



# **BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA**

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## **FACULTAD DE LENGUAS**

Benefits of use didactic material for learning English  
as foreign language in first, second, and third grade  
in the rural elementary school "JOSE ANTONIO  
URQUIZA"

For the degree of

**LICENCIATURA EN LA ENSEÑANZA DEL INGLES**

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**Benefits of use didactic material for learning English as foreign language in first, second, and third grade in the rural elementary school "JOSE ANTONIO URQUIZA"**

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*This research is dedicated .....*

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## CHAPTER I: INTRODUCTION

### 1.1 Introduction to the Problem

The SEP Website in its “estadística del sistema educativo puebla ciclo escolar 2016-2017” ([www.snie.sep.gob.mx](http://www.snie.sep.gob.mx)) refers that in Puebla state there are 3,495 elementary schools, where English classes have taken a big importance, so nowadays English language has taken an important role in the daily life of people; therefore, it is used in different roles such as personal life, business and education, that is why the English subject is now including in the educational system.

At the present time, English is taught by teachers using different tools as songs, CD's, movies, cartoons, apps, PowerPoint, etc as material to catch the student's attention; however, not all the schools possess the technology that is necessary to use inside the classroom as tools for English teaching.

Nowadays, many teachers work in schools that do not have access to technology; nevertheless, teachers look for the best way to impart classes using different methods for teaching English, with the use of text books, but also suitable material necessary in every class. It is important to mention that didactic material plays a main role in English classes to facilitate students' learning. According to Tomlinson (1998, p. xi) “Material is anything which is used to help to teach language learners... making changes to materials in order to improve them or to make them more suitable for a particular type of learner”. Teachers must be careful on the design and application of didactic materials.

## **1.2 Purpose of the study**

The main purpose of this research is to investigate about useful and attractive didactic material to obtain benefits in teaching English as a foreign language that enhance the students' best performance in their English lessons in a semi-rural community elementary school, where students do not have access to technology and where the English textbook needs extra support with didactic material to learn and acquire successfully a foreign language.

This research is focused on children from first, second and third grade studying English as a foreign language in a specific elementary school "Jose Antonio Urquiza", which is located in San Bernabe Temoxtitla, Puebla. This school has few students per each grade, and as a result it is small and has one group for each grade. As UNICEF (2012) describes that childhood is covered from birth to 8 years, it was decided to take into account a total of 37 students from the three first grades of this school. Also, there is the need to supply this lack of technology with didactic material previously developed by a teacher according to the needs and learning styles of students, having more attractive and productive classes in order for students to learn and enjoy their English classes.

A survey will be applied to the students during this investigation to recognize their needs about the materials that they have been used in their English class in order to give some characteristics to design interesting and enjoyable material that

can enhance students and teachers to teach English classes according to the School's program in this elementary school of low resources.

### **1.3 Significance of study**

"Jose Antonio Urquiza" is not the only school that presents materials and technological issues. Identifying the main characteristics will help to obtain the benefits of didactic materials and by this way, it might be possible to have a change in the rural education about some alternatives that teachers who are working in schools of low resources can use, in those schools where there is no technology and textbooks are not enough to encourage students' English learning.

This investigation tries to improve the English education through the presentation of some characteristics to design didactic material that could help other teachers and students that do not have access to technology. In other words this investigation might also contribute to improve the learning English process through the use of different kinds of didactic materials that might help to improve English classes.

### **1.4 Research Questions**

1. What is the role of didactic material on the process of learning a foreign language when there is not technology?

2. What are the advantages of using didactic materials with students from 1<sup>st</sup> to 3<sup>rd</sup> grade in a school that does not have access to technology?
3. What are the main characteristics to design attractive didactic material for children?
4. What are the most attractive materials for children from 1<sup>st</sup> to 3<sup>rd</sup> grade?

### 1.5 Key Words

**Course book:** A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking (Tomlinson, 1998, p. ix).

**Flashcards:** Large cards with pictures and/or words on for use in the classroom either by the teacher, e.g. in drills, or by the students, e.g. in games (Susan House, 1997, p.94).

