THE ARMY POLYTECHNIC SCHOOL
APPLIED LINGUISTICS MAJOR

RESEARCH PROJECT

TITLE:

INCIDENCE OF RECREATIONAL TECHNIQUES TO REDUCE ATTRITION AND IMPROVE LEARNING ENGLISH AS A SECOND LANGUAGE ON STUDENTS OF ELEMENTARY AND PRE-INTERMEDIATE LEVELS AT "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" DURING APRIL – JULY 2008

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QUITO - ECUADOR

CERTIFICATE

We, MSc. Maria Eugenia Arcos Jimenez, Director and MSc, Edgar Bolaños, Co-Director, duly certify that the Thesis under the title: **INCIDENCE OF RECREATIONAL TECHNIQUES TO REDUCE ATTRITION AND IMPROVE LEARNING ENGLISH AS A SECOND LANGUAGE ON STUDENTS OF ELEMENTARY AND PRE-INTERMEDIATE LEVELS AT "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" DURING APRIL – JULY 2008.** By Mr. Juan Carlos Dávila Herrería, who has finished his studies in Linguistics to be applied in the English Language at a distance education mode at Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

Msc. M. Eugenia Arcos　　　　**Msc. Edgar Bolaños**

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DEDICATION

With unconditional love, I have dedicated this research, first to our God for his spiritual support to accomplish my goals; then to my family for their incomparable help and comprehension along this work, especially my mother who encouraged me to carry out this work.

I would like to dedicate this project to Alejandra Sofía Dávila, my daughter, who is the inspiration of my life and the reason why I have accomplished the present thesis. Darling this is for you, I love you so much!

Juan Carlos Dávila Herrería

SUMMARY

To do this research, I have followed a scheme proposed by The Army Polytechnic School Language Department which clearly specifies step by step each detail of how to develop a research and obtain the requirement results which permit me to complete it successfully, without forgetting the unconditional support of my dear tutors.

First of all, I selected the subject to be investigated which was not difficult for me, as a student, I have had experiences in the English teaching-learning process during my studies at school, besides I have worked at Lincoln College of Foreign Languages Institute as a regular teacher.

Along my job as an English teacher, I have found some negative aspects in the development of English classes which gave me a trace to start the first step of my research. Through observation and suggestion of some colleagues and specialists, it was possible to select this interesting subject which affects the student's life and learning

The main subject is: **incidence of recreational techniques to reduce attrition and improve learning English as a second language.** Immediately I started to find out the primary and secondary sources which let me understand this subject much better and have good arguments to do the theoretical framework in which I supported my research.

I have observed the lack of interest for learning English and the attrition students feel during the process in the institute. This produces negative consequences and limits the development of student's skills. Through this research I would like to help teachers see the importance of recreational activities during their daily activities in order to reduce attrition on students and improve their learning.

INTRODUCTION

The process of education is one of the most important and complex of all human endeavors. The important point is that learners should feel motivated to learn a subject. This way, they learn more and better, everyone likes the feeling of accomplishment, and learning a different language could be the perfect motivating activity of a learner.

Some people think that teaching is something carried out by one person, a teacher, standing in front of a class and transmitting information to a group of learners who want to absorb it.

Unfortunately, teachers have been doing a bad job lately; we have produced attrition on our students, boredom and lack of interests in learning the language.

Of course, the learning of a foreign language involves more than simply learning skills, or a system of rules, or grammar; it involves an interaction in self-image, the adoption of new social and cultural behaviors, and therefore has a significant impact on the social nature of the learner.

Since process of education appeared, researchers have always asked what pedagogical aspect could help learners improve their learning, if asked to identify the most powerful influences on learning; RECREATIONAL ACTIVITIES would probably be high on most teachers list. It seems only sensible to assume that learning is most likely to occur when someone wants to learn.

However, the concept of recreation has passed through a number of different interpretations, and the term has come to be used in different ways by different people. It is sometimes used as blanket term to signify that a teacher has a general disposition to teach a subject.

The recreational activities are composed of many different and overlapping factors such as interest on teaching, curiosity, playing, or simply a desire of having fun. These in turn will differ in different situations and circumstances, and also be subject to various external influences such as home, school, friends.

The use of Recreational Activities is an important aspect for teaching English since many years ago. Many researchers such as Vernon, Murray, Freud, Marion Williams, and Robert L Burden have researched to know the main factors involved and how to apply them in a better way in the teaching learning-process.

According to researchers` experience with student and teachers, they had seen and felt by themselves just a few teachers who used or practiced recreational activities with their students in the daily activities to produce a positive response in the English learning process.

Motivation is like a motor that moves us externally and internally, it marks our attitude in the learning of not only English language but also of any subject; we can get this motivation by making our students have fun during the process. This is why teachers have to be conscious about the necessity of finding ways for students to be active in the classroom.

As a student of applied linguistic, the following research project represents the effort and desire to contribute at least in part to help solve the lack of Recreational Teaching Techniques at Lincoln College of Foreign Language, Institute.

The most important aspects found in each chapter are summarized in the following resume:

Chapter I: shows the problem identification of the research with all its dimensions: main problem, variables, objectives and justification that permitted me state the framework to develop my thesis and justify why it is necessary to do this research.

Chapter II: describes the "Theoretical Frame" with relation to the researched subject, also the main concepts involved in this research as: Recreational techniques, attrition, playful activities, and so on; which are part of dependent-independent variables and relation between both.

Chapter III: focuses on the "methodology" that was applied to develop the proposed investigation, it means its type and design, how was data obtained from the population sample, how it was processed and finally how was its analysis.

Chapter IV: displays a detailed analysis and interpretation of the data collection, through a descriptive statistics, by means of the respective percentages and their corresponding graphics in order to verify the hypothesis.   .

Chapter V: mentions conclusions and recommendations which were gotten at the end, as a result of the entire research.

Chapter VI: proposes to develop a seminar of methodologies and techniques to help teachers update their knowledge and improve the teaching-learning process by the use of some recreational activities in their classes

Chapter VII: Inside this part, will appear a brief description of the books, magazines and sites on the web that were used in the current research, at the same time there will be showed the Annexes that have surveys teacher-student involved in this research

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CHAPTER 1

PROBLEMATIC

SITUATION

1.   **PROBLEMATIC SITUATION**

1.1   RESEARCH THEME

Incidence of recreational techniques to reduce attrition and improve learning English as a second language on students of elementary and pre-intermediate levels at "Lincoln College of Foreign Languages Institute" during the period of April – July 2008

1.2   PROBLEM IDENTIFICATION.

Through the history of mankind, teaching and learning new subjects, no doubt, has been a very important part of society, the man has created certain theories, and methods to maintain teaching and learning active and better every day. Learning activities affect the physical, mental, emotional, moral and social aspects of any person. Teaching work has always been carried out by a teacher, family, church or any other social group.

In Ecuador, many of the students who study a foreign language in school do it because they have to do it, they have to pass a level and graduate after some years, otherwise parents will be disappointed and probably they will make their children feel as unsuccessful people. That is exactly what happens to students of "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE", located in the north of Quito, probably, they are learning English there because:, they couldn't do it at school; they get bored with their English teachers; they didn't understand the teacher's methodologies; teachers didn't use didactic material correctly; or they couldn't communicate a word in the foreign language because of fear, shame or simply lack of recreational teaching techniques to catch student's interest

Students who do not yet feel motivated to learn English can be helped by teachers, using some kinds of recreational techniques such as playful and motivational activities, instructive play, adequate environments for learning, etc, in order to reduce attrition that students usually feel during the learning process, and improve their level of learning a second language like English.

We have to remember that adults and children alike get bored during any process if they continue with the same routine all the time; that's why teachers must keep students busy in class; they should show their learners that they are really prepared to carry out the teaching process.

A teacher can get this goal by having the right lesson plan which has to include a warm up part, introduction of the topic, exercises and, above all, a recreational activity or game so that students like the topic and remember everything they just learned.

I also have to mention that some students never feel confident in class, less with the teacher, some of them see teachers as aloof authority figures, not as real and sensitive human beings; young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone.

For teachers it is a good idea to be approachable personally. They have to show they care about their students by asking them about their concerns and goals. What do they plan to do in the future? What things do they like? Such a teacher will be trusted and respected more than one who is all business.

I can see that foreign languages are optional subjects, in some high schools in Ecuador, this means that they can or can not include it in their curriculum; that is why, most students who really want to learn a foreign language, look for other options, they go to institutions where they can

learn a foreign language with a special tutor, and learning in a different way, maybe a place where learner can feel comfortable, and where teachers use different techniques to teach, such as recreational activities, work groups, real conversations, audio, video, etc; but, of course, they have to pay for it.

The main problem for which I will make this research is because; nowadays English teachers are not applying recreational teaching techniques in class correctly, students feel the attrition of the study of English as another boring subject, and perhaps students are not improving their knowledge at all; so, as teachers, we have to remember that a motivated and interested student can learn faster and better than a bored and compelled student. At present teachers and learners are not doing their best effort to work together, they actually work apart, the teacher is the speaker and the learner is the receptive listener, no more.

Definitely, we have to change this situation and start to think in the learner as a person, who has necessities, and wishes. Learners must be treated with consideration, and teachers must appreciate and value all their efforts at learning a language which is not their mother tongue, in order to improve English learning as a second language.

During the present research, I will analyze the incidence of recreational teaching techniques to reduce attrition and improve learning English as a second language on students of elementary and pre-intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during the period of April – July 2008

First, it is necessary to mention the main causes and effects of using the traditional teaching techniques on students; and, what will happen if teachers will use new recreational techniques more often:

1.2.1 USING TRADITIONAL TEACHING TECHNIQUES:

CAUSE	**EFFECT**
Lack of recreational English teaching techniques	Learners refuse to participate in class, they hide and reject to be part of it
Attrition on students during the process	Good students lose the interest for the new knowledge
Poor English learning as a second language	Students don't need to learn a new language; they are just compelled during their studies

1.2.2 USING NEW RECREATIONAL TEACHING TECHNIQUES:

CAUSE	**EFFECT**
Use of recreational English teaching techniques	Learners participate in class, they want to be part of it
Reduction of attrition on students during the process	Students will be interested for the new knowledge
Improvement of English learning as a second language	Students want to learn a new language and improve their studies

1.3 PROBLEM SETTING

1.3.1 MAIN PROBLEM

Lack of recreational teaching techniques to reduce attrition and improve learning English as a second language on students of elementary and pre-intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during the period of April – July 2008.

1.3.2 SECONDARY PROBLEMS.

- Lack of recreational English teaching techniques makes learners refuse to participate in class, they hide and reject to be part of it at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during april – june 2008

- Attrition on students during the learning process makes students lose the interest for the new knowledge at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during april – june 2008

- Poor English learning as a second language makes students reject to learn a new language; they are just compelled during their studies at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during April – June 2008

1.4   VARIABLES WORKING OUT

1.4.1   INDEPENDENT VARIABLE

RECREATIONAL TEACHING TECHNIQUES

- Instructive Play

- Teaching by Playing

- Environments for Learning

- Recreational Materials and Graphic Tools

1.4.2   DEPENDENT VARIABLES

REDUCTION OF ATTRITION

- Keeping Students Busy

- Work Groups

- Interest of Students in the Language

- Participation of Learners

LEARNING IMPROVEMENT

- Cooperative learning

- Applying learned knowledge in real situations

1.5   OBJECTIVES

1.5.1   GENERAL OBJECTIVE

To determine the level of incidence of using recreational teaching techniques to reduce attrition and improve learning English as a second language on students of elementary and pre-intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during the period of April – July 2008.

1.5.2   SPECIFIC OBJECTIVES

- To analyze the different characteristics of using recreational teaching techniques at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during April – June 2008

- To determine the reduction of attrition during the English learning process on students at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during April – June 2008

- To improve the learning English process on students at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" by applying new recreational techniques, during April – June 2008

1.6 JUSTIFICATION

According to some informal data obtained in schools about language learning, most of students do not really learn languages in schools, they just get the necessary average to pass the scholar years, their only goal is "to graduate" and go to the university to study something according to their preferences, likes and possibilities, or simply to study what mom or dad decided for him/her.

Taking into account this interesting and painful fact, I have seen the necessity to use new techniques for teaching English which students really enjoy practicing, such as recreational techniques, playful or motivational activities; over all, a system which make students feel interested in learning, so that, they come alone to the English learning process and feel motivated to do it and, get at least the sufficiency in English language; this objective is possible to make it real creating motivation in the learners, making them learn in a natural way, using recreational activities, games, videos, music, natural conversations, real examples of life, making field work and practicing a true spoken and written English. This way students will not feel tired or bored and reduce their attrition for coming to a class everyday; actually, after a few hours of this recreational classes, they will want to come to the institute and wait for something new day by day, they will participate in class more actively, they will feel like part of the group and the new language will appear in them easier and faster than applying traditional techniques of teaching.

In addition, I have to mention that the more you know of any subject, the more opportunities of success you will have; using recreational techniques correctly students will feel confident and develop their competences more spontaneously in any field of work. Knowing English because of necessity is good, but knowing English because you like it and enjoy it is much better.

CHAPTER II

THEORETICAL

FRAME

2. THEORETICAL FRAME

2.1 THEORETICAL AND CONCEPTUAL FOCUS

Attrition of English learners is probably one of the hardest things to reduce when studying a second language; the process of learning a new language can be long and arduous, and trying to find the time and the inclination to keep hitting the books can stress even the most determined person. Use of recreational teaching techniques can be a powerful tool that you have at your disposal. If you are determined to succeed, the chances are yours

For years, attrition of students in schools has been a permanent problem to solve for teachers and directors, either in Spanish or foreign language subjects. Learning English is a general process through which many of us start a type of conduct to achieve an important goal. This process involves both **cognitive** and **affective** variables; **cognitive**, referring to thinking skills and instruments to achieve your study goal; **affective**, because it contains elements such as auto evaluation, auto concept, will of doing the best; both variables interact, so that they can form a complement and make learning process effective

"Students who are engaged in their work are energized by four goals - success, curiosity, originality, and satisfying relationships"[1]. Learners want to see the teacher as a friend, you have to gain their confidence, and maintain their interest in your subject; "if you use fun games and ideas your classes will still be enjoyable, playing with the children and generally acting up and being enthusiastic will come naturally to you and is all part of the fun of teaching"[2]

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[1] Educational Leadership, Sept 1995, Richard Strong, Harvey F. Silver and Amy Robinson
[2] Teaching English Games, 2006-2008, http://www.teachingenglishgames.com, Shelley Vernon

The way you can get the learner's interest is involving yourself in the teaching and learning process, teacher's mission is to educate students, to make them learn, to do everything you can do in order to motivate them with their learning; some teachers simply speak in class and make a monologue, leaving the students apart from it magnificent class; we must keep in mind, as teachers, that we make the students love or hate the language; "in the educational world, the learning that matters is that which increases your capacity for effective action, this involves accumulating specialized knowledge, skills, and as much self-confidence as it takes to believe in your effectiveness by finding and solving problems"[3]

An English teacher can have fun in class by playing games, making students participate and feel responsible for those games; some experts think that using games in class is such a good resource and it's more effective than just memorizing or writing endless lists of verbs, adjectives, nouns, etc.; I think that the key is to give students a meaning of what they are doing. "The need for meaningfulness in language learning has been accepted for some years.

A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered"[4]

When students don't find a real meaning on what they are doing, they simply reduce interest and will of learning, they can feel tired of just writing, listening to a boring tutor in front of them or making senseless examples in class, which they probably will never understand or practice; this is one of the reasons why students don't know or remember at all what they have learned after some hard and tedious years of "learning

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[3] Brain Dancing Overview, 1996, Patrick T. Magee (Revised Edition)
[4] Games for Language Learning, 1984, Cambridge University Press, Andrew Wright, David Betteridge and Michael Buckby

English" at school, and, when they go to university, they have to take an English course again starting in a basic level; even here, students take English because of obligation and because it's a request for getting their degree.

Some recent research shows that many students do poorly on assignments or in participation in a class because they don't understand what to do or why they should do it. Teachers should spend more time explaining exactly what is expected to be done on such tasks; Students who are uncertain about what to do exactly, will seldom perform it well

"Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging"[5]

Traditional teaching techniques establish that "all learning should be serious and solemn in nature, and if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception, it is possible to learn a language as well as enjoy oneself at the same time; one of the best ways of doing this is through games in the process"[6], by using recreational techniques, in fact, some of the teacher's enthusiasm must be transmitted to the students, who will likely become more interested in the foreign language.

"Attrition continues to be a major issue in higher education. Educators should engage students early and often, using different learning strategies customized to the class content and the students' pre-existing knowledge. The goal for the professor is to develop relationships with the students

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[5] Six Games for the EFL/ESL Classroom, June 2000, Internet TESL Journal, Vol. VI, N° 6, Aydan Ersoz
[6] Creative Games for the Language Class, March 1995, Vol. 33 N° 1, Page 35, Lee Su Kim

such that they feel comfortable in the environment. The professor should facilitate learner-learner integration and collaboration so that they will learn from one another and expand their knowledge base together"[7].

Our objective, as teachers, is to encourage students to learn more about everything, this way, in the future they will search for learning more languages, science, subjects, etc. When students like certain subjects and understand that everything is useful in life, including knowing another language, which lets them communicate with others, travel, improve their jobs and salaries, they look for places where they can learn about what they like or want to learn.

Some students go to different institutions to learn more, in this case English courses, here most of them do their best to learn, speak, understand and write the foreign language. In addition, "attrition is a measure used to determine the quality of education delivered by an institution. If there is a high attrition rate, the perception is that the institution has a quality problem. Identifying the reasons students drop or fail courses is critical in determining what services and delivery methods the institution will need to provide in order to ensure successful completion of the English course"[8]

All efforts done by man to improve teaching and learning methods have a common target, to create skillful people who can face the real situations of life and apply all the acquired knowledge without difficulties, in order to solve problems, a well educated person may be able to teach others and make them understand the subject taught, no matter what he is teaching, learners must be interested and catch on all the contents.

