Lead Advisors:

Juana A. Barrientos V. M.Ed

Marta A. Silva F. PhD

Introducing EFL through NFE in Social Risk Context

Seminario de Tesis para optar al Título de Profesor en Comunicación en Lengua Inglesa y

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Katerin Angélica Berkhoff Leal

Carolina Ignacia Gahona Gallardo

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"Education is the most powerful weapon which

you can use to change the world"

Nelson Mandela

Katerin Berkhoff Leal

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"Destiny is no matter of chance. It is a matter of choice.

It is not a thing to be waited for, it is a thing to be achieved."

William Jennings Bryan

Carolina Ignacia Gahona Gallardo

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Abstract

English is currently a widely spoken language in the world. For that reason, interest in its learning and teaching has increased. English also provides people with the possibility to improve their lives by helping them access better job opportunities. Non-formal education is also concerned with improving social and economic access. In this bibliographic research and teaching proposal, it is argued the way in which English can be introduced in at-risk contexts in order to broaden people's horizons even more. Accordingly, a theoretical framework will be developed in order to create the basis for a teaching proposal that aims at promoting English learning in at-risk contexts with the use of NFE. The teaching proposal is based on EFL game activities with a strong focus on 'soft skills' building in NFE. The implications of this research paper will be to provide an alternative to the formal system of education.

*Keyword*s: English, non-formal education, at-risk contexts, EFL game activities, 'soft skills'.

INTRODUCTION

Interest in improving life conditions of people who live in at-risk situations has increased significantly. This interest has been shown for many scholars, such as Paulo Freire, and they have come to the conclusion that non-formal education can change people's lives. Even though, this type of education is usually concerned with literacy, technological, and musical programs, it is also possible to adapt non-formal education for English learning. In this regard, non-formal education emerges from the necessity to provide people with learning opportunities that can have a significant impact on their lives. For that reason, this type of education aims at helping people to overcome difficult life conditions by supplying them with tools, including competences, skills as well as values, to succeed in life, especially in the working field. One of these important tools is English as a foreign language.

The ability to speak English has been proven to be an asset people should not live without learning it. However, studying this language can be quite challenging for people living in at-risk contexts, because when they had the opportunity to learn it in a formal way, they did not make much use of it or were not interested in it. Adding to that, it is important to consider that they are not usually willing to learn a new language or to relearn English. Thus, when English has been understood as a tool to be used for applying to new jobs and has been incorporated to their lives as an enhancing curricular resource, it can provide with opportunities to improve people's lives and have a better prospect. For this reason, this teaching proposal based on a literature review will contribute to introduce EFL in at-risk contexts through the use of NFE. It is divided into three chapters consisting of a theoretical framework, a discussion, and a teaching proposal.

Firstly, information related to the current situation of NFE in the world and in Chile will be gathered. Since little research has been made about NFE, the current situation of NFE in the world will be depicted according to the public policies drafted or already implemented in several countries of the world, mostly European ones. Adding to that, the first part also defines the concept of learning and the styles used for this task. These two elements are crucial when understanding how individuals learn and how they handle their learning process. In order to comprehend the relationship between NFE and how it can be helpful for learning English, strategies used to develop this language as a communicative tool will be stated, and the importance of EFL will be discussed. Furthermore, the effects of the affective domain, particularly how motivation, attitudes, and anxiety interfere with the language learning process, will be explained. Lastly, in order to establish how NFE can make English learning possible for at-risk people, the concept of ´social risk' will also be outlined. In addition to that, NFE will be described in general terms for a better understanding of this matter.

Secondly, the state of the research on NFE, populations at risk, and the affective domain in language learning reported in the first section will be discussed and developed as a foundation for the teaching proposal. Therefore, the discussion focuses on the nature and social role of NFE. It will be argued that NFE plays an important role when helping people to overcome a vulnerable situation. Moreover, it will also be discussed how essential the English language is in current society, and how this language can be a starting point to overcome at-risk people's vulnerable situation. Lastly, the process of learning English, the implications of the affective domain and its components for this process will also be

analyzed. This part is crucial to understand since it is the basis for the activities, and connects the two main topics of this paper, namely NFE and learning.

Thirdly, a set of activities will be proposed in order to introduce EFL in vulnerable contexts in any place at any time. These activities are based on different ('soft') skills that according to UNESCO (2006) give people the ability to easily respond to changes in society. Moreover, the activities suggested are aimed at people who are in elementary levels. For that reason, the activities are related to the following content-based units of study: knowing each other, numbers, months of the year, parts of the body, animals, and actions. In addition to these activities, tips will be provided in order to help the person who carries out this program to adapt the contents according to his or her context, and to use them according to the learners' individual or collective interests. A summary guide will be also given to facilitate the selection of the activities.

Finally, this teaching proposal intends to give at-risk people the opportunity to learn and use a foreign language; therefore, they will able to reach better life conditions with the help of non-formal education. In this context, the use of non-formal education will facilitate English learning through the inclusion of the aforementioned EFL activities in social risk contexts. As stated before, learning a language can provide people with better job opportunities. It also allows them to broaden their social networks experiences, to learn about other cultures, to access a vast amount of information, as well as reconsidering their vision of life which leads to a brighter tomorrow.

ANTECEDENTS

General Area:

Non-formal education and English learning

Research Questions:

o   How essential is non-formal education when learning English in social risk

contexts?

o   How can English learning be promoted in social risk contexts through the use of

non-formal education in Chile?

Objectives:

General objective:

To propose a set of adapted EFL activities to include non-formal education in social

risk contexts.

Specific objectives:

1. To define non-formal education in terms of its characteristics, goals, and fields of

action.

2. To identify the factors that affect learning.

3. To adapt and design activities to include EFL in social risk contexts through the

use of non-formal education.

Thesis statement:

The use of non-formal education will facilitate English learning through the

inclusion of EFL activities in social risk contexts.

Justification:

It can be said that the situation regarding learning English in Chile is quite worrying. Statistics show that 82 percent of students cannot communicate in English (educación2020.cl, n.d). In addition, it has been proven that only just 0.8% out of the 20% of students who are in a vulnerable environment knows how to communicate in English (*ibid*). For this reason, we think that the problem lies in how this information is given, which is mainly through formal lessons with school books. Therefore, it is really important to change the view in how teachers provide and deliver the information to their students. We think that NFE is one of the many ways to do it. Adding to that, as non-formal education takes place outside the school; it allows students to learn in a friendlier and stress-free environment. They can choose when, where, and what they want to learn. For these reasons, NFE would try to facilitate the process of learning English as a foreign language. Lastly, another important thing to mention is that NFE focuses on giving people the right tools in order to succeed in life.

CHAPTER 1: THEORETICAL FRAMEWORK

The theoretical framework of this paper will cover four main sections that are related to learning English in social risk contexts through non-formal education (NFE): learning and learning styles, the affective domain in the learning process, social risk and education, and NFE. These elements will then be discussed in order to outline a teaching proposal.

1.1 State of the art

In the following section, the main concept of this paper, NFE, will be described and presented as it is applied around the world, in Latin America, and Chile.

1.1.1 What is non-formal education?

The concept of NFE has been widely depicted by the United Nations Educational, Scientific and Cultural Organization (UNESCO). According to this organization (2006), non-formal education is defined as "any organized and sustained educational activities that do not correspond exactly to the definition of formal education" (1997, p. 1). In addition, NFE is an "organised educational activity outside the established formal system that is intended to serve an identifiable clientele with identifiable learning objectives" (UNESCO, n.d, as cited in Hill, 2001, p.18). Apart from the previous information, UNESCO argues that NFE can take place inside and outside educational institutions (UNESCO, 2009, p. 1) and "Depending on the country context, non-formal education may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills and general knowledge" (UNESCO, 2009-2014, para.1).

In the fields of study, non-formal education was a topic widely spread in the 1990s, and it is mainly studied by the European nations for its characteristics which allows to have a "class" outside the classroom in case of any situation that may occur in which people cannot attend a formal lesson.

1.1.2 Non-formal education around the world

NFE has been addressed from different perspectives in several countries. According to The Council of Europe (1999), "The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal educational practices" (Committee on Culture and Education, line 8). However, it can also be said that "it is not accepted by some southern European countries or it is not recognized with [*sic*] the same way in each country" (Novosadova et al., n.d, p. 7).

Even though many countries do not accept NFE as a valid type of instruction, there are others that recognize it as a method of teaching and as "an essential instrument of a lifelong learning" (Novosadova et al., n.d, p. 7) since it "gives [young] people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education" (Novosadova et al., n.d, p. 9). One of the countries that has recognized NFE as part of its system of education is India. The Government of India (n.d) states that "Non- Formal Education in the Indian context has developed a restricted meaning of an alternative delivery system of education for children who are not able to participate in the formal elementary school" (para. 1). Another country that has recognized NFE is Belgium. This country, specifically in the region of Flanders, issued a decree in which adult non-formal education "has been described focussing on the

acquirement of knowledge, understandings and skills in order to contribute to the development of the person and the active participation in a democratic society" (Clarijs, 2005, p. 19). Apart from that country, the Republic of Lithuania has also recognized this type of education. In the words of Rene Clarijs (2005), NFE was approved by the law on education in 2003 in which NFE is described as "an integral part of formal and informal education ensuring that children, young people and adults acquire and maintain skills, abilities and dispositions needed to adapt to the continuously changing environment" (p.57). In relation to the situation of NFE in The Netherlands, "Most of the non-formal education activities are provided by organisations at the local level and therefore fall under the responsibility of the local governments (Clarijs, 2005, p. 75). The implementation of projects by Bangkok Unesco has also yielded great results. The project Asia-Pacific Programme of Education for All (1990), APPEAL, has run the "ICT [Information and Communication Technologies] Applications for Non-Formal Education" project which effectively provides ICT use in non-formal education (NFE), delivered through Community Learning Centers (CLCs). The participation of five countries in the project has been of great success according to Unesco Bangkok in the years 2003-2004. The countries were Indonesia, Lao PDR, Sri Lanka, Thailand, and Uzbekistan.