**Game:** Games are activities that children naturally and universally engage in. There is a certain timelessness in the pleasure children find in games and in how the nature of games they play changes as they develop, ranging through fantasy, ritual, competition (Brumfit, Moon and Tongue, 1984, p. 143).

**Group dynamics:** This refers to the way you organize your class, e.g. groups, pairwork, etc. and the way in which they interact (House, 1997, p.94).

**Materials:** Anything which is used by teachers or learners to facilitate the learning of a language. They can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language (Tomlinson, 1998, p. xi).

**Materials adaptation:** Making changes to materials in order to improve them or to make them more suitable for a particular type of learners. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for the particular learners (Tomlinson, 1998, p. xi).

**Language practice:** Activities which involve repetition of the same language point or skill in an environment which is controlled by the framework of the activity. The purpose for language production and the language to be produced are usually predetermined by the task of the teacher. The intention is not to use the language for communication but to strengthen, through successful repetition, the ability to manipulate a particular language form or function. Thus getting all the students in a class who already know each other repeat to ask each other their names would be a practice activity (Tomlinson, 1998, p. x).

**Language use:** Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language whichever is used is determined by the learners (Tomlinson, 1998, p. x).

**Learning styles:** The ways that particular learners prefer to learn a language. Some have a preference for hearing the language (auditory learners), some for

seeing it written down (visual learners) some for learning it in discrete bits (analytic learners), and some for experiencing it in large chunks (global or holistic or experiential learners and many prefer to do something physical whilst experiencing the language (kinesthetic learners) (Tomlinson, 1998, p. xi).

**Realia:** Materials from the 'real world' brought into the classroom for practice, e.g. using a TV guide to choose/discuss programs (House, 1997, p. 94).

**Roleplay:** Any activity which entails students taking on different roles, i.e. they pretend to be someone else, such as a shop assistant and a costumer (House, 1997, p. 94).

**Supplementary materials:** Materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items (Tomlinson, 1998, p. xiii)

**Survey:** Survey provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2003, p.153)

**Quantitative research:** It is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be

measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like quantitative researchers, those who engage in this form of inquiry have assumptions about testing theories seductively; building in protections against bias, controlling for alternative explanations, and being able to generalize, replicate the findings (Creswell, 2009, p.4)

**Qualitative research:** It is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particular to general teams, and the researcher making flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2009, p.4)

**Mixed methods research:** It is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in the study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell, 2009, p.4)

**Foreign Language:** A foreign language is a language not widely spoken and used by the people of a community / society / nation. For example, Spanish is a foreign language in Canada. (<https://www.igi-global.com/chapter/addressing-cross-linguistic-influence-related/45061>)

## CHAPTER II: LITERATURE REVIEW

### 2.1 Materials

Materials are an important part of the process of teaching-learning, and it is not possible to have a unique definition about materials; in this case, this investigation is taking into account the one which is related in the use of learning a foreign language, According to Tomlinson (2003, p. 2) “materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be represented in print, and through live performance”. From this definition it is possible to say that materials have an important role when someone is learning a foreign language, many times teachers look for the best way to make students get involved in the language, however sometimes the course book is not enough and that’s when the teacher has to think about a material that could be the complement to obtain an effective class making students language acquisition better.

It is known that humans have different ways to learn, so materials have to be different according to the style of the learners and materials have to promote activity during the process of learning. About this aspect Tomlinson (2013, p. 256) says that including activities such as “choral readings, songs, games, use of puppets, and dramatizations will provide a high level of activity during the lessons”, as a consequence, students are involved better in an English class.

Also the lesson can include other activities such as listening to a conversation, playing games, singing and listening to a song, having dialogues, and

so on, these kinds of materials could be used by the teacher to improve students' skills.

The visual materials take an important role to develop learners' language acquisition, the flashcards, posters, worksheets are some examples that teachers use in order to attract the learners interest in their English class. Another example is when students have access to real material, in this way teacher will use kinesthetic material that students can touch or manipulate in class.

