



**NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER**

THEME:

THE USE OF THE FUN ACTIVITIES IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIFTH YEARS OF BASIC EDUCATION IN THE PUBLIC SCHOOLS "JOSÉ INGENIEROS N°2", "ROSA JOSEFINA BURNEO" and "TNTE. HUGO ORTIZ N°2" AT VALLE PARISH IN LOJA CITY, DURING THE PERIOD 2008-2009"

Thesis previous to get the Licentiate degree in English Language.

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CERTIFICATION

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Certify:

That have directed and reviewed the present thesis called “THE USE OF THE FUN ACTIVITIES IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIFTH YEARS OF BASIC EDUCATION IN THE PUBLIC SCHOOLS “JOSÉ INGENIEROS N°2”, “ROSA JOSEFINA BURNEO” AND “TNTE. HUGO ORTIZ N° 2” AT VALLE PARISH IN LOJA CITY, DURING THE PERIOD 2008-2009” made by Paulina Elizabeth León Pucha and Javier Neptalí Saca Valarezo, as previous requirement to get the Licentiate degree in English Language.

Therefore I authorize the presentation and defense before Honorable Degree Court.

Loja, February 1st, 2010

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AUTHORY

The concepts, procedures and information recollected in the present research work called: "THE USE OF THE FUN ACTIVITIES IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIFTH YEARS OF BASIC EDUCATION IN THE PUBLIC SCHOOLS "JOSÉ INGENIEROS N°2", "ROSA JOSEFINA BURNEO" AND "TNTE. HUGO ORTIZ N° 2" AT VALLE PARISH IN LOJA CITY, DURING THE PERIOD 2008-2009" are absolute responsibility of our authority.

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DEDICATORY

Firstly to God, after to all my family that have always been with me, especially to my mom who is the best person of the world that with her dedication, patient and overcoat love, she has encouraged to me to get my objectives.

Paulina Elizabeth León Pucha.

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Javier Neptalí Saca Valarezo

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SUMMARY

Our research work is focused on how the application of fun activities influences the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city So this problem is important because the Fun Activities allow the best and more practical understanding especially for children.

We established as General Objective to analyze the influence of Fun Activities in the English Language Learning of the students. Moreover in our general hypothesis we tried to know if the application of fun activities influences in the English Language Learning of the students.

In the methodology we used are: the scientific, the descriptive, the analytic – synthetic and the explicative methods, and direct observation and the surveys like techniques, also we did not apply formula since we worked with all the population.

Finally we got some important results, like: The Traditional Teaching does not permit that the classes are dynamics and teachers used few fun activities because they have not received any work shop about them.

INTRODUCTION

The Education is the action to develop or improve the intellectual or moral capacities through knowledge, exercises, and examples and so on. The teaching learning based in traditional methods always has been the most used, however the games are own learning activities of the human being, because at the beginning people used dancing, hunting, fishing or fighting activities as a manner to survive; since the games characterized the own culture, so the culture was the education and the education was the survival. Therefore we recognize that the fun activities are an important contribution to improve the teaching learning process.

On the other hand the general problem of our research work is *how the application of fun activities influences the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city?* And the sub problems are *In what way does the traditional teaching limits the learning of the English language of the students of the fifth years of Basic Education? and In what way the teachers' scarce knowledge about fun activities inside in the learning of the students of the fifth years of Basic Education? in the public schools before mentioned.*

We select this problem because we consider essential to apply or implement Fun Activities in the diary lesson plans, according the topic; it must be before (to encourage new knowledge), during (to facilitate the

understanding) and after the class (to reinforce a knowledge) with the purpose of improving the English Language Learning Teaching.

During this research we established two specific objectives; the first one refers to know how the traditional teaching limits the Learning of the English Language and the second one is to determine how much the teachers know about Fun Activities to develop the Learning of the Students. Taking into account these objectives we established the following general hypothesis: *The application of fun activities influences in the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city.*

Also in the methodology we applied the scientific, the descriptive, the analytic – synthetic and the explicative methods; likewise we used a direct observation and the surveys as techniques and finally our field work was constituted by all the English teachers and students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", because the population was small so we did not apply formula to get the population

After the application of our methods, techniques and instruments of investigation we got some important results, such as: The Traditional Teaching is limited use a masterful way and it does not permit that the classes are dynamics. Also we found the students are costumed to use book activities and dictionary to learn English, since teachers do not encourage to the students use Fun Activities.

This research work is structured in four chapters: The Chapter one is “The Literature Review”; the second one is “Methodology”, which contains the design of the research; methods, techniques and instruments, likewise we detail the process used in the application of the instruments and the population and sample which helped us in our field work. The Chapter three is about “Exposition and Discussion of the Results and Hypothesis Verification” that has the process of tabulation, representation, interpretation and analysis of the results obtained in our work applied as well as students and teachers. Finally the Chapter four which refers to the “Conclusions and Recommendations” analyze that teachers use few fun activities because they have not receive any workshop about them and the traditional teaching limits the English language learning of the students, so we suggest that teachers must use dynamic activities to improve the teaching learning, likewise the authorities run work shops about fun activities.

CHAPTER I
LITERATURE REVIEW

1. Literature Review

1.1 Fun Activities

1.1.1 Definition

Fun activities are techniques of teaching in which teachers employ didactic games to improve students learning level.

The pedagogic games enrich the pedagogic chore of the teacher. These games are solely proposals and suggestions that if they are applied correctly, they will contribute to the development of the functions psychomotor, cognitive, linguistic and affective of the students.

1.1.2 Kinds of games

For our research purposes we have classified these pedagogic games or fun activities in games of language, oral, written expression and interpretation, and games of assimilation of knowledge.

1.1.2.1 Games of language, oral, written expressions and interpretation

This type of games stimulates and improves the language of the students, helping them to participate more in class and to lose the fear to express their ideas.

The main characteristic of these games is to develop the attention, memory and socialization of students.

We will give some examples of these games: Who am I?, Broken Telephone, Pantomime Game, The Board, To form words.

1.1.2.2 Games of assimilation of knowledge

These games help the incorporation and capture of certain contents. Generally they are not classified by ages or for levels, but the teacher should adapt them.

The main characteristic of these games is to promote motor agility, memorization, reasoning and creativity.

We will give some examples about these games: The small teacher, The wise twig, Bingo, My body parts, Pictionary.

1.2 Learning

1.2.1 Definition

It is a process of assimilation of knowledge, memories and behaviors, including skills, understanding, values and wisdom. It is important that teacher applies easy norms of assimilation and to stimulate the motivation in students.

Learning is the product of experience and the goal of educative.

1.2.2 Types of learning

There are many types of learning, however we have considered like the most important the habituation, sensitization, observational learning, play.

1.2.2.1 Habituation

It is the progressive diminution of behavioral response probability with repetition of a stimulus. It is a form of integration to adapt at the new learning.

1.2.2.2 Sensitization

It is the progressive amplification of a response follows repeated administrations of a stimulus.

1.2.2.3 Observational learning

It is a type of learning focus in the imitation, for instance the repetition of an observed process, such as a smile. Thus an imitation will permit the assimilation of knowledge and the development of skills.

1.2.2.4 Play

It generally describes behavior which has no particular end in itself, but improves performance in similar situation in the future. For example cats are known to

play with a ball off string when young, which gives them experience with catching play.

1.2.3 Approaches to learning

1.2.3.1 Rote Learning

Rote learning is a technique which avoids understanding the inner complexities and inferences of the subject that is being learned and instead focuses on memorizing the material so that it can be recalled by the learner exactly the way it was read or heard. The major practice involved in rote learning techniques is *learning by repetition*, based on the idea that one will be able to quickly recall the meaning of the material the more it is repeated.

1.2.3.2 Informal learning

It is a technique that occurs through the experience of day-to-day situations. It is learning from life, during a meal at table with parents, play, exploring.

1.2.3.2 Formal learning

It is a technique which learning takes place within a teacher-student relationship, such as in a school system. For example: learning by coming together with people with similar interests and exchanging viewpoints, in clubs or in (international) youth organizations, workshops.

1.2.3.4 Non-formal learning and combined approaches

The educational system may use a combination of formal, informal, and non-formal learning methods. In some schools students can get points that count in the formal-learning systems if they get work done in informal-learning circuits.

They may be given time to assist international youth workshops and training courses, on the condition they prepare, contribute, share and can proof this offered valuable new insights, helped to acquire new skills, a place to get experience in organizing, teaching, etc.

CHAPTER II

METHODOLOGY

2. Methodology

2.1 Design of the research

Our research work was characterized as no experimental work because the researchers haven't had the chance to manipulate the variables. We only described the object in the same way as it was represented in the reality and developed a critical analysis to the results to propose alternative observations.

2.2 Methods, Techniques and Instruments

2.2.1 Methods

The main method that have been used in this project is the scientific because it let us carry out a systematic, and ordered process to do a logic explanation of the relations that were established in the research object and consequently we could derivate alternative solutions to the problem.

As particular methods we used the Descriptive, the analytic-synthetic and the explicative ones.

The Descriptive Method we have used it to describe the fun exercises and activities that students of the fifth years of basic education of the

public schools “José Ingenieros N°2”, “Rosa Josefina Burneo” and “Tnte., Hugo Ortiz N°2” develops in the English Learning Acquisition and pointed out the main benefits that the application of these activities had in the Teaching Learning Acquisition.

The Analytic-Synthetic Method has been used to analyze the obtained results through the research instruments and made the interpretation of the data and established the conclusions based on the results of major tendency. It also helped us to determine how the use of fun activities promotes the improvement of the English Language Learning.

The Explicative Method served us to explain the implicit relation of the variables established in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the different kinds of fun activities that the teacher could apply with her/his students during the classes.

It is important to mention that the Descriptive Statistic has been used as a tool that facilitated the representation of the data in tables and graphics and let us the comprehension of the information.

