

Games in EFL Kindergartens: Jordan as an Example

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ABSTRACT: *To prevent approaching a dull language teaching and learning experience, games utilization in EFL kindergartens embodies a promising innovative tool for EFL teachers and learners to utilize in educational EFL institutions, especially kindergartens. This study aims to find out the extent to which Jordanian EFL kindergarten teachers utilize games in teaching English. Therefore, a self-made checklist was implemented while observing a convenient sample of 15 EFL kindergarten teachers practice in classroom in different kindergartens. 45 classes were observed to fill in the eleven-item checklist representing purposes of games utilization in EFL classes in kindergartens. Purposes include three items in teaching grammar. These are explaining simple structure, helping students to recognize grammatical items, and helping students produce correct forms. Purposes to teach vocabulary include delivering content, helping students recognize different vocabulary and helping students to read English words correctly. Purposes to do warm up activities include using games to make the topic more appealing, to introduce the main topic and to increase their aptitude to learn new material. Finally, purposes to utilize games as a formative assessment tool. These include helping teachers to assess their students and helping students to their tasks smoothly. The manual analysis of the findings showed, first, an absence of games utilization in EFL kindergartens. A second finding is a lack of cognition and awareness of the definition of games per se among EFL teachers. A third finding is teachers' erroneous perception of games utilization that may lead to a delusional sense of professional development. A fourth finding is that English teachers, generally, tend to utilize games in kindergartens for the purpose of assessing their students' performance. A fifth finding is a lack of training in kindergarten instruction among English teachers- who are majored in English- in EFL kindergarten, hence, a lack of accountability. The study suggests an urgent need for preparing EFL kindergarten teachers as well as increasing their readiness for such critical age-sensitive profession. The findings of the present study can be of use to pre-school educationalists, kindergartens administrators and English teachers.*

KEYWORDS: EFL kindergartens, games

INTRODUCTION

Kindergarten is a critical level. Children aged 4-6, representing preoperational stage of cognitive development according to Ojose (2008), are expected to use language and represent objects by images or words. In addition, children at kindergarten level are expected to use their imagination and intuition increasingly. Such facts explain the

logical reason of children's' fascination for games which, in turn, increases their lexical repertoire and imagine solutions to solve different problems.

Instinctually, children are attracted to games as they help them to meet their physical, social and cognitive needs (Yogman, Garner, Hutchinson, Hirsh-Pasek, & Golinkoff, 2018). For instance, a 5-year-old child will not be motivated to a particular game unless he/she feels the significance of his role in a game, the fun in playing the game and the challenge it provides. That is why, probably, children prefer the role of the chaser in Hide and Seek. The role of drawing the stickman in Hangman, and the role of Simon in Simon Says.

Kindergarten games are the games utilized by teachers inside the classroom to help children acquire literacy, Math and physical skills. To Oannou-Georgiou (2010), Games are simple structured activities that involve little language but are meaningful to students and involve children cognitively and emotionally. Prodromou (1992) defined games as enjoyable activities that involve an objective to be achieved and certain rules to be followed. They are, usually, competition-based in which one individual or more take part.

English language teachers are, naturally, expected to use various games to help learners to approach language learning within a stimulating, playful and interesting atmosphere. Given the fact that interest is the best teacher, kindergarten EFL teachers are obliged to create an interesting instructional environment within which Kindergarten EFL learners are entitled to learn the target language in a smooth, interest-stimulating and low-affective manner (Copple and Bredekamp, 2009). Corollary, children will be allowed to be themselves as they unleash their potentials in the here and now.

Benefits of games utilization in kindergartens extend to increasing children's investment of time and effort to learn. Rebekah Stathakis (2013), a blogger on Education world.com, highlighted few benefits of games' use in classrooms. They include the provision of a context to engage children in language practice and grab their attention too. Another benefit includes the development of various skills through games, such as; creativity, team work and critical thinking. On Raising Children.com (n.d) few benefits of games utilization in teaching in respect of the development of preschoolers' affective intelligence were highlighted. As children take turns in games and try to fit in with other children, they will, probably, grow feelings of empathy.