To conclude with the definition of materials, it is possible to say in a few words there are different types of materials that teachers could use in their classes but the material will be chosen according to the appropriate styles and needs of the students.

### **2.1.1 Types of materials**

There exist different kinds of materials that could promote learning a language.

#### **2.1.1.1 Materials for the teaching of grammar**

It is self-evident that the development of grammatical competence has an important role in second or foreign language learning. According to Tomlinson (2013, p. 339) the writer of "Materials for the Teaching and Learning of Grammar" has a number of considerations to be taken into account. These include:

- a. The age and the level of the learners who will be using the materials;

- b. The extent to which any adopted methodology meets the expectations of
  - i) learners, ii) teachers, iii) the educational culture within which the learners and teachers work.
- c. The extent to which any contexts and co-texts which are employed in order to present the grammar area(s) will be of interest to learners;
- d. The nature of the grammatical areas to be dealt with, in terms of their form, their inherent meaning implications (if any) and how they are used in normally occurring spoken and / or written discourse;
- e. The extent to which any language offered to the learners for them to examine the grammar used represents realistic use of the language, and the extent to which activities for learners to produce language containing the target grammar will result in meaningful utterances, and ones which bear at least some resemblance to utterances which the learners would be likely to want to produce in their own, non-classroom discourse;
- f. Any difficulties that learners can be expected to encounter when learning these areas of grammar, especially with regard to any similarities or differences in form, function, and form/ function relationship, between the target language and their mother tongue.

### **2.1.1.2 Materials for teaching vocabulary**

Tomlinson (2013, p. 351) says that “vocabulary teaching has the goal of supporting language use across the skills of listening, speaking, reading and writing, and there has been considerable debate especially in first language teaching how this can be done”. Vocabulary has to include the four skills to facilitate the learning

of a second language (in this case English); if it is thinking how human learnt the first language it is possible to say that vocabulary was given in small and large proportions depending on the communicative context, for example, when the babies are learning about "fruit" they do not learn a common class of fruit, they are learning in a real context. This means they use the listening skill when mom says the name of the fruit, the speaking skill when they repeat the name of the fruit, then when children eat fruit they are immersed in the use of real material which make it easier to learn the vocabulary and 3 years later when children will be learning to write and read they will reproduce and recognize the vocabulary of fruits.

### **2.1.2 Didactic Materials**

Didactic materials could be defined as a group of elements that joined in a group and could be used with a specific purpose. The didactic material facilitates the teaching- learning process and in an educative environment it helps to develop skills, acquire new concepts and perform aptitudes making that process easier and effective. For the purposes of learning English in the easiest way the didactic material must be attractive for students and as Wright, Betteridge and Buckby (1983, p. 1) mention " if they are amused, challenged, intrigued or surprised the content is clearly meaningful to them" .

Learners from first, second and third grade are too enthusiastic to learn a foreign language, and it is necessary the use of didactic materials for a better class. In other words, the context must be clear for students and according to their English level, also it is essential that students could enjoy practicing with the didactic material. It is really important to catch the attention of the students, so the didactic material must be designed taking into consideration a variety of activities that could

include also some games inside or outside the classroom, when a student in this case a child is using different activities and games could make it easier for him or her to learn something. Wright, Betteridge and Buckby (1983, p. 1) state that “games help and encourage many learners to sustain their interest and work”, if students are constantly encouraged in the process of the learning of a foreign language will be achieved.

### **2.1.3 Didactic materials in English language teaching.**

When a teacher looks for the best way to teach English to children, one of the first thoughts in mind is related to the materials. The design of materials must be attractive in order to catch the attention of the students, also taking into account the real context which they are related to. Didactic materials represent an important resource in the teaching-learning process especially in the schools with low resources.

As this investigation mentioned before, the design of material must be attractive for children, examples of these kinds of materials are:

- **Picture games:** As Wright, Betteridge and Buckby (1983) suggest that here the use of pictures play a big part of the game.
- **Magic tricks:** Also Wright, Betteridge and Buckby (1983) suggest that with the help of magic tricks the skills of listening and speaking are improved, the learner in these kinds of games describe the actions both in past and in the future.