2.2.2 Techniques and Instruments

In order to get the empiric information about the researched object, we used the following techniques and instruments:

To carry out our observation we requested a permission of the principals and teachers of the schools. Which one has been carried out during two weeks of the class to each English's teacher through an observation guide for students and teachers of the fifth years of basic education of the public schools "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortíz N°2", we knew if the teachers use fun activities during their classes and how these improved the learning of their students.

Teachers' surveys of the schools object of our study let us contrast the results of the observation guide and to confirm the information about the importance of the use of fun activities in the English Learning Process.

2.3 Population and Sample

The population which helped us in the field work was constituted by all the English teachers and by the students of the fifth years of the basic education of the public schools "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2".

We show it in the following chart:

POPULATION	School: "José Ingenieros N°2"	School: "Rosa Josefina Burneo"	School: "Tnte. Hugo Ortiz 2"	TOTAL
Teachers	1	1	1	3
Students	52	35	26	113

2.4 Process used in the application of the instruments

After we have picked up the research instruments we made the processing of the information that involved the following steps:

- The tabulation of the data made use of the descriptive statistics in the case of the items established in the observation guide and we classified them according the variables of the hypothesis. The tabulation of all the applied instruments let us to contrast the information and the analysis of one indicator since points of view.

- The organization of the empiric information has been made according to specific hypothesis that guided the classification of the items by hypothesis.
- The Graphic representation of the empiric information in tables and graphs that let us the visualization of the data easily and the tendency of the indicators in each variable.
- The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data was necessary to check again the principles of the main categories developed in the theoretical frame.
- The verification of the hypothesis has been done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project. We compared the indicators about the teachers and the students so it helped to prove the stated hypothesis too.
- The formulation of conclusions has been done with worth judgments that have been derivate from the analysis and interpretation of the data and they have been based on the specific objectives which guided the investigative process.

- To elaborate the final report it was necessary to join all the components of the investigative process procuring logic integration among them; this required a new revision of the theme, objectives, hypothesis and theoretical frame, so we got a good relation among them. We also added certain alternative limits to improve the process of the students English Language Learning, subject of our investigation.

We also took into account in the report of the National University of Loja rules about the graduation process to deliver the research work.

**CHAPTER III
EXPOSITION AND
DISCUSSION OF THE
RESULTS AND HYPOTHESIS
VERIFICATION**

3.1 SURVEY APPLIED TO THE STUDENTS

Question 1: **How do you learn English language?**

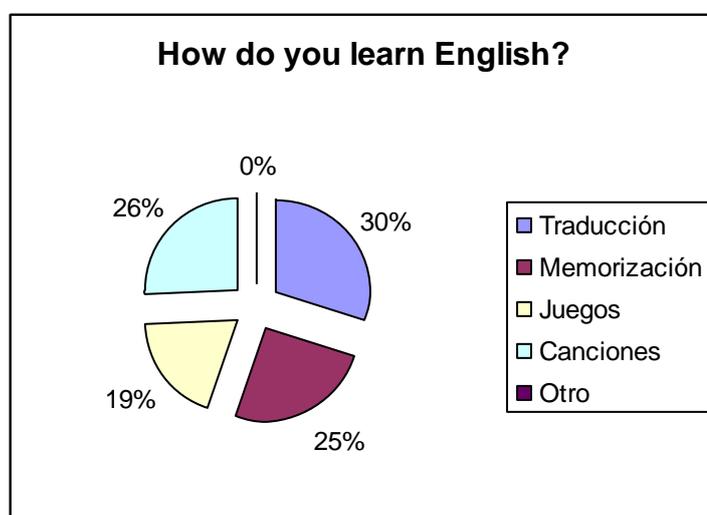
a) Statistic chart

Variable	f	%
Translation of words	100	30
Using songs	87	26
Memorizing words	82	25
Using games	65	19
Other	0	0
Total	334	100%

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

According to the students' survey we got the following results: 30% said that they learn English translating words; meanwhile, 25% said that they prefer songs; likewise 25% told us that they memorize words; finally 19% pointed out that they like games to learn English language.

d) Analysis:

As we can see, students learn English through translating, memorizing words, songs and games.

Learning is the product of the experience (interaction between traditional and new teaching) and the goal of the education (learning teaching process).

According the theoretical frame the learning is a process, which could be acquired through theoretical and practical way and its main purpose is the development of memories and behaviors, including skills, knowledge, understanding, values and wisdom.

As investigative group, we think that all these activities (translation, games, memorization, songs and so on) are useful to learn English, therefore it's very necessary the employment of games, songs and other alternative ways, to enjoy the memorization or translation to obtain a better students' comprehension in their learning process.

Question 2: **Drawing in a circle: what does your teacher use to teach the English language?**

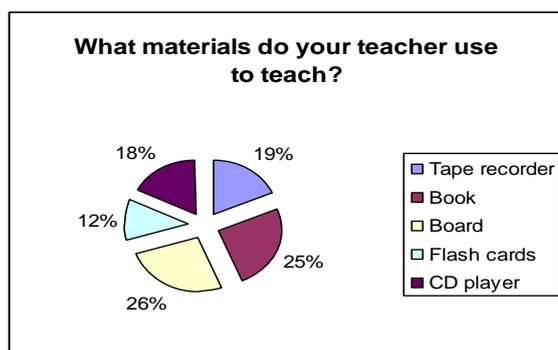
a) Statistic chart

Variable	f	%
Tape recorder	80	19
Books	109	25
Board	110	26
Flash cards	50	12
Cd player	79	18
Other	0	0
Total	428	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

According to this question we could detect that 26% of students said that their teachers use the board to teach English; likewise 25% said they use

the book; in the other 19% use tape recorder; meanwhile 18% said they use Cds; finally 12% said they use flash cards.

d) Analysis:

On the other hand the theoretical reference mentions that the most common materials used in the traditional teaching are: textbooks and board joined by individuals lectures which don't permit or limit application of fun activities; on the other hand, new teaching gives the possibility to use a variety of materials such as: flash cards, Cds, tape recorder, videos that facilitate the students' comprehension and creativity. We believe that the basic materials used by traditional teaching need to be complemented with materials of new teaching to improve the teachers' teaching process.

Question 3: What is the best way to learn English Language?

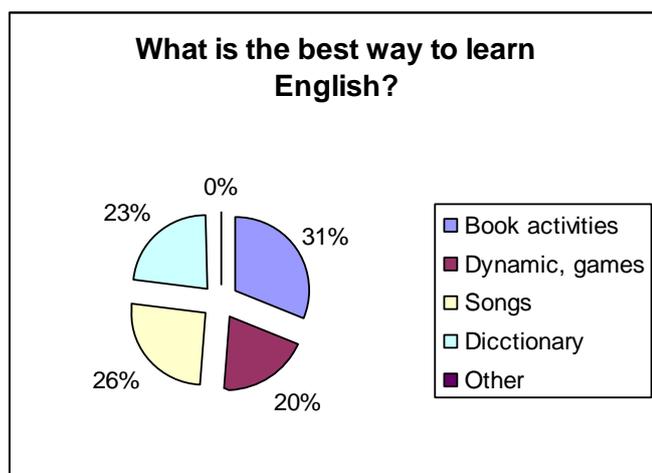
a) Statistic chart

Variable	f	%
Through book activities	108	31
Through games, dynamics	71	20
Through songs	90	26
Using the dictionary	82	23
Other	0	0
Total	351	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

In this question 31% of students said they learn english better through book activities; meanwhile 26% said they prefer songs; 23% answered they use dictionary because it's much better. Finally 20% said they like to learn through games and dynamics.

d) Analysis:

Analyzing the information with the theoretical frame of our investigation we find that Learning is a permanent process which doesn't acquire in a good way when students are habituated to repeat the same that teacher says, or using often the dictionary to look for the meaning of a new word. Also the learning-teaching process is more productive for teachers and students when they achieve it through daily experiences based in the real life, for instance when teacher employs games, dynamics or songs is

easier to relate book lessons with practical exercises and to relate the meaning of an unknown word with context.

We consider that there isn't a specific or unique way to teach or to learn English; but an effective manner arises from the proportional mixture of many activities and techniques that the teacher uses in the classroom and also it depends on each teacher, the students' group and the classroom environment.

In relation to the results above, we observed that teachers use more frequently the board, and books, which mean they belong to the traditional education.

In the query about the best way to learn English, students learn better through book activities and songs.

Question 4: How are the classes, when your teacher uses games?

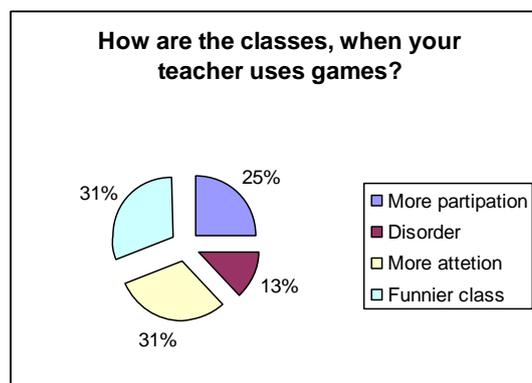
a) Statistic Chart

Variable	f	%
More participation	78	25
Disorder	41	13
More attention	96	31
Funnier class	96	31
Total	311	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

In this question 31% of students said their teacher uses games to teach English the classes are funnier and there is more attention; likewise 25% answered that there is more participation too; however 13% said when teacher applies games the class is disordered.

d) Analysis:

We could detect the most of students put attention and participate more when their teacher use games to teach English language.

Theoretical frame mentioned that the game is an important factor to improve the responsibility sense and to strengthen the students'

cooperation, so the games are necessary for a good interaction between teachers and students. According Telestin Frienet, children must have interest and affection to work like if it were a game (satisfaction and pleasure)...game and work are complementary parts of a same process; working isn't always a game, and if to work is always terrible, neither, to play is always good.

We think that games get up students' interest about the topic of class, and it permits them to learn in a fun way. Also when teacher employs games the students are more participative; so, we believe that games are an important activity to complement a class, doing more dynamic the teaching.