Within the Jordanian context, kindergarten instruction has always been a priority. Efforts were paid by the Ministry of Education to follow the Early Childhood Development (ECD) standards in 1999. The Jordanian Government has also managed to improve kindergarten education and the quality of learning environment (Al-Darab'h, Abu Alrub, and Al-Mohtadi, 2015). Naturally, kindergarten EFL instruction focuses on the instruction of English alphabets, vocabulary, numbers, and parts of the body. As a matter of fact, an undergraduate student specialized in child education at Jordanian universities have a course entitled The Role of Playing in Education (see Appendix 2). They are presumed to be with more aptitude to interact with children and fit in the kindergarten atmosphere (Blank, 2010). Nevertheless, Jordanian English major

graduates, who tend to work as English teachers in kindergartens, fail to keep pace with kindergarten instruction as they lack cognition of the psychological and the physiological background of children. No wonder teachers lack theoretical and practical experience in child education. Their sense of professionalism is relevantly low (Manasia, Ianos, and Chicioreanu, 2020).

LITERATURE REVIEW

As part of the role, teachers are free to use common games to teach English or create games to meet their learners' individual and cognitive needs (Alkarmi, 2010). However, there is no general consensus on the use of games by different Kindergarten EFL teachers. It is worth noting that the type of games used to teach English in Jordanian kindergartens have never been explored, investigated and tallied up within a descriptive study. Such investigation may help other fellow teachers try new games used by others, or even create their own games, as long as they meet learners' cognitive, physical and affective needs. As a matter of fact, there is a dearth of qualitative and quantitative research conducted on the utilization of games to teach English for preschool EFL learners in kindergartens. This is probably due to the growing attraction early childhood education is receiving nowadays (Samuelsson and Kaga, 2008). However, there is a plethora of qualitative and quantitative research on the use of videogames or electronic games to teach English in kindergartens internationally. Such as; *The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students* (Hijazi & Al Natour, 2018), *Video Games Promote Saudi Kids English Vocabulary Retention* (Shaiji, 2015), *Digital Games, Songs and Flashcards and Their Effect on Vocabulary Knowledge of Iranian Preschool* (Taghizadeh, Vaezi and Ravan, 2017), *Game-Based Language Learning for Pre-School Children: A Design Perspective* (Meyer, 2013). Literature on games utilization in EFL kindergartens is rare as shown in the next section. It mainly highlighted the utilization of games to teach other subjects, or focused on different aspects in EFL teaching and learning process. These studies include Arikan's and Yolajeldili's (2011) qualitative investigation of the effectiveness of using games in teaching grammar to Turkish young learners. 15 EFL primary teachers' view points were collected through a questionnaire. Results analysis showed a lack of games utilization in grammar classes among Turkish EFL teachers.

In 2011, a quasi-experimental study was conducted in KSA by Daghistani, to identify the effectiveness of educational games in the development of some of the thinking skills of children in kindergartens. A pre-posttest was implemented. Results showed that the experimental group performed better in the acquisition of thinking skills compared to the control one, due to the utilization of educational games.

In 2013, a quantitative study entitled, *The Effect of Game-Based Learning on Students' Learning Performance in Science Learning- A Case of "Conveyance Go"*, was conducted by Chen and Liu from Taoyuan. Their study aimed to help elementary school students to learn science-related concepts by playing an educational card game, named Conveyance Go. A One-group pretest-posttest design was implemented with eighteen students in elementary level. Results revealed a positive attitude toward the use of the game under investigation among the target group. Another result demonstrated the effectiveness of the proposed education card game in teaching the scientific concepts under investigation.

A descriptive- analytical study was conducted by Petrovska, Sivevska and Cackov from Macedonia (2013) for the purpose of investigating the views of nursery school teachers about the role of games in the development of Preschool child. 35 teachers in two kindergartens were interviewed. It was found that teachers follow a framework adopted by the kindergarten to utilize games in teaching different subjects. Plus, almost all teachers agreed on the need for space, didactic materials and both types of games, whether traditional or contemporary ones, as long as they match with the educational activity and goal.