- **Story games:** Students write in a small piece of paper notes about a story, so they have to create a story with the help of their own partners.
- **Memory games:** With the help of pictures and the names of the pictures, students must match the word with the pictures.
- **Mime and gesture:** Davis and Pearse's (2000) state that teachers write or select a story and choose some words, then students guess the missing vocabulary provided by the teacher's mime.
- **Realia:** In the Davies and Pearse's (2000) opinion there are many objects that can be used on the presentation and practice of language, they result interesting and potentially effective in the acquisition of a foreign language, such as; fruit, clothes, learners' possessions and school's objects. Also they (2000, p. 160) comment that "specific realia can be used to illustrate stories, especially with children. For example, a story about the jungle is much more attractive for them if they have toy animals to look at and even touch"

Also all the material created by the teacher using the students' favorite character, favorite colors or attractive text. Brumfit, Moon and Tongue (1984, p.33) mention that also it is important to take into account "those activities that we loosely think of as involving play and enjoyment. Singing, calling hands, chatting, rhymes, solving puzzles, drawing, coloring, model-making", so the teacher must create didactic material involving funny activities, because as it is known children like playing and they want to play at almost all times.

#### **2.1.4 Design of didactic materials.**

It is necessary to develop language learning materials taking into account the home, school, experiences, situations that they are involved with, in order to ensure the children's interest and motivation taking from the students the best effort. Tomlinson (2013) suggest that didactic materials must be familiar with learners for example they need to be related with real context where they are in; classroom situation, family traditions, familiar foods and activities, and festival shared through the community.

Teacher must create the didactic material according with the particular topic she wants to teach. Tomlinson (2003, p.37) explains "the selection of materials involves matching the given materials against the context in which they are going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them", the didactic material is an essential element of English teaching, for this reason teachers have to make attractive material for the students, in this way there is a major possibility to catch the attention of students.

#### **2.2 Childhood**

According to Unicef (2012) a range processes and mechanisms that sustain, support and aid in the holistic development of children, from birth to age 8 years is called "childhood", through the combined impact of education, care, health, nutrition, protection and stimulation this period is also considered a critical window opportunity

for optimizing children's development. As it was mentioned previously childhood is the period where the education takes an important role in a person.

### **2.2.1 Teaching English to Children**

Teaching English to young children has become especially important in recent years and it demands many strategies in order to get the students attention, teachers must be careful on the organization and kinds of activities in the lesson plans, as it is known children are different from adults, in this point Cameron's (2001, p. 1) research provides evidence of "some differences immediately obvious children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or who". Teachers can take advantage about this to choose attractive and dynamic activities using the appropriate material.

#### **2.2.1.1 Children's confidence in English as Foreign Language**

Talking about confidence it is possible to say that is one of the valuable presents that a teacher can give to their students, a teacher is fundamental in this part of the learning process. Feldman (2003 p.8) affirms that "confidence makes students able to achieve their goals, to be willing to learn and face the problems, it makes them able to dare new things and get involved with others; an example is when a student makes a mistake in grammar so a teacher has the possibility to say

–“pay attention the answer is wrong”- or say –“ I see you are doing better, let’s check your answer with the group “ in the first answer the student is not motivated by the teacher and the student could feel uncomfortable, stressed, disappointed, negative, unsure ,and in contrast if the teacher goes for the second choice, the student feels motivated and interested in the topic, and also by checking the answers in group makes the possibility to give all students a feedback making the learning process easier.

Confidence prepares people to try out and learn new things. Feldman (2003) believes that confidence in ourselves prepare us to explore and try new things. It is important to mention that a teacher is not only a guide of education but a person able to make all as could be possible for developing students’ confidence. In this point Feldman (2003 p.9) gives the following strategies to obtain self-confidence:

1. Accepting each student by who they are. This acceptance gives feelings of self-acceptation.
2. Treating students as individuals. Appreciate their differences and do not compare.
3. Calling by their names frequently. Get familiar with their lives out of the school talking about their familiars, pets, greetings and so on.
4. Respecting the students, their families and their culture.
5. Recognizing that there exist many different talents in addition of a mark in the intellectual coefficient.