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[7] The journal of educators, Lorraine M. Angelino, Clemson University, http://www.thejeo.com/Volume4Number2/Angelino%20Final.pdf
[8] Moody 2004 page 205; Thompson 1999, Nash 2005

On the other side, "think back to when you were in school. Did you like to sit at a desk and listen to the teacher going on and on? This type of passive learning is BORING and demotivating. Active learning doesn't mean the children need to by physically active in the class period; it just means that you design your class period around having them actively participate in the learning process. There are lots of things you can do"[9]

This is why it is always necessary to develop new strategies for teaching English; using recreational techniques as well as media resources such as, videos, music, movies, and magazines. At present, it is impossible not to work using some kind of media resource, as well as games, which have been part of our lives through the history; in fact the purpose of this research is to encourage English teachers to join the great world group of modern teachers who are now teaching by playing games.

We must consider that recreation is quite important in the development of every individual, the process of learning must be a mixture of good and bad moments, funny and boring situations, seriousness and recreation, and this is what makes life really exciting, important and unique. English teachers must ask themselves a question: what can be done to help reduce attrition of students and make them interest for the language?

The first step is to recognize student's mood, and make them feel in a confident environment[10]. Other useful strategies could be: "to help students concentrate on the tasks rather than becoming distracted by fear of failure; respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving

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[9] Teaching English Games, 2006-2008, http://www.teachingenglishgames.com, Shelley Vernon
[10] Raffini, James, Winners without losers, Structures and strategies for increasing student motivation to learn, Boston: Allyn and Bacon, 1993, 286 pages.

up; and, attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability"[11]

If we want to improve student's English learning, they have to be treated and considered first as an individual, with the same intelligence and abilities than any other person, then the student must feel capable to solve any kind of problem set in life;

Learners want and need work that enables them to demonstrate and improve their sense of themselves as competent and successful human beings; teachers should help them see success as a valuable aspect of their personalities; this way we can get the best results of our students, and they could develop their skills much better and feeling sure about what they are doing in class and out of it.

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[11] Brophy, Jere. On Motivating Students. Occasional Paper No. 101. East Lansing, Michigan: Institute for Research on Teaching, Michigan State University, October 1986. 73 pages. ED 276 724.

2.2   STRUCTURE

2.2.1   INDEPENDENT VARIABLE

RECREATIONAL ENGLISH TEACHING TECHNIQUES

Recreational English teaching techniques refer to a set of playful procedures, methods and ideas used to get the best results when teaching English as a foreign language, these techniques can vary from a warm up game in class to a fun game in which all the learners take part.

The use of playful activities in the learning process, help learners understand much better all the topics taught in class; by using games in class, students will feel more interested in acquiring the new knowledge, they will want to know more about the foreign language. This way, teachers will be able to face those tired, restless and unmotivated students, taking them to get their main goal: to learn English.

Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, or textbook and how, more specifically, different games will benefit students in different ways The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

Below are some questions we might consider as we choose a game:

- Which language does the game target?

- Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.

- What type of game is it?

- Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' needs are taken into consideration.

- What's the purpose for using it?

How much interaction and participation is there? Maximum involvement is something we are pursuing.

This search seeks to present many of the latest theories in motivation and recreational forms of learning English; games, role play, web applications, DVD functionality and others could shift the way we approach language learning[12]

Let's begin with the way we create images. Many teachers are already turning to the, games, puzzles, magazines, newspapers and web sources to provide students with more up to date or authentic images of a target language than are provided by textbooks. This kind of investigation is what students really like to do.

However, copyright provisions prevent any curriculum generated using this approach from being openly published beyond a single classroom for a limited time duration; additionally, it still leaves the teacher in the position of slicing out a snapshot of the target language to deliver to the students, they often need to still rely on either self-taken photographs, articles, papers or expensive and often dated stock sources

It has been widely observed informally that if readers are genuinely interested in content, this interest can outweigh other factors to a large extent. In fact, interest in content may be the most important consideration in selecting appropriate texts. It may also be the most difficult requirement to satisfy, far more difficult than controlling for syntax or vocabulary.

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[12] Approaches and Methods in Language Teaching -- Richards, Rodgers 2001

According to the theory of language acquisition, our goal is to involve students so deeply in the message that they actually "forget" their mother language[13]

The real advantage of using recreational activities as live materials is the possibility of then sharing with live audiences. Certainly, the motivational advantages of producing work to be shared with an audience than just the teacher can not be over-stressed

The prospect of creating recreational material for an authentic audience appeared to be the main motivation for the students, and this could give us good results, such as:

- Students involve in the class project,

- Interact with authentic recreational material

- They could see themselves as potential teachers for future students using their resources,

- Students assume responsibility for interacting with information,

- They assimilate, rewrite and organize information in a way they can catch the future students' interest.

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[13] The Natural Approach -- Krashen & Terrell, Pg. 134

INSTRUCTIVE PLAY

According to Friedrich Froebel, "A child that plays thoroughly, with self-active determination, perseveringly until physical fatigue forbids, will surely be a thorough, determined man, capable of self-sacrifice for the promotion of the welfare of himself and others."[14] Froebel establishes that any kind of game in the teaching and learning process is good as long as they promote the physical, mental, emotional, social, and spiritual maturation of the child.

Of course we must consider that "Play is the business of small children. Through play they find out about their world and how to relate to other people. In play they express their feelings and ideas. In play they try on what it is like to be another person"[15]. Friedrich Froebel suggests that there are some categories of instructive play that could be developed, among them, he cites:

a. <u>Educational Toys</u>

In this category we would include blocks, books, clay, dolls, paste, paint, crayons, and other things which the children would use in creative play in an elementary classroom. Blocks, for example, could be used to build a church or a home after the children have heard a story about God's house or about their parents and how children are loved and wanted.

b. <u>Finger Plays</u>

Children can act out verses and rhythms with their fingers, either in connection with music or in relation to some story

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[14] The Education of Man, Augustus M. Kelley Publishers, Clifton, N.J
[15] Creative Teaching in the Church, Eleanor Morrison and Virgil Foster

c. **Puzzles and Contests**

Instructive play can leave the Nursery and Preschool rooms and move all the way up into the High School Department, sword drills, quizzes, crossword puzzles, and other forms of games are a deliberate attempt to teach any kind of content through a fun approach to education.

d. **Values in Instructive Play**

One of the most significant values of educational games in teaching small children and teens is the opportunity which they afford the teacher to observe the child in a natural situation. Thus, the teacher or parent can see them and deal with them. "If the children are only talked to, or participate only in activities directed by a teacher, it is difficult for a teacher to know at what point each child is or is not growing in his ability to understand, trust, and love others. It is in the spontaneous interactions of children that a listening, sensitive teacher can find out what progress is being made by a child in living religiously with others."[16]

According to Paul Torrance, we have other values like: "Curiosity, the instinct of play, the instinct to manipulate, and the like have been suggested as natural guides to learning. Educational innovators such as Pestalozzi, Froebel, Binet, Montessori, and others made use of these forces, but recognized clearly that curiosity, playfulness, and manipulativeness unguided cannot be depended upon to bring about learning"[17]

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[16] Creative Teaching in the Church, Eleanor Morrison and Virgil Foster
[17] Encouraging Creativity in the Classroom, W. C. Brown and Co., Dubuque, Iowa, Paul Torrance

TEACHING BY PLAYING

"Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work."

"Games also help the teacher create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information."

"The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered"[18]

"Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication."[19]

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[18] Games for Language Learning, Andrew Wright, David Betteridge and Michael Buckby Cambridge University Press, 1984, page 1
[19] Six Games for the EFL/ESL Classroom, Aydan Ersoz, The Internet TESL Journal, Vol. VI, June 2000

"There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games; there are many advantages of using games in the classroom:

- Games are a good break from the usual routine of the language class.

- They are motivating and challenging.

- Games help students make and sustain the effort of learning.

- Games provide language practice in the various skills- speaking, writing, listening and reading.

- They encourage students to interact and communicate.

- They create a meaningful context for language use."[20]

"Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way."

"Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account."

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[20] Creative Games for the Language Class, Lee Su Kim, Vol. 33 No 1, March 1995, Page 35

"In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence."[21]

a. <u>Why to Use Games in Class Time (Lewis, 1999)</u>

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children. Through playing games, students can learn English the way they learned their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively.

b. <u>How to Choose Games (Tyson, 2000)</u>

- A game should involve "friendly" competition.

- A game should keep all of the students involved and interested.

- A game should focus on the use of language rather than grammar form

- Games should provide the chance to learn and practice language[22]

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[21] Learning Vocabulary Through Games, by Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga 'Asian EFL Journal' - December 2003.
[22] Using Games in an EFL Class for Children, Yin Yong Mei, Daejin University, ELT Research 2000

In an effort to supplement lesson plans in the ESL classroom, teachers often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspects of language learning to more co-operative group dynamics.

c. General Benefits of Games

Affective Benefits

- Encourages creative and spontaneous use of language

- Promotes communicative competence

- Motivates students to learn more, they have fun while learning

Cognitive Benefits

- Reinforces the acquired knowledge

- Focuses on grammar communicatively

Class Dynamics:

- Teacher acts only as facilitator

- Builds class cohesion and there is a whole class participation

- Promotes healthy competition

Adaptability:

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- Utilizes all four skills

- Requires minimum preparation after development[23]

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[23] Index Cards: A Natural Resource for Teachers, Martha Lengeling, 'Forum' Vol. 35 No 4, December 1997 Page 42

PLAYFUL ACTIVITIES

a. When to Use Playful Activities?

This question is usually made by all teachers at certain stage of their class, 'Playful activities or games are often used as short warm-up activities or when there is some time left at the end of a lesson. Games ought to be at the heart of teaching foreign languages. Another expert, Rixon suggests that games should be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.[24]

Here we have some examples of very useful and funny games we can practice in our English classes in order to reduce the attrition or boredom of our students, and have them participating actively and being part of the class:

Title:	**1. Point to It**
Type:	Listen, Look and Do
Time:	a few minutes at most
Method:	Students merely point to the item that the teacher says. Allow students to look at their friends' responses for this. This can be used for the presentation stage of the lesson. It can also be used to review items prior to a speaking activity in games such as Snakes and Ladders and Follow the Wire.

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[24] 'The Use of Games For Vocabulary Presentation and Revision', Agnieszka Uberman, March 1998 Page 20

Title:	**2. Put the Cards in Order**
Type:	Listen, Look and Do.
Time:	a few minutes at most
Method:	Students have a selection of ten cards. The teacher reads five and the students rush to put them in order. Best to keep this brief.

Title:	**3. Numbered or Alphabetized List.**
Type:	Listen, Look and Do
Time:	About 10 minutes
Method:	Students have a fixed set of pictures in order. This could be a set of teacher's cards. The order of the cards should be the same for all students. It's necessary to review the numbers prior to the exercise. Give each item a number, but inform the students that they must not write down the numbers beside the items. The teacher asks, "What number is the ---?" Initially the items can be numbered in simply linear fashion, but later this can be varied.

Title:	**4. Shopping**[25]
Type:	Ask, Answer, Guess the Items and Look
Time:	About 20 minutes at most
Method:	You'll need 10 flashcards. Show the flashcards and pronounce them. Write the words on the board. Choose one person to go shopping with you. This student must go out, whereupon they ask "Where are you going?" and he says "I'm going shopping. At _____ Then, the student must pick one flashcard and put it behind his/her back. Upon returning, the class asks the student, "What did you buy?" and the student says, "Guess!" Students then raise their hand and the shopper student chooses one, who must use one of the vocabulary words in guessing. When a correct answer is given, that student becomes the next shopper.

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[25] Gotten from a book from Cave's Bookstore

Title:	**5. Snakes and Ladders**
Type:	Look and Say
Time:	About 10 to 15 minutes
Method:	Students have a grid of say six rows by ten columns, and one die per group. Students take turn to throw the die and move forward the number of squares. They read only the item on the square that they land on. If this square is a ladder, they climb up it, but if it is a snake, they slide down it.

Title:	**6. Don't Take the Last Card**
Type:	Look and Say
Time:	Just a few minutes, but allow students to play four or five times.
Method:	Students have ten cards arranged in a pyramid – one on the top row, two below it, three under them, and four on the bottom row. The students can take (and say) one, two, or three cards at a time. The student who takes the last card is the loser. An alternative set of rules is that a student can take cards only from one line in any one turn, up to all the remaining cards in that line.

Title:	**7. The Hang Man**
Type:	Ask, Say the Alphabet and Look
Time:	About 15 minutes at most
Method:	Firstly, pick a word the children know and draw a dash for each letter on the board. Divide the class into two teams and have each team call out a letter in turns. If the letter the students choose is in the word, write that letter above the appropriate dash on the board. If the letter is not in the word, write that letter at a different location on the board, and draw one line of the gallows. Continue this process until either one of the teams determines the word or until a team is "executed" (ex. when you have completed the drawing of the gallows, including the hanging stick man). Award points to the winning team.

Title:	**8. Three Card Shuffle**
Type:	Ask, Say and Look
Time:	About 5 to 10 minutes at most
Method:	In pairs they have three cards and put the cards face up on a table, and one remembers the order. The other student turns the cards face down, and is allowed to slowly shuffle them into new positions, two at a time. They can make only three changes. Then they ask, "What's this?" pointing to one card. The first student tries to remember.

Title:	**9. Me Against Me**
Type:	Say the Parts of the Body and Look
Time:	About 15 minutes at most
Method:	Students will learn the parts of the body; you need an even number of children. The children make couples and they disperse themselves. Now you give orders to the children. For example: Head against arm. Now one child of the couple must put his head against the arm of the other kid. Another order could be "feet against shoulder". After a couple of orders you say the line "me against me". Then the children must make another couple. And you have to find a child to make a couple with you. So in this way one child has no couple and then it is his turn to give the orders.

Title:	**10. It Takes Two**
Type:	Guess and Look for your Partner
Time:	About 10 minutes at most each turn
Method:	On separate index cards, write pairs of words--up/down, big/little, hot/cold, tall/short, over/under, on/off, etc. Tape one word to each student's back. No student should know what word is taped to his or her back. Students must then discover their words by questioning other players. Of course, questions like "What is my word?" are **strictly forbidden**! Once a student discovers his or her word, he or she must find his or her partner. An interesting variant is to assign names from famous pairs of people to each student: Simba & Nola, Tom & Jerry, Beauty & the Beast, Aladdin & Jasmine, etc.-

Title:	**10. Join the Dots**
Type:	Ask, Answer the Questions and Look
Time:	About 15 to 20 minutes at most
Method:	Draw a square of dots on the board. The number of dots to a side depends on how long you want the game to go on for, but I would suggest a minimum of five dots to a side or a maximum of ten dots to a side. Otherwise the game becomes too predictable or too long. Draw the dots about two inches apart so that they can be easily seen by the students. The object of the game is to join the dots together either horizontally or vertically to make squares. You will need a different color pen for each team playing. When a student successfully answers a question they can join two adjacent dots without giving another team the chance to complete a square. When a square is completed, fill it in with the corresponding color of the pen or mark, in some way so that everybody knows which teams square it is. If a student completes a square they get another turn. This way it's possible to complete multiple squares in on turn. A way to make the game more interesting is never allow team mates to come up to the board and show somebody which dots to join. Let them yell, stand up, squirm in their seats, anything but come up to the board. If they do then that particular turn is over. When the game is over total each teams squares. The winner is the team with the most squares.

b. Other Playful Activities

It is largely proved that any person can learn more by playing and practicing than by only writing and repeating lonely words on a piece of paper; in fact, the more activities a teacher includes in his class, the better results he will obtain with the English learners; Here, we have some suggested playful activities we can use in the class as warm up or at the end of a tired English lesson, in order to practice and encourage students use their skills:

ENVIRONMENTS FOR LEARNING

Teachers have to keep in mind that a good environment of study makes the learning process easier, funnier and more comfortable, students should feel as if they were home; a clever teacher must construct the right environment for students in order to keep their interest and will of learning the foreign language.

There is one sure way to create a good environment of study and motivate your class into participating: Get them interested in you as their teacher and the interest in your subject matter and class activities will soon follow; you're not just a teacher, you're a person too, sometimes children tend to have the mentality that teachers are just teachers, they exist in school and nowhere else.

However, if you let them see you as a person and not just a teacher, the whole class will feel confidence and you might see a change in how they react to your class and class activities. If they respect you, they will respect the class and be motivated to participate in anything you have for them to do; in fact they will start to trust in you as a person more than a tutor. Of course, that is so much easier said than done

Shelley Vernon[26], who has inspired thousands of ESL teachers with her games, proposes some tips you should think about when trying to figure out how to show your human side and create a trustful and confident environment in your class and students:

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[26]All the information below is taken from: Motivating Children: Going beyond Bribery, Shelley Ann Vernon, http://www.teachingenglishgames.com/Articles/Motivating_Children.htm

a. <u>Keep Yourself Motivated</u>

Think what classes you like best and why. If the teacher was bored and didn't make the subject interesting, then the children often didn't like the class either. To keep yourself motivated, change your activities to things that you are excited about. If you're not excited and motivated about the activities you have planned for your students, it's time to get some new ones, this will create the perfect environment fro them to start learning.

b. <u>Be an Individual</u>

Don't be afraid to talk about your interests. Look for commonalities between you and your students and capitalize on them. For example, if you like the same types of music as a lot of your students, bring in some CD's and let them listen to music when they are working on projects. Make sure the words are in English so that the children can take in some English language into their subconscious. Here you are scoring another point to get their confidence, they will feel you are their friend not their teacher.

c. <u>Have Fun and Be Silly</u>

Seriously, talk in a crazy voice or be daft and make them wonder what you'll be up to next. Some teachers frown upon the idea of playing the clown and having fun because they think it is time-wasting and that it is not their role to be an entertainer. If you use fun games and ideas your classes will still be enjoyable.

