AGENCY & AUTONOMY
IN LANGUAGE LEARNING
Kanda University of International Studies
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Contribution ID: **108**   Type: **Practice-oriented Oral Face-to-face presentation**

Forging Autonomy for Oral Proficiency with LEGO® Serious Play®

Saturday 17 May 2025 12:30 (25 minutes)

TITLE

Forging Autonomy for Oral Proficiency with LEGO® Serious Play®

RELEVANT SIG

Learner Development

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

gamification, reflection, narratives, self-reliance

First-time presenter?

First-time presenter

ABSTRACT

Applying gamification methods in the educational sector has become increasingly popular in recent years to get and hold generation-Y students'attention and enhance their commitment (Reiners, Wood, 2015). While computer-based gamification tools are more well-known and widespread, the haptic potential of concrete toy-like gamification tools should not be underestimated as students increasingly crave a counter-experience to the e-learning overkill.

We have set up a 60/90-minute workshop based on the Lego® Serious Play® methodology (Roos, Victor, 2018) allowing participants to practice the target language in small groups. First, the facilitator asks them to build a model, then gives the participants time to build it using Lego bricks. Finally, each participant presents their model orally. The presentation is done without interruption, but questions from other participants are welcome at the end of the story. The form allows everyone to express themselves with the support of a model. A

workshop will include 4 requests (individual and collective) related to language learning.

The question remains, however, as to which ways such activities can empower learners and teachers (Cruz, Gutierrez, Rojo-Revenga, 2021), and how to introduce the concept of learning by doing, gamification, story-telling, and metaphors in an academic environment.

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