Increasing Classroom Participation by Applying Ludic Activities to Decrease Stress and Anxiety in EFL Learners of Nine Grade at Colegio Técnico Profesional Guaycara

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Abstract

The following investigation contemplates the strategies that English teachers can employ to implement ludic activities in class to increase participation and reduce the levels of stress and anxiety. High school students sometimes feel over pressured or anxious when participating in an English class; as a result, it would be helpful to teach using educational games to decrease negative feelings and let students be opened to participate and enjoy the class. The research was carried out in Colegio Técnico Profesional Guaycara; it also contemplates a population from nineth grade. On the other hand, the most relevant results regarding the topic under investigation are the following. It is vital to use the dialogue to encourage students who are shy or afraid of making mistakes because a class environment in which learners feel comfortable increases the participation rates. Also, interactive classroom activities are meaningful because students can increase reasoning skills and commitment. Finally, the teacher's role should be enthusiastic and positive towards the learners. As a summary, learning under conditions that allows learners feel free to participate actively in the class, brings positive results in the process of acquiring a second language.

Resumen Ejecutivo

La siguiente investigación contempla las estrategias que los docentes de inglés pueden emplear para implementar actividades lúdicas en clase para aumentar la participación y reducir los niveles de estrés y ansiedad. Los estudiantes de secundaria a veces se sienten presionados o ansiosos cuando participan en una clase de Inglés; por lo tanto, sería útil enseñar usando juegos educativos para disminuir los sentimientos negativos y permitir que los estudiantes se abran a participar y disfrutar adquiriendo nuevos conocimientos. La investigación se realizó en el Colegio Técnico Profesional Guaycara; también contempla una población de noveno grado. Por otro lado, los resultados más relevantes respecto al tema investigado son los siguientes. Es fundamental utilizar el diálogo para animar a los alumnos tímidos o temerosos de cometer errores porque un entorno de clase en el que los alumnos se puedan sentir cómodos aumenta los índices de participación. Además, las actividades interactivas en el aula son significativas porque los estudiantes pueden aumentar las habilidades de razonamiento y comprometerse con su proceso de aprendizaje. Finalmente, el papel del profesor debe ser entusiasta y positivo hacia los alumnos ya que hay una relación entre la actitud del educador y el desempeño de los alumnos que puede ser positiva o negativa. En resumen, aprender en condiciones que permitan a los alumnos sentirse libres para participar activamente en la clase trae resultados positivos en el proceso de adquisición de una segunda lengua.

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I would like to mention that all my professors have contributed to my academic growth, all of them are high quality professionals. Also, I thank my family for supporting me in all senses. They have been a bright light in my path.

Daniela Liseth Jiménez Miranda

Dedication

      I would like to dedicate this thesis to myself. It is not something selfish, but I acknowledge myself as a fighter. I have faced a lot of hurdles through my learning process. Once, I even wanted to drop out of university, but with perseverance I continued in the growing process. Now I am here, finishing my thesis. Also, I dedicate this achievement to my parents and sister. They were the wise voices telling me to continue even though I was not motivated. They neither judged me nor pressured me but supported me all way long.

Daniela Liseth Jiménez Miranda

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CHAPTER I

INTRODUCTION

1.1 Introduction

Being a second language learner represents a significant challenge. If people compare the English language with Spanish, it will be clear that there are many linguistic differences that might provoke negative feelings in the students. It could be said that second language learners must acquire a grammatical system different from the native one, learn to pronounce sounds that do not exist in Spanish, and use a writing system that sometimes does not agree with the meaning that is given when the sentence or phrase is translated into the native language. Therefore, it is necessary that learners be surrounded by the target language to acquire and get accustomed to it. In this case, it is important to participate in class to exchange thoughts and knowledge. But this communication can sometimes not be achieved because learners face negative feelings such as lack of motivation, embarrassment, stress or even anxiety. As a result, it is convenient for educators to try other alternatives besides of the traditional teaching style. It is pivotal to include a variety of class strategies to create a significant learning environment, for this reason, the present investigation focuses on the role of ludic activities in class participation because the aim of every educator is to help students participate in class. Class participation is a resource in which students put in practice the second language to communicate.

The poor performance in the target language can be due to some factors such as low confidence or inefficient teaching methods. As a result, teachers' pivotal goal is to search for strategies to cultivate interest towards the second language. It is advisable for teachers to employ variety of teaching strategies, create a peaceful environment within the classroom, and provide the opportunity for students to participate in social activities to practice the L2 (Du, 2009). However, having a stress-free environment is a positive factor to increase participation. To highlight the pivotal role of class participation, Altun (2021) stated that "active participation plays a crucial role in students' educational success. Personal development is another benefit of active participation; students obtain the enjoyment of sharing their ideas with others, that they report high satisfaction." (p. 189). In fact, by using ludic activities students can get enjoyment of participating in class and avoid the stress and anxiety of interacting using a second language.