It is not clowning around for the sake of it, it serves to keep a fun and happy learning environment, and this alone can motivate your students. If your children can laugh with you, and if they LIKE you, they'll be interested in what you're doing up there in front of the class.

d. <u>Play Games</u>

Implement games that have the same outcome that you might have them reach by doing a worksheet. For example, if you might normally give them a worksheet to write the correct verb next to the picture illustrating the action, have them instead practice their verbs by doing the action for the word you say or the word on a card that you hold up.

Likewise, you could do the action and have them write down the word and so forth, it depends on your creativity that the students like to have your English class and enjoy it, make them feel released and confident.

e. <u>Get Them Moving</u>

Movement is a vital component to motivating children. The best way to prevent children from zoning out is to get them up out of their seats at least once each class period. Even if you just require them to come up to you instead of you going to them for help, the movement can help get them out of the trance that they sometimes get from sitting in one spot too long.

Grouping the children for study projects and activities helps as well. If you can, let them move the desks around or sit on the floor to change things up as well. Many games involve movement without the children needing to leave their seats, such as miming, moving certain body parts and passing things around as part of a game or race.

Actually, teachers must know that movement helps not only with your health but also with catching knowledge in a better way; your mind learns more when it is well stimulated by having your body move around more often.

f. Stick to a Schedule

This activity definitely makes your class the right environment to learn, creating a schedule for your students help them know what to expect in the class and will help them stay organized as well which will lower the frustration level for children who sometimes struggle in school. It is very difficult for frustrated children to stay motivated.

If they know that every Friday is a vocabulary quiz, then they won't have to wonder on Thursday if they were supposed to study last night. If they have weekly assignments due on every Wednesday, then you don't have to spend the majority of the class time reminding them that the weekly assignment is due. This schedule should be clearly explained to the children as well as posted in the classroom.

g. Variety is the Spice of Life!

With that all said, it's also important to change things up within the schedule, for example, if you spend the first 10 or 15 minutes each day doing vocabulary activities, make sure you vary these activities so they don't get boring and stay motivated. If you see that the children of one class don't respond to an activity, avoid it in the future and stick to the ones they like.

It's also important to realize that some groups of children will be motivated by certain activities that the next group of children will literally detest. For example, one group might really like role playing activities while another group would rather have a tooth pulled.

h. Give Them Options

If you spend long periods of time with your class, or if you have a mixed ability class and have to split your teaching time between groups, then the following ideas may help when the children have some free or

unsupervised time in your class. Having a collection of fun learning activities for them can motivate children that like to waste time and be a time-filler for children that like to make trouble.

Get a variety of activities for the children such as educational board games, crosswords, puzzles, art projects, anything that they can learn something from that they would also find fun. For older kids, you can make a competition to complete a packet of activities to get extra credit points or put them on a team to be the first to complete a series of tasks.

i. __One Last Idea__

This activity really motivates younger classes of teens, but it can work with all ages. Plan an end of the term program so the children can show off what they've learned to their parents and anyone else who attends the program.

You can do it right in the classroom and have the children play games, recite poems, whatever you can come up with to have them showcase what they've learned to their parents.

So, there you have it. There are lots of ways to create the perfect environment of study and motivate your students to WANT to learn and to pay attention without bribing them with tangible gifts that become more important to them than learning the material.

USE OF RECREATIONAL MATERIALS AND GRAPHIC TOOLS

During the present research, I will refer to recreational English teaching techniques used for reducing attrition and improve learning English as a second language on students of elementary and pre-intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during the period of April – July 2008; of course I will also refer to the use of recreational materials and graphic tools that are considered an important part of the English learning process

Roles of the teachers and learners, as well as the type of activities and teaching techniques to be used in the classroom, are generally prescribed. The teacher has to update constantly and bring up new ideas for teaching and entertaining his students; teacher's role is to understand the right recreational methods and apply their principles correctly. Likewise, learners are sometimes viewed as the passive recipients of the method and must submit themselves to its regime of exercises and activities"[27]

In our present living there are lots of recreational material and graphic tools for teaching English; in our highly visual world where we can find images on television, billboards, videos, video games, web games, magazines, internet, fashion news and advanced technology; there has been a related impact on how we teach and learn. Utilizing an increasing variety of ways to reach students of all different learning styles, teachers can help their students understand complicated concepts and remember them better by managing graphic tools, both by hand and on computers

As I said before, there are a lot of recreational materials for teaching and learning English, just for mention some, we have:

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[27] Understanding Language Teaching, Kumaravadivelu, pg. 166

a. **The internet: How browser extensions could be used for foreign language learning**

According to the investigation made during the process, "In the summer of 2005, Google released Google Earth, a free tool enabling users to navigate their way through satellite or airplane imagery and extensive geographic data. Originally, users of Google Earth would use the tool to help them locate a nearby restaurant, find driving directions or simply view images of their houses from outer space; as Google Earth was itself a geography tool, any remix experience derived from Google Earth will naturally teach geography"[28], of course, you can apply this knowledge in the language you are teaching, English.

b. **Live video conferences and courses on the web**

At present, it's a reality to connect to any person in any part of the world in seconds, just by making a click or working on the web, this way you can have a real material to share in class, which students will feel and practice as a real example to learn English; ultimately, the real advantage of using live materials is the possibility of then connecting with live audiences. Certainly, the motivational advantages of producing work to be shared with a broader audience than just the teacher can not be over-stressed.

The prospect of creating material for an authentic audience appeared to be the main motivation for the students. Students involved in the wiki-project interacted with authentic cultural material on the web and also envisioned themselves as potential teachers to future students using their site. In contrast to researching and reporting on a topic for the class as students had done in previous classes, these students assumed responsibility for interacting with information, assimilating, rewriting, and organizing it in a way they deemed worthy of future students' interest.

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[28] The Natural Approach -- Krashen & Terrell, Pg. 134

c. <u>Video Games Help Learning English</u>

Even though people think video games are damaging for children, if we as teachers can use them correctly, we could get good results in teaching certain topics, such as, orders, adjectives, nouns, action verbs, numbers, etc. let's remember, children like video games, they feel attracted by them, no matter what, children seem to understand everything about the game, rules, conditions, dialogues, penalties, etc.; that's why we should consider videos games as an alternative to teach English, but, be careful, before you use a video game, be sure you understand it and above all make sure that children learn something after playing the video game.

d. <u>Magazines, Photographs and Other Graphic Tools</u>

The use of written and visual material undoubtedly is beneficial for students, since they can see, feel and describe the element itself; using a magazine, the learners can read the real language and practice fluency and pronunciation; by using photographs the learners can describe all the characteristics of the images; all the visual or graphic material will keep the students interested and motivated in your class, they will look forward to your next class just to see what new activity you have prepared for them.

e. <u>Make your Students Keep an English Dairy</u>

It's important for them to write down their best experiences with English, so, they will remember the learning process, be able to correct mistakes and improve knowledge; here you have some possible questions your students can start practicing:

- How do you feel today?

- How is the weather today?

- What did you do today?

- What did you learn today?

2.2.2 DEPENDENT VARIABLES

REDUCTION OF ATTRITION

I can start saying that some experts consider attrition as boredom in most cases, because, students get tired of studies, teachers and routine when they do not have anything new to develop; British psychoanalyst Adam Phillips, in his book on the paradoxes of motivation, "On Kissing, Tickling, and Being Bored, (1993)" describes boredom (attrition) as both:

- A form of depression, a kind of anger turned inward; and

- A longing for which one will transform the self, making life and learning meaningful.

This double aspect of attrition, its negative brooding and its positive yearning makes it difficult to deal with in the life of classrooms. Its dark, depressive side tends to provoke our anger and defensiveness saying "I am not boring!" even as its searching quality stirs up fears of our own insufficiency, just stop for a moment, think about your students and consider the following:

"Am I providing students with interesting and meaningful learning experiences?"

We can jump off this pendulum of worries by changing the nature of the question. Instead of asking, am I boring? We can ask, When are students most likely to be interested enough to overcome the boredom that occasionally haunts almost any sustained act of learning? In other words, when and under what conditions do students care enough to work hard?

This question shifts attention away from an obsession with boredom and toward a more productive fascination with ordinary human interest.[29]

Attrition continues to be a major issue in higher education, educators should engage students early and often, using different learning strategies customized to the class content and the students' pre-existing knowledge.

The goal for the professor is to develop relationships with the students such that they feel comfortable in the environment. The professor should facilitate learner-learner integration and collaboration so that they will learn from one another and expand their knowledge base together.

High attrition rates of students have a negative impact on high schools, language institutes and universities, attrition is a measure used to determine the quality of education delivered by an institution (Moody, 2004; Thompson, 1999). If there is a high attrition rate, the perception is that the institution has a quality problem.

Identifying the reasons why students drop out or fail courses is critical in determining what services and delivery methods the institution will need to provide in order to ensure successful completion of the English learning process (Nash, 2005). We must remember that attrition takes place when a student "drops" from the class role for a course, or the student leaves a course of study

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[29] Educational Leadership, Richard Strong, Harvey Silver, September 2003, vol 61, pages 24-61

KEEPING STUDENTS BUSY

A bored student, does not learn very well, bothers in class, does not pay attention and starts to hate the class, the teacher and soon his own classmates; on the other hand, a busy and active learner learns all activities faster and better, rarely bothers in class, pays attention to what the teacher says, and keeps interested in the class, because he has something to do and he feels he can do it, or at least he tries to. Busy students feel they are useful and helpful; they like to be considered for any exercise in class and outside.

Other techniques that teachers can use include:

a. <u>Role Playing or Skills Practice</u>

When students need to learn a skill, have them practice it through role playing, either in front of the class or in small groups (e.g., "What would you do if you were the principal of this school, or the president of the teachers' union?"). Make them think in possible and logical ideas, so that they feel they are important for the class and for the teacher.

You should model for your students how to role play. Let them see you participate in one of the groups, but remind them that you do not have a "right" or "wrong" scenario in mind. To ensure that all students participate during role playing, have the students who are not performing critique the performances of those who are acting out that moment. Tell them to state their criteria for evaluation.

b. <u>In-Class Writing</u>

Most higher learning institutions now encourage writing in all disciplines. Writing during class is important because it can challenge students to use higher-order thinking skills such as analysis, synthesis, and evaluation. Some possible in-class writing assignments include brainstorming, journal writing, summarizing the main points of a discussion, responding to a particular issue, and writing mock essay exam answers.

c. <u>Debates</u>

Depending upon such factors as class size, student maturity level, available time, and subject matter, teachers might use either formal debates where students present opposing sides or informal or conversational debates where students can interrupt with questions. Debates can be useful in helping students recognize and overcome the biases they bring to certain topics and in affording them opportunities to hone public speaking skills. In large classrooms, teachers can require students to prepare portions of the debate for homework and form larger debate teams.

d. <u>Puzzle Classrooms</u>

This gives them the responsibility of teaching it to the rest of their classmates. Each group has a piece of the puzzle; when the pieces are all put together, everyone should see the whole picture. This technique is a good way to use extra readings that don't fit into the syllabus or to make use of short journal articles and contemporary accounts of the subject.

Assign each group a different article or different parts of the same article. Give them the task of reading and discussing the article together, then writing a summary to present to the whole class. Give each group time to present their summaries and answer questions from the rest of the class

WORK IN GROUPS

Group work, under proper conditions, encourages peer learning and peer support and many studies validate the efficacy of peer learning. Under less than ideal conditions, group work can become the vehicle for dealing with conflict and freeloading. It may also impose a host of unexpected stresses on, for example, students with overcrowded schedules living long distances from the English institute[30].

The educational benefits of students working cooperatively in groups are well recognized. In fact, some students say the **advantages** are:

a. Each Member Has Something to Contribute

One of the biggest advantages of working in a group is having other people's ideas pooled together. Each member of the group has something unique that he/she can contribute. When it comes to solving a problem, the other group members may be able to think of things that the one individual may not have on his/her own. People often get stuck in their own unique ways of thinking; listening to another person's ideas helps them to broaden their horizons.

b. You Can Learn More, and Understand Things Better.

I think that through working with groups you are able to learn more, and truly understand things better. I guess, you are able to grasp knowledge more when there is interaction involved.

If I got the opportunity to teach someone else, I would learn the material even better if I can explain it to someone else. I have been able to teach what I understand to the others in my group who may not understand. Working with others helps you learn more about the class you are in.

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[30] University of Wollongong assessment policy, 2002

c. It Makes the Assignment or Project More Fun

You can make new friends and have fun. Overall, to have others around gives you someone to talk to make it more fun.

A group creates a "comfort zone"; one way in which you make the class more fun is to put people in groups with each other in laboratories, as well as discussion. Sometimes, they can even work together in lecture lessons. Not many classes do this kind of teaching. I think it is very beneficial because it makes you more comfortable in your environment when you get to work with people around you. When a person is more comfortable, he is more able to concentrate, and learn at a more efficient level.

d. Students Really Like Working in Groups

It makes the task so much easier. If someone doesn't understand something, someone is there to help. Many times English labs can be very complicated and seem overwhelming when you're working alone but when you're in a group everyone can work together to accomplish the task. Working together helps break the lab down and allows you to ask other members questions instead of having to figure out everything on your own.

Working together in the lab typically results in working together further outside of the lab - both on the lab itself and studying in general. This is not necessarily expected, but it is a beneficial side effect for all the parts involved.

e. Teamwork

"Teamwork" helps improve social skills and provides a more "real-life" work scenario. I believe cooperative learning is very helpful because it gives you a taste of what you will have to do in "the real world". You can learn to express your ideas and concerns and accept others' ideas and

concerns. If you cannot get along with others and listen to their ideas, I feel that it is very hard to manage in life.

The people students have to work with in the future may not be their friends. They may not get along, but a job must still get done. Cooperative learning is only developing students' social skills and preparing them for what the future holds. Group work also forces people to communicate and that can help people build their skills if they are not good communicators.

Working with others also helps to teach people to interact and deal with different kinds of people. Learning to work cooperatively with other people is necessary in life. In almost any job situation, people will have to now how to work together to get things done.

To learn how to work in a group is very important because it teaches students how to divide up tasks and how to ask for help from a peer when one can not do the work themselves.

I also think that it is a good way to prepare you for the future. When you get a job you work with many different types of people. Small groups increase a student's opportunity to strengthen lifetime skills of patience, cooperation, explanation, presentation, and communication. As these are all necessary attributes in the workplace, it makes sense to develop them in college[31]

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[31] Teaching stories, Cathy Middlecamp,
http://www.wcer.wisc.edu/archive/CI1/CL/story/middlecc/TSCMC.htm

INTEREST OF STUDENTS IN THE LANGUAGE

To establish the real interest of students in learning the foreign language, first, we have to know what they want or expect from the English course and specially from the professor; here we have some important points to take into account when searching the student's interest:

a. What Students Want In a Teaching Professor[32]

Basically what a student is looking for in a teacher is extremely important because the success of a class depends on the students and how much they want to learn; we can mention some aspects of a student searching in an English teacher:

- Clarity and Organization
- Command of Knowledge
- Caring Attitude
- Challenge
- Spontaneity
- Enthusiasm
- Sincerity
- Acknowledgment
- Sense of Humor
- Involvement

b. Aspects that Make Students Respond Positively[33]

Teachers must know that there are some aspects and attitudes in the class which motivate and make students respond positively to all the activities proposed by the professor, such as:

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[32] The Institute for teaching in the active voice. University of Prince, Edward Island, Canada
[33] Effective college teaching from the students' and faculty's view, K.A. Feldman, 1988, 28(4): 291-344

- High levels of interaction with others outside the classroom

- Genuine effort from the teacher to make courses interesting

- Frequent examples, analogies, and metaphors

- Use of contemporary issues as appropriate

- Application of course materials to other fields of study

- Involvement of students through: Discussion, Library Research, Oral Presentations and Small Group Activities

- Enthusiasm for the student and the subject

- Clear and well organized classes

c. **Tips for keeping your students interested in your teaching**

"Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought the students to the course in the first place"[34]; remember to apply these tips; they'll be very useful if you want to success with your learners:

- Show students your expectation on them

- Make students understand the aim & nature of the course

- Give constructive comments rather than demeaning ones

- Give feedback to students' performance as soon as possible

- Provide one-to-one assistance

- Convince students that they are capable of achieving the learning objectives with a reasonable amount of commitment and effort

- Stimulate curiosity with typical, funny and real stories,

- End your class punctually because some students like to receive it complete, or they may have another class after yours

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[34] Ericksen, 1978, p. 3

PARTICIPATION OF LEARNERS

The best way to make your students participate in class is by making them talk using the foreign language and apply all the knowledge acquired so far, in order to listen to them, analyze their vocabulary, grammar structure when talking, and fluency and pronunciation; this way, the teacher can correct all the possible mistakes made during an English discussion among students.

Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. Your challenge is to engage all students, keep them talking to each other about the same topic, and help them develop insights into the material.