1.1.3 Non-formal education in Latin America and in Chile

NFE is "considered a significant avenue of learning for many people in Latin America and the Caribbean" (Redvers-Lee, 2002, para. 1). Some studies show that there are some NFE programs that are developed by communities. These programs have particular objectives and they contribute to strengthen the social capital of local communities (UNESCO, 2006, p. 80). According to Gaby Fujimoto (2000), NFE programs arouse in

Latin America as an alternative to the lack of equity in education. It has to be said that NFE

programs and projects in the region were mostly developed towards the end of 1960 and

during the 1970s (Camors, 2008). Referring to the NFE situation in Chile, Patrick Werquin

(2010) states:

> In 2002, Chile established Chilecalifica, which is not an institution but a
>
> programme. It brings together three ministries –Education, Labour and Economic
>
> Affairs– and considers, among other things, the recognition of non-formal and
>
> informal learning outcomes in the technical field. (p. 42)

In Chile, another program — called ''Active Minds''— was also implemented by the

Mina Escondida Foundation, CIDA, and the Municipal Corporation for the Social

Development of Antofagasta (Cormudeso) between 2003 and 2005. It attempted to

strengthen co-operative and contextual learning among seventh and eighth grade students

of 10 Public Elementary Schools in Antofagasta (UNESCO, 2006, p. 43).

Non-formal education has been depicted mostly by UNESCO and countries in

which they have considered the possibility of facing extreme situations like an earthquake

or a war. Therefore, NFE needs to have another field of focus, and in this case it is English

with participants belonging to at-risk situations.

1.2 Learning

In this section, the concept of learning will be defined, learning styles will be described, and learning English as a foreign language (EFL) will be explained for the understanding of the reader in the subtopic of EFL.

Learning is scientifically defined as "a relatively permanent change in an organism's behavior due to experience" (Myers, 1995, p. 257). In this sense, Burns (1995) defines this change as an activity that can be observed which includes internal processes that are related to thinking, attitudes, and emotions (as cited in Oxford Centre for Staff and Learning Development, 2002, p. 1). According to Littlewood (1986) learning is a process done by the learner, also in a classroom setting to learn means to generate a reaction from stimuli, and information given by the teacher. Thus, in order to have a better understanding of how people learn, it is important to define the notion of learning as well as defining people's distinct learning styles.

1.2.1 Learning styles

Learning styles are defined as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (Keefe, 1979, p. 4). In addition, learning styles show what a person may prefer learning in a particular situation (Wintergerst et al., 2002, p. 86). Likewise, Davis (1993) uses "the term learning style [to] refer[s] to individuals' characteristics and preferred ways of gathering, interpreting, organizing, and thinking information" (as cited in Gabriel, 2008, p. 59). Consequently, in the world of languages, a learning style is an approach the student utilizes to take in another dialect (Scarcella & Oxford, 1992). These ideas are important to take into account when dealing with certain type of students or

learners, since it helps teachers have an idea of which or what method, approach, technique

or strategy to apply in their lessons when teaching a certain group of individuals (Shrum,

2009, p. 256). In language learning styles, Scarcella and Oxford (1992) have classified five

dimensions, and we will focus on the learning styles which are part of the sensory

preferences dimension. The learning styles which are part of this dimension are visual,

auditory, and kinesthetic styles; these will be used for the teaching proposal.

Visual learning

People who learn visually need to see what they want to eventually have knowledge

of (Houghton College, 2014). They focus their attention on pictures and learn through

visual images, with flashcards and/or the use of a computer. In addition "They depend on

the instructor's or facilitator's non-verbal cues such as body language to help with

understanding" (Ldpride, n.d as cited in Pourhossein, 2012). Studies show that people who

define themselves as visual learners have difficulties when listening to verbal instructions;

for that reason, they prefer to understand information through reading and watching it

(Kanar, 1995 as cited in Vincent & Ross, 2001). This is particularly interesting when

thinking about the formal way people learn a language or any other subject in school, which

usually requires eyes on the board and a book on their tables while listening to the teachers'

instructions.

Auditory learning

People who learn by hearing information tend to read out loud in order to

understand what they are reading since they might not understand it when reading in silence

(Ldpride, n.d, as cited in Pourhossein, 2012). Auditory learners enjoy having classes in

which they can discuss about a topic (Vincent & Ross, 2001) since they are good at

speaking. In addition, they do not have as many problems when receiving instructions orally, as visual learners do.

Kinesthetic learning

Learners that are kinesthetic, gain knowledge through movement and express better what they know through actions. According to Shrum (2009) 'hands on' or kinesthetic learners are comfortable with moving around in the classroom, using realia, and objects that they can touch and handle by themselves (p. 256). Additionally, as kinesthetic learners learn by doing things, it is difficult for them to demonstrate "what they know in traditional classrooms" (Vincent & Ross, 2001, n.p) since they have to write or speak in formal educational classrooms which usually tends to privilege other types of learning styles. Addiotinally, cording to Shrum (2009) these 'other' types are the ones which are similar to the teachers' learning style.

1.2.2 Learning English as a foreign language

There is an array of definitions for EFL and what its purpose is. Authors like Gebhard (2006) and Littlewood (1986) conceive EFL as a tool to use in places where English is not the mother tongue of the learners, or to use it as a way to connect with people from other communities in which they speak the language and thus create a proper communication process. Following the same line, a study carried out by the British Council showed that EFL is now formulated as a basic skill which brings changes to the person who is learning it such as their reasons for learning English (Graddol, 2006 as cited in Knapp et al., 2009, p. 46). The setting of EFL in everyday life, unfortunately, does not allow proper opportunities to use this language outside the classroom (Gebhard, 2006, p. 40), and as Cook also mentions the input given in the classroom is mainly the only source of access the

learner has and the only source of output (as cited in Garcia & Garcia, 2003). According to Elena Grigorenko (2002), studies' stated that foreign language learning is successful when there is motivation and this factor is necessary to be seen in common classroom environments.

One of the main objectives of learning EFL is for using it to communicate. For that reason, there are six strategies for developing English as a communicative tool. According to Neala Ambrosi-Randic and Moira Kostic-Bobanovic (2008), these strategies are divided into memory, cognitive, compensation, metacognitive, affective, and social strategies. Firstly, memory strategies help learners to store knowledge and information in their long-term memory, which will finally be useful for speaking and communicating any message. Secondly, cognitive strategies help the learner to think about a particular topic, analyze it, and summarize it. In addition, these strategies are related to internal processes of the mind. Thirdly, compensation strategies are used to help learners when there is lack of knowledge, for example, when they do not know a specific word, they can make use of synonyms. Fourthly, metacognitive strategies make learners aware of their own learning process. In this sense, Ambrosi-Randi and Kostic-Bobanovic (2008) argue that it is mainly concerned with making mistakes, that is to say, metacognitive strategies help learners be conscious about mistakes. Fifthly, affective strategies refer to the fact that people can manage their behavior, attitudes, and emotions when learning a language. Lastly, social strategies are related to being able to interact with others in order to establish communication.

To conclude, there are several types of learning styles, they are varied and must be taken into account within any type of teaching. They articulate the way in which people learn. In relation to English learning, the styles previously mentioned are as important as

the strategies used for learning this language. The importance of these elements lies in the

fact that they can either enhance or hinder the complex process of learning.

1.3 The affective domain

This section will explain what the different factors affecting the process of studying a second or foreign language are, with a special focus on the affective dimensions. The affective domain has been a topic of scholarly interest since —at least — 1964. David Krathwohl (1964) defined affective domain as series of objectives focused on the learning process and their close relationship with feelings, emotions, and acceptance or rejection degrees of a particular topic. According to Kirk (2003), there is certain relevance in applying what Krathwohl (1964) referred to as affective domain. Kirk signals that using the affective domain would allow teachers to ". . . encourag[e] students to not just receive information at the bottom of the affective hierarchy. We'd like for them to respond to what they learn, to value it, to organize it . . ." (Kirk, 2013, para. 6). The affective domain can be applied to every subject in the school or a university, and for the topic of this research is of high importance since this domain will play a key role in the correct development of the teaching proposal. Adding to what Krathwohl (1964) mentioned, Patricia Richard-Amato (2010) explains that there exist a number of variables which can either enhance or hinder second language acquisition (p. 153). In what follows, we will thus, describe the concepts she addressed, such as attitudes, motivation, and anxiety.