On the other hand, the main problem regarding participation consists of the lack of commitment in ESL classes because many students feel over pressured or stressed when interacting in a second language. As a result, it is highlightable to hypothesize that by implementing ludic

activities to decrease stress and anxiety students would have an active role in the learning process. Also, the objectives of the investigation will provide the readers with reliable information about the effects of ludic activities to decrease stress and anxiety and enhance classroom participation. It will also present the benefits of classroom participation in ESL students. Moreover, the research will be composed of six chapters. Chapter I encompasses meaningful information to present the topic to the readers. It includes the introduction of the topic and its objectives. The chapter II is composed of the theoretical framework that presents different articles to give objectivity to the research topic. Chapter III covers the research method, type of investigation, research approach and population. Chapter IV shows the interpretation and analysis of the results from the research. Chapter V states the conclusions obtained from the data analysis. Finally, chapter VI conveys the recommendations given from the author of the investigation to future researchers and educators.

1.2 Problem Statement

High school students sometimes feel over pressured or anxious when participating in an English class; as a result, it would be helpful to employ ludic activities to create a stress-free classroom environment that would propitiate more communication among students. Regarding education, the feelings and emotions while learning a second language were not highly considered as a factor of achieving or failure. But it is important to point out that students live in a world full of pressure and duties, not only adults feel the burden of having too much to do. In the case of teenagers, they do feel the smothering environment of accomplishing the requirements of society. Wrong beliefs say that learners should not have worries about life because their only job is to study but feeling that you are insufficient or not worthy is a difficult hurdle to jump. On the contrary, educators can provide a relief for the stress and anxiety that can be shown in a classroom by creating highly interactive activities and tasks. Also, creating activities according to students' needs and encouraging them to pursue their dreams and goals.

On the other hand, some students do not feel willing to participate in class because the tasks employed by the educator might be repeated in every lesson. It creates lack of commitment among students because they lose interest and enjoyment. To fulfil this lack, it is recommendable to include variety of ludic activities to experience benefits such as dynamicity, adaptability, and cognitive development. Therefore, to obtain meaningful result from the objectives of the investigation the researcher will gather reliable information about the effects of ludic activities to

decrease stress and anxiety and enhance classroom participation. To accomplish the objectives of the research the researcher will investigate reliable data from previous studies and articles and apply different instruments to collect data.

1.3 Justification

The main purpose of this research is to investigate different ludic strategies to use in class to decrease the levels of stress and anxiety experienced by students who are learning a second language. In this case, learners may experience anxiety and stress due to many factors such as the type of activities carried out in class or they may be mental barriers such as fear of failure, fear of being judged if they are wrong when pronouncing a word, or they simply feel that they do not have the adequate capacity to learn. In short, there are many hurdles in learners' minds, but it is also important and that teachers give encouragement to students because it might provide relief to the overwhelming feelings.

It is also remarkable to mention the positive impact that ludic activities might have among learners because most teenagers enjoy games. There are different teaching styles and methods, but it is always recommended to include ludic games as part of the class to engage students. It is more common to notice the use of games in the beginning of the class as a warm-up, but the aim of the research is to show the pivotal role of playful tasks in other class stages. In this case, students might be able to learn and practice the second language while enjoying the tasks. On the other hand, the present investigation is a thesis focused on gathering and interpretating reliable data from the field. Also, the qualitative research design is applied to fulfil the objectives of the scrutiny.

1.4 Hypothesis

By implementing ludic activities students would decrease their stress and anxiety levels to be more active and participative in class.

1.5 Objectives

1.5.1 General Objective

To examine the role of classroom participation through ludic activities to decrease stress and anxiety in students of 9th grade in Colegio Técnico Profesional Guaycara.

1.5.2 Specific Objectives

1. To identify the effects of ludic activities to decrease stress and anxiety.

2. To discover the effects of ludic activities within classroom participation.
3. To investigate the benefits of classroom participation in ESL students.

1.6 Scopes and Limitations

Some of the most relevant scopes of the investigation are based on the positive impact that ludic activities bring to learners' learning process. From the interviewee point of view and experience games are helpful to increase participation and engage learners in the class. Therefore, it is mentioned that there are different aspects that influence class participation.