6. Helping the students to realize that they are multidimensional. "I am good for....  
But I have to work in...."

7. Children talk through their behavior. Teachers have to become in "student's  
observer".

8. Students always are able. Design a curriculum in which each student can  
have success.

9. Encouraging students by giving them options.

10. Encouraging students to be independent, accepting responsibilities and be  
continuous to the end of their work.

11. Being persistent and coherent.

12. Giving students the opportunity to take out their energy and emotions with  
outdoor exercises and activities.

13. Avoiding bad reactions when they commit a mistake.

14. Doing not label them, avoid saying words such as slow, disorder etc.

15. Giving value to the student's creativity and originality.

16. Asking open questions and accept their answers.

17. Encouraging students to solve problems

18. Being available for students. Giving them time to talk about their interests or  
problems individually.

19. Inspiring them confidence and always be optimistic.

20. Celebrating their goals.

### **2.3 English as Foreign Language**

English has been an important language and it is used for many purposes. According to Richards (2001, p. 23) “the role of English as a language of international communication had expanded rapidly by the 1950s. English was increasingly important in international trade and commerce. The role of English was supported by the growth of radio, film and television”.

During the last years the English language has continued to increase with a great demand for being the principal language worldwide. Nowadays English is found in many more aspects of daily life as books, magazines, songs, cinema, etc., in countries where the native language is not English. In addition English as a foreign language has taken an important role in the personal formation, in order to achieve several fields as professional, academic and even personal. Hence English as a foreign language has been included nowadays in curriculum of schools for being an important language of communication.

Furthermore the four skills are a big important part for teaching English as a foreign language, students need to learn how to communicate in English language. The listening skill helps with the production of a second language and humans spend most of their time listening. As Scott and Ytreberg (1990, p.21) mention “it is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read”. Humans spend most of the time listening, and even when the

word at the first time is not clear, the body language will help to reveal the context of the topic. According to Murcia, (2001 p.70) “An appropriate aural comprehension program that targets learner listening at all levels of instruction is an essential for second language competence”. So, Humans pass most of the life listening and this is the way in how they start speaking, hence the listening skill helps with the production of a second language.

In other words, listening is an important skill as speaking, Murcia (2001 p.101) mentions that “pronunciation is critical for effective oral communication”, if the student listens to the idea of the speaker, he or she is going to be able to emit it; having a conversation, expressing what he wants to say, making arguments, expressing their ideas and themselves, describing events, etc. So listening and speaking are two skills that are connected. Furthermore Scott and Ytreberg (1990, p. 33) say “in their own language children are able to express emotions, communicate intentions, and reactions explore the language and make fun of it, so they expect to be able to do the same in English”.

The third important skill is reading, this skill provides students to learn vocabulary, grammatical structures and also have more knowledge about a second language, Grabe (as found by Murcia, 2001, p.153) mentions that “reading is probably the most important skill for second language (L2)”, it is important to give resources according to the level of students. For kids it is more attractive when a story has more pictures instead of words, and if children do not understand the

phrase, the picture will help him to understand the context of what he is reading, Scott and Ytreberg (1990, p. 49) affirm that “ books open up other worlds to young children, making reading an enjoyable activity which is a very important part of the language experience”, children love stories, and that enthusiasm encourages them to read by themselves, starting with the basic vocabulary, so by acquiring vocabulary students will be able to understand what is written on the paper, and here is where the writing skill takes part.

The writing skill is useful an essential part of the second language. Some students need to understand what other people have written and even they need to write for their own partners. As Murcia (2001, p. 207) mentions “it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-pencil writing or the most technologically advanced electronic mail” The important thing is that the student at the beginning level needs to learn to express his ideas by writing them in second language.

### **2.3.1 English in Elementary Schools**

The countries that speak the English language are among the countries with the most influence in the globalized world. That is the importance for including

English in the programs of elementary schools being that the language offers good opportunities.