A descriptive study was conducted in Cyprus in 2015 by Caganaga and Yiltanlilar for the purpose of examining the advantages and disadvantages of using games in language teaching. Participants included two students, a male and a female, who were interviewed after being taught English via using games. Results proved that using games, especially the game of Jenga, developed learners communicative and vocabulary skills within a collaborative environment.

An action research was conducted in Indonesia by Nurhayati (2015). She investigated the improvement of kindergarten students' English pronunciation ability through Go Fish and Maze Game. She used a pre-post test to test students' spelling ability before a game-based instructional program and after it, a pre- survey and a questionnaire. Results showed that students were happily and enthusiastically involved in the activity of English pronunciation. Statistical results proved a statestical significant difference between learners' means scores in pre and post due to the game-based instructional program.

In 2016, a triangulation-based descriptive case study was conducted in Cyprus by Gozcu and Caganaga to find out the extent to which using games in EFL classrooms is important. Two undergraduate students were observed and audio-recorded while playing an educationally adapted game called Twister. Results analyzed showed a necessity for employing games in second language learning classrooms, accompanied with a provision of a motivational and fun atmosphere of EFL learning. Lu (2016) conducted a qualitative study entitled A Study of Application of Games in Children English Teaching: Taking Children English Class in Education First Training School for Example. The researcher observed classes at Education First School in Ningbo, China. Conclusions advocate the implementation of game-based learning in which well-chosen games give learners a break, and simultaneously, allow them to practice language skills.

In 2016, Hursen and Salaz, from Near East university in Cyprus, conducted an experimental study to investigate the effects of authentic childhood games in teaching English. The control group, that consisted of 21 kindergarten students, were taught English through traditional methods. As for the experimental group, that consisted of 22 kindergarten students, were taught English via authentic childhood games. Results showed that the use of authentic childhood games has positive impact on kindergarten students' academic success.

Bakhsh (2016) from King Abdul Aziz University in KSA conducted a qualitative study in which she investigated the literature related to using games as a tool in teaching vocabulary to young learners. Bakhsh reviewed literature related to the importance of games in teaching vocabulary to young learners, the practical implications of using games to teach vocabulary and the challenges of implementing games in teaching vocabulary. Results showed that, first, teachers' role is primary for they need to be patient in finding new and interesting games. Second, they should consider time and materials to be designed. Third, the selection and creation of games is tailored by learners' interests, levels, and the instructional context.

Sochetra (2017), from Cambodia, conducted a qualitative research, Entitled Using Games to Teach Young Children English Language. Via implementing an on-line questionnaire and on-line interviews, the researcher collected data from 27 teachers to find out their purposes of using games, the effectiveness of using games as a teaching technique, and main aspects of utilized games. Findings revealed that purpose of using games in English teaching are mostly educational. It has been also found that games utilization in English classes encourage creativity and spontaneous use of language. In addition, It has been concluded that the main aspects of games to be considered when teaching English include the value of the game, and the flexibility as well as the adaptability of the game.

Ibrahim (2017), from Sudan, conducted a quasi-experimental study to find out the advantage of using language games in teaching English as a foreign language. The sample consisted of 30 English teachers teaching in East Gezira Locality. A questionnaire was implemented to collect data on teachers' performance as a result of utilizing language games in their classes. Results showed that language games are useful in a way they help students to improve their achievement in English.

Yao (2018) conducted a qualitative study in which he surveyed 30 kindergartens which were randomly selected, in Guangdong province. The aim of the study is to investigate an application of collaboration ability in kindergarten game-based education. As the researcher observed teachers' game-based teaching and students' behavior in response to games, he concluded that guided games differ from free games in that the former targets planned learning. Moreover, there is a need for games to enhance multi- cultural education. A Final conclusion, outdoor game-based education in kindergartens enhances children's collaboration ability and enables them to play their imagination and elevates children's interest in learning and development.