Question 5: **How often does your teacher use games?**

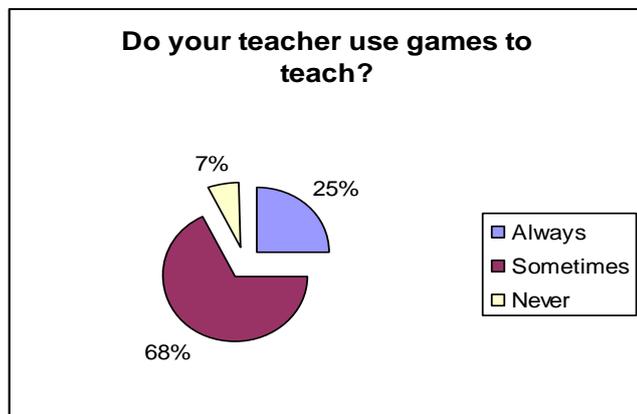
a) Statistic chart

Variable	f	%
Always	29	25
Sometimes	78	68
Never	8	7
Total	115	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

About this question 68% of students said teachers sometimes use games; 25% pointed this is always applied but on the other hand 7% said the games aren't never used to teach English language.

d) Analysis:

We have seen that teachers apply games once again to reinforce the students' knowledge.

Froebel mentioned that Pedagogy must consider at children as a creator activity and to reinforce their abilities through encouragements, so the use of games was essential in children education. On the other hand, Jean Piaget said that games aren't only a way entertainment to children, but a

manner to enrich the intellectual development. Also, the games contribute to the development of the functions psychomotor, cognitive, linguistic, and affective of the children.

We consider that the games are very useful to reinforce knowledge, because it permits to relate theory with practice, to create a more dynamic environment in class and to develop abilities and skills.

3.2 SURVEY APPLIED TO THE TEACHERS

Question 1: **What do you use to develop your class period?**

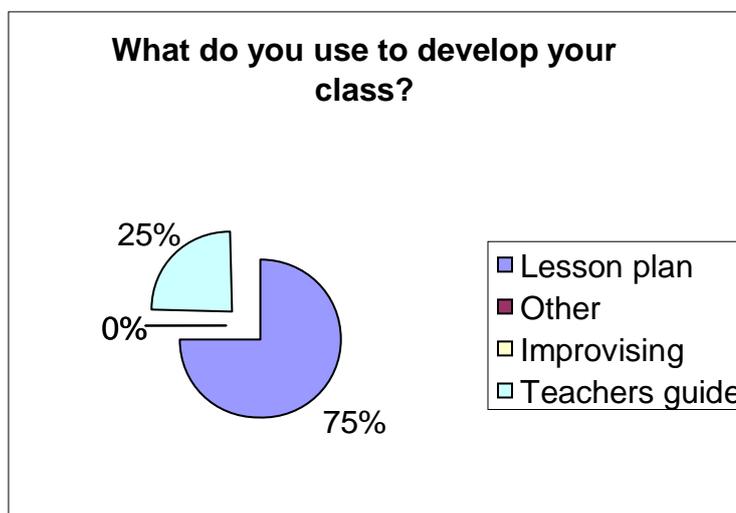
a) Statistic chart

Variable	f	%
A lesson plan	3	75
Teacher's guide instructions	1	25
Improvising classes	0	0
Other	0	0
Total	4	100%

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

According with teachers' surveys we have gotten the following results: 75% of the investigated teachers use a lesson plan to develop their class period; meanwhile 25% of them pointed out to use the teachers' guide instructions to develop the class.

d) Analysis:

According to the results, we realize that the majority of teachers use a lesson plan to develop the class, because they said to have it learned in their academic formation and they are more accustomed to use it.

In reference to the theoretical frame we find that when teachers organize the knowledge and to elaborate the topic that will teach, through a lesson plan, so they are focused in the traditional teaching. Beside, the traditional school considers that the best way to develop a class is following teachers' guide instructions.

We consider that using a lesson plan is a good manner to develop the class; however the most important is to elaborate this plan with the correct activities, which involve theory and practice, using appropriate methods and techniques, in combinations with dynamics and fun activities.

Question 2: **Which methods do you apply for the teaching learning process?**

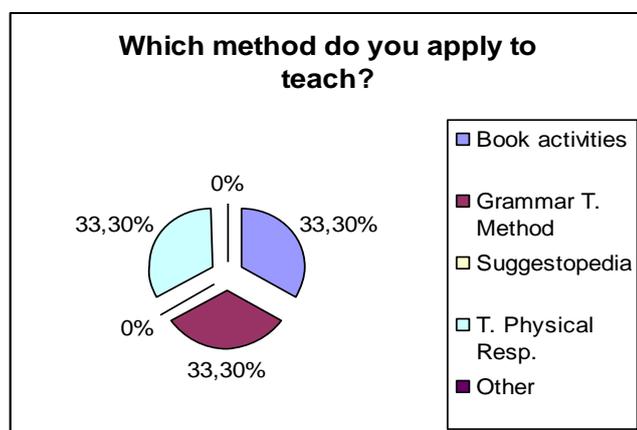
a) Statistic chart

Variable	f	%
Only book activities	2	33.3
Grammar Translation method	2	33.3
Suggestopedia	0	0
Total Physical Response	2	33.3
Other	0	0
Total	6	99.9

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

In this question 33,3% of teachers apply book activities, the same percentage employ Grammar translation method and equal percentage for Total physical response into the teaching learning process; while 0% apply the Suggestopedia.

d) Analysis:

In the question about methods that teachers employ in their classes, we detected that there is a similar percentage related with the Grammar translation method, Total physical response and book activities.

In accordance with theoretical frame we analyze that in the Grammar translation method there are some characteristics like: translating, the exhaustive use of dictionary, grammatical rules, homework, and some sample sentences based in the book guide. Meanwhile Total physical response is an approach in which both language involve body movements that are synchronized through action responses and use of imperative (direct commands) e.g. stand up, go to the board and so on.

We believe that some of these characteristics belong to the traditional and new methods which are complementaries to develop an integral teaching. However, to the traditional methods are very useful to point the translation,

exercises of grammatical rules or homework but in little proportions, and depending of the class content; meanwhile in the new methods is important to employ alternatives of teaching to wake up the students' creativity, for example; dynamics or games.

Question 3: **How do you develop the class?**

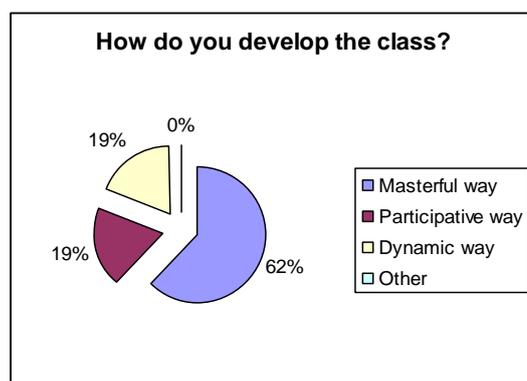
a) **Statistic chart**

Variable	f	%
In a masterful way	4	62
In a participative way	1	19
In a dynamic way	1	19
Other	0	0
Total	6	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools

b) **Graphic Representation**



c) Interpretation:

In this case, a dynamic way is used by 19% of teachers to develop their class, meanwhile the 19% employ a participative way and finally 62% of teachers use a masterful way and exercises.

d) Analysis:

In this query most of the time teachers develop their classes in a masterful way, so this way does not permit students develop their abilities.

In relation with the chapter about the traditional teaching we can say that a class is developed in a masterful way, when the center of it is the teacher, who teaches a certain subject in a systematic way, also teachers are the source of knowledge, and they show it through conferences, presentations, expositions or writings, moreover there are students' scarce freedom to learn for themselves.

On the other hand, according to new teaching a class is developed in a dynamic and participative way; when it's taken into account the students' necessities or interests, likewise in these classes teacher is only a guide for the students learning.

Also students have freedom to group themselves and to develop a creative learning.

We consider that English is a subject which permits to use a variety of activities, like: games, dynamics, guessing and so on, with the purpose to create a more productive and participative class, and opposite when a class is given in a masterful way, students often lose their interest, because the class is centred only in the teacher' ideas.

Question 4: **What kinds of fun activities do you apply in your class?**

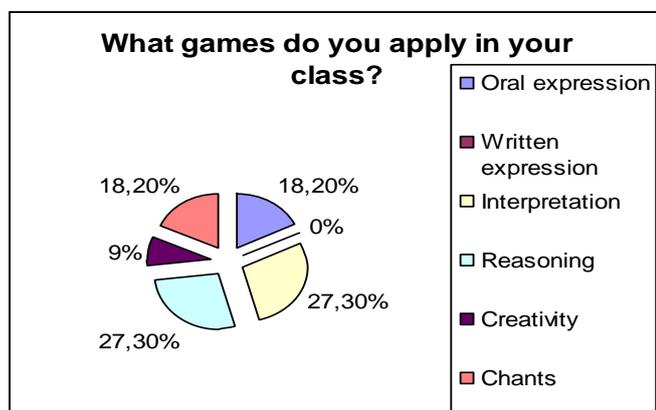
a) Statistic chart

Variable	f	%
Oral expression games	2	18,2
Written expression games	0	0
Interpretation games	3	27,3
Reasoning games	3	27,3
Creativity games	1	9
Chants	2	18,2
Total	11	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation:

According to this question 27,30% of the teachers said that they apply interpretation and reasoning games as fun activities in their classes; likewise 18,20% said that they apply oral expression games and chants; and only 9% employ creativity games.

d) Analysis:

As we see the fun activities that teachers apply most of the time in their classes are: oral expression, interpretation, reasoning games and chants, because teachers consider these games more feasible and practical.

According with the theoretical frame the fun activities enrich the pedagogic chore of the teacher. These games contribute to the development of some functions like psychomotor, cognitive, linguistic and affective of children.