On the other hand, the fact that playful activities are only considered to reinforce the class and not as main activities; affected the research when it comes of having different educational points of view that show positive or negative results of using games in class.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Historical Background of the Terms Stress and Anxiety

The teaching of the English language has always been focused on developing variety of activities that allow the linguistic development of students. Many strategies are aimed at solving problems through group work because to generate and practice the language effectively an exchange of information is needed. Also, to make teachers feel that they are achieving the objectives of the program, it is necessary to generate participation from each of them. But, at this point, it is interesting to note that sometimes the role of the educator only considers the educational needs and the best activities that he/she has always used to teach. But he/she does not notice issues beyond that. For example, not all students are openly enjoying learning a second language because there are many factors behind it such as the appearance of negative feelings. To illustrate this, it can be mentioned that anxiety, stress, or embarrassment make learners have a low performance in class. It is true that not all humans can handle overwhelming situations in the same way, some will be able to get ahead and succeed even if they feel stress or anxiety, but for others it can be difficult to carry out a simple task such as introducing themselves using the second language in front of all classmates. While in the student´s mind there are negative thoughts floating to make the student have a hard time and forget how satisfying learning is, he/she could rather see it as a burden or a punishment.

On the other hand, the American Psychological Association conducted a study in 2013 to 1,950 adults and 1,018 teens with the purpose of investigating if teenagers had similar levels of stress than adults. In accordance with the American Psychological Association (2014) "Nearly half of teens report they are not doing enough or are not sure if they are doing enough to manage their stress and more than 1 in 10 say they never set aside time to manage stress." (par. 6). The previous fact showed that some teenagers could not manage their stress levels, or they did not have healthy practices to decrease it. From educators' point of view, learners are not the only ones that should do something to decrease their stress. It will also be helpful for students to enter into a classroom environment in which they can feel less burdens on their shoulders. Being a student is a complex process and as second language learners they do not only have to study English, but the rest of subjects from the curriculum. As a result, being a student is a busy lifestyle, but what would be interesting to highlight is that educators can employ alternative teaching strategies to accomplish the learning part and increase students' mental health.

2.1.2 Importance of Decreasing Stress and Anxiety

Human beings are surrounded by a lot of pressure, and it does not matter if individuals are adults or teenagers, but some people do not have the capacity to fight against negative feelings that make them feel overwhelmed. In this case, it would be helpful to implement strategies focused on creating an environment of relaxation. Decreasing the levels of stress and anxiety in the classroom will encourage students to give the opportunity to be more receptive to input. It is also remarkable to mention that motivation can unlock students' potential because sometimes they feel ashamed of participating openly in the class. As a result, being motivated is the clue to accomplish learning goals because learners are willing to do the classroom activities and be involved into the process. In fact, the setting in which learning is taking place will highly influence learners' perception of input. In consonance with Du (2009) "Classroom atmosphere is very important, which should be delighted, lively, friendly and harmonious that can help students overcome their psychological barrier and lower their anxiety" (p. 164). Stress, anxiety, fear of negative comments are only barriers that limit learners' performance in the second language. As a result, the following research will cover pivotal information that would be useful for teachers to employ in their classes. On the other hand, the coming research will cover a gap in the teaching field because there are investigations related to managing the levels of stress and anxiety in a class, but few of them include the activities or strategies that showed better results on it.

2.1.3 Decreasing Anxiety Trough Peer Teaching and Other Activities

Decreasing anxiety on EFL students through peer teaching activities is a study conducted to help learners reduce their levels of anxiety while carrying out teaching tasks in the four linguistic skills (listening, writing, speaking, and reading). In the beginning of the study, most learners that showed symptoms of anxiety stated that English was hard, that they were not good at talking, and that shyness made them be reluctant to participate actively in class. All of the students agreed on the fact that anxiety impacted their performance at some point. Experiencing anxiety in the acquisition of a second language has debilitating effects on the learning process. Some factors that cause anxiety are related to communication apprehension, fear of failure, and fear of negative evaluation. Also, it is mentioned that negative feedback can lead to increase the levels of overwhelming feelings. Similarly, the results of the study showed that learners experienced more anxiety because they thought they were not able to differentiate words' sounds in a listening, the

inability to understand a written text, the fear of forgetting words when they have to give a comment or a presentation, and the fear of writing a text with grammatical errors.

On the contrary, the activities used to encourage students showed positive results of decreasing anxiety levels. Some of the activities employed in the investigation were the classroom-based tasks in which students are the center of the class. Learners were given the option of choosing the textbooks or materials that they wanted to use in class. Also, something that caught the attention of the researcher is that educators adapted the techniques according to learners' needs. Group activities had an important role because teachers promoted group discussion to have an open channel of communication. In the case of feedback, it was recommended to give individual feedback instead of giving feedback to someone in front of the class to avoid anxiety and shame. Therefore, students should know what they are going to learn in class to avoid uncertainty. As a result, educators provided students with a timetable containing the lessons and activities to cover. Finally, students had the opportunity to use notes in presentations to avoid the fear of forgetting something in the second language. In fact, the study of decreasing anxiety on ESL students might be useful for educators because there are a variety of strategies that are proven to be beneficial in the classroom.