Tatli (2018) from Turkey, investigated the effects of particular variables, namely gender, type of technology, grade in school and parents education levels, on children's game preferences. As a descriptive study, a survey was conducted on 464 children to determine their game preferences. Results showed that gender played a role in identifying preferences and that parents educational level plays no role in children's game preferences. A final result showed girls' tendency to play mini games, while boys preferred sports games.

As a matter of fact, there is a dearth of qualitative and quantitative research conducted on the utilization of games to teach English for preschool EFL learners in kindergartens. This is probably due to the growing attraction early childhood education is receiving nowadays (Samuelsson and Kaga, 2008). However, there is a plethora of qualitative and quantitative research on the use of videogames or electronic games to teach English in kindergartens internationally. Such as; *The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students* (Hijazi & Al Natour, 2018), *Video Games Promote Saudi Kids English Vocabulary Retention* (Shaiji, 2015), *Digital Games, Songs and Flashcards and Their Effect on Vocabulary Knowledge of Iranian Preschool* (Taghizadeh, Vaezi and Ravan, 2017), *Game-Based Language Learning for Pre-School Children: A Design Perspective* (Meyer, 2013). Literature on games utilization in EFL kindergartens is rare as shown in the next section. It mainly highlighted the utilization of games to teach other subjects, or focused on different aspects in EFL teaching and learning process. These studies include This paper attempts to bridge that gap in literature via investigating, qualitatively, the use of games in EFL kindergartens within a Jordanian context. Hence, This study is limited to private kindergartens in Amman, the capital of Jordan.

METHOD

As a descriptive study, in which the researcher attempts to find out the extent to which EFL kindergarten teachers utilize games in their teaching, it entails observation of multiple English classes in different kindergartens and filling in a self-created checklist that touches upon purposes of games use in English language instruction by the teachers. The checklist subsumes eleven items in the shape of purposes of using games in EFL kindergartens by English teachers. Such items were suggested by the researcher as a mother of four children who enrolled in kindergartens and received education there. Teachers, who represent a convenient sample, likely use games to deliver grammatical content and vocabulary, or for the purpose of assessing students formatively as well as warming up for a new material.

The research instrument, namely the checklist mentioned earlier, is meant to provide the researcher with sufficient data on EFL teachers' use of games, along with classroom observations that will give an extra perspective on the types of games that teachers use to achieve learning outcomes. A checklist is a systematically arranged- action items that allow for recording the presence or the absence of individual items (Reijers, Leopold and Recker, 2017). Checklist validity was approached by a group of academics specialized in Curriculum and Methods of Teaching English. As for the reliability of the checklist, 15 EFL teachers in different kindergartens, representing the pilot group, filled in the items of the checklist (see Appendix 1). Alpha Cronbach test was conducted via SPSS and resulted in an acceptable value of 0.76.(Taber, 2017). See the table below:

Table 1

Reliability Statistics

Cronbach's Alpha	N of Items
.760	11

On the other hand, classroom observations were taken into account. These are not only simple act of watching teachers' behavior and practices, they are means for uncovering the unusual from seemingly usual or commonplace practices (Stenhouse, 1975). Thusly, the researcher attended 45 English classes in different kindergartens to observe English instruction, tally up and name the games utilized by teachers. Using the Yes/No checklist as an instrument, the researcher is expected to find out the extent to which target teachers utilize games in teaching English and the purpose of such utilization, even if created on one's own initiative.

FINDINGS AND DISCUSSION

The current study reported a perceived absence of games utilization in kindergartens in EFL classes, as well as a lack of cognition of the term game per se. Almost all kindergarten English teachers within the study think of games as a fun, aimless activity that is not likely to be education- oriented unless they are ready-made educational games. Some of them think that games utilization is a must in EFL kindergartens, yet they have no clue of the when and how to implement them. A few of them actually use games, or what they claim to be games, in their classes. The following table displays the number of English classes attended, the frequency of games utilized- as perceived by teachers, and the purpose of such utilization.