1.3.1 Attitudes

Attitude is one of the factors that may affect how a student learns or acquires a language, so taking this into consideration it will be described how attitudes are an important part of the learning process. According to Richard-Amato (2010), attitudes are developed by a combination of direct and indirect experiences in which teachers, classmates, and parents influence in emerging. She also mentions the fact that attitudes may

affect other attitudes, as she pinpoints "Lucas, Henze and Donato (1990) found that student's good relationship with and positive attitudes toward their teachers promoted positive attitudes toward school and themselves" (p. 153). Therefore, when learners' relationships with the people directly involved in their learning process are satisfactory, they are most likely to develop productive attitudes in school. Furthermore, four elements composing attitudes are proposed by Mary Miller (2005). According to this scholar, attitudes are systems or constructs that are composed of four interrelated qualities: affective responses, cognitions, behavioral intentions, and behaviors. They vary in direction (positive or negative), degree (amount of positive or negative feeling), and intensity (the level of commitment the individual has to the position). Attitudes are not directly observable, but the actions and behaviors to which they contribute may be perceived (Bednar & Levie, 1993, as cited in Miller, 2005). In consequence, attitudes are measurable by several factors but the relationship between these is what this paper will focus on.

Richard-Amato (2010) distinguishes three types of attitudes. The first one being 'Attitude towards Self', the second one 'Attitude towards the Target Language and the People Who Speak it', and the last one 'Attitude toward the Teacher and the Classroom Environment'. For the first one the author mentions that according to Price (1991) "successful language learners appear to have higher self-esteem than those who are unsuccessful" (p. 153). Providing information on how that type of attitude affects how one sees oneself is important for the proper development of learning a language. Richard-Amato also adds that "identity becomes an integral part of the negotiation process but does not always develop smoothly" (Richard-Amato, 2010, p. 154). For the second one 'Attitude towards the Target Language and the People Who Speak it', Richard-Amato mentions the fact that this attitude has an effect on motivation, where stereotypes on the language and the

people who speak it plays a big role on how students see the language (*ibid*). The author

further adds that "When negative stereotypes are attributed to second language students in

any situation, they may become internalized and can undermine attempts at language

learning" (Richard-Amato, 2010, p. 155). Later on explains that this happens when the

students and the teacher do not care about the first language, and are not aware of the

importance of the mother tongue (*ibid*). Lastly, as to the third type of attitude 'Attitudes

toward the Teacher and the Classroom Environment', the author mentions a number of

situations where values and different points of view often lead to problems within the

classroom (Richard-Amato, 2010, p. 156). The classroom is the place in which students

spend a large part of their day learning a language. She further adds that activities focused

more on the affective side or humanistic side might ease the hard moments of the day, and

also studies indicate that these types of activities improve students' attitude (Richard-

Amato, 2010, p. 157).

1.3.2 Motivation

The second factor that may enhance or hinder language learning is motivation.

Motivation is a human characteristic that affects directly on people´s behavior. Hsing-Fu

Cheng and Zoltán Dörney (2007) state that

> In the field of foreign/second language (L2) learning, motivation has long been
>
> recognised as one of the key factors that determine L2 achievement and attainment.
>
> Motivation serves as the initial engine to generate learning and later functions as an
>
> ongoing driving force that helps to sustain the long and usually laborious journey of
>
> acquiring a foreign language. (p. 153)

These ideas are strongly related to Linda Lumsden's definition of motivation (1994), she states that motivation is directly related with the process of learning and the eagerness to take part in it from the students' perspective; likewise, it affects students' interest in doing academic work and learning academic material (Henson & Ben, 1999). Additionally, motivation helps to influence the development of learning and thinking skills (Wiseman & Hunt, 2008, p.13), which affects "what learners pay attention to and how effectively they process it" (Eccles & Wigfield, 1985; Pintritch & Schunk, 2002; Pugh & Bergin, 2006 as cited in Ormrod, 2008, n.p). In this sense, motivation is an important element that determines how learners learn and what they learn. According to Susan Ambrose et.al (2010), motivation also plays an important role in guiding the direction of the student's learning behavior. Students are more likely to be motivated to learn when they find positive value in learning, when they expect to achieve a desired learning outcome successfully, and when they perceive support from their environment (p. 5). In other words, motivation is an essential factor that helps students to develop their learning process (Contreras, 2006, p. 57). In contrast, "Students who are academically unmotivated to learn do not learn" (Slavin, 1987, p. 316 as cited in Henson & Ben, 1999, p. 373) because when there is no motivation, nothing happens (Wiseman & Hunt, 2008, p. 13). Consequently, motivation plays an important role in a student's life when referring to learning.

In relation to how motivation affects learning a language, it has to be stated that there are two types of motivation which are integrative motivation and instrumental motivation. Gardner and Lambert (1972) defined integrative motivation roughly as a desire to integrate and identify with the target language group, and instrumental motivation as a desire to use the language to obtain practical goals such as studying in a technical field or getting a job (as cited in Richard-Amato, 2010 p. 157). Therefore, depending on what the

learner wants to use the language for, he or she will develop a certain kind of motivation. These two types of motivations will be beneficial for a leaner to obtain different goals which are related to his or her purpose for learning a language.

1.3.3 Anxiety

The last factor that may hinder or enhance the process of learning a language is the level of anxiety. In terms of learning a language, anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system" (Horwitz et al., 2011. p. 125). According to Richard-Amato (2010), there are two types of anxiety: state anxiety and trait anxiety. The first one is characterized by the reaction that occurs in a particular situation, while the second one is a "predisposition toward feeling anxious" (Richard-Amato, 2010, p. 159). Another expert, H.D Brown (1987) as cited in Richard-Amato (2010), made a difference between whether the anxiety was facilitative anxiety or debilitative anxiety. Richard-Amato (2010) points out that anxiety could be good or bad, meaning that if there is no anxiety the person or in this case a student may lack alertness while anxiety could put her in the optimal state of mind (p. 160). 'Bad' anxiety impedes people's ability to perform successfully in their foreign language class (Horwitz et al., 2011. p. 125). In the views of Horwitz and Young (1991), there exists two types of approaching language anxiety "1) language anxiety can be viewed as a transfer of other general types of anxiety . . . 2) anxiety occurs in response to something unique to language learning experiences" (as cited in Ohata, 2005, p. 135). After reading about all these factors, there is clear evidence that the focus of working with students should be targeted towards the affective domain when learning a foreign or second language. This will be further explained and developed in the discussion part.

In conclusion, the three elements that are part of the affective domain must be considered when learning or teaching a language. How people learn depends mostly on these factors which are crucial to improve their language learning performance.

1.4 Social risk and education

In order to understand the concept of 'social risk environments', it is important to define 'social risk' as well as to comprehend the concept of education in Chile. Social risk, is defined as the environment in which high rates of criminality, school drop-outs, lack of work opportunities, and social isolation affect a community, neighborhood and/or schools (Anderson, 2006; Espinoza et.al, 2012). School vulnerability is defined as the condition in which there are risks due to different cultural, economic, psychological, and biological factor that affect students and their families (JUNAEB, n.d, para.1). In relation to the School Vulnerability Rate which measures the vulnerability of schools in Chile, 67.64 percent of schools receive people who come from vulnerable places (JUNAEB, 2014). Also a school is considered to be at-risk when the vulnerability rate is over 80%, this happens when "the educational institution come[s] from low socioeconomic backgrounds" (JUNAEB, 2012, as cited in Acosta & Cuitiño, 2013, p. 14). These statistics are alarming if one thinks about how children can learn in such a hostile environment. Therefore, it is necessary to take a closer look at what education really is in Chile. According to Emma Salas (2010), the concept of Education in Chile changes according to the needs of the society, and it is now not only about learning but also about the learning process of a community which is responsible, knows how to listen, works, and talks with others - regardless of their cognitive problems-, all of which leads to a more democratic society. Following the same conception The Ministry of Education (Mineduc) states in their mission that a qualitative educational system is one with a quality that allows having a proper academic background for society and the country (2014). Regarding children who come from low socioeconomic backgrounds, the National Scholarship and School Aid Board (2005), JUNAEB, states that these children show low academic performance and

tend to drop out of school (p. 10). In this context, studies carried out between 1992 and 2002 showed that 16.5 percent of the school-age vulnerable population in Chile did not finish secondary education (Espinoza et al., 2012, p. 1). Sheyla Ryan and Beth Brewer (1990) argue that the reason why people drop out of school is because when they enroll in high school, they have already failed in their academic issues so many times that they are old enough to find a job since they "have already reached the legal age" (p. 170). Therefore, low levels of education make people have low salaries which contributes to poverty, and a consensus has been reached in terms of how education can be one of the main factors to leave poverty since it can provide people with access to better jobs (Lagos & Arriagada, 1998). Consequently, there are also students' at-risk in school and 'at-risk' students are those who "are likely to fail –either in school or in life" (Frymier & Gansneder, 1989, p. 142) due to circumstances beyond their control (Spinelli, 1996, p. 72). Adding to that, Shrum (2009) states that the students who are in this situation "have a high likelihood of dropping out of school; being low achievers . . . They are at risk because of a wide variety of circumstances they face outside of school: poverty, dysfunctional family life, neglect, abuse, or cultural/ethnic/racial background" (p. 268). This proves the fact that these students need a different approach of teaching; for that reason, NFE offers education that has the characteristic of inclusion.