Some authors like Roby[35], warn against falling into quasi discussions encounters in which students talk but do not develop or criticize their own positions and fail to reflect on the process and outcomes of the session;

Two common forms of quasi discussion are quiz shows, where the teacher has the right answers, and bull sessions, characterized by cliches, stereotypes, empty generalizations, lack of standards for judging opinions, and aimless talking.[36]

The following suggestions are intended to help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share ideas.

a. General Strategies

- Encourage students to learn each other's names and interests; students are more likely to participate in class if they feel they are

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[35] Models of Discussion, Roby T W, Norwood, N.J.: Ablex, 1988
[36] Tools for teaching, Barbara Gross Davis, University of California, Berkeley, http://teaching.berkeley.edu/bgd/participation.html

among friends rather than strangers; so at the beginning of the term, ask students to introduce themselves and describe their primary interests or background in the subject

- Try to know and learn as much of your students as possible, class participation often improves after students have had an opportunity to talk informally with their instructor

- Arrange seating to promote discussion. If your room has movable chairs, ask students to sit in a semicircle so that they can see one another. At a long seminar table, seat yourself along the side rather than at the head. Research reported by Beard and Hartley shows that people tend to talk to the person sitting opposite them, that people sitting next to each other tend not to talk to one another, that the most centrally placed member of a group tends to emerge as leader, and that leaders tend to sit in the least crowded parts of a room[37]

- Allow the class time to warm up before you launch into the discussion. Consider arriving two to three minutes early to talk informally with students. Or open class with a few minutes of conversation about relevant current events, campus activities, or administrative matters[38], this way students will feel more comfortable and talk without any fears

- Limit your own comments. Avoid the temptation to respond to every student's contribution. Instead, allow students to develop their ideas and respond to one another

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[37] Teaching and Learning in Higher Education, Beard R. M., and Hartley J, New York: Harper & Row,
4th ed, 1984
[38] Teaching Sociology, Billson, J. M, 1986, 14(3), pages 143–151

b. Tactics to Increase Student Participation

- Make certain each student has an opportunity to talk in class during the first two or three weeks. The longer a student goes without speaking in class, the more difficult it will be for him or her to contribute. Devise small group or pair work early in the term so that all students can participate and hear their own voices in non threatening circumstances.

- Plan an icebreaker activity early in the semester, for example, ask students to bring to class a fruit or vegetable from another culture or region. The discussion focuses on the region of origin and the relationship between food and culture, at the end of class students eat what they brought

- Periodically divide students into small groups. Students find it easier to speak to groups of three or four than to an entire class, have them discuss a question or issue for five or ten minutes, and then each group reports orally and record the results

- Assign roles to students, ask two or three students to lead a discussion session sometime during the term, during class the leaders assume responsibility for generating and facilitating the discussion, and they must summarize the main substantive points[39]

c. Tactics to Keep Students Talking

- Bring students' outside comments into class. Talk to students during office hours, in hallways, and around campus

- Use nonverbal cues to encourage participation. For example, smile expectantly and nod as students talk. Maintain eye contact with students. Look relaxed and interested.

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[39] Improving Discussion Leadership, Hyman, R. T, New York: Teachers College Press, 1980

- Draw all students into the discussion. You can involve more students by asking whether they agree with what has just been said or whether someone can provide another example to support or contradict a point

- Give quiet students special encouragement. Quiet students are not necessarily uninvolved, so avoid excessive efforts to draw them out. Some quiet students, though, are just waiting for a non threatening opportunity to speak

- Assign a small specific task to a quiet student, this way he will not be able to reject it in front of the class

- Stand or sit next to someone who has not contributed; your proximity may draw a hesitant student into the discussion, and he will decide to participate more often

- Discourage students who monopolize the discussion, some researchers found that in classes with fewer than forty students, four or five students accounted for 75 percent of the total interactions per session[40]

- If only the dominant students raise their hand, restate your desire for greater student participation: for example: "I'd like to hear from others in the class." Avoid making eye contact with the talkative

- Acknowledge the time constraints, because all students have the same right and opportunity to talk, for example: "Jon, I notice that our time is running out. Let's set a thirty-second limit on everybody's comments from now on."

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[40] The One or Two Who Talk Too Much, Melvin, K. B, Teaching Professor, 1988, 2(7), 5

LEARNING IMPROVEMENT

In the educational world, the kind of learning that matters is that which increases your capacity for effective action. This usually involves accumulating specialized knowledge, skills, and as much self-confidence as it takes to believe in your effectiveness. One highly effective way to accumulate specialized knowledge is to find a problem and solve it. It is not the title of the position you hold, it is the nature of the problems you learn how to solve that will determine your success in this rapidly morphing educational world.

The most important advice for a clever teacher is to do something interesting in his class, but above all, have fun! Make teaching English your hobby, not a chore.

Don't be in too much of a hurry. You're setting off on a long journey and there'll be delays and frustrations along the way. Sometimes your students will make you feel in the fast lane and other times you'll be stuck in traffic, but there will also be lots of interesting things and interesting people along the way.

Take your time to really enjoy the experience of teaching, after a long way full of good and bad moments, as everything in life, you'll find the best reward: the acknowledgement of your students.

Along the present research, I've tried to give you some recreational tips of how to become your teaching work more fun and interesting for the learners; but, there is another important part in the teaching and learning process: the **learning improvement** of the learners, this part is achieved by themselves, taking into account what and how much they want to learn, and above all what kind of effort they will apply in order to get a high level of learning.

Let's consider that it doesn't matter how good a teacher can be, and how good English teaching techniques he can apply during the process, if the student does not want to improve his level of knowledge, it will be very difficult to go farther with the teaching – learning process.

The following points are focused on the effort the students have to make in order to achieve a level of English as high as possible;

As a student you must know that learning is a skill and it can be improved; your path to learning effectively is through knowing yourself, your capacity to learn, processes you have successfully used in the past and your interest, and knowledge of what you wish to learn; here you have some ways to improve your English:

a. __Motivate Yourself__

If you are not motivated to learn English you will become frustrated and give up; ask yourself the following questions, and be honest:

- Why do you need to learn and above all improve English?

- Where and when will you need to use English?

- What skills do you need to learn and improve? (Reading, Writing, Listening or Speaking)

- How much time can you afford to devote to learning English?

- Do you have a plan or learning strategy?

b. __Set Yourself Achievable Goals__

You know how much time you can dedicate to learning English, but a short time each day will produce better, longer-term results than a full day on the weekend and then nothing for two weeks, Joining a short intensive course could produce better results than joining a course that takes place once a week for six months, Here are some goals you could set yourself:

- Join an English course, attend regularly and do your homework

- Read a book a month and learn a new word every day

- Do 10 minutes listening practice every day

- Watch an English film at least once a month and try to use subtitles in English too

c. **Improve your Skills**

- Read short stories, look up new words in the dictionaries, you can also use books with audiocassettes/CDs, surf websites on reading and vocabulary.

- Improve your listening, speaking and pronunciation by practicing with audio CDs DVDs, etc use the dictionaries to learn phonetics and phonology

- Keep something English on you, such as: books, newspapers or magazines, CDs, sets of flashcards, etc; every day, you never know when you might have 5 spare minutes. If you are too tired relax and listen to an English pop song or talk radio station.

- Make learning a habit. Try to learn something every day. It is much better to study, read, or listen to English news, etc, 10 minutes each day than to study for 2 hours once a week

- Be patient with yourself. Remember learning is a gradual process, it does not happen overnight. Speaking a language well takes time. It is not a computer that is either on or off!

COOPERATIVE LEARNING

a. <u>What is Cooperative Learning?</u>

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it

Cooperative efforts result in participants striving for mutual benefit so that all the group members can:

- Gain from each other's efforts. That is, your success benefits me and my success benefits you

- Recognize that all group members share a common fate, understanding that in a good work group we all sink or swim together here

- Know that one's performance is mutually caused by oneself and one's team members, remember that we can not do it without you as part of the group

- Feel proud and jointly celebrate when a group member is recognized for achievement; I mean, we all congratulate you on your accomplishment

Cooperative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. This is not to say that students can just be put into a group and assigned a project to

complete. There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them. Recently there has been criticism of this process largely as a result of its misuse.

To be perfectly clear, this is not a way for teachers to "get off the hook" as students work in groups while the teacher corrects papers. It is not a way for teachers to address the needs of "gifted" students by continually putting them in charge of learning groups.

It is a way for students to learn essential interpersonal life-skills and to develop the ability to work collaboratively, a skill now greatly in demand in the workplace. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must be involved in the learning or project, and no one can look back. The success of the group depends on the successful work of every individual.

b. <u>Why to Use Cooperative Learning?</u>

Research has shown that cooperative learning techniques applied correctly:

- Promote learning and academic achievement

- Increases very much the student retention

- Help students develop oral communication

- Develop students' social skills

- Promote student self-esteem

c. Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

Positive Interdependence (sink or swim together)

- Each member's efforts are required and indispensable for group success

- Each member has a unique contribution effort because of his or her resources and/or role and task responsibilities

Face-to-Face Interaction (promote each other's success)

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding
- Discussing learned concepts

Individual & Group Accountability (no hitchhiking! no social loafing)

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.

- Giving an individual test to each student.

- Randomly examining students orally, and make them present their group's work to the entire class.

- Assigning one student in each group the role of checker.
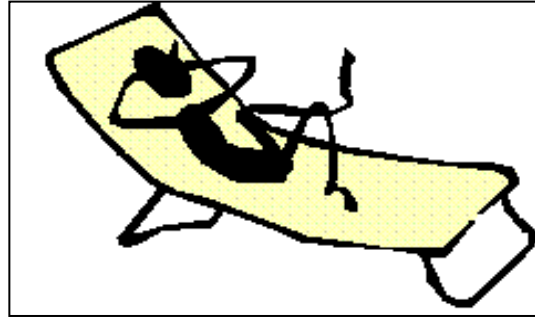
Interpersonal & Small-Group Skills

- Some social skills must be taught, such as leadership, decision, communication, conflict management, and trust building,
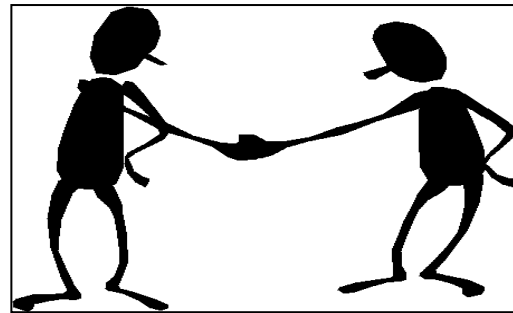
Group Processing

- Group members discuss how well they are achieving their goals and maintaining effective relationships

- Describe what member actions are helpful and not helpful

- Make decisions about what behaviors to continue or change

d. **Class Activities that use Cooperative Learning**

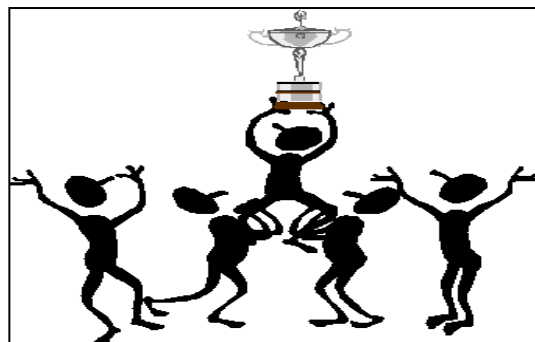Here you have some activities you can practice in class with your students; all of them involve cooperative learning. Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development[41]

Jigsaw

Groups with five students are set up. Each member is assigned some unique material to learn and then to teach to his group members. Then they get together to decide what is important and how to teach it. After practice the material students teach each other. Assessment follows this process
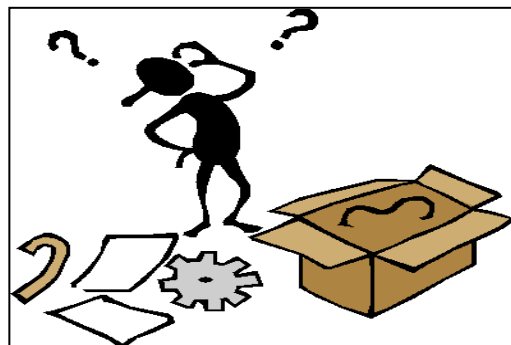
Think-Pair-Share

This activity involves three steps, during the first step individuals think about a question posed by the instructor. Individuals pair up in the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

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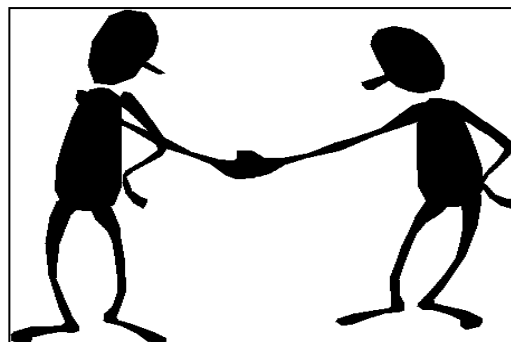
[41] Structures for Emotional Intelligence, Kagan S. Online Magazine. 2001, 4(4)
http://www.kaganonline.com/Newsletter/index.htm

Three-Step Interview

Each member of a team chooses another member to be a partner. In the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
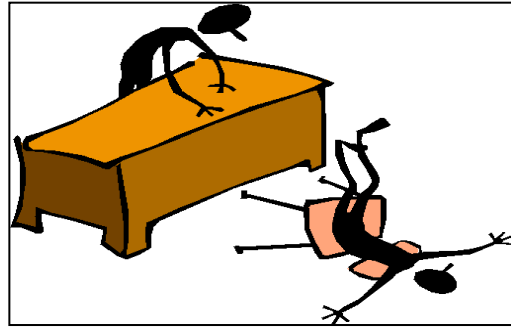
Three-minute Review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions
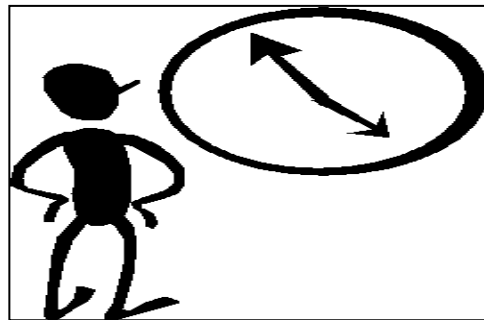
Numbered Heads Together

A team of four is set. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
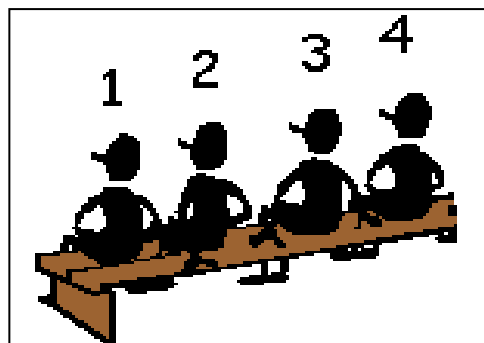
APPLYING THE FOREIGN LANGUAGE IN REAL SITUATIONS

a. <u>Attitude</u>

To learn any new subject in life, it is necessary to have a positive attitude, children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying for their own sake

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished, this situation will create a negative attitude in children, behaving always reluctant to learn new things.

Once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

b. <u>Application of English</u>

It is necessary to know that everything you learn during your life time will be important and useful, the more a person knows, the more opportunities he can have to success; if you want to get a good job, managers usually look for the best prepared people to take after an important charge in their companies. Going to a lower level, universities also demand students to have at least the sufficiency in a foreign language, in order to get a degree; finally schools and high schools also are including English as their second language, and it's an additional subject as important as the others.

When a Spanish speaker travels abroad, he must know at least certain commands in English, since people from the airports normally speak in English, if the trip is to a country where English is spoken; so, knowing English is vital if he wants to communicate with the others.

The technology is another significant part of our lives at present, everything people do now they do it using a computer; some studies show that an average person uses a computer 10 to 20 hours a week in different activities, such as:

- Looking for information on the web
- Doing homework or some office work
- Chatting with friends and sending e-mails
- Designing projects
- Playing and amusement

So, I can conclude this section saying that it is always going to be better to know something extra such as English language, since it is the most spoken in many countries around the world, this way you can be in advantage with the others and to be considered for work or study. Think about it, learn English.

2.2.3   RELATION BETWEEN INDEPENDENT AND DEPENDENT VARIABLES

It is relevant to establish a relation between **Recreational English Teaching Techniques** (Independent Variable), and **Reduction of Attrition and Learning Improvement** (Dependent Variables); we have to start saying that the frequent use of recreational English teaching techniques in your classes will reduce significantly the attrition that students can get during a learning process and they will be interested for learning the new language; in addition, they can improve learning by increasing their knowledge, they will want to learn more about English language.

Teachers should apply all the necessary resources in order to get into the students, and have to know all the necessary about their students' world, and become tutors, classmates, friends, and advisors during the process, this way, learners will feel more confidence and develop their skills and learning freely.

All the strategies and techniques developed in the current research have one great objective that is to determine the level of incidence of using these recreational techniques to reduce the attrition of students and improve their learning. To get this great goal, we have to:

- Analyze the different characteristics of the use of recreational techniques in the teaching process;

- Suggests some new recreational techniques in order teachers to get the best results with students and their learning

- To determine if using these techniques effectively students reduce their possible attrition at learning English in a language institute

- To establish some tips or extra activities to improve students' learning and achieve the objective.

Classroom climate is important; if students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning the new language.

Various recreational task dimensions can also foster motivation to learn English, ideally, tasks should be challenging but achievable and above all funny; tasks that involve a moderate amount of discrepancy or incongruity are beneficial because they stimulate students' curiosity that is a natural human motivator

Applying recreational techniques in the teaching learning process can define tasks in terms of specific, short term goals and assist students to associate effort with success. Verbally, noting the purposes of specific tasks when introducing them to students is also beneficial for students and for the learning process itself, try to establish the as many playful activities as possible, your students should feel learning as a funny activity and not as a duty or chore to be done over all without a strong reason.

What takes place in the classroom is critical, but "the classroom is not an island, depending on their degree of congruence with classroom goals and practices; school wide goals either dilute or enhance classroom efforts. To support motivation, school-level policies and practices should stress learning, task mastery, and effort rather than relative performance and competition"[42]. Definitely, the independent and dependant variables have to be related, we can't understand one without understanding the other, and we can't accomplish our objective if we treat them separately, one variable leads us to the other, one is the consequence of the other, they must be together during the research

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[42] Martin Maehr and Carol Midgley 1991.