Table 2

Class no.	Frequency	Purpose
1	0	-
2	0	-
3	0	-
4	0	-
5	2	1-Help teachers to assess their students. 2- Help students to do their tasks smoothly
6	2	1-Help teachers to assess their students. 2-Help students to recognize different vocabulary.
7	0	-
8	0	-
9	1	Introduce the main topic of the lesson.
10	1	Help teachers to assess their students.
11	1	Help teachers to assess their students.
12	0	-

13	0	-
14	0	-
15	0	-
16	0	-
17	0	-
18	0	-
19	0	-
20	0	-
21	1	Help students to recognize different vocabulary.
22	0	-
23	1	Help teachers to assess their students.
24	2	1- Help teachers to assess their students. 2- Deliver content.
25	0	-
26	0	-
27	0	-
28	0	-
29	0	-
30	0	-
31	0	-
32	0	-
33	0	-
34	0	-
35	1	Help teachers to assess their students.
36	0	-
37	0	-
38	0	-
39	0	-
40	1	Make the topic more appealing and attractive.
41	0	-
42	0	-
43	0	-
44	1	Increase their aptitude to learn new material.
45	0	-

As it shows in the table, the so-called games were utilized in 14 classes out of 45. Apparently, in seven classes, the games were utilized by teachers for the purpose of assessing students' learning of English. Such result matches with Sohetra's (2017) qualitative study, in that games can be used for educational purposes. The table below

explains the type of games suggested by such teachers to assess their students while teaching various items.

Table 3

Class no.	Item to be taught	Suggested Game
5	/g/ and /J/ sounds	Hot/cold game: One of the students look for the word card (Jam) under the chairs, the class in chorus shouts Hot or Cold to refer to its location. The teacher claims that she uses such game to assess her students' ability to differentiate similar sounds such as \ ph\, \f\ and \ s\, \c \.
6	Colors	Boys and Girls Challenge: The class is divided into two groups. The first group, mainly boys, holds pictures of objects, such as chair, bag, pen, backpack, etc. While girls hold cards of colors. The teacher asks both groups to match the object to the right color. The teacher claims that such game helps her to assess students' learning of both colors and objects.
10	Capital and Small Letters	Pop the balloon: Via a smart whiteboard, students, individually, go to the board and play a smart board game in which they pop balloons of small letters or capital ones. The teacher believes that this is a good way to assess her students' cognition of alphabets.
11	Vocabulary	Match: The teacher spreads pictures of objects on the ground, and each student, with a card of an English alphabet, is supposed to match the initial letter with the right object. Winners who do the match first are given balloons as prizes. To the teacher, she could assess her students cognition of vocabulary .
23	Alphabet Hand Writing	Kill the snake: To assess writing, the teacher draws four lines on the board for students to write different small or capital alphabets on. Those who err to write on the fourth line are asked to, metaphorically, Kill the Snake, or erase their wrongful writing and correct it.
24	Numbers	Lego Game: In groups, the teacher asks the students to count Lego pieces and match them with a number she suggests. Winner groups are given a round of applause. The teacher claims that this is how she assesses her students' learning of numbers.

35	Alphabet Hand Writing	-	Car Crash: Such game resembles Kill the Snake game mentioned earlier. The teacher asks the students to write letters on the board. Those who make errors in writing on the lines get their writing crushed by a car, so that they correct it. The teacher thinks that this is how she assesses her students writing.
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As for the remaining classes, games were utilized in two classes for the purpose of helping students recognize different vocabulary. In class no.6, the teacher played a game in which she taught students the difference between under and above. She asked one of them to put a toy above the table and asked another to put it under it. In class no.21. The teacher held an umbrella on which pictures of weather were hanging. She used to call students by name and ask them to guess the weather she is pointing at on the umbrella. Both teachers thought that, via these games, they could teach students vocabulary smoothly. Such results are in harmony with what Caganaga and Yiltandilar(2015) concluded, in terms of the vital role games utilization plays in language teaching process.

