 English language teachers who use play in the classroom, and emphasized that students feel more motivated to learn through playful activities, but on the other hand, teachers complain about the lack of time and resources to work. From the results

obtained, it can be said that, as much as there is motivation on the part of the students to exercise their functions, there is still a shortage of resources to assist in this process, and it is of paramount importance that the management team help the teachers, giving support them when they need it, Brock, 2011, p. 47 says that "Educators need a foundation of knowledge and understanding of psychological, socio-cultural and ecological theories and the relevance of these theories to meeting children's needs, as well as knowledge of how educators teach and how children learn".

On the other hand, in the study carried out by Carvalho and Rodrigues (2021), the authors used questionnaires with 06 lower elementary school teachers, in order to find out about playfulness as a teaching method, and both claim that playfulness is seen as a contributor to the quality of education, but who rarely find it difficult to work with playfulness, giving the impression that play is contextualized in order to influence learning.

This is consistent with the results found in the research by Oliveira e Silva (2016) which sought to find education professionals who have played as a pedagogical tool. However, the authors claim that it is possible to create learning situations in which classes become motivating, dynamic, interesting, and enjoyable.

On the other hand, professionals need to be trained in relation to playing, as they still lack some theoretical foundations, since play is not a mere hobby, but a didactic way of teaching and learning.

Knowing that playing provides more meaningful learning, we can conclude that play is a fundamental tool for educators, because through it teachers can develop their work in a differentiated and very productive way.

Continuing the analysis, the researchers Oliveira, Correa, Stein, Silva, and Andrade (2018), described whether student motivation has to do with veteran and newly hired teachers in the classroom. We conclude that teaching time does not interfere with students' motivation, but the particular way that each educator conducts his class.

Silva and Ribeiro (2012), in their research, carried out in a state school, with 02 classes of the 8th grade, came to the conclusion that the ludic makes learning light and relaxed, in addition to being pleasant for the students.

However, it is worth mentioning that this is only possible if the students are motivated, and teachers do not always have the time and willingness to apply strategies in the classroom.

Other research also emphasizes the use of strategies that motivate students to learn, highlighting that students feel more motivated by the way the teacher inserts the contents, materials, and teaching resources used.

Perassinoto, Boruchovitch, and Bzuneck (2013) emphasize in their research that, for better student development, a favorable environment is necessary, it is necessary to create strategies that arouse motivation, that is, to provide students with the exercise of autonomy, in the school context. ; explore students' interests; show value and personal meaning of learning; and finally, provide performance feedback in a way that nurtures a sense of competence.

Regarding the results obtained by these authors, they show us that recreational resources have a fundamental and indispensable role in learning and that they should continue to be used to promote development, interaction, socialization, in the educational environment.

Results	Teachers	Students
	Playful as a facilitating tool.	Playful as a motivating factor.
	Need for resources and support to work.	More enjoyable learning.
	Improvement to teach.	Learn by playing.

**Table 01:** Analysis of the studies

**Source:** AUTHOR

## **5. Final considerations**

Given the aspects presented, it can be concluded that Ludico is essential in teaching, since it makes learning lighter, relaxed and pleasurable, on the other hand this is only possible if the teacher has acted as a motivational stimulator, who plans to their classes well, in a didactic way, thus providing students with a pleasant teaching. However, in the course of the process, it is noticed that interest and motivation do not depend only on the teacher's planning, but on the students who often go through particular problems and thus have difficulty motivating and learning, however there are many challenges. found in education, some of the results show us that the lack of structure or even the lack of time interferes with teaching, as an environment that provides quality learning is necessary.

And as the main result found in this work, it was found that, in the analyzed articles, Ludic influences the learning and motivation of students, especially in lower elementary students, since the vast majority of ludicity is applied to this public, and the most studies are aimed at children, so future research is needed to answer why there is little research involving adults.

**Table 2: Summarized information from the analyzed studies**

<b>Author and year</b>	<b>Participants</b>	<b>Purpose of study</b>	<b>Methodology</b>	<b>Location of study</b>	<b>Results and discussion</b>
Dantas e Silva (2021)	02 teachers	to investigate how 02 English language teachers understand the work with the ludic in teaching	interviews	via whatsapp app	several challenges presented by our employees in working with playfulness in teaching, need for resources.
Rodrigues e Carvalho (20210)	06 teachers	understand the importance of pedagogical practices and the relevance of play as a methodological way	case study with a qualitative approach and descriptive research.	Online	the teachers understand the importance of play in the process teaching and learning as a methodological way to contribute to student development.

Oliveira e Silva (2016)	Teachers	find education teachers Children with plans and actions entertainment-oriented.	questionnaire	CIEI, in the municipality of Jardim/MS.	demonstrate that teachers know that they should not be only spectators in the classroom, but active participants in jokes.
Oliveira Corrêa Stein Silva and Andrade (2018)	Teachers and students	to check if the students' motivation	Questionnaire.	Universidade Federal de Goiás/Regional	the research instrument used was not enough to verify if the student's motivation is influenced by the teaching time of their teachers
Silva and Ribeiro (2012)	elementary school students	analyze the ludic as a facilitator in learning	data collection and	State School on the outskirts of	it could be proved that the

			observatio n	city of Jataí – GO	playful if used correctly as a tool can be significant for the acquisition and knowledge apprehensi on.
Perassino to, Boruchovi tch, Bzuneck (2013)	314 students	assess the frequency of use of learning strategies, identify motivation to learn	data survey	school	The data were discussed in the light of the literature and educational implications were extracted, as well as suggestion s for future research.

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