Also these educative learning Activities are ways that help teacher's work. For instance oral, writing, expression and interpretation games stimulate and improve the language of the students, helping them to participate more in class and to lose the fear to express their ideas; in the same way, reasoning games help them to incorporate and assimilate certain contents, also the chants wake up students' interest.

We think that all these kind of games are complementary to teachers' methodology, because students are more concentrated and their participation is spontaneous, so it allows improving and reinforce students' comprehension.

Question 5: **How is the relation ship between you and your students?**

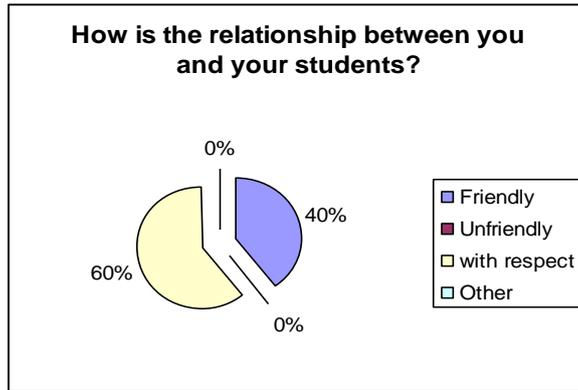
a) Statistic chart

Variable	f	%
Friendly	2	40
Unfriendly	0	0
With respect	3	60
Other	0	0
Total	5	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation

About this query 40% of teachers said that they have a friendly relationship, likewise 60% pointed out the class has an environment of respect.

d) Analysis

We could observe that the relationship between teacher and student is based in respect and friendly, because teachers keep the authority in front of students but without to use punishment.

The theoretical frame mentioned that when students to learn are obligated to imitate and obey the teachers' rules, it belongs to the traditional teaching way; meanwhile, when teachers give more confidence to the students, they can express their ideas in a more spontaneous and

creativity way, they are into the new teaching, so teacher will be just an assistant for the students' learning.

We believe that a pleasant environment in the class facilitates a better learning, because there is trustful and permanent interaction between teacher and students.

Question 6: **What kind of materials supports your teaching process?**

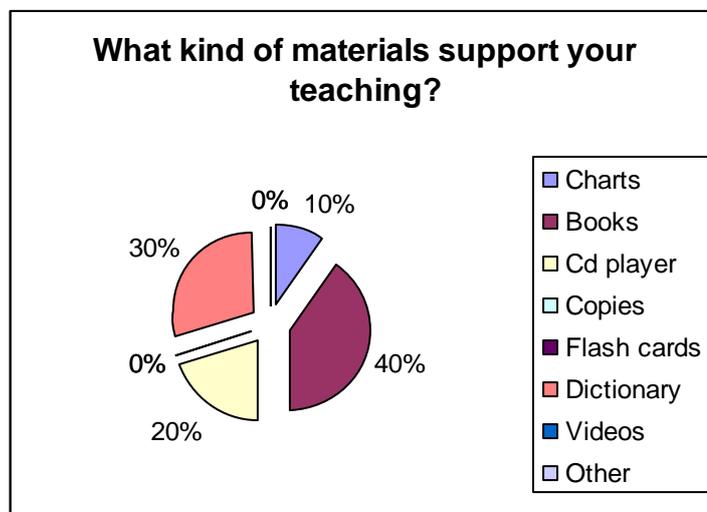
a) Statistic chart

Variable	f	%
Charts	1	10
Text books	4	40
CD player	2	20
Copies	0	0
Flash cards	0	0
Dictionary	3	30
Visual and audio videos	0	0
Other	0	0
Total	10	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation

This question about the kind of materials that teachers use to support the teaching process, the 30% employ the dictionary, on the other hand 40% use books, Cd players 20% and finally 10% employ charts but copies, flash cards and audio videos are not used.

d) Analysis

We have seen that the materials teachers use to support their teaching process with more frequency are the dictionary, textbooks and Cd players, because they are easily to get into the school.

Analysing the information with the theoretical frame we find that in the traditional teaching the most common material is the textbook, likewise in

the grammar translation method the dictionary is very used to translate the meaning of new words.

We consider materials that teachers use aren't enough to support their teachers' process since they need to employ more practical materials, like flash card, charts, visual and audio videos, and other ones to develop a more dynamic class.

Question 7: **when you apply fun activities, At which stage of the class is recommendable to use them?**

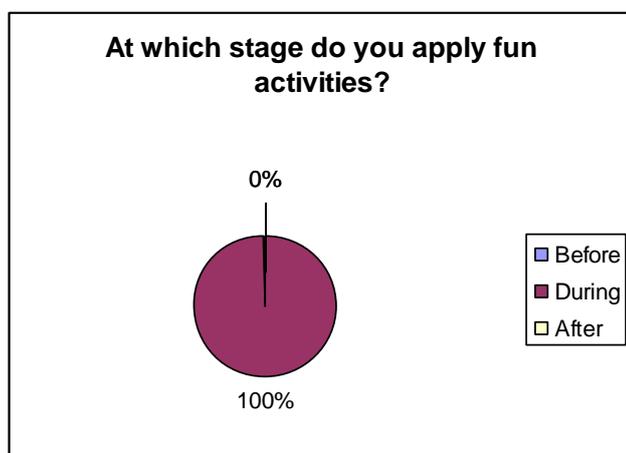
a) Statistic chart

Variable	f	%
Before	0	0
During	3	100
After	0	0
Total	3	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortiz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation

In this question all teachers answered that during the class is recommendable to use fun activities, so it corresponds to 100%.

d) Analysis

We have seen that all teachers coincide that the most recommendable stage to use fun activities is during the class.

Analysing with the theoretical frame we have found that fun activities should be always related during the teaching learning process, because it permits that the students can learn trough their self experiences, also they could learn values, knowledge and norms of the social life; likewise, the

game is an important factor to improve the responsibility sense and to strengthen the students' cooperation during the classes.

We agree with teachers at this stage to use fun activities, because these stimulate and improve the learning of the students helping them to participate more in class and to lose the fear to express their ideas.

Question 8: **Have you received or taken some workshop about fun activities?**

a) Statistic chart

Variable	f	%
Yes	0	0
No	3	100
Total	3	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation

According with this question 100% of teachers said they haven't taken any workshop about fun activities.

d) Analysis

On the other hand we have realized that all the teachers haven't received or taken any workshop about fun activities in their professional life.

The theoretical reference mentions that games (interpretation, reasoning and creativity) are ways that complete the teachers' work; therefore we believe that teacher need to take these workshops or another training to enrich their pedagogic chore.

Question 9: **According to your opinion: Could the fun activities substitute to the traditional teaching?**

a) Statistic chart

Variable	f	%
Yes	0	0
No	0	0
In part	3	100
Total	3	100

Authors: Group of investigation

Source: Students of the "José Ingenieros N 2", "Tnte. Hugo Ortíz N 2", and "Rosa Josefina Burneo" schools.

b) Graphic Representation



c) Interpretation

According to opinion of all teachers that is 100% pointed out that fun activities could substitute in part to the traditional teaching.

d) Analysis

About this query we observe that all teachers consider that fun activities could substitute to the traditional teaching in part.

Analysing the results gotten with the theoretical frame and according with Jean Jacques Rousseau children have own ways to see, feel, think, so they must learn through their self experience. Also Jean Piaget points out the games aren't only a way of entertain children, but it's a manner to enrich the intellectual development.

We consider that it is possible that fun activities substitute traditional teaching, however it was better that teachers apply both (Traditional and New Teaching) as complement of an integral education.

Question 10: **According to your experience as teacher: What option could you suggest to improve the English learning process?**

a) Analysis

In relation with this question teachers told us some answers, for example: to do daily homework for the students, to choose a quite study place, or to practice dialogues and writing letters, however the best and more practical suggestion is to apply more fun activities.

Our theoretical frame show us that fun activities aren't only a way entertainment to children, but a manner to enrich the intellectual development, so we believe that fun activities are a good option to improve the English learning process, because through them teachers and students can make more dynamic and efficient classes.

3.3 VERIFICATION OF HYPOTHESIS

Hypothesis One

- The Traditional Teaching limits the English Language Learning of the students of the fifth years of Basic Education in the Public Schools: “José Ingenieros N°2”, “Rosa Josefina Burneo”, and “Tnte. Hugo Ortiz N°2”, at the Valle Parish in the Loja city.

According with the surveys, we found in questions 1, 2 of the students and questions 1, 2, 3, 5, 6 of the teachers that traditional teaching limits the English Language Learning since traditional teaching uses a masterful way and it does not permit that the classes are dynamic. The lesson plans do not have appropriated methods, most of the time teachers only use book activities and the grammar translation method and they do not have enough materials to apply fun activities.

Therefore we accept the hypothesis one outlined, because most of the time the classes are developed with traditional teaching, where teacher is the center of the class and it is only focused in book activities, grammar translation, memorization words and few fun activities, also the didactic materials are scarce, which limits the English Language Learning.

Hypothesis two

- The scarce teachers' knowledge about fun activities influence in the Learning of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city.

According with the surveys, we found in questions 3, 4, 5 of the students and questions 4, 8, 9 of teachers we determine that the students are costumed to use book activities and the dictionary to learn English, since teachers do not encourage to the students to use fun activities.

We accept the hypothesis two outlined, due there is a scarce knowledge of fun activities by teachers, since they have not received any workshop about didactic games, and the few fun activities that they apply are based on an empiric way, therefore teachers do not know which are the appropriate fun activities that they must apply in each class, and it influences in the English Learning of students.

CHAPTER IV
CONCLUSIONS AND
RECOMMENDATIONS

CONCLUSIONS:

1. - Teachers use basic materials as: books, board, sometimes they use a tape recorder and this limits the learning of the English Language. Also in this kind of teaching is used the same methodology in almost all classes such as: memorization of vocals, individual activities and translation.

2. - Teachers have not received any workshop about fun activities in their professional life, so the fun activities that they apply most of the time in classes are developed in an empiric way.