In classes no. 5, 9, 24, 40 and 44, games utilized were meant to meet the following purposes: To do tasks smoothly, to introduce the main topic, to deliver content, to increase learner's aptitude to learn new material and to make the topic more appealing. The table below shows the items to be taught and the nature of games suggested by teachers.

Table 4

Class No.	Item to be taught	Suggested Game
5	Alphabet Hand Writing	Mad Car: A game that is similar to Car Crash game and Kill the Snake. This time the purpose of it is to do the task of writing smoothly.
9	Alphabet Hand Writing	Air Drawing: The teacher introduces the main topic, that is writing letter Z. She asks students to draw a zigzag in the air to demonstrate writing letter Z. The teacher thinks that when students write on the air they can imagine how such letter is written.
24	English Alphabets	Hide the letter: The teacher asks one student to hide a card of a letter somewhere in the classroom, another tries to find it. The teacher prefers to play such game in the beginning of the lesson to deliver content.

40	Parts of the Body	Sing with the song: The teacher asks the students, in multiple groups, to compete to sing with a song played on the T.V, and do the same body movements. The song was on Body Parts. (Visit: https://youtu.be/LO9QAUbtwXo) The teacher thinks that singing and moving with the song makes body parts learning more appealing.
44	Parts of the Body	Color: The teacher asks the students to color the body part she says. Winners are the ones who finish coloring the right body part first. To the teacher, playing such game increases learners aptitude to learn body parts.

Alas, 31 classes showed no attempt to do activities other than instructional routines such as chorus repetition of alphabets, sounds, vocabulary, numbers, drawing and painting, listening to songs on alphabets, colors, numbers and parts of the body. Most of these practices are attained to teachers' beliefs elicited from their psychological and mental content (Ciascai and Marchis, 2016). To the teachers who thought that they did utilize games in their classes, they were found to be misguided as they claimed that some intuition-based activities they do in classes can be called games. For instance, some of the teachers considered the use of Lego pieces, Play Doh and sand as games for students to create numbers or shapes of letters. All these are visual aids students can use to compete and achieve a particular educational outcome. Other teachers, who had the luxury to utilize technology in classroom thought of whiteboard games to be helpful. Unfortunately, as long as activities are not rule-based, and goal-oriented, they are not considered to be games (Hadfield, 1998).

That being said, a second consideration of the tables above and the so-called games investigated earlier may lead to creating real games with rules to be followed and goals to be achieved. This conclusion agrees with what Bakhsh (2016) concluded. There has to be a consideration of the selection of the games, the materials to be designed, and the time to be consumed when it comes to utilizing a game in EFL kindergartens. Unless kindergarten EFL teachers develop awareness of the nature, definition and integration of games in instruction, they will not be able to adopt or adapt level-sensitive and goal-oriented games to be utilized. Hence, students might not have the chance to intake personal, psychological, physical, educational, affective and social attributes (Preschool Classroom Teaching Guidelines, 2019).

It was also found that target teachers lack training in kindergarten instruction. They, along with their administrators, think that they are overqualified to be teachers for 5-6 year old EFL learners. That is the reason why they think of games utilization in EFL

classes as a purposeless activity rather than a means for approaching a purposeful integrated language learning process. As Yusuf and Ismail put it (2020), teachers do not only need to know the lesson and teaching preparation, but also to be able to scan, remember, process and reconstruct information at disposal.

Another relevant finding involves teachers' awareness of the lack of accountability in EFL kindergartens. They even give themselves the credit to vary their methods of teaching via utilizing what they perceive to be games. In fact, kindergarten level is too critical to be underestimated by educational administrators and managers. Students in kindergartens are not only entitled to develop cognitive and linguistic skills, but also multiple intelligences through which teachers can spot individual differences (Delgoshaei and Delavari, 2012). As a consequence, English teaching in kindergartens becomes more learner-centered, eclectic and creativity-based.