2.2 The Role of Classroom Participation in The Learning Process

The role of the educator has changed quite a bit over time. Educators have gone from being the center of the class to being a mediator or facilitator of knowledge. In this case, it is important to emphasize that the role of the teacher is to construct opportunities for learners to participate in class and increase the four linguistic skills. Class participation is linked to spoken interaction, for example a student giving a comment or asking a question; it also englobes physical movements, as participating in a game where learners complete a puzzle or any other activity in which they have to move. On the other hand, it is meaningful for students to have an active role in the learning process because some researchers agreed on the fact that there is a link between participation and personal achievements. It was mentioned that the learners that participated more in a class, had more satisfaction and commitment while getting new knowledge (Altun, 2021). In fact, educators should design class activities that make learners willing to participate more in class, it will help them to achieve more goals. According to Czekanski & Wolf (2013) "Technologic innovations also contribute to students' active engagement in class activities." (p. 7). In fact, teachers can make

use of technology to engage their pupils into the learning process. Most children and teenagers are attracted to using electronic devices; as a result, it might improve the participation rates in class.

2.2.1 Determinants of Class Participation

Class participation is determined by different factors that impact students' learning process. As mentioned by (Warsame, 2018) there are factors such as socio-cultural, cognitive, linguistic or environment that affects the participation of learners in class. Students who had less linguistic abilities in English were more reluctant to participate in speaking activities. Some students might get anxious because they cannot express properly in the second language; as a result, learners keep silence in class to avoid the fear of being judged. Regarding the cognitive determinant, it is requirable for teachers to give clear instructions and enough time for learners to think about their responses. Also, some learners mentioned that if they did not have enough knowledge or vocabulary, it would be difficult to participate. It is also remarkable to mention that affective factors influence pupils' behavior. Students who had a lack of knowledge in the second language were not confident when participating in class; it made them feel nervousness of giving a comment in class discussions. Finally, learners' socio-cultural factors such as beliefs and values influenced the way they participate in class. In some social environments it is shameful not to correctly answer a question; in this case, some learners stated that if they are not sure about the answer, they are not going to enroll in any class discussion to avoid social judgments.

2.2.2 Benefits of Classroom Participation

Participating in class is a necessary aspect of the learning process, but in many cases, students are reluctant of being active participants because there are some factors such shyness or fear of judgment that keep them silence. On the other hand, being active students bring a lot of benefits to acquire new knowledge and skills. It is pointed out that active involvement in class enhances critical thinking and retention of new data because students are not only getting familiar with the knowledge, but they are also putting it into practice by making comments and reflecting on it. Also, putting in practice the new knowledge will let learners develop interpretation and analysis; as a result, students do not have to memorize data with no utility. It is also positive that "students with active participation in the class showed higher satisfaction and commitment to their studies. Participation allows students to build their knowledge demonstrate what and how they have understood related to the courses." (Abdulkadir, 2018, p. 2). In fact, class participation also

makes pupils aware of their own learning because they can demonstrate that they are understanding the curriculum and applying theory. It is pivotal to mention that by having an active role in class, students demonstrate that they have strong arguments and interact in discussions where participants have to comment with facts.

2.3 Ludic Activities

Ludic activities in the educational field are funny and interactive classroom games and tasks. The aim of using games in the class is to let learners learn by playing. In this case ludic activities are defined by the Merriam Webster dictionary as activities that have a playful behavior. It is also important to mention that ludic games in learning are not only directed to children, but it can also be adapted to any population and topic. It is pivotal to mention that educators should create classroom activities that catch students' attention. As a result, one strategy to achieve that is to incorporate dynamicity and playfulness into the tasks. Therefore, providing meaningful activities to the class, let pupils to go on a scaffolding process because they are in charge of their own learning process, in this case, students show a high interest on participating and taking an active role in the class due to games provide a sense of satisfaction.

2.3.1 Ludic Activities in Education

The fact that there are a wide variety of methods and strategies to teach English provide educators with meaningful resources to include in their classes. One of those resources is the use of ludic activities in education; it has an important role because children and teenagers get involved in their learning process easily. Learning with ludicity allows students to enhance their creativity and imagination, and it creates indirect learning. Educational ludic games are useful because "students can learn new concepts, bond with their colleagues, stimulate their reasoning and feel more at ease and motivated." (Nascimento, 2017, p. 3). In the same way, the use of ludic games to teach a second language let learners put in practice language because they are using it in a real-life context by commenting on something or completing games that involve moving around.