2.2.4   HYPOTHESES SYSTEM

Working Hypothesis

The lack of recreational English teaching techniques is affecting the English learning-process and causing attrition on students of elementary and pre intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute.

Alternative Hypothesis

The use of recreational English teaching techniques wake up students´ interest, reduce attrition and improve their learning process at "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute

H1 = x1 => x2

x1 = use of recreational teaching techniques

x2 = wake up students' interest, reduce attrition and improve learning

Null Hypothesis

The lack of recreational English teaching techniques is not affecting the English learning-process and it does not cause attrition on students of elementary and pre intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute.

Ho = x1 => x2

x1 = the lack of recreational teaching techniques

x2 = does not cause attrition on students

Chi-square Formula:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

CHAPTER III

METHODOLOGY

3.1   RESEARCH TYPE AND DESIGN

3.1.1   METHODOLOGY FOR THE RESEARCH

For this research, I will use the Scientific Method of Investigation in order to build up better explanations about Ecuadorian reality of English teaching, by means of established procedures, this type of investigation will permit me establish general laws and particular points of view about the subject studied; besides the steps to follow are:

- Problem setting

- Bibliographical revision

- Hypothesis formulations

- Techniques and instruments for the data selection and collection

- Data analysis

- Conclusion and recommendations

3.1.2   MODALITY OF THE RESEARCH

To carry out this research, we will observe the teaching and learning process itself. This will be of statistical character and require information related to samples or continuous variables that admit division. This kind of research will let us organize, analyze and interpret information;.

3.1.3   TYPE OF RESEARCH

This is a field research; the researcher will observe, the process in the field of the investigation, according to the observation, the researcher will detect causes and effects of the phenomenon collect information through various surveys, the information will be obtained through written material made during the field work.

3.2 POPULATION AND SAMPLE

3.2.1 POPULATION

The research will take place at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during april – june 2008; this institution is located on Isla Santa Fe street and Tomas de Berlanga avenue, in Quito – Ecuador. However we could apply the teaching methods suggested here, not only in this institute, but also in any other educational institution where teachers want to get better results at teaching a foreign language.

In this institution there are 3 courses of First Level (elementary), 3 courses of Second Level (pre-intermediate), 2 courses of Third Level (intermediate), and 2 courses of Fourth Level (advanced)

Basically we are going to take into account ten courses of about fifteen to twenty students each one and the 10 corresponding teachers, so we are going to manage a universe of 180 learners in which we can apply our motivational teaching techniques to learn English, so we will take the samples for our research from this institution.

Population Chart

Population	Male	Female	Total	%
Students	108	72	180	95%
Teachers	6	4	10	5%
Total	**114**	**76**	**N: 190**	**100%**

3.2.2 SAMPLE CALCULATION

- **N** = Total Population (190)

- **S** = Standard deviation

- **n** = Sample (104)

- **Z** = Punctuation

- E = Error

Taking into account international established statistical tables with an error of 0.5%, we would apply the following formula to calculate the number of interviewed students during the process:

$$n = \frac{s^2}{\dfrac{\varepsilon^2}{Z^2} + \dfrac{s^2}{N}}$$

$$n = \frac{(0,4)^2}{\dfrac{(0,05)^2}{(1.96)^2} + \dfrac{(0,4)^2}{180}}$$

$$n = \frac{0,16}{\dfrac{0,0025}{3.84} + \dfrac{0,16}{180}}$$

$$n = \frac{0,16}{0,00065 + 0,000888}$$

$$n = \frac{0,16}{0,00154}$$

$$\underline{\underline{n = 104}}$$

Total 104 students will be asked, it is suggested to apply established international tables with error 0.5%, so that we can know the different causes that produce lack of motivation and boredom, and its incidence in the English learning process, this way, we will be able to develop student's communicative competences, also we can find out more exactly what most of them think about teaching English process; besides, it's important to indicate that I took into account 10 teachers to be asked about their teaching techniques at "LINCOLN COLLEGE OF FOREIGN LANGUAGES INSTITUTE" during April – June 2008

So, with all the information gathered and the sample number established, we can calculate the extract sample indicator, with the following formula of the constant sample percentage:

- **C** = Constant Sample

- n = Sample

- **N** = Total Population

$$c = \frac{n.x100}{N}$$

$$c = \frac{104x100}{180}$$

$$c = \frac{10400}{180}$$

$$c = 57,78$$

So, applying this result with the general population chart, we have:

Extract Sample Chart

Population	Male	Female	Total	%
Students	62	42	104	91%
Teachers	6	4	10	9%
Total	68	46	<u>114</u>	<u>100%</u>

It's important for you readers to know the distribution of each course and their exact male and female population

Total Population Chart

Population by Level	Male	Female	Total
First Level A	10	8	18
First Level A	12	6	18
First Level A	11	9	20
Second Level A	12	7	19
Second Level A	5	10	15
Second Level A	14	4	18
Third Level A	8	9	17
Third Level A	9	8	17
Fourth Level A	14	6	20
Fourth Level A	13	5	18
Total	108	72	180

Total Distribution by Levels Chart

Fraction by Extract	Male	Female	Total
I. Level	33	23	56
II. Level	31	21	52
III. Level	17	17	34
IV. Level	27	11	38
Total	**108**	**72**	**180**

To get the distribution by extract (m) chart, we have to apply with each item the formula:

$$m = \frac{cxn}{100}$$

$$m = \frac{57,78x33}{100}$$

$$m = 19$$

And then, we must apply the same formula to calculate the rest of items by level, afterwards, we have to sum all the results and get the corresponding percentages; doing this with the entire chart we have the following results:

<u>Distribution by Extract Chart</u>

Fraction by Extract	Male	Female	Total	%
I. Level	19	13	32	31,1 %
II. Level	18	12	30	28,9 %
III. Level	10	10	20	18,9 %
IV. Level	16	6	22	21,1 %
Total	**62**	**42**	<u>**104**</u>	<u>**100 %**</u>

3.3   VARIABLES WORKING OUT

3.3.1   INDEPENDENT VARIABLE: <u>ENGLISH TEACHING TECHNIQUES</u>

Conceptualization	Dimensions	Indicators	Items	Techniques tools
<u>Teaching Techniques</u>: ways of teaching a subject that keep student's attention and interest and let them learn better	• Educational	• Instructive Play • Teaching by Playing	• Does your teacher develop your skills? • Does your teacher use playful activities to teach?	• Scientific-descriptive research • Surveys for students and teachers
	• Emotional and Social	• Environments for Learning • Recreational Materials and Graphic Tools	• Do you feel motivated to learn English? • Does your teacher use recreational materials in class?	

3.3.2   DEPENDENT VARIABLE: <u>REDUCTION OF ATTRITION; LEARNING IMPROVEMENT</u>

Conceptualization	Dimensions	Indicators	Items	Techniques tools
<u>Attrition</u>: Boredom of students that causes lose of interest in learning any subject	• Class work	• Keeping students busy • Work groups	• Does your teacher use technological material? • Does your teacher form work groups?	• Scientific-descriptive research • Surveys for students and teachers
	• Psychological and attitude	• Breaking up routine • Interest of students • Participation of learners	• Are your classes interesting? • Do you like to participate in class?	
<u>Learning Improvement</u>: To rise the level of knowledge students get by means of using recreational teaching techniques	• Learning the new language	• Significant Learning • Cooperative Learning	• Is your English knowledge significant so far?	• Scientific-descriptive research • Surveys for students and teachers
	• Real use of English	• Application of English in real situations	• Do you understand when your teacher or some one else speaks English?	

3.4 INSTRUMENTS FOR DATA COLLECTION

During the present research, I used questionnaires to collect the necessary data and reach the objectives of the research project; it is a formal plan to obtain information about the main problem of this research. Questionnaires were applied to teachers and students in order to obtain information about how teachers develop their classes, what materials they use, which recreational teaching activities are applied in the English classes, in addition it's important to know about the attitude of learners in the teaching-learning process.

After collecting all the information, we have to analyze, evaluate, and establish parameters, causes and effects of attrition of students at Lincoln College of Foreign Languages; this process will help us determine the levels of objectivity, validity, and reliability of this project so that we, as teachers, can apply it and improve the English learning of students.

Survey Characteristics:

- To be clear about the problem, objective and hypothesis.

- To know about the population study object.

- To inquire about the existence of previous surveys about the studying subject.

Survey Organization:

- Title

- Objective

- Formulated questions and gratitude

3.5   PROCESSING THE INFORMATION.

Once we get all the necessary data, we can analyze them and establish whether our method is going in the right direction or we have to change the way we are applying it in our learners

To get the best results of our investigation, it's necessary to apply the following aspects of analysis:

a. **Edition**

It is the data review to detect errors or omissions, process and organize the information in the clearest way; we must eliminate contradictory or wrong answers in order to ease the tabulation. It has to be made in a manual form

b. **Codification**

It consists of assigning a number, symbol, or letter to different alternatives in each answer with the purpose of facilitating the tabulation.

c. **Tabulation**

It determines groups, subgroups, classes or categories in which the answers are classified; here we summarize the data in statistical tables or charts depending on the information volume. The tabulation is made in a manual form and we should use Microsoft Excel to make the charts.

d. **Classification**

It is the classification of the data by means of tables; charts built in a particular way for each question and variable or by groups which are the object of the investigation.

e. <u>The Information Processing</u>

It implies the use of statistical techniques that facilitate the management of the obtained information and it is carried out using the software to identify the aspects which are object of analysis and knowledge.

The application of the instruments mentioned before let us collect and analyze different data through the **Descriptive Statistics,** by means of the respective percentage of each question.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.   ANALYSIS OF RESULTS

4.1. PREVIOUS FOR THE DATA COLLECTION

To obtain the necessary data, we proceeded to compile all the information, through a survey with a detailed group of questions according to the variables, objectives, and problems of this research to have true data, which permitted us to verify the respective hypothesis.

This survey was carried out with teachers and students at "Lincoln College of Foreign Languages" Institute. It permitted us to have a different point of view and contrast between teachers-students behavior in the development of English classes and see what, who or where is the problem and try to verify the established hypothesis stated here in this research.

The purpose is to demonstrate that the lack of recreational English teaching techniques provokes attrition on students and reduce their learning process

The variables, object of this research were identified from the hypothesis, and then the gotten data were classified according to each variable and changed in questions, it let us have a better analysis and interpretation of the hypothesis and fulfill the proposed objectives.

Through analysis data we can interpret each variable and find out exactly where they are still deficient and can give a better suggestion or solution to improve at least in part the cause problem, in this case the lack of recreational teaching techniques that causes attrition on English learners and its incidence in the English learning process; that's why we will analyze each question and their possible answers:

4.2 ANALYSIS OF THE SURVEY FOR STUDENTS

Question 1: Does your teacher develop your learning

skills: speaking, reading, writing and listening?		
Alternative	**Frequency**	**Percentage**
Yes	9	9%
No	73	70%
Sometimes	22	21%
Total	**104**	**100%**
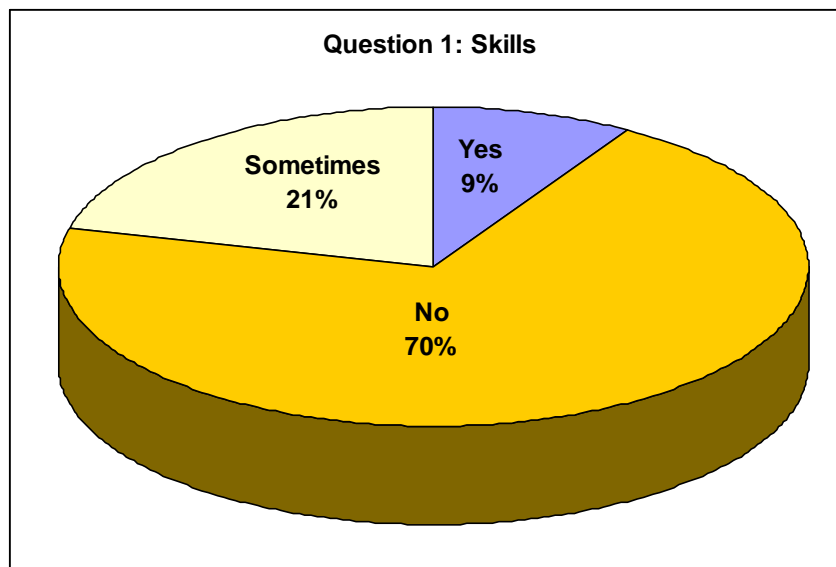
Analysis and Interpretation

In this question, we can see that only the **9%** answered **yes**, **70%** said **no** and **21%** said **sometimes**;

According to this, teachers haven't been developing the student's skills at all in class; some teachers practice just one or two of the four skills of the learners, this situation reduce the possibility of the student to be good at a group of abilities he or she can develop. It's very important to make students practice the four English skills, so that students have a balanced learning and be able to manage any task proposed by the teacher.

Question 2: Does your teacher use playful activities like games in class to teach English?		
Alternative	**Frequency**	**Percentage**

Yes	19	18%
No	61	59%
Sometimes	24	23%
Total	**104**	**100%**

Question 2: Playful Activities

Sometimes 23%
Yes 18%
No 59%
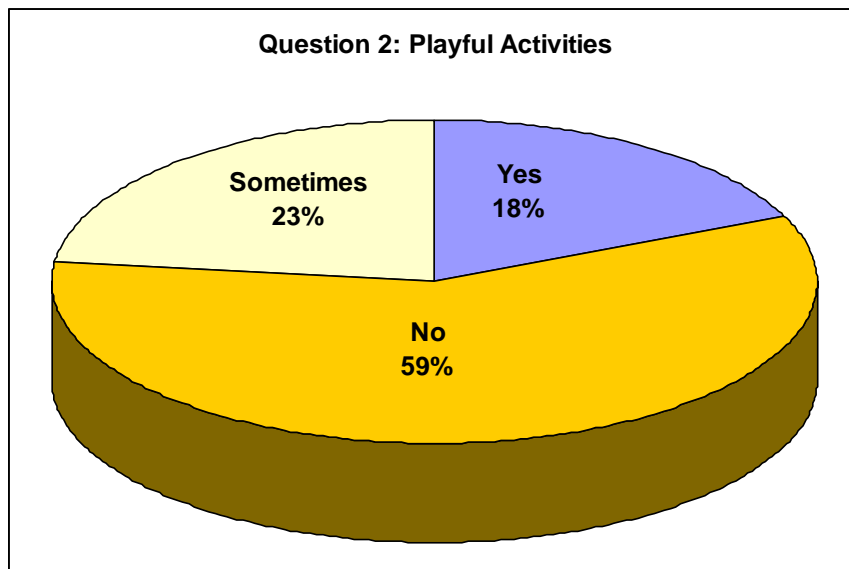
Analysis and Interpretation

With a percentage of **18%** saying **yes**, a high **59%** saying **no** and **23% sometimes** to this question, I can say that teachers use just a few playful activities to develop their English classes.

I think, teachers only limit their teaching to complete and fill in the text book, or maybe teachers are all in a hurry because they have to finish a weekly or monthly planning. As a consequence of this situation, English classes become boring and monotonous, that means students can't develop their English skills and it's impossible to get the student's interest in learning the language.

Question 3: Do you feel motivated enough by your teacher to learn English?

Alternative	Frequency	Percentage
Yes	17	16%
No	60	58%
Sometimes	27	26%
Total	104	100%

Question 3: Motivation
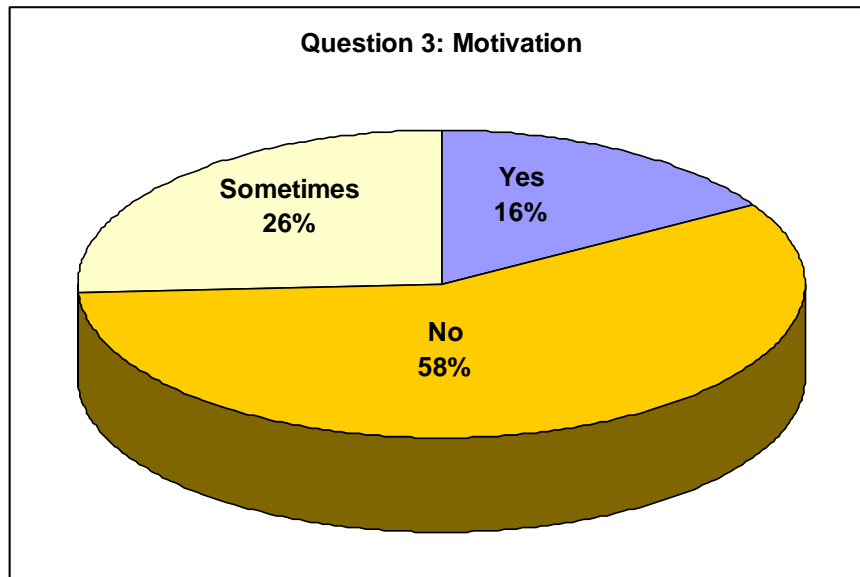
Analysis and Interpretation

In this question we observe a worrying percentage of **58%** of students who **don't** feel motivated by their teachers, **26%** say **sometimes** and only **16%** of them **feel** motivated enough.

This problem affects the learning process, since students do not feel confidence and do not want to learn English. This could be maybe due to the limited teacher's ability to establish communication with the learner or the little knowledge of new recreational and communicative methods or techniques to be applied in class with the students.