To conclude, populations living in at-risk contexts should be provided with a type of education that can supply them with the tools they need to overcome poverty.

1.5 Non-formal education

This section will explain what the seven types of NFE are, its characteristics, strategies, and its goals.

1.5.1 Types of NFE

It is important to recognize what the types of NFE are since it will make us understand how NFE works and what its purposes are. According to the International Institute for Educational Planning (1991, 2001), seven types of NFE have been recognized. These are classified as paranormal education, popular education, education for personal development, professional training, literacy with skills development, supplementary NFE programs, and early childhood care and education. These multiple forms of NFE not only help people who suffer from different educational needs but also help those who do not have problems related to cognitive issues; therefore, they give the opportunity to learn and gain experience to different clienteles (Carron & Carr-Hill, 1991). In addition, they "are being organized by different educational agencies; and, above all, have different relationships with the formal educational system" (*ibid*). These types of NFE attempt to promote different values, which are related to personal development (including creativity and openness), social development (which in turn involves communication capacity, responsibility, and participation), and ethical values which address issues of tolerance, intercultural learning, and understanding (Balasanyan, 2011, p. 42). These values are essential when thinking about the work field and life in general. The following types of NFE will help us understand more about this type of education.

Paranormal education

Paranormal education is defined as "all kinds of educational programmes which provide a substitute for regular full-time schooling" (Carron & Carr-Hill, 1991, p. 21). According to Carron and Carr-Hill (1991), the main objective of paranormal education is offering another opportunity to people who did not have the chance to attend school regularly in the appointed moment (p. 22). In relation to how paranormal education is carried out, it can be said that this area includes official literacy programs, different types of evening classes, and distance education programs which are flexible and innovatory for everyone interested (*ibid*). This type of NFE "tend[s] to run parallel to the formal system and often serve as substitutes for formal provisions" (Carron & Carr-Hill, 1991, Carr-Hill, Carron & Peart, 2001, as cited in Hoppers, 2006, p. 23). In consequence, NFE not only helps people who have not finished their formal education but also it helps to develop several skills through flexible programs.

Popular education

This field of NFE carries out activities targeting marginal sectors of the population, encourages political mobilization, cooperative training, adult literacy projects, and community development activity (Carron & Carr-Hill, 1991, p. 23). In addition, this type of NFE concentrates on the poor and takes a learning-by-doing approach in which includes high levels of structural flexibility (*ibid*). In this context, NFE provides an alternative to people who do not have the economic resources for studying. Besides, popular education focuses on how people learn; for that reason, the most important aspect of this type of education is the concern with adapting constantly to the learning needs of the people who use popular education (Carron & Carr-Hill, 1991). Apart from that, popular education has

been associated with a period of time where there was a need for a new type of education, so it originated a "Latin-American movement that emerged in the 1960s and 1970s to search for alternatives to human capital-oriented form of non-formal (adult) education" (Hoppers, 2006, p. 26). This proves that there is always a need to change and adapt to the new implications that everyday life brings.

<u>Personal development activities</u>

This field of NFE is defined as "education programmes covering a range of learning practices organized by cultural institutions that promote leisure-time activities. It includes a market approach whereby different courses are sold, either for direct consumption or as human investment" (Carr-Hill et al, 2001, as cited in Hoppers, 2006, p. 27). Besides, they are "the most significant common trends in the diversification of the educational field" (Carron & Carr-Hill, 1991, p. 25), since they include activities such as astronomy, observation of the natural environment, playing and listening to music, learning foreign language, playing sports, among others. These activities can be carried out in museums, libraries, cultural centers, language institutions, centers of physical and mental health, and others places where learning can be achieved (Carron & Carr-Hill, 1991). In consequence, personal development activities look for giving people experiences related to diverse aspects of life in which it can improve the quality of it.

<u>Professional training</u>

The term of professional training refers to "cover[ing] all training outside the formal or non-formal forms of initial skills training leading to recognized national diplomas" (Hoppers, 2006, p. 27). Professional training is composed by "The various non-formal programmes of professional and vocational training organized by firms, trade unions,

private agencies and also formal schools" (Carron & Carr-Hill, 1991, p. 27). According to

Wim Hoppers (2006),

> professional training also includes activities such as on-the-job learning, artisanal
>
> or informal sector apprenticeships, agricultural or industrial extension services,
>
> entrepreneurship development programmes and all forms of in-service skills
>
> development, upgrading or re-skilling, as well as similar programmes launched for
>
> the unemployed in the context of re-employment flexibilization of the workforce.
>
> (p. 27)

All these activities allow people to develop their abilities in order to improve their work

conditions, which will lead to improve their life's quality. Professional training is also

concerned with vocational training since "the higher the level of formal education, the

higher the propensity to ask for more training" (Carron & Carr-Hill, 1991, p. 29); however,

vocational training programs have also "been very important for young people who, with

any level of basic education, have attempted to make the transition from school to

employment" (Hoppers, 2006, p. 28).

Literacy with skills development

This type of NFE proposes to combine literacy education with the ability to expand

and develop existing skills (Hoppers, 2006, p. 28). Literacy with skills development is

usually targeted towards people who are "too old to be accepted into the formal system and

whose conditions of poverty and marginality are such that they require specific

combination of training and personal support to ensure their survival" (Hoppers, 2006, p.

29). It is important to say that these programs are provided by Non-Governmental

Organizations (NGOs) working with adult education, and sometimes by the state or local

authorities, whose main mission is to give support to disadvantaged youth in order to make

them be able to work (*ibid*). In consequence, this type of NFE is focused on giving adults

the possibility to obtain a job through helping them gain the capacities and tools needed for

working.

Supplementary NFE programs

Hoppers (2006) defined it as "programmes that provide supplementary support

services of different kinds to specific groups of disadvantaged children who are still in

position to attend school" (p. 30). These programs take into account children who are in a

vulnerable situation because of multiple reasons which include conflict, poverty, family

situations, abuse or internal displacement (Hoppers, 2006, p. 30). Additionally, they include

"orphans, abandoned children, refugee children, street children and those affected by

HIV/AIDS" (*ibid*). These programs are supported by the government, NGOs and/or

community-run programs which make school more effectively (*ibid*). It is important to add

that supplementary NFE programs are crucial when children go through difficult situations

that cannot be solved by the school itself, and are in need of any type of education that

could help them with their disadvantages.

Early childhood care and education

This form of NFE is mainly provided by parents or community groups that offer

support to children in order to help them during their early development (Hoppers, 2006, p.

31). In addition to this, "there are increasing numbers of NGOs that provide professional

development support or other backup services to strengthen the quality of the work in these

groups" (*ibid*). Consequently, this type of NFE is important because it looks for taking care

of those children who because of several reasons need help, which will help them to have better life conditions in the future.

1.5.2 Characteristics of NFE

According to educational scholars NFE has several characteristics. Foley (1999), for example, argues that "Non formal education is characterized by systematic instruction but is mostly non-credential" (as cited in Flowers et al., 2009, p. 41), that is to say, NFE does not have the same recognition as formal education does; however, it is as systematic as formal education. One of the most significant characteristics of NFE is that it usually takes place outside the regular schools; nevertheless, it can also be applied in formal schools and can demand less economical resources than a regular school does. Furthermore, people who teach in non-formal educational contexts are selected according to their abilities for doing a specific job. Non-formal learners participate in this education voluntarily, in other words, they participate in this type of education because of their own desire to learn and gain experience for life. Supporting these statements, Ramon Cabag (1999) argues that

a. . . . [NFE is] usually concerned with an immediate and practical mission.

b. It usually occurs outside the schools; any situation which affords appropriate experiences may be employed as a learning site.

c. It considers proof of knowledge by performance rather than by certificate

d. It usually do[*sic*] not involve highly organized context staff of structure.

e. It usually involves voluntary participation

f. It is a part-time activity of participants.

g. It is less costly than formal education.

h. Instruction seldom graded and sequential.

i. It institutionally prescribed admission criteria.

j. It is not restricted to any particular organization, curricular or personal

classification; and it has great promise for reknowing and expanding any of them.

k. Selection of mentors based more on demonstrated ability than on credentials.

l. It has potential for multiplier effects in economy and efficiency because it utilizes

appropriate personnel, media and other elements which may be available in a given

situation without much criteria and restraints.

m. Its areas of concern are the following:

1. Functional literacy

2. Basic vocational/technical skills training

3. Civic citizenship education

4. Socio-cultural development

5. Physical fitness and sports development

6. Leadership

7. Mass media (pp. 2-3)

The characteristics listed above provide a window into what NFE works for and

believes in. There is one point in the characteristics part which should be define, and that is

point c. It considers proof of knowledge by performance rather than by certificate. Another

point worth mentioning is the areas of concern, according to Balasanyan (2011) "[how]

non-formal education can be applied vary from team development to organizational

development, from project management to intercultural awareness" (p. 40); therefore, it

reaches to a wide spectrum of jobs' tools. Unfortunately, NFE impedes obtaining formal

recognition for the time invested in learning and studying, and is thus very complicated to

evaluate since this part is usually reached by internal evaluations and not something more

formal (Balasanyan, 2011, p. 40). However, Balasanyan states that it is important to have

recognition from others in NFE in order to make the students aware that studying does not

only translate into personal achievement but also in additional and improved job

opportunities (Balasanyan, 2011, p. 41). NFE not only provides learners with a curricular

responsibility, but also an institutionalized body backing up this engagement, learning

standards, and evaluations (*ibid*). Therefore, it is much more structured than what people

might think. NFE also contributes with possibilities for younger people to develop

competencies, values, and skills since NFE expects great participation from the learners

(*ibid*). Hence, great effort must be put into motivating students enough to achieve this level

of participation. This type of education has other characteristics that are equally important

to mention. According to Balasanyan (2011), NFE follows a learning methodology known

as "learning by doing". In to this approach, the content to be revised or taught is chosen by

the learner, it is oriented to the process—what people actually do to achieve a certain

goal—, its control is internal or democratic, and as mentioned before there is no formal

mandatory certification but there can be one for future references, it is a learning process

that lasts a lifetime, it is inclusive, and for all ages (p. 40). All of this makes NFE a very

unique way to approach any learning process.