2.3.2 Advantages of Ludic Activities in Education

Traditional education, which was focused on the educator as the center of the class, has gradually changed to provide students with a more dynamic and relaxed educational environment. In this case, it should be mentioned that in the educational field, ludic activities have many

advantages for both educators and students. A classroom environment where students can naturally learn the contents of the curriculum benefits students' reasoning skills. In addition, the use of interactive games in class promotes indirect learning. On the other hand, in the affective part, the ludic activities are linked to the feeling of joy. As a result, it is mentally and emotionally stimulating. Thus, students who are exposed to a class environment in which they have to employ the second language, acquire more communicative competence. It is also remarkable that children and teenagers might have high levels of motivation when participating in different and interesting classroom activities out of the traditional ones (Nascimento, 2017). On the other hand, communication is clue to develop different skills to master the target language; and the fact that students are feeling motivated to have an active role in their own learning process, enhances the acquisition of speaking skills. Finally, not all ludic activities are useful in the teaching process, but to bring students significant classroom tasks, educators must prepare dynamic classes to contribute to create an effective learning process.

2. 3. 3 Types of Ludic Activities

Recreational activities are generally geared towards enjoyment and entertainment but can be used and adapted in the classroom to support learning outcomes. It is recommendable for educators to have a data base with a set of different ludic activities to include them into the planning. There are common recreative activities to adapt classroom tasks. Board games are common and attractive, in the case on a classroom environment the teacher can adapt or change the rules of the game to reach the goals of the curriculum. Also, those games can be used in all the four skills. Therefore, real-life games make students use their body and mind to fulfill an objective. It is said that those kinds of activities are more motivating, but more stressful because pupils must move and act to learn. There are a wide of different alternatives such as roleplaying, or any other warm up that can be done in the outside. Also, not every class is able to do classroom assignments outdoor. As a result, digital games are excellent options to take advantage of the Internet and electronic devices. Digital resources won't be difficult to find because there is a wide variety of free and educational websites addressed to teachers (Teacher Academy, 2020).

CHAPTER III

DESIGN AND METHOD

3.1 Research Method

In the examination process, it is essential that investigators are clear about the research method to employ to develop a clear and objective investigation. In the present thesis the deductive research method is utilized to produce a general theory. As stated by Ari et al., (2006) the term deductive "can be described as a thinking process in which one proceeds from general to specific knowledge through logical argument. An argument consists of a number of statements standing in relation to one another." (p. 4). The previous statement allows researchers to start by creating generalizations to finally gather objective proves to write specific facts. In general, the deductive research method provides investigators with clear and concise steps to analyze data. Hence, creating patters with the collected information is a useful way to produce specific results. On the contrary, it is mentioned that the deductive method has some limitations regarding the results of the data. As specified by (Ari et al., 2006) the deductive reasoning "has its limitations. To arrive at true conclusions, you must begin with true premises. The conclusion of a syllogism can never exceed the content of the premises. Because deductive conclusions are necessarily elaborations on previously existing knowledge" (p. 4). There should be existing data about the general topic under investigation to produce a hypothesis.

 3.2 Type of Investigation

The research approach of the current investigation is qualitative; for the process of gathering qualitative data, it is pivotal to provide a detailed description to conclude results. In fact, there is a link between the qualitative approach and a descriptive investigation. To strengthen the previous information, (Ari et al., 2006) wrote that "basic interpretative studies by some, provide rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved." (p. 453). Investigators provide their point of view from the results of a study by supporting those results with objective information. Also, providing descriptive results allow readers to understand general and specific data from the research. Therefore, Walliman (2011) mentioned that a descriptive investigation "relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e. what can be predicted to happen again under the same circumstances" (p. 8). Examining observable events enriches an inquiry to finally obtain objective results.

3.3 Research Approach

Doing research is a systematic process that implies many important steps to assure that the result is reliable. In every investigation it is convenient to clearly state the type of research to employ because it will define the correct procedures to follow during the track. The incoming research is going to be focused of the qualitative method. Qualitative research design is an accurate research method due to the different and reliable steps that investigators accomplish to get data. Also, qualitative research allows investigators to make preliminary inquiries to state the goals of the investigation and analyze objective data. In consonance with the previous fact, "Qualitative data includes words, opinions, thoughts, feelings and behaviors. The advantage is that you get lots of detail about specific cases, people or group" (University of Northampton, nd, p. 1). Implementing qualitative research design is a suitable way to gather data direct from the source. It helps the investigators to analyze the data according to previous studies on the field. One interesting fact from the qualitative research design is that researchers have clear objectives to fulfil across the process.

3.4 Sources and Subjects of Information

3.4.1 Sources

It is pivotal for any research to have reliable and objective sources of information to provide clear and concise results. The principal sources of the current research include primary and secondary sources. Primary sources of information are learners and educator that would provide their points of view and thoughts to answer the objectives of the study. On the contrary, the secondary source provides data from case studies, thesis, articles, books, online dictionaries, and other online written material that fulfils the needs of the investigation.