Question 4: Does your teacher use recreational

material in English class, such as, cards, puzzles, building games, etc?		
Alternative	**Frequency**	**Percentage**
Yes	15	14%
No	71	68%
Sometimes	18	17%
Total	**104**	**100%**

Question 4: Recreational Material
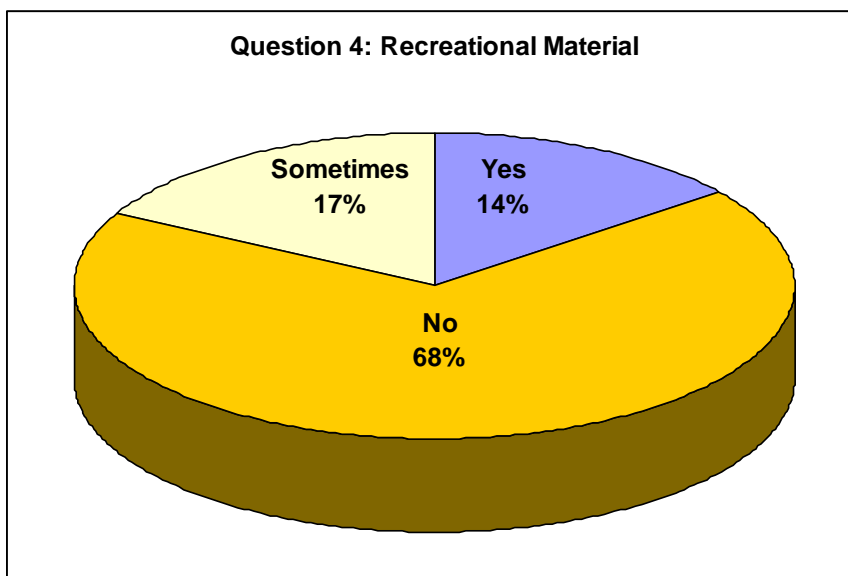
Analysis and Interpretation

A high **68%** of students answered that the teachers **don't use** recreational material such as, cards, puzzles, building games, etc. in the development of English classes; **17%** said teachers **sometimes** use them and only **14%** answered **positively**;

Some teachers think that the text book is the only tool they have to use, perhaps because their institution doesn't have an adequate set of recreational material. If teachers don't start to use extra material during the teaching learning process, learners won't reach their main goal, to learn real English, and develop the language skills well.

Question 5: Does your teacher use technological

resources to develop the English classes, like music, videos, computers, internet, ipod, etc?		
Alternative	**Frequency**	**Percentage**
Yes	12	12%
No	76	73%
Sometimes	16	15%
Total	**104**	**100%**

Question 5: Technology
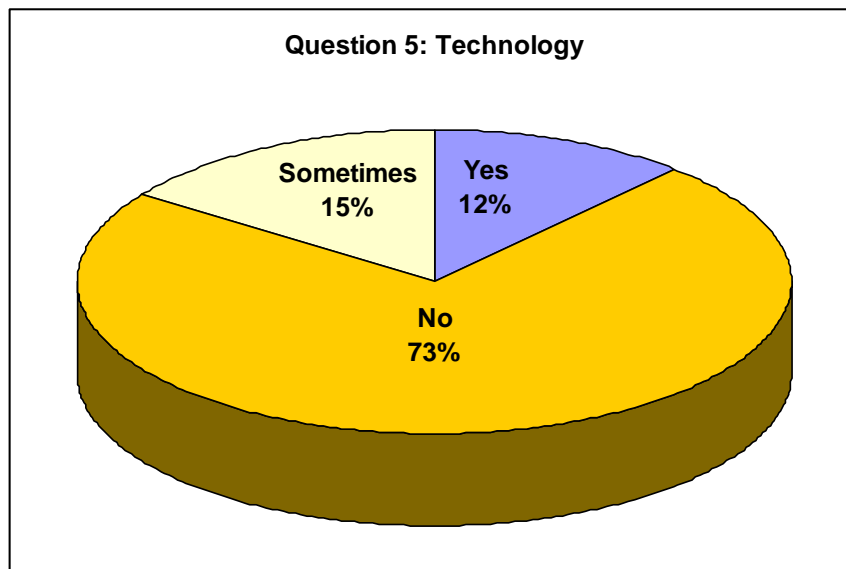
Analysis and Interpretation

In this question, we can see that many students, **73%** answered that teachers don't use technological devices in the development of English classes, **15%** said sometimes and just **12%** said yes.

Due to the strict use of the textbook proposed by the institution to complete an established planning, maybe the institution doesn't have an adequate and modern laboratory with computers, internet, a TV set, DVD players, most of them only have the traditional tape recorder used to practice listening activities from the text book. If teachers don't use new technology in the teaching learning process, learners won't be able to apply their knowledge in the real world.

Question 6: Does your teacher organize activities in group, like work groups, conversations or group projects?		
Alternative	**Frequency**	**Percentage**
Yes	21	20%
No	58	56%
Sometimes	25	24%
Total	**104**	**100%**

Question 6: Work Groups
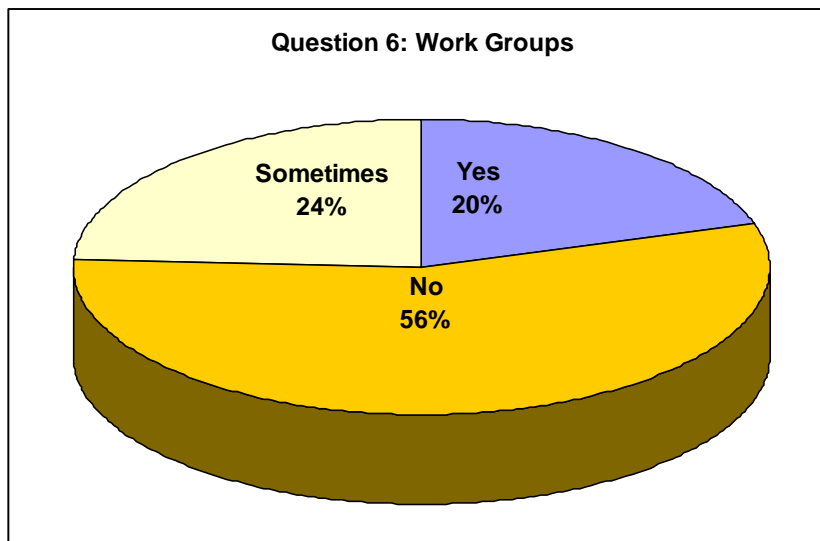
Analysis and Interpretation

We can realize that more than a half of learners **56%** answered, they haven't had any work or activity in group during the process, **24%** of them answered sometimes and **20%** answered yes to this question.

This situation occurs because teachers don't always explode all methodological tools and their capacities around the teaching process to increase the interest of learners on learning a second language. We can see that only 20% of the students have worked in group activities very often, so, we have to create conscience on teachers in order to make them understand that they must use all the necessary techniques to teach English in class, and "work groups" is a good option to do it.

Question 7: Are your teacher's English classes interesting?		
Alternative	**Frequency**	**Percentage**
Yes	18	17%
No	65	63%
Sometimes	21	20%
Total	**104**	**100%**

Question 7: English Classes
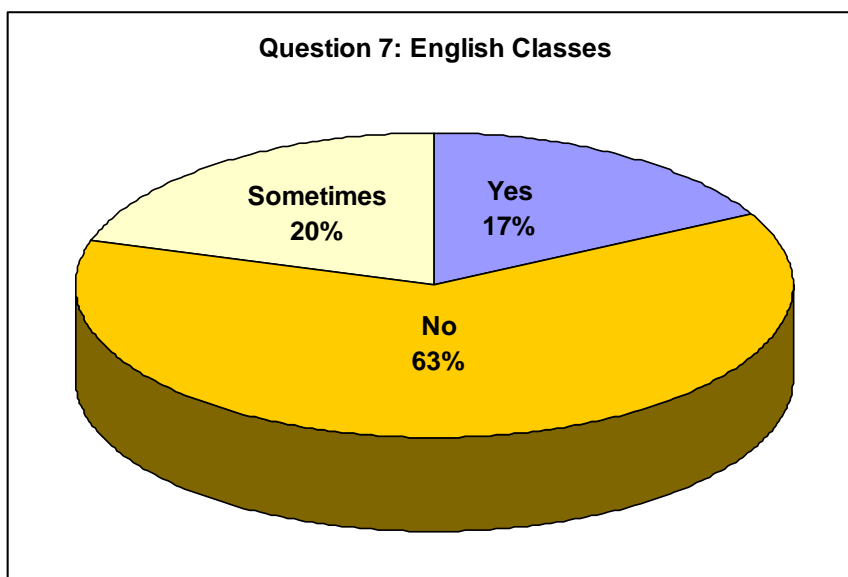
Analysis and Interpretation

According to the results obtained in this question, **63%** of students answered **NO,** their classes **ARE NOT** interesting, **20%** said **sometimes**; and **17%** answered **yes**.

I think, teachers don't explain the subject correctly; all the classes are repetitive (grammar, exercises, oral examples), that is, there are no variation in the daily routine of the teacher; finally, most teachers have developed their classes using so much Spanish which reduce students interest in learning the language, forgetting that if you want to learn another language you have to practice; we should suggest teachers to make their classes more interesting and mainly participative e interactive

Question 8: Do you like to participate in the daily class activities?		
Alternative	**Frequency**	**Percentage**
Yes	24	23%
No	64	62%
Sometimes	16	15%
Total	**104**	**100%**

Question 8: Participation
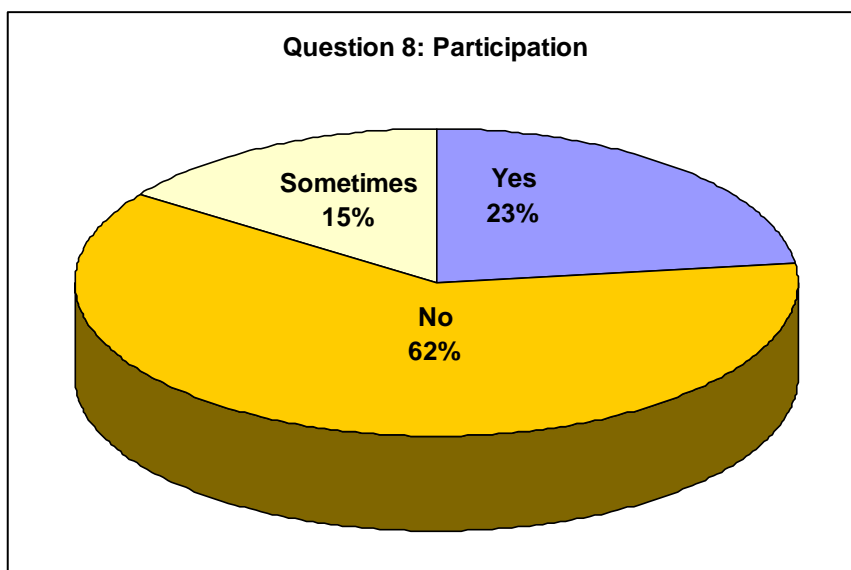
Analysis and Interpretation

In this question we can see that just a few students **23%** answered **yes**, **15%** of them said that **sometimes** they participate; and **62%** said that they **didn't like** to be part of the class

This is worrying, because this shows us that they do not feel confident to express their ideas in the class, probably, they think they will be ashamed if they can't; as consequence of this situation, a high percentage of them become passive learners, just receptive; they are limited to increase their knowledge, develop English communicative competences to build self-confidence and self-esteem which are the most important to generate interest in the second language.

Question 9: Is your English knowledge satisfactory so far?		
Alternative	**Frequency**	**Percentage**
Yes	12	12%
No	81	77%
Sometimes	11	11%
Total	**104**	**100%**

Question 9: English Knowledge
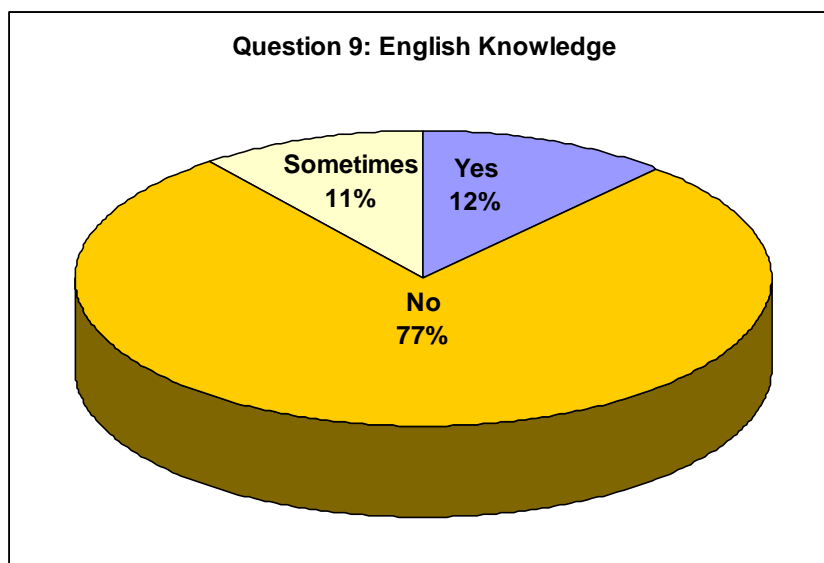
Analysis and Interpretation

About this question **77%** of students say that they **don't feel** pleased with their knowledge of English so far, **11% sometimes** feel good about it and just **12% feel nice** about their knowledge.

Some students haven't had enough opportunity to practice the real language; others say they never understood grammar rules, structures, etc; some of them think they can not understand a single sentence or make a question correctly. At this point, it's important to say that some students are afraid of asking teachers for an extra explanation or suggesting a different way of teaching to get a better understanding; we, as teachers, have to teach real subjects, make student practice real English in the real world, and develop the four skills of learning.

Question 10: Do you understand when your teacher or someone else speaks English?		
Alternative	**Frequency**	**Percentage**
Yes	16	15%
No	66	64%
Sometimes	22	21%
Total	**104**	**100%**

Question 10: Understanding
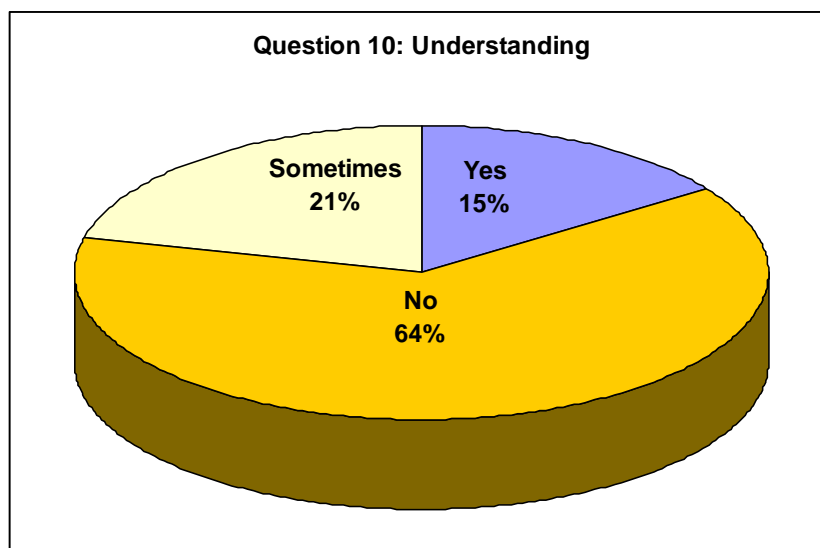
Analysis and Interpretation

A **negative** percentage of **64%** students answered this question, **21%** of them said they **sometimes** understand English, and **15%** said **they do** understand

This shows clearly that students need to be involved in an English environment to learn the language; it is not enough to fill the text book with its exercises of reading and listening; learners need to be part of the English language in a real form, magazines, English songs lyrics, movies, role plays, maybe interviews on the street; all these activities are a great incidence in the learners´ learning process, This way, they will improve their learning, lose their fears and be able to solve problems in English.

4.3 ANALYSIS OF THE SURVEY FOR TEACHERS

Question 1: Do you develop your students' learning skills: speaking, reading, writing and listening?		
Alternative	**Frequency**	**Percentage**
Yes	8	80%
No	0	0%
Sometimes	2	20%
Total	**10**	**100%**

Question 1: Skills

Analysis and Interpretation

For this question, we have that **80%** of the teachers **use** this technique most of the time, and just **20%** of them develop it **sometimes**, **nobody** answered **no**.

According to the answers of this question and opposite to students' survey results, we can see that all teachers say they develop the four students' learning skills, speaking, reading, writing and listening; in order to improve the teaching-learning process and reach better results with the students. So we, as teachers need to realize and think about it.

Question 2: Do you use playful activities like games in class to teach English?		
Alternative	**Frequency**	**Percentage**
Yes	6	60%
No	1	10%
Sometimes	3	30%
Total	**10**	**100%**

Question 2: Playful Activities

Analysis and Interpretation

This question shows us that just the **60%** of them **use** playful activities to teach English; **30% sometimes** do it, and **10%** of them said **no**

Most teachers only limit their teaching to complete and fill in the text book. One of them said he didn't use playful activities because he didn't have time and he preferred to complete the program of the book. As a consequence of this situation, English classes become boring and monotonous, that means students can't develop their English skills and it's impossible to get the student's interest in learning the language.