3. - Students pay more attention and consider that the classes are funnier when teachers use games; however teachers only sometimes apply fun activities.

4. - Teachers develop the majority of classes in a masterful way.

5. - Teachers develop the classes using lesson plans based mainly on traditional teaching.

RECOMMENDATIONS

1. - Teachers should use multiple didactic materials such as: tape record, Cd, videos, flash cards, songs, and so on. Moreover teachers should apply good techniques for awaking students' interests through internet.

2. - The authorities should run work shops to the teachers about fun activities with the purpose they make successful classes.

3. - We suggest that teachers use frequently fun activities during the classes because they permit a better understanding and also due to playing the knowledge will be more meaningful.

4. - The classes must be developed in a participative and dynamic way and teacher should be just a guide for the teaching learning process.

5. - Teacher should always add fun activities in the lesson plans, according the topic, it must be before (to encourage new knowledge), during (to facilitate the understanding), and after the class (to reforce a knowledge), with the purpose to get meaningful learning.

ANNEX

1. THEME

THE USE OF THE FUN ACTIVITIES IN THE ENGLISH LEARNING PROCESS OF THE STUDENTS OF THE FIFTH YEARS OF BASIC EDUCATION IN THE PUBLIC SCHOOLS "JOSÉ INGENIEROS N°2", "ROSA JOSEFINA BURNEO" and "TNTE. HUGO ORTIZ N° 2" AT VALLE PARISH IN LOJA CITY, DURING THE PERIOD 2008-2009"

2. PROBLEM STATEMENT

2.1 BACKGROUND

The "José Ingenieros N° 2" school is located in the northwest of the Loja city, in the neighborhood Las Pitas, at the Valle parish and it works in afternoon section. This educational institution was founded on March 13th of 1979, with the purpose of offering education to the children of this sector; however, after few years, students of other sectors of the city entered, for that reason the number of teachers was increased, too.

The name of the school was chosen in honor to the outstanding doctor, philosopher and Argentinean writer José Ingenieros, who carried out numerous works in the area of the psychiatry,

philosophy, and psychology and he was one of the most representative intellectuals in the Argentinean culture.

At the moment, in this educational establishment two schools work: in morning section, the school "José Ingenieros N°1" (only for women); and in evening section, the school "José Ingenieros N°2" (only for men), which has 272 students (41, in the fifth years), 12 classroom teachers and 4 special teachers (English, Music, Physical Culture and Aesthetics), the Principal of this school is Lic. Balbina Tandazo.

The "Rosa Josefina Burneo de Burneo" feminine elementary school and school is located in the Turunuma Neighborhood of The Valley Parish and it works in morning section. This public school was founded on September 14 of 1983 with the name of "Filomena Mora de Carrión" school. Due to the big number of students and few classrooms it was divided in two sections: "Filomena Mora de Carrión N°1" in the morning and "Filomena Mora de Carrión N°2" in the afternoon. Mrs. Elsa Moreno Ayala de Erazo was the first Principal of this Educational Institution.

After three years of working of the " Filomena Mora de Carrión N°2" school, the authorities, teachers and family parents asked for to change the name of this Educational Institution for "Rosa Jose

finca Burneo de Burneo", to immortalize the name of this illustrious lojana woman, who had worked and fought by the childhood education and also to avoid confusion between the two sections.

In 1996 the "Rosa Josefina Burneo de Burneo" feminine school began to work at morning section in an own local donated by the Burneo family, located in the Turunuma neighborhood and with the help of the FISE the school was built in the same year.

Nowadays this school has 275 students 13 classroom teachers and 3 special teachers for English, Physical Education and Computing.

"Tnte. Hugo Ortiz N°2" Public School is located in the "El Recreo" neighborhood of the Valley Parish. This school was founded by Angelita Cabrera on October 1st, 1930. At the beginning it worked as mixed school.

In 1980 due to the big numbers of students the school was divided in two sections: "Tnte Hugo N°1" in the morning (for women) and "Tnte Hugo Ortiz N°2" in the afternoon (for men).

The name of this school is in honor of Tnte. Hugo Ortiz who was an Ecuadorian hero that died defending the national integrity, on August 2nd, 1941 in Gapizum (Beside the Santiago river).

In these days the Dr. Cesar Maldonado is the principal of the "Tnte. Hugo Ortiz N° 2 " school.

This school has 167 students, 12 teachers and 3 special teachers who work with the subjects such as: English, Computing and Physical Education.

2.2 CURRENT SITUATION OF THE RESEARCH OBJECT

The education is a continuous process of learning. The human being during all the phases of his life is in constant discovery, assimilation and appropriation of facts and realities that through the knowledge, he transforms, modifies and improves them.

The human being learns to discover, to be integrated, and to assure his survival; he learns and looks for solutions to the founded problems. So, we know that search act, as EDUCATION."¹

In our country the education depends on economical, political and social factors; legally to the education corresponds 30% of the General Budget of the State, but in the real life it scarcely approaches to 12%, which limits a good implementation, a better

¹ NUNES de Almeida, Paulo, Educación Lúdica, página 5, tercera edición, Colombia.

teaching-learning in our Public Schools and a fair remuneration to the Ecuadorian teachers.

For those reasons and with the purpose to know the most frequent problems in the Educational Institutions of our city about the use of fun activities that encourage the students comprehension and creativity. We have taken into account three public schools of the Valle parish, where we have found the following educational problems.

The teachers are usually focused on the traditional teaching of the English language because, in some cases, they don't encourage the learning through dialogues, examples, directed participations and partial evaluations to verify the progressive advanced in English learning of the students.

Teachers use few fun activities to teach and to reinforce the knowledge of the students. Taking into account those activities are important to motivate the learning of English language, which facilitate the funny and affective learning.

2.3 RESEARCH PROBLEM

Based on the before mentioned problems the research group has stated the following research problem:

How does the use of sporadic fun activities influences in the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city?

2.4 DELIMITATION OF THE RESEARCH

The present investigation is defined from four dimensions:

a) Temporal

This investigative process with respect to the use of fun activities in the learning of the English language will be carried out during the period 2007-2008.

b) Spatial

The physical-institutional atmosphere in which our investigation will be developed in: "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2" schools, at Valle parish in Loja city.

c) Observation Units

The social fellows that will intervene with their valuable contribution in this work will be:

- English teachers of fifth years of Basic Education.
- Students of the fifth years of Basic Education.
- Authorities of the Educational Institutions.

d) Sub problems

From the main problems we have divided it in two sub problems that are:

- ◆ In what way does the traditional teaching limit the learning of the students of the fifth years of Basic Education in the public

schools: "José Ingenieros N^o2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N^o2", at Valle parish in Loja city?

- ◆ In what way the teachers' scarce knowledge about fun activities inside in the learning of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N^o2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N^o2", at Valle parish in Loja city?

3. JUSTIFICATION

The present investigation has the purpose of cooperating to the progress of the society, through the practice of fun activities for the learning of the English language. Taking into account the big necessity to know English is to be able to enlarge our social relationships and to increase our labor possibilities. We consider the application or implementation of fun activities is very important for the learning of this language which allow their best and more practical understanding, especially for the children who will be able to develop their abilities in an atmosphere more characteristic to their nature (the game) and they will be well qualified and predisposed to the collaboration, it will benefit not only to their formation and individual development, but also to the development and progress of the society in general.

The present investigation doesn't only try to serve so that teachers and students find information about fun activities, but rather through its application, it seeks to contribute with a viable and feasible alternative to benefit the education, motivating the students imagination and creativity and offering to teacher the theoretical and practical knowledge about fun activities, what will allow to develop a teaching – learning process much more dynamic and more amusing , which will be a decisive factor for the acquisition of significant learning and a better students' performance in their process of academic formation.

Traditionally the teachers have imparted English by means of expository processes or passive activities, where there is the students' very little participation, for this reason it is priority to overcome these old processes, for participative and dynamic learnings, through the fun activities and using the arts of the language. Didactically the learning of any language (in this case of English) should be inside logical processes of communication, such as: listening, speaking, reading and writing, likewise the fun activities should be interrelated with this learning process.

Additionally, the development of the present work is feasible because we have the enough bibliographical material, the respective permission of the authorities of the educational Institutions and the individual and

grupal predisposition of people to work and it is justified because it hasn't been researched yet. So it is original from its authors.

Finally we justify our investigation because it is a requirement to be possible our graduation in our degree in Sciences of Education, English Language specialization, according to the University Internal Regulation and the Academic Modulate System for Objects of Transformation (S.A.M.O.T). Also as under-graduated of the career we are qualified to carry out this thesis.

4. OBJECTIVES

4.1 General

- ◆ To analyze the influence of the fun activities in the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Engineers N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N°2", at Valle parish in Loja city.

4.2 Specifics

- ◆ To know how the traditional teaching limits the learning of the English language, of the students of the fifth years of Basic

Education in the public schools: "José Engineers N^o2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N^o2", at Valle parish in Loja city.

- ◆ To determine how much the teachers know about fun activities to develop learning of the students of the fifth years of Basic Education in the public schools: "José Ingenieros N^o2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz N^o2", at Valle parish in Loja city.

5. THEORETICAL FRAME

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5.2.1 Grammar-Translation Method (1890s-1930s)

5.2.2 Cognitive Approach (1940s-1950s)

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5.3 Characteristic of the Traditional Teaching.

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CHAPTER I: Traditional Teaching

5.1 Traditional teaching

Most of the schools follow a traditional system of teaching. The classes are classified in groups by students of the same ages; this system is based on notes and the knowledge in subjects. The teacher is the center of the class who teaches a certain subject, in a systematic way².

Traditional education, once predominant but now less common, regarded children as empty vessels, education as the process of filling those vessels, and teachers as the source of knowledge and discipline. Key practices of traditional education were: to drill and practice, rote memorization, absolute authority of the teacher

The students show the new knowledge through conferences, presentations, expositions, writings, etc.