It is obvious that there is a need for an urgent transition in our beliefs about EFL kindergarten education. Such transition is not only to be carried on the shoulders of teachers and administrators, but also on the shoulders of the educational system as a whole. Certain changes need to be made in respect of EFL teachers' readiness to teach in kindergartens. They need to raise their awareness of their goals as EFL teachers, their beliefs, their potentials and their future professional development. In addition, a systematic utilization of games in kindergartens is a must, so that games utilization becomes normalized, and teachers master the art of merging games with language teaching classes. Hopefully, teachers create games that match with the learner individual, cognitive, motor and psychological needs, and approach the professional development they seek.

There is a need for a canonical, standardized preparational plan for EFL kindergarten teachers, because their role in kindergartens and the type of learning experiences they provide for EFL learners are undoubtedly indispensable and highly sensitive (Bassok, Latham and Rorem, 2016).

It is recommended that further research on the effect of games utilization in EFL kindergartens is a must do, and a reflection-based EFL instruction is needed as well in respect of games utilization in EFL kindergartens. In addition to the need for descriptive studies on the extent to which English primary teachers do utilize games and the type of games they utilize.

Conflict of Interests

The author declares that she has no conflict of interest.

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Appendix 1

	The teacher uses games to:	Yes	No
	<u>Grammar:</u>		
a	<i>Explain simple structure.</i>		
b	<i>Help students recognize grammatical items.</i>		
c	<i>Help students produce correct forms.</i>		
	<u>Vocabulary:</u>		
a	<i>Deliver content.</i>		
b	<i>Help students recognize different vocabulary.</i>		
c	<i>Help students to read English words correctly.</i>		
	<u>As a warm up activity:</u>		
a	<i>Make the topic more appealing and attractive</i>		
b	<i>Introduce the main topic of the lesson.</i>		
c	<i>Increase their aptitude to learn new material</i>		
	<u>As a formative assessment:</u>		
a	<i>Help teachers to assess their students.</i>		
b	<i>Help students to do their tasks smoothly.</i>		

Appendix 2

الجامعة الأردنية
التاريخ: 2016/4/1

الخطة الدراسية - بكالوريوس
الإصدار: 01

مركز الاعتماد وضمان الجودة
رقم النموذج: QF-AQAC-02.04

1.	الكلية	العلوم التربوية
2.	القسم	المناهج والتدريس
3.	اسم الدرجة العلمية (بالعربية)	بكالوريوس تربية طفل 2014
4.	اسم الدرجة العلمية (بالإنجليزية)	Bachelor in Early childhood Education 2014

5. مكونات الخطة:

تتكون الخطة الدراسية لدرجة البكالوريوس في معلم صف . من (132) ساعة معتمدة موزعة على النحو الآتي:

الترتيب	نوع المتطلب	الساعات المعتمدة
أولاً	متطلبات الجامعة الإلزامية	12
ثانياً	متطلبات الجامعة الاختيارية	15
ثالثاً	متطلبات الكلية الإلزامية	21
رابعاً	متطلبات الكلية الاختيارية	6
خامساً	متطلبات التخصص الإلزامية	60
سادساً	متطلبات التخصص الاختيارية	18
المجموع		132

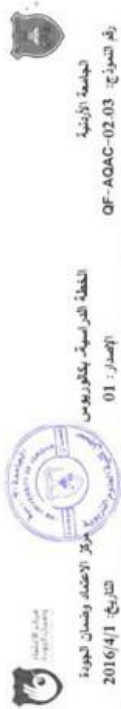
6. نظام الترميز:

أ. رموز الأقسام

الرمز	القسم
1	علم النفس التربوي
2	المناهج والتدريس
4+3	الإدارة التربوية والأصول
5	الإرشاد والتربية الخاصة

ب. رموز المواد

الخطة الدراسية - بكالوريوس



ب. متطلبات الاختيارية: (6 ساعة معتمدة وتشمل المواد التالية):

رقم المادة	اسم المادة	الساعات الأسبوعية	نظري	عملي	المعتمدة	المتطلب السابق
0805217	مهارات الحياة	3.0	-	3	-	-
0807110	المكتبة ومهارات استخدامها	3.0	-	3	-	-
0832203	مهارات دراسية	3.0	-	3	-	-
0832204	استخدام الحاسوب في التعليم	3.0	-	3	-	-
0833101	نظم التربية والتعليم في الأردن	3.0	-	3	-	-
2307102	أسس علم النفس العام	3.0	-	3	-	-