Another important characteristic in NFE is that people can use it in extreme

situations. According to the International Institute for Educational Planning (2006), NFE is

also helpful when there are people suffering from natural disasters and wars, which are

extreme situations. The importance of taking students' opinion into account when planning

for NFE lessons is also mentioned by the IIEP, since students are the ones looking for this

type of education, and thus they should be involved in the whole process of organizing their learning outcomes.

1.5.3 Strategies

In order to introduce NFE in a common lesson or formal environment, there are certain strategies to put into practice that should consider the following elements: aims and objectives, target group, environment/space and time, resources/framework, evaluations, and experience (Balasanyan, 2011). According to the aforementioned author, one strategy is that it is important to clearly set the aims and objectives of the lessons. Questions such as "What actually do we want to reach with this particular method, in this particular moment of the program?" (Balasanyan, 2011, p. 48) will help the educator and the students to reflect on the content of study and its purpose. According to this approach, it is also advisable to gather all the opinions from the community in order to plan more efficiently (IIEP, 2006, p. 4), and satisfy all students' needs. Another strategy is to clearly identify the target audience, exploring the group of people or students who are going to be taught and identifying what their needs as individuals and/or as a group are (Balasanyan, 2011, p. 48). It is equally important to find ways for teachers that can motivate students; therefore, studying the target audience is crucial (IIEP, 2006, p. 4). Looking for the right environment, space, and time, it is a strategy which is basically adjusting and organizing the planning according to the current situation where the students are involved in and also where it would be located (Balasanyan, 2011, p. 49). A strategy addressing the issue of resource and the framework consists of inquiring about whether the resources are enough in relation to the activities planned and foresee any problems with the people who also are involved in the same scholarly environment, taking into account all the preferences of the participants and also

the larger community in which they live should also be taken into account when planning

(Balasanyan, 2011, p. 49).

As was mentioned before, evaluations are a crucial dimension of the features of

NFE, therefore it is highly important to have one of these types of assessments. However,

one should not only evaluate the participants but also the method utilized in order to assess

its applicability and replicability in a near future with another group and be aware of the

changes it may need (Balasanyan, 2011, p. 50); it is also essential to develop a system of

giving feedback and monitoring the participants (IIEP, 2006, p. 4). This will later

contribute to improve or polish parts of how one is applying NFE.

Lastly, experience should also be considered when introducing NFE in a formal

classroom. There must be inquiries on whether this activity will have a clear purpose for the

future of the participants or if it fits their reality (Balasanyan, 2011, p. 50). Everything that

is done in NFE lessons needs to be thoroughly studied and later on analyzed in order to

make improvements.

1.5.4 Goals

Regarding goals, NFE can motivate people to pursue important achievements

whether it is in learning, getting a better job, or for their lives. One of the most important

goals for people engaging in NFE is that "knowledge that can be measured"

(Schneckenberg, 2008, p. 63). In this sense, "the learning outcomes are usually not certified

and they can only be measured through the performance of the learner" (*ibid*). In addition,

"Learning outcomes are measured not in terms of rote knowledge, but the acquisition of

practical life skills and the ability to anticipate and respond to societal changes more easily"

(UNESCO, 2006, p. 63). Therefore, what matters in NFE is how the person grows

throughout the learning process. It is important to add that non-formal learners not only

gain knowledge, but also "develop very valuable 'soft skills' such as interpersonal

communication, teamwork, leadership, discipline, responsibility, planning, organising and

practical problem solving" (*ibid*). It also makes people capable of "Develop[ing] and/or

strengthen[ing] the basic abilities for life and work" (*ibid*) which will presumably help

them to improve their life and work conditions. Supporting this, UNESCO (2006) states

that

> Different skills enable participants to generate sustainable livelihoods and to cope
>
> better with community-related issues. As a result, participants gain confidence and
>
> develop positive attitudes about themselves and their role in the community. They
>
> also come to be viewed in a different light by their families and peers. (p. 63)

According to Thomas La Belle (1976), improving life and work conditions not only helps

individuals but it also helps the economy of their nations (p. 330). In consequence, giving

people the possibility to have better life and work situations contributes to have a country

with a better economic condition.

   In conclusion, NFE is crucial for people who cannot attend formal education. It also

gives people the opportunity to improve their life and job conditions through the

implementation of its different programs. Adding to that, these programs have the particular

characteristic that can be applied outside the regular classroom which makes the process of

learning more engaging and attractive for people who are usually used to lessons inside a

classroom. Several tips were also given for teachers in order to use NFE in a formal

classroom or in another educational context.

CHAPTER 2: DISCUSSION

After addressing the distinct elements within the theoretical part of this paper, we will discuss its implications for the teaching proposal. This chapter will be divided into three sections: part one will examine the nature and social role of NFE, part two will then address the elements that affect the learning process; and finally, part three will highlight how English is an essential language in current society.

2.1 The nature and social role of NFE

In this section, we will discuss the role of NFE with a special focus on at-risk contexts.

As it was stated in the literature review, NFE plays an essential role when speaking about people who are considered to be in at-risk contexts. It was previously mentioned that social vulnerability is the result of multiple factors associated to the lack of equity in education, school drop-outs, and lack of work opportunities (Fujimoto, 2000; Anderson, 2006; Espinoza et al., 2012). Moreover, there are other factors related to cultural circumstances, which can also contribute to vulnerability and they include ethnic, gender, and age discrimination, as well as dysfunctional families (Shrum, 2009). In this sense, NFE is important since it attempts to help people to overcome their vulnerable situation through different programs. Among the different options that NFE offers to achieve this purpose are distinct literacy programs which grant people, who could not finish school, the opportunity to become literate. Another way of helping people to deal with poverty is giving them the chance to enroll in evening classes, on topics of their interest, and flexible time schedules. In this context —as an example —the difference between literacy programs and evening classes is that literacy programs are the first step to enroll in an evening class since these

programs give people the tools to learn how to write and read; a prerequisite to take part in any other further learning. Once this first step has been complied with, people can attend evening classes. These programs do not only help learners to deal with a difficult situation, but they also provide essential tools for a successful life, such as competencies, values, more immediate as well as lifelong skills. In consequence, NFE helps individuals to reach their objectives, and at the same time it helps the economic development of their countries (La Belle, 1976) due to the fact that low levels of vulnerability not only shows the improvement on people's life but also that there are more job opportunities in a country which all in all contributes to improvement rates of the market. Therefore, more jobs mean more money for the country, and as a consequence people obtain better salaries for its inhabitants.

Another reason to guarantee that NFE has a meaningful role in people's life is that it crucially aids people who suffer from a wide variety of educational needs (Carron & Hill, 1991). In this sense NFE helps people's insertion into society giving them the tools they need to be active participants of society. These tools, as mentioned by UNESCO (2006), include the qualities any leader should have in order to develop easily in the work environment, namely teamwork, leadership skills, organizing, and developing solutions for problems they might encounter, among others. In this context, NFE adapts itself to people's needs in order to make its programs capable of covering these learners' special requirements, such as students with special educational needs.

It is also necessary to highlight that since NFE is usually founded on the grounds of a society —which could be a country, a city, or a town—where unfortunate events, such as earthquakes, floods, hurricanes or wars, have occurred. In this context, NFE helps these people to overcome a particular difficult situation, which in essence tends to be similar

characteristics to what it means to live in an at-risk environment. Consequently, NFE not only helps people who are socially vulnerable, but also offers an alternative to people who have suffered from any kind of disaster. In this sense, NFE is essential to deal with situations caused by external forces.

2.2 Process of learning

Despite the now vast amount of knowledge about the importance of the affective, and social dimensions of learning—more technically known as 'affective domain' and 'learning styles'—these are not always considered by teachers; for that reason, focusing on these elements helps students to develop better learning abilities in formal education. In consequence, considering these elements would make people's process of learning much more effective as well as more relevant and motivating.

In relation to the affective domain, it must be said that when teaching, teachers should focus their lessons on students' motivation, attitudes, and anxiety since these elements play a key role in the learning process. In this context, Kirk (2003) argues that making use of these elements helps students not only to receive information, but also to process this information in such a way that they can learn and apply it to their daily lives, which combined with NFE will make people develop lifelong learning, presumably the ultimate goal of any teacher.