The classes are classified in topics, using a verbal and visual language. The interaction is bidirectional teacher-student and rarely in groups or student-student.

The *advantages of this system* are a clear transmission of new concepts, an easy control of the obtained results, and a right qualification.

² WIKIPEDIA, Enciclopedia libre (Internet), [Traditional learning, www.google.com](http://www.google.com)

The traditional teaching differs of the new pedagogic teachings, basically in the use of a mainly theoretical method, with the students' scarce freedom to learn for themselves.

Nowadays the traditional schools are introducing new teaching methods in their pedagogy; with the purpose to promote the auto-learning and the application of new teaching techniques that transform the school into a formation center with a wide social dimension³.

5.2 Methods of traditional teaching⁴

5.2.1 Grammar-Translation Method (1890s-1930s)

Around the turn-of-the-century, language students often translated cumbersome volumes from Classical Greek or Latin into English way this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

³ BAQUERO, R. (2002). Del experimento escolar a la experiencia educativa. La transmisión educativa desde una perspectiva psicológica situacional. *Perfiles Educativos*, 24 (97-98), pp. 57-75.

⁴ <http://Methodologies in Foreign Language Teaching.mht/>

5.2.2 Cognitive Approach (1940s-1950s)

This approach introduced the four principle language skills for the first time: listening, speaking, reading, and writing. Oral communicative competence became the focus. Comprehensible auditory input became important and speaking in the target language began to occur. Learning *about* the language was overemphasized.

5.2.3 Audio-Lingüäl Method (1950s-1960s)

With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences.

5.2.4 The Direct Method (1970s)

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

5.2.5 Total Physical Response/TPR (1960s-2000s)

This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the students then responding by “acting out” the command: “Stand up”, “Go to the door”, “Sit down”, etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in

teaching temporal states, personal pronouns, and other deep grammatical structures.

5.2.6 The Silent Way (1960s-2000s)

Dr. Caleb Gattegno, originally out of Alexandria, Egypt, introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the *production before meaning* school of thought and practice. A color-coded phonics (sound) chart called a *fidel*, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the pupil to produce orally on a continuous basis in the target language, via a sequence of phonemes or sound units. Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method (used as manipulatives) for pupils to learn spatial relationships, prepositions, colors, gender and number concepts, and to create multiple artificial settings through their physical placement. Lines or blank spaces on a chalkboard represent syllables, devoid of letters in them, for a subliminal, collective memory experience in recall for the students. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the instructor. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally,

while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

5.2.7 Suggestopedia (1960s-2000s)

This extremely esoteric, *avant-garde* method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into *superlearning*. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on

English. Little emphasis on grammar is given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculosics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz-Luthe's autogenic therapy, Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching (or **SALT**) and Lynn Dhority's Acquisition through Creative Teaching (or **ACT**). Like other "modern" approaches, language is perceived *globally* (in chunks or blocks), while attention to fine tuning or to detail comes later.

5.3 Characteristic of the Traditional Teaching.

The traditional teaching means method and order, among its characteristics we can mention the following ones:

5.3.1 Teacher

The teacher is the base and condition of the success of the education. He should organize the knowledge and to elaborate the topic that will teach, and to impart it to their students. The teacher is the pattern and the guide, whom the students should imitate and to obey.

The discipline and the punishment are considered fundamental, the discipline and the school exercises are enough to develop the human virtues in the students. The verbal or physical punishment stimulates the student's progress constantly.

5.3.2 School Manual.

The class and the collective life are organized, ordered and programmed. The school manual represents this organization; all that the student has to learn, is in the manual, appropriately elaborated, if one wants to avoid the distraction and the confusion, anything should be looked for outside of the manual.

5.3.3 Verbal and Passive way.

The teaching method is the same for all children and all the scholar moments. The repetition is fundamental in this method to evaluate the student.

Traditional School, considers that the best thing to prepare the student for the real life is to develop his intelligence, his capacity to solve problems, and his attention into the class.

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⁵ BAQUERO, R. (2002). Del experimento escolar a la experiencia educativa. La transmisión educativa desde una perspectiva psicológica situacional. *Perfiles Educativos*, 24 (97-98), pp. 57-75.

5.4. Characteristic of the New Teaching.

The new educators refuse the traditional teaching such as: verbal and passive way, School Manual, Teacher as the center of the class, and they define a new list the educational process:

5.4.1. Student

The base of this education is to develop the student's psychology. Teacher should treat each student according to his aptitudes and to allow him to develop his abilities with freedom.

All effective learning should take into account the student's necessities or interests, that interest should be considered the most important thing for the education.

5.4.2. Teacher - Student Relationship

In the traditional teaching there was a power-submission relationship between teacher and student which is replaced by another relationship of affection-friendship. The teacher will be an assistant for the student's development.

The discipline depends of the students, due the teacher helps them to understand the necessity to elaborate and to observe rules for their own benefit. These rules are created by whole group, without necessity of corporal punishments.

5.4.3. New Content

In the new teaching is not necessary a program school established because the educator's function will be to discover the students' necessities and interests and the way to satisfy them. They are sure that the experiences of the daily life are more important than the book lessons to wake up the student's interest. On the other hand the books will only be a supplement in the other ways of learning. The education is a process to develop creative qualities in the student.

5.4.4. Teaching Methods.

If there is a change in the contents, it should also have a change in the form of transmitting them. Through free activities you get to develop the imagination, the initiative spirit, and the creativity. The objective is that the student learns new knowledges through the search; teacher will respect his individuality.

For this reason it is really necessary to know the intelligence, the language, the logic, the attention, the understanding, the memory, the

vision, the audition, and manual dexterity of each student, to treat to each one according to their aptitudes.

5.5 Comparative table between Traditional and New Teaching⁶

Topic	Traditional Teaching	New Teaching
Person	Teacher-centred instruction: <ul style="list-style-type: none"> • <u>Educational essentialism</u> • <u>Educational perennialism</u> 	Student-centred instruction: <ul style="list-style-type: none"> • <u>Educational progressivism</u>
Classroom	Students always matched by age, and possibly also by ability. All students in a classroom learn the same material.	Students dynamically grouped by interest or ability for each project or subject, with the possibility of different groups each hour of the day. Multi-age classrooms or open classrooms.
Teaching methods	Traditional education emphasizes: <ul style="list-style-type: none"> • <u>Direct instruction</u> and lectures • <u>Seatwork</u> • Students learn through listening and observation 	Progressive education emphasizes: <ul style="list-style-type: none"> • Hands-on activities • Student-led discovery • Group activities
Materials	Instruction based on textbooks, lectures, and individual written assignments: What is the name and size of the nation's capitol/parliament building?	Project-based instruction: Work in a small group to build a model of the nation's capitol/parliament building out of 100 toothpicks.
Subjects	Individual, independent subjects.	Integrated, interdisciplinary subjects or theme-based

⁶ WIKIPEDIA, Enciclopedia libre (Internet), New learning, www.google.com

	Little connection between topics	units, such as reading a story about cooking a meal and calculating the cost of the food.
Social aspects	Little or no attention to social development. Students attend school to learn reading and math, not to develop social skills.	Significant attention to social development, including teamwork, interpersonal relationships, and self-awareness.
Multiple tracks	Students choose (or are forced into) different kinds of classes according to their perceived abilities or career plans. Decisions made early in education may preclude changes later, as a student on a track may not have completed necessary prerequisite classes to switch to a university-preparation program.	<ul style="list-style-type: none"> • A single, unified curriculum for all students, regardless of ability or interest. • Diverse class offerings without tracking, so that students receive a custom-tailored education. • With <u>School to work</u>, academically weak students must take some advanced classes, while the college bound may have to spend half-day job shadowing at local businesses.
Student and teacher relationship	Students address teachers formally by their last names. The teacher is a respected role model in the community. Students should obey the teacher.	In <u>alternative schools</u> , students may be allowed to call teachers by their first names. Students and teachers may work together as

Marking

Topic	Traditional Teaching	New Teaching
Communicating with parents	A single number, letter, or word summarizes overall achievement in each class. Marks may be assigned according to	Many possible forms of communicating achievements: <ul style="list-style-type: none"> • Teachers may be

	<p>objective <u>individual performance</u> (usually the number of correct answers) or <u>compared to other students</u> (best students get the best grades, worst students get poor grades).</p> <p>A passing grade may or may not signify mastery: a failing student may know the material but not complete homework assignments, and a passing student may turn in all homework but still not understand the material.</p>	<p>required to write personalized narrative evaluations about student achievement and abilities.</p> <ul style="list-style-type: none"> • Under <u>standards-based education</u>, a government agency may require all students are required to pass a test; students who fail to perform adequately on the test may not be promoted.
Expectations	<p>Students will graduate with different grades. Schools believe that some students are essentially incapable of learning the necessary skills and information; those students will fail.</p>	<p>All students need to achieve a basic level of education, even if this means spending extra years in school.</p>
Grade inflation/deflation	<p>Achievement based on performance compared to a reasonably stable, probably informal standard which is highly similar to what previous students experienced.</p>	<p>The value of any given mark is often poorly standardized in alternative grading schemes. Comparison of students in different classes may be difficult or impossible.</p>

Subject Areas

Topic	Traditional Teaching	New Teaching
Mathematics	<p><u>Traditional mathematics:</u></p> <ul style="list-style-type: none"> • Emphasis on memorization of basic facts. • Getting the correct 	<ul style="list-style-type: none"> • Emphasis on practical applications and hands-on illustrations. • Broad curriculum covers more than basic facts. • Appropriate

	<p>answer is not sufficient: problems must be solved exactly the way the textbook uses in today's lesson. Students will always be told what method to use.</p>	<p>mathematical reasoning ("showing your work") is graded instead of an exclusive focus on the final answer. For example, in high mathematics, students may be told the final answer to an equation, and asked to prove the answer correct.</p>
<p>Science</p>	<p>Fact-based science: Science class is an opportunity to transmit concrete knowledge and specific vocabulary from the teacher (or textbook) to the students. Students are expected to believe whatever they are told.</p>	<p>With <u>Inquiry-based Science</u> a student might be asked to devise an experiment to demonstrate that the earth orbits the sun. The emphasis changes from memorizing information which was learned through a scientific method to actually using the scientific method of discovery.</p>
<p>Language learning</p>	<p><u>Phonics:</u> The focus is on the mechanics of decoding individual words. Students may spend more time doing worksheets about sub-skills such as consonant blends than they spend actually reading.</p>	<p>With <u>Whole language</u> the child is exposed to rich, relevant language such as "recycling is beneficial to the environment", rather than the mechanics of phonics or spelling.</p>

CHAPTER II: Fun activities

5.6 Brief historical review about “Fun Activities”⁷

The games have always been an own activity for the human being. Between old games, for example: dancing, hunting, fishing or fighting activities were considered like a manner to survive.