Question 3: Do you motivate your students enough to learn English?		
Alternative	**Frequency**	**Percentage**
Yes	9	90%
No	0	0%
Sometimes	1	10%
Total	**10**	**100%**
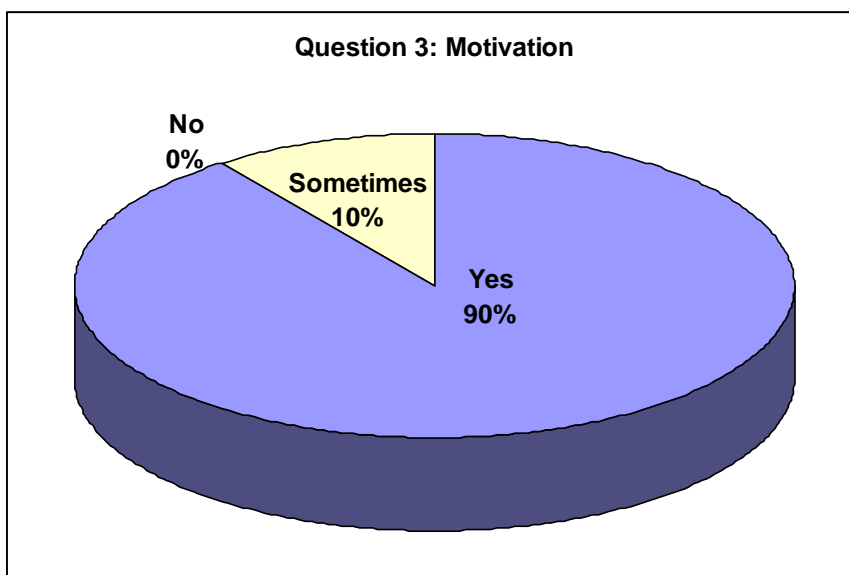
Analysis and Interpretation

Contrary to what students expressed about this question, most teachers think they are doing a **good job** on motivation **90%**, and just **10%** think they **sometimes** do it

Teachers feel they do motivate students. But the truth is students do not feel the same; in consequence students do not feel confidence and do not want to learn English. Most teachers say motivation is a good tool to teach English and have the students' interest.

Question 4: Do you use recreational material in English class, such as, cards, puzzles, building games, etc?		
Alternative	**Frequency**	**Percentage**
Yes	8	80%
No	0	0%
Sometimes	2	20%
Total	**10**	**100%**

Question 4: Recreational Material
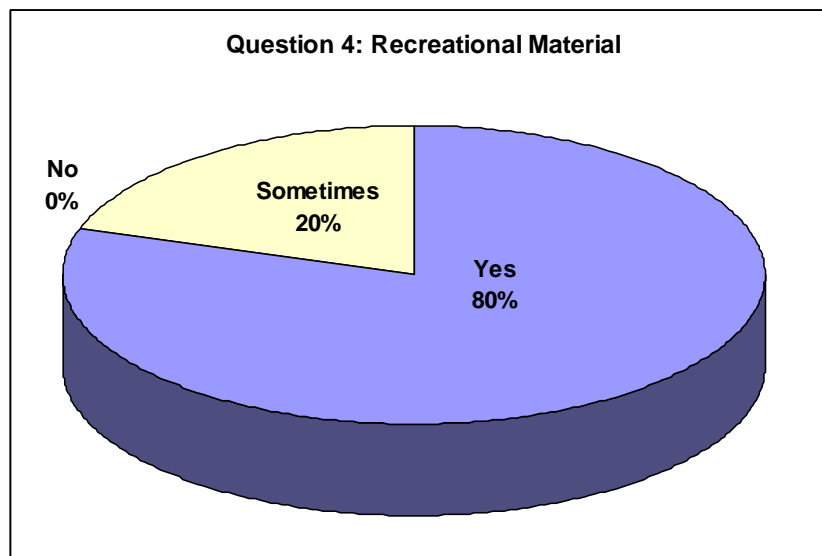
Analysis and Interpretation

A high 80% of teachers answered they used recreational material in the development of English classes; and only 20% said sometimes they do it.

This is opposite to what students said about it. Some teachers think the activities and materials provided in the text book are enough for the learning process. Teachers have forgotten that they have to look for extra material inside their institutions; teachers must elaborate the right set of recreational material. If teachers don't start to use extra material during the teaching learning process, learners won't reach their main goal, to learn real English

Question 5: Do you use technological resources to develop the English classes, like music, videos, computers, internet, ipod, etc?		
Alternative	**Frequency**	**Percentage**
Yes	3	30%
No	4	40%
Sometimes	3	30%
Total	**10**	**100%**

Question 5: Technology
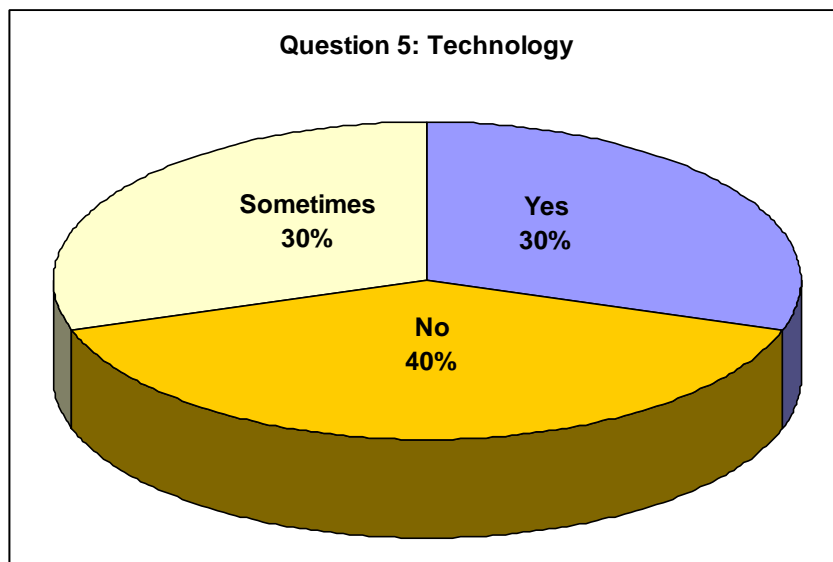
Analysis and Interpretation

In this question, we can see that the answers are divided; **30%** of teachers said **yes**, **40%** said **no** and **30%** said **sometimes** they use technology in class;

Probably, the institution doesn't have a modern laboratory with computers, internet, a TV set, DVD players, most of them only have the traditional tape recorder used to practice listening activities from the text book. Some teachers said that it would be nice to teach English using media resources. The more technological our classes are, the faster and better the results will be.

Question 6: Do you organize activities in group, like work groups, conversations or group projects?		
Alternative	**Frequency**	**Percentage**
Yes	10	100%
No	0	0%
Sometimes	0	0%
Total	**10**	**100%**

Question 6: Work Groups

Sometimes 0%

No 0%

Yes 100%
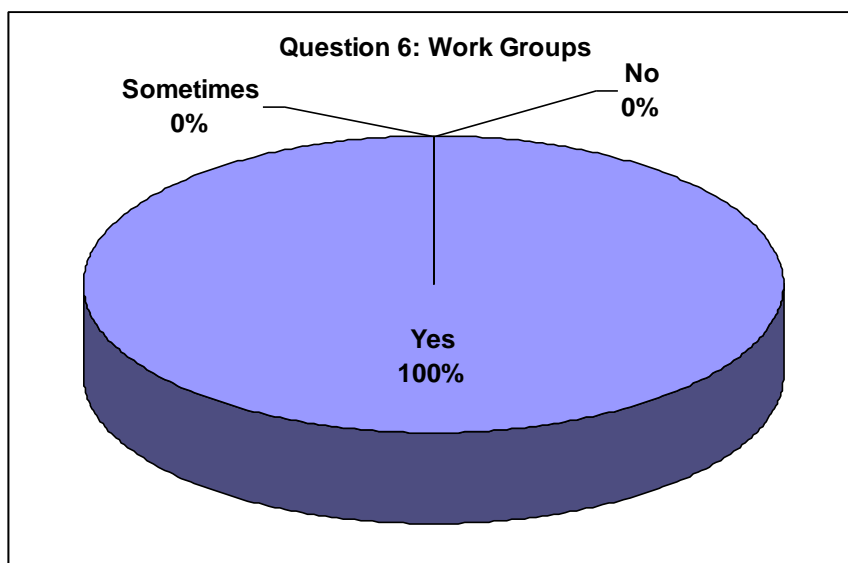
Analysis and Interpretation

We can realize that all teachers, **100%** answered **they do** organize work groups in the class,

This situation is the opposite to what students claimed in the same question; more than a half of learners (56%) answered, they haven't had any work or activity in group during the process; maybe teachers assume they work with groups but the students does not feel the same. We as teachers, have to make students realize they are working in groups when they really are; we must remember that "work groups" is a good option to carry out the teaching – learning process.

Question 7: Are your English classes interesting for the students?		
Alternative	**Frequency**	**Percentage**
Yes	9	90%
No	0	0%
Sometimes	1	10%
Total	**10**	**100%**

Question 7: English Classes

No
0%

Sometimes
10%

Yes
90%
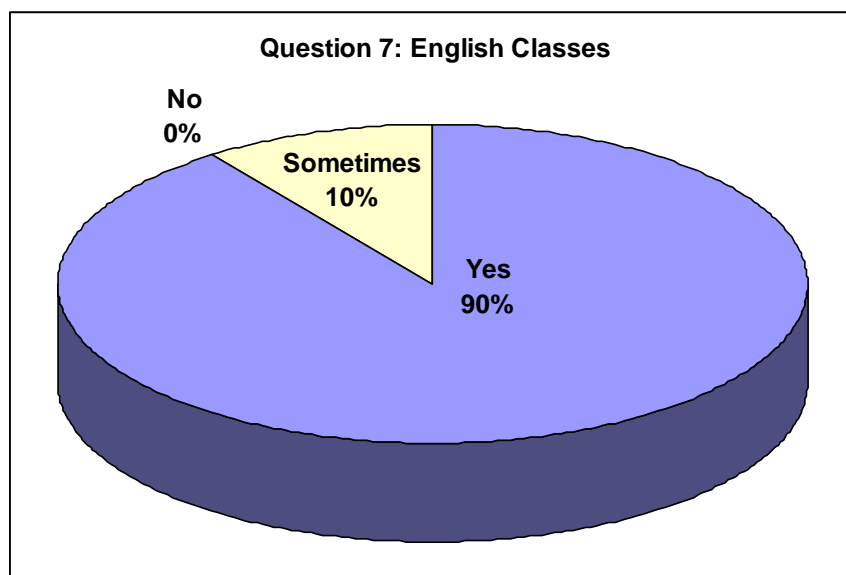
Analysis and Interpretation

According to the results obtained in this question, **90%** of teachers answered **YES,** their classes ARE interesting, and just **10%** said **NO**

Most of them think their students are very interested in the language and they produce real interesting classes; but this is what teachers think. We should suggest teachers to check what students answered on this question and try to make their classes really more interesting and mainly participative e interactive

Question 8: Do your students like to participate in the daily class activities?		
Alternative	**Frequency**	**Percentage**
Yes	6	60%
No	1	10%
Sometimes	3	30%
Total	**10**	**100%**

Question 8: Participation

Analysis and Interpretation

According to teachers, we can see that **60%** of students **have participated** in the daily activities; **30%** of them **sometimes** do it and just the **10%** of students **don't like** to participate in class

This shows us that not all of them feel confident to express their ideas in the class. In this case we have to work with that 10% of students who never participate in a class activity or don't like to do it. Teachers should look for the way of making them integrate in the whole group of learners and eliminate the fear they could feel when talking in public using English. Do not forget that a high percentage of them become passive learners, just receptive; and may limit their knowledge.

Question 9: Is your student's English knowledge satisfactory so far?		
Alternative	**Frequency**	**Percentage**
Yes	7	70%
No	3	30%
Sometimes	0	0%
Total	**10**	**100%**

Question 9: English Knowledge

Sometimes
0%

No
30%

Yes
70%
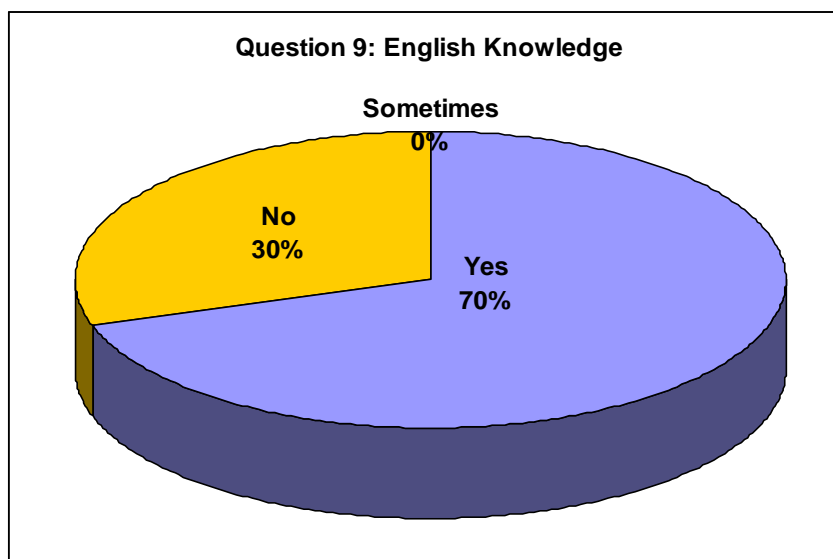
Analysis and Interpretation

We can see that **70%** of teachers think their students **have a good level** of English knowledge so far; and according to them only the **30%** of students have a **low level**

This is the contrary idea of what students said about this question. Students think they don't have a good level of English and they haven't learned so much. Teachers, have to teach real subjects, make student practice real English in the real world, and develop the four skills of learning. Only practice makes students excellent.

Question 10: Do your students understand when you or someone else speaks English?		
Alternative	**Frequency**	**Percentage**
Yes	7	70%
No	2	20%
Sometimes	1	10%
Total	**10**	**100%**

Question 10: Understanding
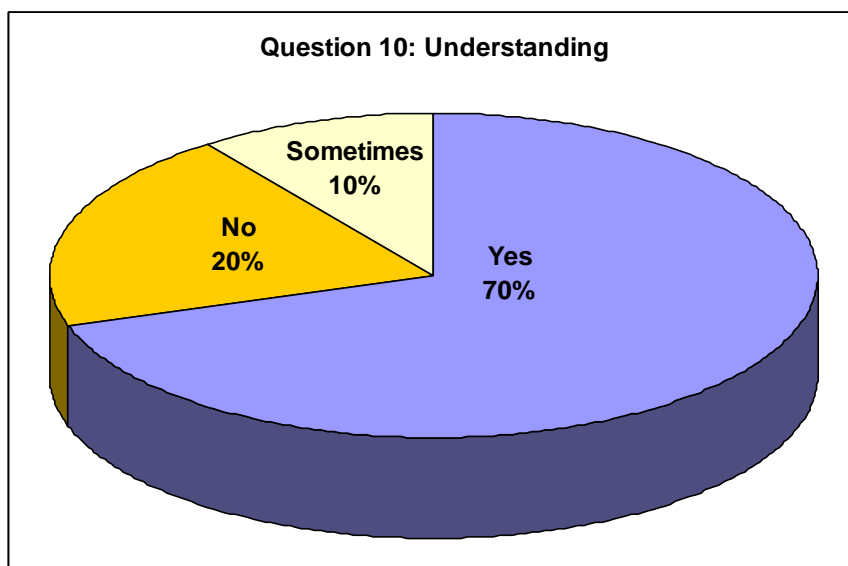
Analysis and Interpretation

For this question, **70%** of teachers said **yes**, students understand; **10%** of teachers answered students **sometimes** do it; and **20%** think students **do not** understand a word in English.

Students need to be involved in an English environment to learn the language; most teachers feel their learners understand well when someone talks to them in English. Students have to be part of an English world in a real form. Here we also have to work with students who confuse or don't understand well, they need to practice more vocabulary, extra activities, extra speeches, extra investigation, etc, in order to make them understand and start or continue a conversation using English.

4.4 ANALYSIS OF RESULTS

USE OF RECREATIONAL ENGLISH TEACHING TECHNIQUES IN THE LEARNING PROCESS

STUDENT'S SURVEY

CHI SQUARE CALCULATION

N°	QUESTION	YES	NO	SOMETIMES
1	Does your teacher develop your learning skills: speaking, reading, writing and listening?	9	73	22
2	Does your teacher use playful activities like games in class to teach English?	19	61	24
3	Do you feel motivated enough by your teacher to learn English? Why?	17	60	27
4	Does your teacher use recreational material in English class, such as, cards, puzzles, building games, etc?	15	71	18
5	Does your teacher use technological resources to develop the English classes, like music, videos, computers, internet, ipod, and flash memory?	12	76	16
6	Does your teacher organize activities in group, like work groups, conversations or group projects?	21	58	25
7	Are your teacher's English classes interesting?	18	65	21
8	Do you like to participate in the daily class activities?	24	64	16
9	Is your English knowledge satisfactory so far?	12	81	11
10	Do you understand when your teacher or someone else speaks English?	16	66	22
	TOTAL	163	675	202
	AVERAGE	16.30	67.50	20.2

USE OF RECREATIONAL ENGLISH TEACHING TECHNIQUES IN THE LEARNING PROCESS

TEACHER'S SURVEY

CHI SQUARE CALCULATION

N°	QUESTION	YES	NO	SOMETIMES
1	Do you develop your students' learning skills: speaking, reading, writing and listening?	8	0	2
2	Do you use playful activities like games in class to teach English?	6	1	3
3	Do you motivate your students enough to learn English?	9	0	1
4	Do you use recreational material in English class, such as, cards, puzzles, building games?	8	0	2
5	Do you use technological resources to develop your English classes, like music, videos, computers, internet, ipod, and flash memory?	3	4	3
6	Do you organize activities in group, like work groups, conversations or group projects?	10	0	0
7	Are your English classes interesting for the students?	9	0	1
8	Do your students like to participate in the daily class activities?	6	1	3
9	Is your student's English knowledge satisfactory so far? Why? Explain	7	3	0
10	Do your students understand when you or someone else speaks English?	7	2	1
	TOTAL	**73**	**11**	**16**
	AVERAGE	**73**	**11**	**16**

CHI SQUARE CALCULATION

$$X^2 = \sum \frac{(O - E)^2}{E}$$

RESEARCHED	OBSERVED FREQUENCIES				EXPECTED FREQUENCIES		
SUBJECTS	YES	NO	SOMETIMES	TOTAL	YES	NO	SOMETIMES
STUDENTS	16.30	67.50	20.20	**104**	21.53	62.58	19.89
TEACHERS	7.30	1.10	1.60	**10**	**2.07**	**6.02**	**1.91**
TOTAL	**23.60**	**68.60**	**21,80**	**114**			

(Expected Frequencies)

Frequency	Formula
Yes Students	(Total Row 1) (Total Column 1) / N
No Students	(Total Row 2) (Total Column 1) / N
Sometimes Students	(Total Row 1) (Total Column 2) / N
Yes Teachers	(Total Row 2) (Total Column 2) / N
No Teachers	(Total Row 1) (Total Column 3) / N
Sometimes Teachers	(Total Row 2) (Total Column 3) / N

CHI SQUARE CALCULATION

O	E	0-E	(O-E)2	(O-E)2 /E
16.30	21.53	-5,23	27,35	1,27
7.30	2.07	5,23	27,35	13,21
67.50	62.58	4,92	24,21	0,39
1.10	6.02	-4,92	24,21	4,02
20.20	19.89	0,31	0,10	0,00
1.60	1.91	-0,31	0,10	0,05
CALCULATED CHI SQUARE				**18,95**

THEORETICAL SQUARED CHI

GL = (N^0 Rows -1) (N^0 Columns -1)

GL = (2-1) (3-1)

GL = 2

Significance Level: 0, 01

STATISTICAL DECISION:

With 2 degrees of freedom and a Level of Significance of 0, 01, it corresponds to a **THEORETICAL SQUARED CHI** of **9,210** established in the statistical table of values of squared chi

4.5 CONCLUSION

Once calculated Chi Squared (18,95) higher than the theoretical Chi Squared (9,210), the null hypothesis "Ho" **(The lack of recreational English teaching techniques is not affecting the English learning-process and it does not cause attrition on students of elementary and pre intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute),** is not accepted.