Regarding learning styles, having the knowledge of how to include visual, kinesthetic, and auditory learners in one single class is as important as having knowledge about the workings of the affective domain. In this sense, the importance of having this knowledge lies in the fact that people are unique human beings with particular and distinct

forms of interacting with and making sense of the world around them. Furthermore, if teachers know how to carry out different activities that involve mixing several learning styles and —at the same time— motivate and reduce levels of anxiety, it will be easier to engage students with the teaching content. Therefore, offering support with students' motivation and attitude towards learning will enrich their learning process.

Apart from the elements already mentioned, when teaching a new language, teachers should have knowledge about certain strategies that help the language learning process. These strategies are closely related to teachers' understanding of the mechanisms of information-processing and teacher-learner relationships. For that reason, knowledge about memory, cognitive, compensation, metacognitive, affective, and social strategies (Ambrosi-Randic & Kostic-Bobanovic, 2008), is fundamental when teaching a language. Consequently, having in mind the elements mentioned above, teachers, who make use of them, are more likely to create a positive and pleasant environment for people's learning, which will later contribute to improve their lives in the already-mentioned realms of employment and tertiary education.

2.3 English as an essential language in current society

Nowadays, English is a language that is spoken everywhere. For this reason, it is a powerful tool that brings people opportunities that could change their lives, in terms of job opportunities or even chances to obtain a scholarship for study abroad. Furthermore, it allows people from different cultures and speaking distinct languages of the world to be connected to each other (Gebhard, 2006; Littlewood, 1986). It is also considered to be a basic skill (Graddol, 2006 as cited in Knapp et al., 2009, p. 46), which people should utilize.

Even though in EFL learning situations and in at-risk contexts, there is usually no opportunities to practice English outside the classrooms (Gebhard, 2006), knowing how to speak this language would clearly be beneficial for at risk populations. It is often a desired skill for several jobs and would thus expand people's work opportunities, which could be a starting point to overcome at-risk people's vulnerable situation.

Having discussed the notions of the role of NFE, people's learning process and the situation of English related to its importance in current society and within at-risk populations, we have established the basis for a teaching proposal the purpose of which is the use of NFE for teaching English to people who are in vulnerable conditions. In consequence, this teaching proposal would be helpful for people living in at-risk situations and to learn English in the prospects of a brighter economic and social future.

CHAPTER 3: TEACHING PROPOSAL

The following chapter consists of the teaching proposal which is a set of activities that can be used with people from any age in order to learn English in a non-formal setting. It is aimed at people who are in at-risk contexts and can be carried out in any place at any time. The context in which the participants are involved in is one of vulnerability, and as stated before this can be social or cultural vulnerability. This is important to take into account when developing the activities.

These activities are targeted to help people develop different skills necessary to improve their life conditions. According to UNESCO (2006) these skills – interpersonal communication, teamwork leadership, responsibility, planning, organizing, and practical problem solving— give people the ability to easily respond to the changes in society.

It is important to add that these activities are thought to be applied in workshops and can be adapted to any topic of study. The idea is that they can be carried out once a week in order to promote English learning through non-formal education. Most of the activities last 30 minutes; however, they can last longer depending on how many students attend the class. Generally, at the end of the workshop, the students receive a diploma that certifies their participation in the course. It is highly advisable to give one after the period is finished.

The activities deal with the following topics: introducing personal information, numbers, the months of the year, the parts of the body, animals, and actions. Furthermore, these activities cover the learning styles stated in point 1.2.1 and they are meant to be used with elementary learners.

A summary guide will be provided in order to facilitate English teaching and the selection of activities. Moreover, tips will also be given in order to improve or change some aspects of the activities proposed.

3.1 Summary guide

Activity	Age group	Language Level	Skill	Content Objective	Language Objective	Time
#1 Getting to know each other	All	Elementary	Interpersonal Communication	Give personal information	Communicate orally	30 minutes
#2 Standing in a line	All	Elementary	Interpersonal Communication	Identify names and months	Communicate with minimal language	30 minutes
#3 The buzz game	All	Elementary	Teamwork and organization	Identify numbers	Name numbers	30 minutes
#4 Listen and write	All	Elementary	Practical Problem Solving	Identify colors, numbers, and letters	Follow instructions	30 minutes
#5 Months of the year	All	Elementary	Discipline	Identify the months of the year	Name the months of the year	30 minutes
#6 Shout a month!	All	Elementary	Planning and practical problem solving	Identify the months of the year	Communicate a month properly	30 minutes
#7 Simon says	All	Elementary	Discipline and responsibility	Identify body parts	Follow instructions	30 minutes
#8 Head and shoulders	All	Elementary	Discipline	Identify body parts	Name parts of the body	30 minutes

#9 Animals' Pictionary	All	Elementary	Teamwork, problem solving and leadership	Identify animals	Name animals	30 minutes
#10 Mime and guess the animal	All	Elementary	Teamwork and organizing	Identify animals	Name animals	30 minutes
#11 Finger play	All	Elementary	Discipline	Identify actions	Follow directions	30 minutes
#12 The Wheel game	All	Elementary	Teamwork	To identify actions verbs	To give short answers	30 minutes

3.2 Activities

ACTIVITY 1   *"Getting to know each other "*
Age group: All   **Language Level:** Elementary   **Time:** 30 min.   **Skill:** Interpersonal communication   **Content Objective:** Students will be able to give personal information.   **Language Objective:** Students will be able to communicate personal information orally in contextualized situations.
Classroom Management and Arrangement
Students will move the tables and chairs to one side of the classroom in order to have four corners.   Students will stand on their feet.   Students will receive pieces of paper that have four different questions.   Once students have their pieces of paper, they go to the corner that has the same question they got.   The teacher will use a whistle in order to tell students when they have to move to the next corner
Teaching Materials:
In order to develop this activity the teacher will need: 1. Four posters with the following question: What is your name?, how old are you?, where do you live?, who do you live with?   2. Pieces of paper with questions   3. Tack
Steps (Teacher):
Preparation: 1. Write four questions in different pieces of big cardboard.   2. Write questions in pieces of paper. The number of questions will depend on how many students the teacher has.   3. Paste the big posters on the wall in order to create four corners   Class: 1. Tell the students that every corner has a question related to personal information.   2. Give each student a piece of paper with a question   3. Tell the students that they have to go to the corner that has the question they go.   4. Tell the students to answer the question taking turns in asking it and answering it.   5. Tell the students that when the teacher blows the whistle they have to move to the

next corner.

Steps (students):

1. Stand up.
2. Receive a piece of paper with a question.
3. Go to the corner that has the question they received.
4. Answer to the question that they received.
5. Take turns in asking and answering the questions.
6. Move to the next corner when the whistle is blown.

Comments and Suggestions:

- Depending on the English level this activity can be adapted in order to have different and more complex questions.
- It is important to make students give complete answers such as 'My name is …'and 'I am … years old' in order to communicate information properly.
- The 'soft skill' interpersonal communication aims at people having a better understanding of each other. The teacher must focus their attention on this while developing the activity.

Reference/Acknowledgement:

Buttner, A. (2007). *Activities, Games and Assessment Strategies for the Foreign Language Classroom.* Eye on Education, Inc.: New York

ACTIVITY 2
"Standing in a Line"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Interpersonal communication
Content Objective: Students will be able to identify names and the months in contextualized situations.
Language Objective: Students will be able to communicate with minimal language.

Classroom Management and Arrangement

Students stand in the classroom

Teaching Materials:

In order to develop this activity the teacher will need to:
1. Think of a criterion, for example birth month, birth day, names.

Steps (Teacher):

Preparation:
1. Choose a criteria.
Class:
1. Tell the students to line up in a certain criteria.
2. Tell the students that in order to do so they have to only speak in English.
3. Tell the students that they have sit in a circle afterwards.

Steps (students):

1. Listen to the instructions given by the teacher.
2. Line according to the criteria.
3. Make sure you are in the right spot.
4. Sit in a circle after everyone has lined up.

Comments and Suggestions:

- This activity can be used in any circumstance but it is advisable to use as an icebreaker.
- The 'soft skill' interpersonal communication aims at people having a better understanding of each other. The teacher must focus their attention on this while developing the activity.

Reference/Acknowledgement:
Wright, A; Betteridge, D & Buckby, M. (2006). *Games for Language Learning*. Cambridge University Press: Cambridge, U.K.

ACTIVITY 3
"The buzz game"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Teamwork and organizing
Content Objective: Students will be able to identify numbers.
Language Objective: Students will be able to say numbers aloud in context.

Classroom Management and Arrangement

Students make a circle

Teaching Materials:

None

Steps (Teacher):

Preparation:
None

Class:
1. Tell the students to make a circle
2. Tell the students to sit down
3. Tell the students that one of them has to start counting from 1 while passing a ball to each other.
4. Tell the students that they have to say 'buzz' when they count the number 7.
5. Tell the students that every time they reach a number with 7 in it (such as 7, 17, 27, 37), they have to replace it with the word 'buzz'

Steps (students):

1. Make a circle
2. Sit down
3. Start by counting number 1
4. When a student reaches number 7 say 'buzz'
5. Every time students reach numbers with 7 in them say 'buzz'

Comments and Suggestions:

- This activity can be adapted to other numbers.
- The 'soft skill' teamwork aims at people being able to work with others and being successful in any activity.