3.4.2 Subjects

The subjects of investigation are ninth students and a teacher from Colegio Técnico Profesional Guaycara.

3.5 Variables

3.5.1 Conceptual

Investigators can have clear conceptual variables since the moment the objectives on the investigation are written. Conceptual variables would help investigators to have clear focal points

to gather information from. The definition of participation, motivation, and commitment as variables into the study will provide an objective source of data to the readers.

3.5.2 Operational

The operational variable brings researchers a clear precedent to measure abstract concepts. Subsequently, specific instruments to gather data are going to be employed as a way of measurement. First, a structured interview directed to the educator. Second, a questionnaire which is addressed to the learners.

3.6 Population and Sample

3.6.1 Population

The population that would be involved into the research are students from ninth grade that attend to Colegio Técnico Profesional Guaycara and the educator in charge of the current group. The group consists of 9 regular students.

3.6.2 Sample

The learners from group 9-2 belong to places near Río Claro. In the group there are 5 women and 4 men. The range of ages go from fifteen to seventeen years old.

3.7 Instruments

The main instrument that is going to be used to gather the information of the research is an interview conducted to the teacher. Also, a questionnaire was designed to collect students' beliefs and thoughts.

3.7.1 Interview

An interview is a useful instrument of gathering data. The aim of every interviewer is to use the correct type of interview to collect reliable data. As a consequence, there are two types of interviews that might fulfill the needs regarding data collection. In fact, Canals (2017) stated that "interviews can be structured or semi-structured. The former follow [*sic*] a very specific pattern in which the questions posed to participants are exactly the same, or where the interview conditions are the same to minimize differences between interviews" (p. 397). For the current study the structured interview would be employed to ask for specific details. Also, the interview is going to have open ended questions that would allow the interviewee to provide information from self-thoughts and experiences.

3.7.2 Questionnaire

Using a questionnaire to gather data is a convenient instrument because it can be applied in face-to-face circumstances or by online means. Therefore, Bhandari (2021) mentioned that "A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect quantitative and/or qualitative information." (para. 1). There are different types of items that can be included into a questionnaire and depending on the objectives of the research, the questions can be addressed to qualitative or quantitative results. On the other hand, well-thought items can be the clue to obtain quality of data.

CHAPTER IV

RESULT ANALYSIS

4. 1 Students' Engagement and Achievements

Most educators are interested in increasing the levels of participation in class activities, but sometimes the level of engagement is not high. As a result, to level participation it is vital that teachers handle the class behavior to make it ongoing. In a research conducted by Roorda, Debora L., et al. (2011), it was investigated the effects of teacher behavior on students' outcomes by positive motivation. Also, learners` outcomes increased due to the climb on participation. To assure that positive motivation is going to produce meaningful results, it is vital for educators to follow different steps into the process. Firs, the affective teacher student relationship should serve a base to build support and engagement. Second, pupils are going to develop autonomy into their own learning process that might lead them to achieve the classroom goals. On the other hand, a study directed by Christensen., et at. (1995), highlight the antecedents of pupils' communicative participation in class. It also, accentuate the link between students' willingness to communicate to classroom engagement. One of the results showed that professors' behavior might directly influence the willingness to participate. Therefore, by giving positive reinforcement, clear instructions, and   simple tasks, the rate of communicative skills increased.

4. 2 Impact of Games as Educational Aids

Education field has been changing and nowadays traditional teaching strategies and methods have evolved to fulfil learners' needs. It also has awoken professors' curiosity to know if employing games as classroom tasks would benefit learners to thrive getting knowledge in the second language. To resolve this inquiry Bochennek., et al. (2007), investigated the impact of educational games on students' learning process. In fact, the results of the analysis concluded that cognitively games stimulate decision-making and the complexity of if prepare learners for real-life situations. On the other hand, Vázquez (2017) argued that to maintain pupils' motivation towards the second language it is vital to create a pleasant, relaxed atmosphere in the classroom, personalize the learning process, and make the class time interesting. English classes would be much more interesting by applying ludic activities in which learners practice the target language because they have to solve problems in order to win a game. It is also pivotal to mention that in the results of the investigation most students affirmed that they preferred to play games and watch videos because they learned better the language.

4. 3 Teachers' and Learners' Point of View about Lack of Participation

It is known that getting all students involved into the class can be a challenge for educators because there are different factors that can impact on the level of participation and commitment. In a study carried out by Vázquez (2017) some educators claimed that "They describe the reality of the classes (amount of students, lack of time) and they believe these facts are the reasons and excuses for not searching for different strategies to have more students involved in the class" (p. 50). As a result, most teachers mention that the number of students in a classroom was something negative because not all students had the chance of participating in class and teachers could not pay attention to all of them. In the same way, the class time was not enough for teachers to implement class activities to involve every learner. On the other hand, some learners who rarely participated in class stated that they were not involved in the class because they get distracted and talked to other classmates. Also, their low understanding level of English retrained them from giving comments because they did not know how to speak accurately. Finally, some pupils declared that they find class tasks boring. In fact, there are different points of view from teachers and students, but it can be highlighted that commitment can be increased by creating attractive activities and managing better the time to let the majority of students to participate.