Platón said: the first years of children should have relation with educative games, practiced for both sexes.

Even. Among the Egipcians, Romans and Mayas, the games were used as a way to the youngest generation could learn values, knowledges, norms of the social life, from the oldest generation.

After with Christianize, the games were losing their value, because they were considered like bad and immoral something and without meaning.

Since the XVI century, the Humanists began to encourage the educative value of the games, firstly incorporating them in the “Jesuits” high schools. The Jesuits edited Latin exercise books, offered the game rules about

⁷ NUNES de Almedia, Paulo. Educación Lúdica: Técnicas y juegos pedagógicos, Tercera edición, Sao Paulo (Brasil), pp 13-22.

dancing, comedy and game of chance, transforming them in educative activities for grammar and spelling learning.

Jean-Jacques Rousseau (1712-1778) showed that children have own ways to see, to feel, to think, so, he said: Student doesn't need any verbal lesson class, because he must learn through his self experience.

According Pestalozzi (1746-1778) the game is an important factor to improve the responsibility sense and to strengthen the students' cooperation.

Froebel (1782-1852) mentioned that the Pedagogy must consider at children as a creator activity and to reforce their abilities through encouragements. This theory determined that: The use of games was essential in children education.

Jean Piaget said: The games aren't only a way entertainment to children, but a manner to enrich the intellectual development. Also, children need suitable materials to get intellectual realities.

According Telestin Frienet, children must have interest and affection to work like if it were a game (satisfaction and pleasure), but he doesn't never were confuse between game and work, because both are complementary parts of a same process. And finally Celestain concluded:

Working isn't always a game, and if to work is always terrible, neither, to play is always good.

5.7 Kinds of games

The pedagogic games enrich the pedagogic chore of the teacher. These games are solely proposals and suggestions that if they are applied correctly, they will contribute to the development of the functions psychomotor, cognitive, linguistic and affective of the children⁸.

It is necessary to mention that these types of games are ways that complete the teacher's work.

These techniques and pedagogic games are classified in the following way

5.7.1. Games of language, oral, written expression and interpretation

This type of games stimulates and improves the language of the students, helping them to participate more in class and to lose the fear to express their ideas. Examples⁹

⁸ NUNES de Almedia, Paulo. Educación Lúdica: Técnicas y juegos pedagógicos, Tercera edición, Sao Paulo (Brasil), pp 77-78

⁹ NUNES de Almedia, Paulo. Educación Lúdica: Técnicas y juegos pedagógicos, Tercera edición, Sao Paulo (Brasil), pp 79-90.

5.7.1.1. Who am I?

General objective: to develop the attention, the memory, the oral language and the socialization.

Specific objective: to memorize the names of the classmates and to repeat those using English sentences.

The students' organization: in circle or in lines.

Development:

- ☞ The teacher says: "I have come to participate in the class... (he/she adds some detail) and he/she concludes: my name is *fulano*".

- ☞ The second participant continues: "I came to participate in the class.... (he/she adds something), I met with *fulano* here and my name is *perano*."

- ☞ The third participant continues: "I came to participate in the class... (he/she adds something), I met with *fulano*, *perano* here and I am *mengano*."

- ☞ In this form each participant goes repeating the sentence, adding some detail and saying the name of the previous classmates by heart.

Rules

:

- ☞ It is important that the participants don't write the names but rather they learn them by heart. Each one will be able to redo the sentence as they want.

Note:

- ☞ This game is interesting with small groups, maximum 35 people and the best results will be achieved with groups where people don't know each other.

5.7.1.2. Broken telephone

General objective: to develop the memorization and the oral language.

Specific objective: to communicate the messages without to change them neither to alter them.

The students' organization: in lines.

Development:

- ☞ Teacher will choose, inside a certain topic, a small sentence. This phrase will be shown at the first student of each line, requesting him/her that learns it by heart. When teacher give a sign, each student should say to their partner of behind the sentence and this one to which continues him. The message should pass around ear by ear until the last one of the line. When the last person hears the message, she will stand up and she will say it aloud.
- ☞ The first participant that says the correct message will win a point for his/her line.
- ☞ After the first round, the first student goes to occupy the last place in his line. The teacher chooses another message and he repeats the game. And so forth.

Rules:

- ☞ The message has to pass from person to person until it arrives to the last one.
- ☞ If the last person doesn't catch the message, the first one she/he will be able to announce it again.

☞ Jumps are not allowed (for example that the first student communicates the message at the third one, jumping at second one).

☞ Teacher can be the referee of the game.

5.7.1.3. Pantomime Game

General objective: to develop the oral communication, the spirit of collaboration and socialization, to eliminate the inhibitions.

Specific objective: to read correctly and to express with clarity the central idea of a topic.

The students' organization: small groups or normal lines.

Development:

☞ The students prepare a topic and they present it singing and using oral expression. The topic can be about a book or prepared by themselves. Each participant should study her paper and her corporal expression according to the topic.

☞ For example: "The animals." People that sing about the animals and imitate them with corporal expressions.

Rules

The participants have to speak aloud and clear.

The pantomime should be prepared and practiced before the presentation.

Students must study the paper.

5.7.1.4. The Board

General objective: to develop the interpretive reading, the logical thought, the oral language and the sociability.

Specific objective: to read the text and to reproduce the idea taking into accounts a drawing.

The students' organization: first phase: individually; second phase: in small groups.

Development:

- ☞ First phase: to request to the student that reads a certain text individually and make the corresponding drawing.

- ☞ Once the drawings made, to pick up them and to expose them in the board.

- ☞ Second phase: to request to the students that make groups, read the text and expose a single group drawing.

- ☞ Then, the teacher analyzes with the students, the drawings.

Rules

In the first phase it is fundamental that the student makes alone his drawings. The important thing is that everybody participates.

In the second phase, the drawing will be made by group. Someone will give his/her opinion.

5.7.1.5. To form words

General objective: to cultivate the visual communication, the observation and the written expression.

Specific objective: to write other words using the same letters of a given word.

The students' organization: in lines.

Development:

- ☞ Teacher writes on the board a word, for example: school. The students will form other words that have some letters of the given word, as: spider, cool, house, open, lion, and so on.

Rules

All the letters contained in the word School can be used to write others one.

5.7.2. Games of assimilation of knowledge

These games help the incorporation and assimilation of certain contents. Generally they are not classified by ages or for levels but the teacher should adapt them¹⁰.

5.7.2.1. The small teacher

General objective: to promote a bigger motriz agility, attention, memorization, reasoning and creativity.

¹⁰ NUNES de Almedia, Paulo. Educación Lúdica: Técnicas y juegos pedagógicos, Tercera edición, Sao Paulo (Brasil), pp 97- 145

Specific objective: to solve exercises, to enumerate, to synthesize or to analyze facts and ideas.

The students' organization: in semicircle, should have a student more than the number of available chairs.

Development:

- ☞ The teacher, for example, after he has studied with the students a certain topic, he will copy in the board some words in disorder. Then, he requests to a student (the small teacher) that orders the word.
- ☞ When the student has ordered the word correctly, the participants change place. Then, the student that has ordered the word (the small teacher) he/she goes back quickly to try to sit down in one of the empty chairs.
- ☞ This way, one of the participants will be in the center, who will pass to the board to order the following word. And so forth.

Rules:

All the students should change place.

The small teacher should write on the board the answer before to occupy the place of some of his/her classmates.

If the answer was incorrect, the participants don't have to change place.

5.7.2.2 The wise twig

General objective: to develop the agility, the reasoning and the oral communication.

Specific objective: to solve exercises like to analyze topics and to identify names.

The students' organization: in circle or in semicircle.

Development:

Teacher, after copying an exercise on the board, he gives a twig to a student of the circle. When the teacher gives a sign, the student should pass the twig to the classmate of the right quickly, who will pass it to the following classmate, and so forth.

When the teacher gives the sign with the hooter, the student that has the twig in his/her hand should solve the exercise of the board.

This same procedure repeats several times.

Rules:

The twig should be sustained with both hands and in vertical position.

A fixed time is given to answer the exercise.

5.7.2.3. Bingo

General objective: to develop the memorization, the visual observation and the reasoning.

Specific objective: to solve problems, relating the answers with the questions

The students' organization: in common lines.

Development:

Teacher prepares a topic, elaborating 16 exercises about chosen topic.

Immediately, teacher writes the answer of these exercises on the board and he/she requests to each student that writes each answer in a rectangle of the card. The position of the answers is personal and free.

Rules:

The student should elaborate his card, with pen and without mistakes.

The game is individual.

To win the game it is necessary to discover and to explain the exercises.

5.7.2.4. Pictionary

This game is to learn playing.

You draw objects on the board for children (houses, apple, heart, ball, pencil, etc.) depending on the ages of the students.

They will guess that you drew and they will say it in English.

The one that more points accumulate is the winner.

It is a very amusing game and at the same time they learn new words

5.7.2.5 My body parts¹¹

The teacher says: touch your nose and all the participants touch the nose with the hand or the finger.

Then the teacher says touch (with the other parts of the body).