- The 'soft skill' organizing refers to being able to prepare the group for the activity and succeeding while they are doing it.

Reference/Acknowledgement:

Buttner, A. (2007). *Activities, Games and Assessment Strategies for the Foreign Language Classroom.* Eye on Education, Inc.: New York

ACTIVITY 4
"Listen and Draw"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Practical Problem Solving
Content Objective: Students will be able to identify colors, numbers, and letters in context.
Language Objective: Students will be able to follow instructions.

Classroom Management and Arrangement:

Students sit in groups in a big piece of butcher paper.
In groups of four so everyone can draw in a corner.

Teaching Materials:

In order to develop this activity the teacher will need:
1. A piece of butcher paper per group.
2. Markers of different color for every student.

Steps (Teacher):

Preparation:
1. Get the colors ready.
2. Get all the material necessary for this activity.

Class:
1. Tell the students that they need to gather in groups of 4.
2. Tell the students that they will get on piece of butcher paper per group and each student will have markers of different colors.
3. Tell the students that the teacher will say a color and a number, and that they need to write that in their space on the piece of paper or a color and a letter.

Steps (students):

1. Gather in groups of four.
2. Listen to the teacher's instructions.
3. Listen to the color first, and then the number.
4. Check with your group for the answer.
5. Wait for the teacher answers.

Comments and Suggestions:

- This activity can be adapted to verbs, present simple, present continuous.
- It is advisable to give students a pattern to follow such as 'it is red' in order to establish communication.
- The 'soft skill' practical problem solving means that the participants are able to overcome any obstacle in an orderly manner.

Reference/Acknowledgement:

Phillip, S. (1997). *Aula de Inglés Activa*. Oxford University Press: Madrid, Spain.

ACTIVITY 5
"The ball game: the months of the year"

Age group: All
Language Level: Any level
Time: 30 min.
Skill: Discipline
Content Objective: Students will be able to identify the months of the year in context.
Language Objective: Students will be able to name the months of the year.

Classroom Management and Arrangement

Students make a circle around the teacher

Teaching Materials:

In order to develop this activity the teacher will need:
1. A ball

Steps (Teacher):

Preparation:
1. Choose a ball apt for tossing.

Class:
1. Tell the students that they have to make a circle
2. Tell the students that when the teacher tosses the ball, the person who receives it has to answer to the question : Say a month of the year
3. After answering, the ball has to be tossed to the teacher again.

Steps (students):

1. Make a circle
2. Receive the ball tossed by the teacher
3. Answer to the command "tell me what month you are''
4. In order to answer properly the student must say 'I am. . .'
5. Toss the ball to the teacher

Comments and Suggestions:

● This activity can be adapted to different and more complex pieces of vocabulary.
● Instead of a ball, the teacher could use a teddy bear or any other object that has the same function as a ball.
● The 'soft skill' discipline is crucial for working with this activity. The students should be focus on the target of this activity in order to apply it successfully.

Reference/Acknowledgement:

The Internet TESL Journal (2003). Ball Game. Retrieved from
        http://iteslj.org/games/9904.html

ACTIVITY 6
"Shout a month!"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Planning and practical problem solving.
Content Objective: Students will be able to identify the months of the year.
Language Objective: Students will be able to pronounce the months if the year properly in contextualized situations.

Classroom Management and Arrangement

Students make a circle. If there are more than 12 students you can pair them up or make two small groups.

Teaching Materials:

In order to develop this activity the teacher will need:
1. A bouncing ball, for example, a basketball.

Steps (Teacher):

Preparation:
None.

Class:
1. Tell the students to make a circle
2. Tell the students to choose a month.
3. Tell the students that one of them has to choose a month and throw the ball in the air.
4. Tell the students that the person who chose that month has to grab the ball and say stop! While the other students run.
5. Once the student says "stop!", he or she has to burn one of the months. After one student gets touched by the ball, they have to start all over again.

Steps (students):

1. Make a circle
2. Choose a month of the year.
3. One student will start by saying a month.
4. After that everyone runs until the student who has the ball says "stop!"
5. Afterwards, the student with the ball has to burn the student that he or she wants.
6. The student burnt will start the game all over again by shouting a month.

Comments and Suggestions:
- If there are more students than months, they can be paired up or make two teams.   - The content "months" can be changed into colors, animals.   - The 'soft skill' planning refers to analyzing the situation and then come up with an arrangement to follow.   - The 'soft skill' practical problem solving means that the participants are able to overcome any obstacle in an orderly manner.
Reference/Acknowledgement:
Adapted from Buttner, A. (2007). *Activities, Games and Assessment Strategies for the Foreign Language Classroom.* Eye on Education, Inc.: New York

ACTIVITY 7
" Simons says: Our body parts "

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Discipline and responsibility
Content Objective: Students will be able to identify body parts.
Language Objective: Students will be able to follow instructions.

Classroom Management and Arrangement

Students make a big circle.

Teaching Materials:

None

Steps (Teacher):

Preparation:
1. This activity does not need any preparation

Class:
1. Tell the students that they have to make a circle
2. Tell the students that they will have to follow instructions. For example, if the teacher says 'Simon says touch your knee', students have to touch their knees.
3. If the teacher does not say 'Simon says…' and only says 'touch your knee', students must not follow the direction. Otherwise, they cannot continue playing it and must return to his or her seat.

Steps (students):

1. Make a circle
2. Follow the teacher's instructions.
3. If the teacher says 'Simon says touch your nose', you should touch your nose.
4. If the teacher only says 'touch your knee', students must not follow the direction. If they follow it, they must return to their seats.

Comments and Suggestions:

- This activity can be adapted to any topic.
- Depending on the English level, the teacher can give more complex directions
- The 'soft skill' discipline is crucial for working with this activity. The students

should be focus on the target of this activity in order to apply it successfully.
- By working with the 'soft skill' responsibility, the students need to take into account the actions that they are supposed to perform.

Reference/Acknowledgement:

Buttner, A. (2007). *Activities, Games and Assessment Strategies for the Foreign Language Classroom.* Eye on Education, Inc.: New York

ACTIVITY 8
"Head, shoulders, knees and toes game"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Discipline
Content Objective: Students will be able to identify parts of the body
Language Objective: Students will be able to name parts of the body.

Classroom Management and Arrangement

Students make a circle

Teaching Materials:

In order to develop this activity the teacher will need:
   1. A laptop
   2. Speakers

Steps (Teacher):

Preparation:
   1. Download the video "head, shoulders, knees and toes"
   2. Prepare the speakers

Class:
   1. Tell the students to make a circle
   2. Tell the students to perform the actions seen in the video

Steps (students):

   1. Make a circle
   2. Perform the actions that are shown in the video

Comments and Suggestions:

   ● As this activity does not take much time, students can be chosen to lead the group in order to make them sing and perform the actions again.
   ● The 'soft skill' discipline is crucial for working with this activity. The students should be focus on the target of this activity in order to apply it successfully.

Reference/Acknowledgement:

Little fox kids. (2013, March 11). *Head and shoulders* [Video File].Retrieved from

https://www.youtube.com/watch?v=TzRBUrtUBRg

ACTIVITY 9
"Pictionary time! Playing with animals"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Teamwork, practical problem solving, and leadership.
Content Objective: Students will be able to identify animals.
Language Objective: Students will be able to name animals in context.

Classroom Management and Arrangement

Students get together in groups.

Teaching Materials:

In order to develop this activity the teacher will need:
1. Name of animals written on piece of cardboard
2. Pieces of paper
3. Pens

Steps (Teacher):

Preparation:
1. Write animals' names on a piece of cardboard.

Class:
1. Tell the students that they have to get together in group.
2. Tell the students that one person per group has to draw an animal and the rest of people in his/her group have to guess what animal the person drew.
3. Tell the students that they have to take turns within the groups when drawing an animal.

Steps (students):

1. Gather in groups
2. Choose one person to start playing
3. One person per group draws an animal.
4. The rest of the group guesses the animal the person drew. They must say 'it is a …' in order to give a complete answer.

Comments and Suggestions:

- This activity can be adapted to any topic.

- The 'soft skill' teamwork aims at people being able to work with others and being successful in any activity.
- The 'soft skill' practical problem solving means that the participants are able to overcome any obstacle in an orderly manner.
- The 'soft skill' leadership can be portrayed here with the responsibility that has the students drawing.

Reference/Acknowledgement:

Buttner, A. (2007). *Activities, Games and Assessment Strategies for the Foreign Language Classroom.* Eye on Education, Inc.: New York

ACTIVITY 10
"Mime and guess the animal"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Teamwork and organizing
Content Objective: Students will be able to identify animals.
Language Objective: Students will be able to name animals in context.

Classroom Management and Arrangement

Students get together in two teams.

Teaching Materials:

In order to develop this activity the teacher will need:
Name of animals written on a piece of paper
A bag

Steps (Teacher):

Preparation:
1. Write animals' names on a piece of paper.

Class:
1. Tell the students that they have to get into two teams.
2. Tell the students that one person per group has to take a piece of paper and mime the animal written on it.
3. The rest of the people in his/her group have to guess what animal the person is miming.
4. Tell the students that they have to take turns in the groups when miming an animal.
5. The team that tells the answer first wins.