رابعاً: متطلبات التخصص: (78 ساعة معتمدة موزعة على النحو الآتي):

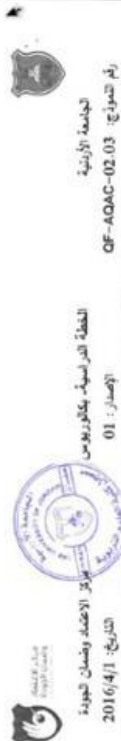
- متطلبات تخصص الإحصاءية: (60 ساعة معتمدة).
- متطلبات التخصص الاختيارية: (18 ساعة معتمدة).

الخطة الدراسية المقترحة

أ. متطلبات التخصص الإحصائية: (60 ساعة معتمدة وتشمل المواد التالية):

رقم المادة	اسم المادة	الساعات الأسبوعية	نظري	عملي	المعتمدة	المتطلب السابق
0801312	المسح اللغوي والسرقي للطفل	3.0	-	3	-	-
0802292	الأسرة وتربية الطفل	3.0	-	3	-	-
0802294	مناهج رياض الأطفال	3.0	-	3	-	-
0802391	المواد التعليمية للأطفال	3.0	-	3	-	-
0802393	فلسفة مداصرة في تربية الطفل	3.0	-	3	-	-
0802396	مهارات لغوية	3.0	-	3	-	-
0802399	تربية عليا (1) تربية طفل	3.0	-	3	-	-
0831311	التمويل الاجتماعي والاقتصادي للطفل	3.0	-	3	-	-
0831441	تقويم نمو الطفل	3.0	-	3	-	-

4



المعدل الثالث: العلوم والتكنولوجيا والزراعة والصحة

رقم المادة	اسم المادة	الساعات	نظري	عملي	المعتمدة	المتطلب السابق
0305100	البيئة	3.0	-	3	-	-
0342100	العلم والأجداد	3.0	-	3	-	-
0515100	مبادئ في الصحة العامة (متطلب جامعة)	3.0	-	3	-	-
0603100	مبادئ تغذية الإنسان	3.0	-	3	-	-
0641100	الزراعة لتغذية	3.0	-	3	-	-
0710100	الإسعاف الأولي	3.0	-	3	-	-
0905100	مبادئ في السلامة العامة	3.0	-	3	-	-
0905101	مساعدات فردية	3.0	-	3	-	-
1904100	شبكات التوصل الاجتماعي	3.0	-	3	-	-

ثانياً: يتوجب على كافة الطلبة تقديم الامتحان في اللغة العربية ولغة الإنجليزية والحاسوب، على أن يسجل طلبت الذي يفتقر في التباحث بها الامتحان مسبقاً استراليا (099) من خارج حقله الدراسية.

ثالثاً: متطلبات التخرج: (27 ساعة معتمدة موزعة على النحو الآتي):

- المتطلبات الإحصائية: (21 ساعة معتمدة).
- المتطلبات الاختيارية: (6 ساعة معتمدة).

الخطة الدراسية المقترحة

أ. متطلبات التخصص الإحصائية: (21 ساعة معتمدة وتشمل المواد التالية):

رقم المادة	اسم المادة	الساعات الأسبوعية	نظري	عملي	المعتمدة	المتطلب السابق
08000010	إحصائيات ومعارف الحياة اليومية	1	-	1	-	-
0801191	إحصائيات البحث التربوي	3	-	3	-	-
0801251	علم النفس التربوي	3	-	3	-	-
0804104	مناهج في التربية	3	-	3	-	-
0805220	مناهج في التربية الخاصة	3	-	3	-	-
0831190	إحصاء في التربية	3	-	3	-	-
0832201	مقدمة في المناهج	3	-	3	-	-
1901098,1902099	المهارات الحاسوبية لتقنيات الانشائية	3.0	-	3	-	-

3