The game continues until the teacher says don't touch your ear (you don't touch your ear). The one that touches it is outside of game.

Teacher also can use to teach left and right, touch your right ear (to touch the ear right etc...)

CHAPTER III: Learning

5.8 Learning

Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values, and wisdom. It is the product of experience and the goal of education.

¹¹ "learning through games" www.googleacadémico.com

Learning ranges from simple forms of learning such as habituation and classical conditioning seen in many animal species, to more complex activities such as play, seen only in relatively intelligent animals.

5.9 Types of learning

There are many types of learning; however, we have considered like the most important the following classification¹²:

5.9.1 Habituation

In psychology, habituation is an example of non-associative learning in which there is a progressive diminution of behavioral response probability with repetition of a stimulus. It is another form of integration. An animal first responds to a stimulus, but if it is neither rewarding nor harmful the animal reduces subsequent responses. One example of this can be seen in small song birds - if a stuffed owl (or similar predator) is put into the cage, the birds initially react to it as though it were a real predator. Soon the birds react less, showing habituation. If another stuffed owl is introduced (or the same one removed and re-introduced), the birds react to it as though it were a predator, showing that it is only a very specific stimulus that is habituated to (namely, one particular unmoving owl in one place). Habituation has been shown in essentially every species of animal.

¹² WIKIPEDIA, Enciclopedia libre (Internet), [Learning, www.google.com](http://www.google.com)

5.9.2 Sensitization

Sensitization is an example of non-associative learning in which the progressive amplification of a response follows repeated administrations of a stimulus. An everyday example of this mechanism is the repeated tonic stimulation of peripheral nerves that will occur if a person rubs his arm continuously. After a while, this stimulation will create a warm sensation that will eventually turn painful. The pain is the result of the progressively amplified synaptic response of the peripheral nerves warning the person that the stimulation is harmful. Sensitization is thought to underlie both adaptive as well as maladaptive learning processes in the organism.

5.9.3 Observational learning

The most basic learning process is imitation; one's personal repetition of an observed process, such as a smile. Thus an imitation will take one's time (attention to the details), space (a location for learning), skills (or practice), and other resources (for example, a protected area). Through copying, most infants learn how to hunt (i.e., direct one's attention), feed and perform most basic tasks necessary for survival.

5.9.4 Play

Play generally describes behavior which has no particular end in itself, but improves performance in similar situations in the future. This is seen in a wide variety of vertebrates besides humans, but is mostly limited to mammals and birds. Cats are known to play with a ball of string when young, which gives them experience with catching prey. Besides inanimate objects, animals may play with other members of their own species or other animals, such as orcas playing with seals they have caught. Play involves a significant cost to animals, such as increased vulnerability to predators and the risk of injury and possibly infection. It also consumes energy, so there must be significant benefits associated with play for it to have evolved. Play is generally seen in younger animals, suggesting a link with learning. However, it may also have other benefits not associated directly with learning, for example improving physical fitness.

5.10 Approaches to learning

5.10.1 Rote learning

“Rote learning is a technique which avoids understanding the inner complexities and inferences of the subject that is being learned and instead focuses on memorizing the material so that it can be recalled by

the learner exactly the way it was read or heard. The major practice involved in rote learning techniques is *learning by repetition*, based on the idea that one will be able to quickly recall the meaning of the material the more it is repeated. Rote learning is used in diverse areas, from mathematics to music to religion. Although it has been criticized by some schools of thought, rote learning is a necessity in many situations”¹³.

5.10.2 Informal learning

Informal learning occurs through the experience of day-to-day situations (for example, one would learn to look ahead while walking because of the danger inherent in not paying attention to where one is going). It is learning from life, during a meal at table with parents, play, exploring.

5.10.3 Formal learning

A depiction of the world's oldest university, the University of Bologna, Italy
Formal learning is learning that takes place within a teacher-student relationship, such as in a school system.

“Non-formal learning is organized learning outside the formal learning system. For example: learning by coming together with people with similar

¹³ WIKIPEDIA, Enciclopedia libre (Internet), [Learning, www.google.com](http://www.google.com)

interests and exchanging viewpoints, in clubs or in (international) youth organizations, workshops”¹⁴.

5.10.4 Non-formal learning and combined approaches

“The educational system may use a combination of formal, informal, and non-formal learning methods. In some schools students can get points that count in the formal-learning systems if they get work done in informal-learning circuits.

They may be given time to assist international youth workshops and training courses, on the condition they prepare, contribute, share and can proof this offered valuable new insights, helped to acquire new skills, a place to get experience in organizing, teaching, etc”¹⁵.

6. HYPOTHESIS

6.1 General

The application of fun activities influences in the learning of the English language of the students of the fifth years of Basic Education in the

¹⁴ <http://diploguide.com/> Approaches of learning.

¹⁵ <http://diploguide.com/> Approaches of learning.

public schools: "José Engineers N^a2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz", at Valle parish in Loja city.

6.2 Specifics

The traditional teaching limits the learning of the English language of the students of the fifth years of Basic Education in the public schools: "José Engineers N^a2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz", at Valle parish in Loja city.

The application of fun activities by the teachers helps to improve the learning of the students of the fifth years of Basic Education in the public schools: "José Engineers N^a2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz", at Valle parish in Loja city.

7. METHODOLOGY

7.1. Type of Study

The present research work is characterized as a **no experimental** work because the researchers won't have the chance to manipulate the variables. We only will describe the object in the same way as it is represented in the reality and will develop a critical analysis to the results to propose alternatives of solution.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. Methods

The main method that will be used in this project is the **scientific** because it will let carry out a systematic, and ordered process to do a logic explanation of the relations that are established in the researched object and consequently we can derivate alternatives of solution to the found problem.

As particular methods we will use the descriptive, the analytical-synthetic and the explicative one.

The **descriptive method** will be used to describe the fun exercises and activities that the students of the of the fifth years of basic education of the public schools "José Ingenieros N°2", "Rosa Josefina

Burneo” and “Tnte. Hugo Ortiz” use to develop the English Learning Process and to describe the main benefits that the application of fun activities have in the learning process.

The **analytic-synthetic** method will be used to analyze the obtained results through the research instruments and to make the interpretation of the data and to establish the conclusions based on the results of major tendency. It also will help us to determine how the use of fun activities to help to improve the learning of the English language.

The **explicative method** will serve to explain the implicit relation of the variables established in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the different kinds of fun activities that the teacher can apply with his/her students during the English learning process.

It's important to mention that the descriptive statistics will be used as a tool that will facilitate the representation of the data in tables and graphics that will let us the comprehension of the information.

7.2.2. Techniques and Instruments

In order to get the empiric information about the researched object we will use the following techniques and instruments.

A **direct observation**, through a observation guide for students and teachers of the fifth years of basic education of the public schools “José Ingenieros N°2”, “Rosa Josefina Burneo” and “Tnte. Hugo Ortiz”, to know if the teachers use fun activities during their classes and how these improve the learning of their students.

The **survey** to the teachers of the schools object of our study to contrast the results of the observation guide and to reinforce the information about the use of fun activities in the English learning process.

To carry out our observation guide we will request permission of the authorities and teachers of the schools before mentioned. The observation will be carried out during two weeks of class to each English's teacher.

7.3. Procedures

To make the present research work we will develop the following procedures:

7.3.1. To Process the Information

After we have picked up the research instruments we will make the processing of the information that involves the following steps:

- ◆ The tabulation of the data making use of the descriptive statistics in the case of the items established in the observation guide and we will classify them according the variables of the hypothesis. The tabulation of all the applied instruments will let us a contrast of the information and the analysis of one indicator since three points of view.
- ◆ The organization of the empiric information will be made according to the specific hypothesis that will guide the classification of the items by hypothesis.
- ◆ The Graphic representation of the empiric information in tables and graphs that will let us the visualization of the data easily, and the tendency of the indicators in each variable.
- ◆ The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical frame.

- ◆ The **verification of the hypothesis** will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project. We will compare the indicators about the teachers and the students so it will help to prove the stated hypothesis too.

- ◆ The formulation of conclusions will be done with valuable that will be derivated from the analysis and interpretation of the data and they will be based on the specific objectives which have guided the investigative process.

- ◆ To elaborate the final report it is necessary to integrate all the components of the investigative process procuring logic integration among them; this will require a new revision of the theme, objectives, hypothesis and theoretical frame so we will get a good relation among them. We also will add certain alternative limits to improve the process of learning of the English language of the students, subject of our investigation.

We also will take into account in the report the National University of Loja rules about the Graduation process to deliver the research work.

7.4. Population and Sample

The population which will help us in the field work is constituted by all the English's teachers of the fifth years of basic education of the public schools "José Ingenieros N°2", "Rosa Josefina Burneo" and "Tnte. Hugo Ortiz" because it is small. And by the students of the fifth years of the same schools. We show it in the following chart

POPULATION	School: "José Ingenieros N°2"	School: "Rosa Josefina Burneo"	School: "Tnte. Hugo Ortiz 2"	TOTAL
Teachers	1	1	1	3
Students	52	35	26	113

8. ORGANIZATION Y MANAGEMENT OF THE INVESTIGATION

8.1. Resources

8.1.1. Human

Resarch Group:

- Paulina Elizabeth León Pucha
- Javier Neptalí Saca Valarezo.
- Teachers and students of the the fifth years of basic education of the public schools “José Ingenieros N°2”, “Rosa Josefina Burneo” and “Tnte. Hugo Ortiz”
- Authorities of the public schools “José Ingenieros N°2”, “Rosa Josefina Burneo” and “Tnte. Hugo Ortiz”

8.1.2. Material

Office material

Books

Copies

Computer

Printer

Paper

Folder

8.2. Budget

Impression of the first draft	\$	100
Impression of the second draft	\$	200
Impression of the final work	\$	300
Unforeseen	\$	150
TOTAL	\$	<u>750</u>

8.3. Financing

The expenses derived from the present work will be assumed by the research group

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