Steps (students):

1. Gather in two teams.
2. Choose one person to start playing.
3. One person per group mimes an animal.
4. The rest of the group guess the animal the person mimes. They must say 'it is a …' in order to give a complete answer.
5. The group which has the answer first wins.

Comments and Suggestions:

- If it is a small class, the teacher can have the whole class as a team.

- This activity can be adapted to verbs, present simple, present continuous.
- The 'soft skill' teamwork aims at people being able to work with others and being successful in any activity.
- The 'soft skill' organizing refers to being able to prepare the group for the activity and succeeding while they are doing it.

Reference/Acknowledgement:

Wright, A. ; Betteridge, D. & Buckby, M. (2006). *Games for Language Learning*. Cambridge University Press: Cambridge, U.K.

ACTIVITY 11
"Fingerplay: Mr. Wiggle and Mr. Waggle"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Discipline
Content Objective: Students will be able to identify actions.
Language Objective: Students will be able to follow directions in contextualized situations.

Classroom Management and Arrangement

Students will stand up.

Teaching Materials:

In order to develop this activity the teacher will need:
1. The story of Mr. Wiggle and Mr. Waggle

Steps (Teacher):

Preparation:
1. Read the story of Mr. Wiggle and Mr Waggle.
2. Memorize the story.

Class:
1. Tell the students to listen to the story.
2. Tell them to imitate the movements you make.

Steps (students):

1. Listen to the story.
2. Copy the movements made by the teacher.
3. Try to be as accurate as possible.

Comments and Suggestions:

- Try to make sounds when telling the story to further engage students.
- The 'soft skill' discipline is crucial for working with this activity. The students should be focus on the target of this activity in order to apply it successfully.

Reference/Acknowledgement:

Slape, L. (2008, August 23). *Leslie Slape, storyteller Mr. Wiggle and Mr. Waggle*.

Retrieved from https://www.youtube.com/watch?v=TbzUiLWzgH8

Guybrarian. (2011). *Mr. Wiggle and Mr. Waggle*. Retrieved from
https://guybrarian.files.wordpress.com/2011/11/mr-wiggle-and-mr-waggle.pdf

ACTIVITY 12
"The wheel game"

Age group: All
Language Level: Elementary
Time: 30 min.
Skill: Teamwork
Content Objective: Students will be able to identify action verbs.
Language Objective: Students will be able to provide short answers in context.

Classroom Management and Arrangement

Students make a circle

Teaching Materials:

In order to develop this activity the teacher will need:
1. A wheel made of cardboard, this wheel must have verbs on it.

Steps (Teacher):

Preparation:
1. Make a big wheel with cardboard
2. Divide the wheel into ten spaces
3. Write ten different verbs in each space

Class:
1. Tell the students to make a circle
2. Tell the students to sit down
3. Tell the students that one of them has to spin the wheel and perform the action chosen.
4. Tell the students that they have to say yes if the action the person did was correct or no if the action was incorrect.

Steps (students):

1. Make a circle
2. Sit down
3. One student per turn spins the wheel and performs the action.
4. The rest of the students have to say 'yes, it is correct' if the action performed is correct or 'no, it is not correct' if the action is incorrect.
5. If the action was incorrect, another person should be chosen in order to perform the right action.

Comments and Suggestions:

- Depending on the number of students, more verbs can be added.
- The 'soft skill' teamwork aims at people being able to work with others and being successful in any activity.

Reference/Acknowledgement:

Adapted from MacMillan Publishers Limited. (2009-2014). Irregular Verb Wheel Game. Retrieved from http://www.macmillandictionary.com/verb_wheel/

3.3 Tips

In this section tips will be given in order to perform and develop the activities in a non-formal way, because as previously stated this teaching proposal is for introducing non-formal education with English activities as subject and keeping in mind the at-risk contexts of the participants.

a.   All activities:

The teacher needs to take into account that this is non-formal education; therefore, there are no books, no explicit content. Each activity focuses on one skill which should be emphasized when it carrying.

b.   All activities:

All of these activities can be adapted to fit any learner's level of English by changing the degree of difficulty according to how people acquire a foreign language, not only elementary but also intermediate and/or advanced.

c.   All activities:

The content of the activities can be varied according to the learners' preferences and needs.

d.   All activities:

Even though, there is a time limit of 30 minutes, the teacher must take into account that this time frame may change depending on how many students are taking the workshops.

e.   All activities:

If there are less than 15 students in the class, the teacher can have the whole class as a team. On the contrary, if there are more than 15 students the class can be divided into small groups.

f.   All activities:

In order to communicate, all the activities must be placed in context.

g.   All activities:

Teachers must remember to take into account the affective domains for these type of at-risk students.

h.   All activities:

Remember to provide feedback to the students and also ask for it.

i.   Activity 2:

This activity can be used at any point of a lessons but it is advisable to use it as an icebreaker, i.e., at the beginning of the class.

j.   Activity 3:

Since this activity is with numbers, the number can be changed.

k.   Activity 4:

This is a basic level activity. With higher levels of English understanding, the teacher might prefer to tell a story, and let the students draw whilst they are listening.

l.   Activities 5, 7, 9, and 10:

The vocabulary for this activity can be modified in order to have more complex words.

m.   Activity 11:

When performing this activity, it is advisable to make sounds in order to engage the students in what the teacher is telling.

n.   Activity 12:

It is advisable to come prepare with more verbs if the number of students changes.

CONCLUSION

Different types of teaching have been studied in order to improve the learning process of students. Nevertheless, these have all been focused on lessons geared towards children and teenagers inside the conventional classroom with a particular approach, method of teaching formally. This research paper has examined how people, including adults, can learn English through NFE in at-risk contexts. The importance and social efficacy of NFE has been shown time and again by European countries, and it is this type of education that helps people in conditions where they cannot learn in a formal context expanding their opportunity of access to better life conditions. As previously stated, NFE basically consists in lessons on a particular topic anywhere and at any given time, with people of all ages and for all academic purposes. It is in this context in which proposal for this research was based.

The purpose of the current study was to propose a set of EFL activities to include non-formal education in social risk contexts and it was successfully achieved. Likewise, the first specific objective was also reached since it was possible to define non-formal education in terms of its characteristics, goals, and fields of action. In regards to the second objective, it was fulfilled as it discussed the elements that influence learning a language. The third objective was also accomplished by designing and adapting EFL activities to social risk contexts through the use of non-formal education principles.

According to the research reviewed in this paper, it has been demonstrated that there are a wide variety of factors that affect the way in which people learn English. Not only psychological factors have effects on learners but also the social context where they live in. For that reason, considering these elements when teaching English is fundamental since

they allow people to be involved in learning a language that is widely spoken around the world. Furthermore, special attention should be given to at-risk contexts since populations who live in these conditions do not have easy access to a facility where they can learn English.

Through this investigation, it has been proved that non-formal education is contemplated upon places where extreme situations have taken place i.e. a war, an earthquake, and people are not able to access a formal type of education. Therefore, NFE aids people when they are in at-risk contexts. If one were to compare vulnerability and at-risk contexts, they are quite similar. Both of these contexts seek to fulfill the need for learning and they look for ways to leave their current situation. But, nowadays people do not have the time and money to take part in formal lessons or to go back to school. In consequence, attending non-formal classes is an alternative that can bring important benefits to people, such as job opportunities with better learning outcomes. A way to promote English can be with the use of the activities proposed, taking into special consideration the context in which the participants are part of. The activities proposed also consider the realization of this in a way that everyone can participate in order to start to learn English as a foreign language or to improve the use of it. Consequently, the idea of the proposal was to incorporate the English language with activities based on NFE.

The current literature review add to a growing body of literature on non-formal education and the ways in which this type of education can be used for helping people to deal with difficult situations. Since the activities aim at acquiring soft skills for the future worker, they will prove to be helpful when applying for jobs. One of the more significant findings to emerge from this bibliographical research is that social risk environment affect

directly how people learn and their attitudes towards a specific topic, and the desire to learn it or not.

Finally, a number of caveats need to be noted regarding the present study. First, the teacher might not take into account the context in which the students are inserted. NFE is focused on considering the social environment, interests, and goals that need to be achieved while attending lessons. Second, once students have already enrolled in the workshop, the students may not feel motivated enough to engage with the basic principles of this type of education, because they are usually used to a more formal type of lesson. Playing games and other activities which ensure lower affective barriers to learning may be mostly alien to them and do not seem like learning at all. Third, there is a possibility that people do not want to participate in the activities proposed because of their lack of interest in doing activities which involve learning English; the reason behind this may be their previous experiences learning this language while in high school or that they do not see any use in learning a language.

FURTHER RESEARCH

It is recommended that further research be undertaken in the application of the teaching proposal, to further discuss/establish whether the activities can actually improve the working conditions of the people attending the workshops. More information on learning English as a foreign language in adults would help us to establish a greater degree of accuracy on this matter. Considerably more work will need to be done to determine if the teachers implementing the NFE activities can actually adequate to the specifications of this type of education. Another important point would be to further investigate the learning outcomes of the participants in the workshops. Notwithstanding, it would be interesting to compare experiences of individuals with similar motivation levels and types such as learning soft skills whilst learning English. Lastly, this information can be used to inspire future teachers to leave the formal classroom and not use books as the sole guiding resource but also games and ludic activities.

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