CHAPTER V

CONCLUSIONS AND

RECOMMENDATIONS

5.1   CONCLUSIONS AND RECOMMENDATIONS

After I analyzed the causes-effects of the present research, it was possible to obtain different points of view which let me establish if the survey questions made separately to students and teachers of "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute have any relation among

them. It has also been proved that according to the answers given by students, the <u>Working Hypothesis</u> (**The lack of recreational English teaching techniques is affecting the English learning-process and causing attrition on students of elementary and pre intermediate levels at "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute**) is accepted;

While students gave negative responses related to the application of the Recreational Techniques in their classes, teachers gave affirmative responses.

This situation let me realize what is really happening in class, and that's why I display the following chart of conclusions and their corresponding recommendations:

CONCLUSIONS	RECOMMENDATIONS
Teachers don't use recreational techniques or material to teach English, creating attrition and boredom on them	Teachers Should use recreational techniques or extra material to teach English, in order to reduce attrition and boredom
Using traditional teaching techniques, students are not developing their language skills correctly, and don't learn enough about the language	Teachers Should look for new teaching techniques, if they want to develop students' language skills correctly, and they will learn more about the language

Most young people are not too interested in learning another language (English), since they are not motivated and don't feel confidence	Teachers should gain their students' interest in learning English, by using playful activities and treating them as individuals with confidence

After giving such recommendations, here you have a set of useful strategies that teachers can use during the teaching – learning process in order to get the best results from their students, gain their confidence and interest, practice the language, but above all make them learn by having fun all the time:

STRATEGIES	RESULTS
• Affection and respect	• Good behavior and better development in class
• Use of recreational English teaching techniques	• Interest in learning the language
• Frequent Support	• Confidence
• Empathy	• Healthy relationships
• Communication	• Listening and speaking skills
• Human quality	• Human beings

CHAPTER VI

PROPOSAL

6.1   PROPOSAL

"<u>Use of Recreational English Teaching Techniques</u>", for English teachers of "Lincoln College of Foreign Languages" Institute.

6.2   INTRODUCTION

According to the results obtained from the analysis and interpretation of the survey carried out to teachers and students of "LINCOLN COLLEGE OF FOREIGN LANGUAGES" Institute, it is necessary to develop a Seminar which will help teachers know a little more about the new tendency of education, and it will help them improve their teaching techniques towards their students.

The proposal is based on the lack of recreational teaching techniques to reduce attrition and improve English learning; this has been a great problem through the years, because teachers have made English the most tedious and difficult subject at school, making students lose interest in learning another language.

We have to recognize that teachers have concentrate all their teaching on just one text book, there is no more than the school book, and, our job as teachers is to make students learn and like what they learn

This proposal consists on a two days, four hours daily Seminar, the same that will include the use of some basic recreational teaching techniques in order to get the best results with students of English language:

- Instructive play

- Teaching by playing

- Recreational materials and graphic tools

- Work groups

- Participation of learners in the process

- Cooperative learning

Each technique will be clearly explained and developed; students' problems at learning English will be emphasized so that teachers can realize the necessity of applying these recreational techniques in the English Language teaching-learning process.

6.3   JUSTIFICATION

The world is changing every day and so do people. Unfortunately, "fun activities" are disappearing; schools do not include recreation in their teaching plans as a manner of study; recreation, fun activities, games, affection to students, good behavior towards people is not important now; the most important part of English in schools and institutes is the famous text book, to complete it during the school period.

If at the present time we had the possibility to change our minds, our way of teaching, our attitudes towards students, make them have fun when learning; why don't we change? The recreational teaching techniques may be the door for a changing English learning world.

This seminar is a necessity; it is the first step to go ahead together. The authorities of the institute are conscious that it will be the best way to improve the teaching process, to motivate teachers to be better professionals and better human beings.

Through Recreational English Teaching Techniques teachers and students will be able to integrate learning and fun in class because they have the function of keeping them interested in the language; it enables people to have a different concept of learning a new language,

According to one of the theories of teaching by playing, "language learning is a hard work" but it's easier when we, teachers, make it fun by using recreational activities.   And the most important thing to remember is that ***"The way students present themselves is not only a reflection of their own learning, it's also a reflection of our teaching."***

6.4   OBJECTIVES

- To show teachers the importance of the application of the Recreational Teaching Techniques in the English language teaching-learning process; this will help create a positive relationship between teacher and students.

- To show teachers how recreation helps them and their students reduce attrition and improve learning on students

- To help teachers realize that English can be learned and taught in a fun way

- To help teachers understand that "Ignorance of new teaching methods is not an excuse for not improving the way of teaching"

6.5   THEORETICAL FOUNDATION

Shelley Vernon explains that no matter what your class demographics are, there is one sure way to motivate your class into participating: Get them interested in you as their teacher and the interest in your subject matter and class activities will soon follow.

You're not just a teacher, you're a person too.   Sometimes children tend to have the mentality that teachers are just teachers. They exist in school

and nowhere else. However, if you let them see you as a person and not just a teacher, you might see a change in how they react to your class and class activities. If they respect you, they will respect the class and be motivated to participate in anything you have for them to do. Of course, that is so much easier said than done.

Shelley Vernon also suggests: tap into all the different recreational learning styles so that you reach all students in your class. Just standing there talking at the board is not going to interest many children anyway, but aside from that, you'll miss the children who mainly learn from tactile and kinaesthetic experience. By using a wide variety of recreational classroom games and activities you will get your students' interest and engage them at least some of the time.

According to Vernon it is possible to reduce kids' attrition, and so to improve kids' ability to learn. That is what Recreational activities do: they help kids learn better. Achievement scores are up. The nice thing about recreational activities is that it is not something that is set at birth—it is something you learn and apply during all the process. If we give kids the right playful activities and lessons, they will actually get better at the new language and help them in life.

The programs on Recreational teaching techniques teach kids from kindergarten to university all of the basic aspects, reduce the evident attrition on students, improve the kids learning average, give teachers and students a different point of view about the English teaching – learning process, and of course make your students feel confident and sure about knowing the language, they like school, and feel comfortable in the class and with you, and they even behave in class."

Vernon holds: "Once this recreation gets into institutes and schools, teachers love it because they spend less time trying to have kids pay attention and calm down. They are already there."

The Recreational English Teaching Techniques enable children to:

- Understand much better the English class
- Manage their attrition and boredom
- Control frustration when they do not understand something
- Lessen class interruption
- Feel more comfortable in class
- Have more variety of activities to keep them busy
- Have more capacity of concentration on what they are doing
- Pay more attention because of the games
- Improve their academic degrees
- Better the capacity of listening and responding
- Improve cooperation, support and sharing attitude
- Have more consideration and concern
- Have a more pro-social attitude within the group
- Have fun while they are learning a new language
- Want to be in class and participate
- Love the language

6.6   SEMINAR DEVELOPMENT

RECREATIONAL ENGLISH TEACHING TECHNIQUES

DAY 1
- Goals/Objectives of the Seminar
- Recreational Teaching Techniques:

- o Introduction and main aspects
- Instructive Play:
  - o Concepts and main categories
- Teaching by Playing:
  - o Concepts and playful activities
- Environments for Learning
  - o Concepts and main categories
- Recreational Material and Graphic Tools
  - o Giving some suggestions to teachers about the use of them

DAY 2

- Attrition of English Learners
  - o Introduction and main aspects
- Why to keep your students busy
  - o Some tips for teachers to be applied in class
- Why and How to work in groups
- Interest and participation of students in the learning process
  - o Tips for keeping students interested
- How to improve English learning on your students
  - o Applying the English knowledge learned, in real situations
- Questions from the teachers present
- Analysis of the seminar by the teachers present
- Comments and Suggestions
- Closure

DAY 1

RECREATIONAL ENGLISH TEACHING TECHNIQUES SEMINAR

Competence: Uses new recreational English teaching techniques at a creative level, applying respect and consideration
to the   learners

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
• Goals/Objectives of the Seminar • Recreational Teaching Techniques: ○ Introduction • Instructive Play: ○ Concepts and main categories ○ Examples of some techniques for teaching English • Teaching by Playing: ○ Concepts and main	• To know the importance of the use of recreational techniques in the teaching process • To show teachers how recreation helps them and their students reduce attrition and improve learning on students • To make teachers realize that English can be taught and learned in a fun way • To understand that "To	• Lecture • Workshop • Teachers' participation. • Role Play • Comments and suggestions from the present teachers	• Projector • Computer • Slides • Pictures • CD player • CD's • Paper • Pencils	• Class development • Teachers criteria • Group work • Attitude towards imaginary and real problems

categories
○ Examples of some
   playful activities
• Environments for
  Learning
○ Concepts and main
   categories
• Recreational Material and
  Graphic Tools
○ Giving some
   suggestions to teachers
   about the use of them
	ignore new methods is
	not an excuse for not
	improving my teaching"			

DAY 2

RECREATIONAL ENGLISH TEACHING TECHNIQUES SEMINAR

Competence: Uses new recreational English teaching techniques at a productive level, applying respect and consideration to the learners

CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION

• Attrition of English Learners
  ○ Introduction
• Why to keep your students busy
  ○ Some tips for teachers
• Why to work in groups
  ○ Some techniques for working in groups
• Interest and participation of students
  ○ Tips for keeping students interested
	• To know the importance of the use of recreational techniques in the teaching process
	• To show teachers how recreation helps them and their students reduce attrition and improve learning on students
	• To make teachers realize that English can be taught and learned in a fun way
	• To understand that "To
		• Lecture
		• Workshop
		• Teachers' participation.
		• Role Play
		• Comments and suggestions from the present teachers
			• Projector
			• Computer
			• Slides
			• Pictures
			• CD player
			• CD's
			• Paper
			• Pencils
				• Class development
				• Teachers criteria
				• Group work
				• Attitude towards imaginary and real problems

• How to improve English learning on your students o Main aspects • Applying the English knowledge in real situations • Questions from the teachers present • Analysis of the seminar by the teachers present • Comments and Suggestions • Closure	ignore new methods is not an excuse for not improving my teaching"			

6.7   LESSON PLAN

Lesson Title: Recreational English Teaching Techniques

By: Juan Carlos Dávila

Time: 8 hours – (two days)

Grade Level: English Teachers (all grades)

Goals:

- Improve teachers' way of carrying out classes through applying recreational and playful activities

- Let teachers be aware that students can learn anything as long as they use the right tools.

- Help educators be better people and tutors

- To give teachers new options of activities to be applied while teaching

Learning Objectives:

- Teachers will be aware of the existence of new recreational and playful activities as a strategy to work with young learners.

- Teachers will learn about Recreational Teaching Techniques applied to reduce attrition on students and improve their learning.

- Teachers will be conscious that students need to be taught in a different and fun way in order to get good results.

- Teachers will start feeling themselves much better about their work, so they can make students feel better, too.

Resources:

- Web-site articles about the way that recreation helps students improve their learning.

- Real-life stories about the lack of motivation and recreation in the classroom, and how this affect students' learning

- Some Slides about the different aspects of the Recreational English Teaching Techniques

Procedure for teaching:

- <u>Introduction</u>: Explanation of the reason and purpose of the Seminar.

- <u>Step 1</u>: Each one of the teachers will receive a folder with all the necessary information (copies, articles and pictures)

- <u>Step 2</u>: Development of the Seminar: explanation of the Recreational English Teaching Techniques, as it was established before, with all the necessary resources; discussion of each one of the themes; teachers' participation with their opinions, etc

- <u>Step 3</u>: Evaluation: teachers will have to answer a questionnaire about each topic developed

<u>Closure:</u>

- Participation of a well experienced teacher in order to make final conclusions and recommendations.

CHAPTER VII

BIBLIOGRAPHY

AND

ANNEXES

7.1   BIBLIOGRAPHY

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7.4   ANNEXES

<u>ARMY POLYTECHNIC SCHOOL APPLIED LINGUISTICS MAJOR</u>

SURVEY TO STUDENTS OF LINCOLN COLLEGE INSTITUTE OF FOREIGN LANGUAGES

Dear Students: The following survey is carried out in order to make an investigation that allows us to obtain information about the development of English classes in your Institute. This is a requisite to develop my Final Thesis in order to obtain my Bachelor's Degree in Linguistics applied to the English Program. Thanks for your cooperation

Objective: To find out if teachers use recreational English teaching techniques in class and how they develop their classes

Date:　　　…………………………………………………

Instructions: Read carefully and select the best answer for you, explain when necessary; and please do not select more than one answer

1. Does your teacher develop your learning skills: speaking, reading, writing and listening?

   Yes ☐　　　　**No** ☐　　　　**Sometimes** ☐ .

2. Does your teacher use playful activities like games in class to teach English?

   Yes ☐　　　　**No** ☐　　　　**Sometimes** ☐ .

3. Do you feel motivated enough by your teacher to learn English? Why? Explain

   Yes ☐   **No** ☐   **Sometimes** ☐ .

   Why? ....

4. Does your teacher use recreational material in English class, such as, cards, puzzles, building games, etc?

   Yes ☐   **No** ☐   **Sometimes** ☐ .

5. Does your teacher use technological resources to develop the English classes, like music, videos, computers, internet, ipod, and flash memory?

   Yes ☐   **No** ☐   **Sometimes** ☐ .

6. Does your teacher organize activities in group, like work groups, conversations or group projects?

   Yes ☐   **No** ☐   **Sometimes** ☐ .

7. Are your teacher's English classes interesting? Why? Explain

   Yes ☐   **No** ☐   **Sometimes** ☐ .

   Why? ....

8. Do you like to participate in the daily class activities? Why? Explain

   Yes ☐   **No** ☐   **Sometimes** ☐ .

   Why? ....

9. Is your English knowledge satisfactory so far? Why? Explain

   Why? ....

   Yes ☐   **No** ☐   **Sometimes** ☐ .

10. Do you understand when your teacher or someone else speaks English? Why? Explain

    Yes ☐   **No** ☐   **Sometimes** ☐ .

    Why? ....

<u>ARMY POLYTECHNIC SCHOOL APPLIED LINGUISTICS MAJOR</u>

SURVEY TO TEACHERS OF LINCOLN COLLEGE INSTITUTE OF FOREIGN LANGUAGES

Dear Teachers: The following survey is carried out in order to make an investigation that allows us to obtain information about the development of English classes in your Institute. This is a requisite to develop my Final Thesis in order to obtain my Bachelor's Degree in Linguistics applied to the English Program. Thanks for your cooperation.

Objective: To find out if teachers use recreational English teaching techniques in class and how they develop their classes

Date: ……………………………………………………

Instructions: Read carefully and select the best answer for you, explain when necessary; and please do not select more than one answer

1. Do you develop your students' learning skills: speaking, reading, writing and listening?

   Yes ☐   **No** ☐   **Sometimes** ☐ .

2. Do you use playful activities like games in class to teach English?

   Yes ☐   **No** ☐   **Sometimes** ☐ .

3. Do you motivate your students enough to learn English? Why? Explain

   Yes ☐   **No** ☐   **Sometimes** ☐ .

   Why? ....

4. Do you use recreational material in English class, such as, cards, puzzles, building games?

Yes ☐   **No** ☐   **Sometimes** ☐.

5. Do you use technological resources to develop your English classes, like music, videos, computers, internet, ipod, and flash memory?

Yes ☐   **No** ☐   **Sometimes** ☐.

6. Do you organize activities in group, like work groups, conversations or group projects?

Yes ☐   **No** ☐   **Sometimes** ☐.

7. Are your English classes interesting for the students? Why? Explain

Yes ☐   **No** ☐   **Sometimes** ☐.

Why? ....

8. Do your students like to participate in the daily class activities? Why? Explain

Yes ☐   **No** ☐   **Sometimes** ☐.

Why? ....

9. Is your student's English knowledge satisfactory so far? Why? Explain

Why? ....

Yes ☐   **No** ☐   **Sometimes** ☐.

10. Do your students understand when you or someone else speaks English? Why? Explain

   Yes ☐   **No** ☐   **Sometimes** ☐ .

   Why? ....