4. 4 Teachers' Point of View about Including Ludic Activities in the Class

For some educators it might represent a challenge to include into the stages of the class different educational games because there is an uncertainty in which they do not know if students are going to learn from that. Most teachers consider using games depending on the type of activity that better suits learners' needs. Therefore, Vázquez (2017) collected different teachers' opinions about the use of games to teach. In general, it was stated that most teachers incorporated games at the beginning of the class to encourage pupils to participate in class and make them feel more comfortable with the class environment. On the contrary, there are some issues regarding the use of ludic activities that make it difficult to accomplish; for example, the planning is not always compatible to include new tasks into it. Also, the management of the time must be so rigorous to include games or other activities because educators have to explain the rules of a game several times and not all students pay attention to it. At the same time, students get distracted easily and make noise. As a result, sometimes professors do not include ludic activities in all classes to avoid misbehavior.

4. 5 Teachers Interview Data Analysis

The following paragraphs encompass all the findings obtained from the analysis of the teacher's interview. Therefore, the findings from the collection of the data are not just presented but also analyzed in this section.

4. 5. 1 Teacher's Point of View About Class Participation

Regarding class participation, the collaborative teacher stated that students' participation is pivotal because in that way the educator can measure if learners have enough knowledge. Also, she can make changes in the areas that they have to strengthen. On the other hand, the teacher implements different attractive activities to try to improve activeness in class. Generally, there is a positive response from students when completing the tasks. In the same way, the interviewee makes sure to explain the importance of the activities to the students to try to lighten the environment. What the interviewee does to encourage students who have lack of commitment or that are afraid of participating in the class is to explain the importance of the tasks to complete because most students feel intimidated when the activities are based on speaking. After that, it is vital to create an environment of confidence and respect in which the teacher manage the class to not allow any student to make fun of any classmate. Also, in a speaking activity if a student does not want to raise the voice in public the educator might opt not to force her/him, and instead of it the teacher can go near the student to listen to the answer. Also, using positive feedback to encourage students is important to let them participate in class, and if any student do not want to participate, the better solution to use is to set some time after the class to ask to the student the reason behind his/her behavior.

4. 5. 2 Teacher's Point of View About Ludic Activities

In the case of ludic activities, the educator stated that implementing games in class is useful as complementary tasks, but not the main learning exercise. It might represent a way of reinforcement but not the main purpose for teaching. Therefore, some ludic activities used by the collaborative teacher are warm-ups, online games, hangman, and board games. The chosen games have been proven that help youngsters to put in practice their background knowledge of the target language. In the same way, when the educator is implementing games in class, most learners enjoy learning by ludic activities, and they inform the teacher to continue letting them play games. In fact, the individuals are willing to be committed to the class instead solving traditional tasks such

as questionnaires, listening activities, or writing. Playful activities bring them the opportunity to be active and avoid boredom or frustration. Finally, the teacher considers that ludic activities are important for students to feel free and comfortable in class and is also an excellent way to encourage dialogue and participation. The main purpose of the second language classroom is to encourage and increase communicative skills; consequently, it is necessary to create an environment in which pupils' feel free to express their thoughts and ideas.

CHAPTER V

CONCLUSIONS

5. 1 Implementing Ludic Activities to Decrease Stress and Anxiety

The main point of the research was to investigate the relationship of playful activities to increase participation in class and that students feel less stressed and anxious. In general, it can be concluded that ludic activities in class have many educational advantages. For example, the main goal is to help students learn through play. In addition, it was discovered that educational games help learner to increase reasoning skills and feel more motivation towards learning a second language. Also, students increase their communicative skills because they participate in the activities in which they must communicate in English to fulfill the tasks. It is remarkable that some studies have found that teachers mentioned some disadvantages of using ludic activities; for example, some students get distracted and make noise. Also, there are learners who do not pay attention to instructions and waste class time. On the contrary, the in the interview with the collaborative teacher, it was discovered that from the educator's point of view there are no disadvantages on including games in class.

5. 2 Discovering the Effects of Ludic Activities Within Classroom Participation

In the case of class participation, it has been possible to investigate that there are several factors that influence learners being more active in class. First, students may feel uncomfortable or anxious about giving a comment in class. In that case, we know that in a classroom there are all kinds of individuals who talk and interact a lot and students who are shy and quiet. Therefore, the use of games in class increases participation and students are meeting more objectives. According to the experience of the interviewed educator, the students feel more confident to participate in a class environment where there are respect and dynamism. Students should not be forced to participate, rather than that it might be necessary to provide another option to let them be part of the class work. Second, it was discovered that the level of participation of the students varies according to their linguistic level. As a result, the pupils might be willing to participate but their communicative skills are not at the required level.

5. 3 Investigating the Benefits of Classroom Participation in EFL Students

In general, there are a lot of benefits regarding class participation. It is also important that participating in class includes oral comments, written ideas, and facial or physical movements. As a result, learners can benefit from different experiences in class. It was researched that having an active role in class makes students feel satisfaction and commitment. Because when individuals

achieve some goals or objectives there is a feeling of reward. In the same way, it was concluded with the help of the interviewee that educators must employ positive feedback to encourage pupils because they develop autonomy in their own learning process that led them to achieve short term goals. In fact, teachers' behavior highly influences students' willingness to participate.

CHAPTER VI

RECOMMENDATIONS

6. 1 Recommendations for Educators

In order to improve the levels of participation in class educators need to understand the positive results that students can obtain if they are more active in class. In addition, it is important to mention that all individuals have different learning styles, in this case not all students are willing to participate in class if an activity involves, for example, presenting in front of the class or doing a role play. Participating in class is not a synonym of speaking in front of others, there are many verbal and non-verbal ways that help students to be interacting with each other. For this reason, educators should use different activities that include the four skills, in this way the educational needs of students would be covered. On the other hand, it is pivotal for teachers to reason that participation does not have to be a mandatory or boring process, in most cases when students feel that they are in an environment of comfort and respect they are more active. On the other hand, educators should not just use traditional education as a form of teaching just to stay in their comfort zone. Playful activities provide endless possibilities for students to learn efficiently. But it is necessary for teachers to research and collect different activities for the class. On that side, it would not be a big change or effort from teachers because there are currently a large number of web pages available that offer ideas for free of educational games to use in class.

6. 1 Recommendations for the Educational System

It is clear that the reforms that are made in the educational system are designed to allow students to get ahead in their learning process. In this case, it is important to emphasize that for individuals to progress, the curricula must reflect the realities of the institutions. It is not only meeting a class objective in which students cannot benefit or will only participate in class because their percentage grade depends on it. The idea is to encourage through good educational practices that students want to be in class and that they are active in the tasks. With this recommendation, the author is not arguing that the current educational system is wrong, but rather that its objective is to update it for the better.

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Annexes

Teachers' Interview

UNIVERSIDAD LATINA DE COSTA RICA

COURSE: LIN-10

PROFESSOR: Karol Hernández Gómez

STUDENT: Daniela Jiménez Miranda

TYPE OF INSTRUMENT: Interview

Objective: To examine how and English teacher uses strategies to create an anxiety and stress-free classroom.

PART I

Instructions: Answer orally the following questions according to your experience as a

teacher. Be free to express your feelings and thoughts.

1- Do you think that class participation is important for students? Why (not)?

2- What methods do you use to make your students participate in class?

3- Do you think that including ludic activities in class beneficiate learners to be willing to participate?

4- What type of ludic activities do you use in your class?

5- How is the attitude of your students when you include games in class?

6- What do you do to encourage students who are afraid of participating in class because

they feel ashamed of making mistakes in English?

7- Have you noticed any change in your students when playing games? Are your students less anxious or stressed?

8- Do you consider that using games in class will help learners to feel less anxious or stressed?

Students' Questionnaire

COURSE: LIN-10

PROFESSOR: Karol Hernández Gómez

STUDENT: Daniela Jiménez Miranda

TYPE OF INSTRUMENT: Interview

Objective: To investigate students' thoughts about class participation and ludic activities.

PART I

Instructions: Write your believes and thoughts about the following questions.

1-Do you like playing games in class?

Yes   No

2-What type of games does the teacher use in class?

3-Do you consider that playing games in class help you to participate more?

4- Do you think that class participation is important?

5-In which situations are you reluctant to participate in class?

6-Do you feel pressured or stressed when participating in class?

Note: This questionnaire was not applied due to some issues like absent students.

TRIBUNAL EXAMINADOR

Este proyecto titulado: Increasing Classroom Participation by Applying Ludic Activities to Decrease Stress and Anxiety in EFL Learners of Nine Grade at Colegio Técnico Profesional Guaycara, por el (la) estudiante: Daniela Liseth Jiménez Miranda, fue aprobado por el Tribunal Examinador de la carrera de Enseñanza del Inglés de la Universidad Latina, Sede Ciudad Neily, como requisito para optar por el grado de Licenciatura en Enseñanza del Inglés:

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