The idea of teaching English in the first school levels is that the students learn easily when they are younger, as Brumfit, Moon and Tongue (1984, p. vi) mention that "young children have more opportunities than adults" so the child's brain is more adaptable than an adult's brain, and it is better to teach a foreign language before puberty than after. The brains of children are similar to a virgin CD on both of them one keeps new information, also Brumfit, Moon and Tongue (1984) suggest the following reasons for teaching at primary level:

- Children are more motivated than adults; adults have more negative attitudes when they are learning foreign language than a child.
- Young children do not have worries or responsibilities as adults, thus this gives children more opportunities.
- They need time for a maximum learning of a language, so as younger he learns, more time he will have.

Teachers must introduce little by little the English language in elementary schools, using the first language and by this way, children will make a relation between one and another language, and also they need to be encouraged for making a learning effective. Also teachers must employ didactic materials based on fun. As said by Brumfit, Moon and Tongue (1984, p. 33) "it is commonplace that young children learn better through play or at least can be induced to go along with

teaching that is tempered by fun activities". Children love playing and if they learn by playing, acquiring a foreign language will be easier.

### **2.3.2 English in schools of low resources**

Education in schools of low resources is a fundamental part to guarantee the life in rural communities, just like English for the students' future. The possibilities for learning English in these schools of low resources are limited due to the reduction in the number of teachers assigned to teach it, even the material that includes technology.

Schools have to give to their students the opportunity to learn an important language, and it is not necessary the use of technology, there are other resources, and didactic material gives lots of alternatives and activities to learn English. Donalson (As found by Brumfit, Moon and Tongue, p. 144) affirms strongly that "all children have the right and the capacity to succeed and that school must offer all children opportunities to succeed if they are to educate them effectively". As it is known the rural schools have similar characteristics as few students, few teachers and the deficiency or nonexistence of facilities, as well as the lack of technology. So, as it was mentioned before English teaching in rural schools is important in order that students have the same opportunities as students from urban schools. To achieve the teaching-learning process it is better that English teachers use the didactic materials, in that way she or he is not going to make use of energy and therefore technology.

## **CHAPTER III: METHODOLOGY**

This chapter is going to describe the approach, the sample of participants, the context and the process to apply the instrument required to collect the data.

### **3.1 Setting**

This investigation was carried out in the State of Puebla, working in the “José Antonio Urquiza”, which is located in the community San Bernabe Temoxtitla.

In this School, English is as a foreign language, and as it was mentioned before the lack of technology is the main reason why a teacher needs to use didactic material as one of the principal resources to give this subject.

### **3.2 Subjects**

This school has a total of six groups, one per each group, having a total of 64 students who just 37 students and also the teacher who is giving the classes to this students are taking into account for this investigation, these students are coursing 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. The English classes are 2 hours per week, and the range age of participants are from 6 to 8 years old.

The next table summarizes the background and academic information about participants.

<b>No. of participants</b>	<b>Generation</b>	<b>Grade</b>	<b>Gender</b>	<b>Age</b>
8	2019	1st	Male	6 years old
7	201	1st	Female	6 years old
4	2018	2nd	Male	7 years old
5	2018	2nd	Female	7 years old
6	2017	3rd	Male	8 years old
7	2017	3rd	Female	8 years old
Total: 37				

### **3.3 Research Methodology**

To carry out this investigation in order to collect the data, it was necessary to use quantitative and qualitative methods; and as a result a mixed method will be applied. Creswell (2009) defines “mix method as a result of combining a quantitative and qualitative methods in a research study “. This investigation took in consideration this method because by using quantitative and qualitative research it could be possible to explain and understand better the approach and the findings of this research.

Mixed method has been used and discussed in different researches as books, journal articles, and diverse disciplines; that is why mix method is used more often in investigations of this type.

### **3.4 Instruments**

This research took into account two instruments to collect data, they will help to provide important and relevant information to answer the research questions, the first one was a survey that was applied to 37 students, and the second one was an interview applied to the English teacher who was giving them classes.

#### **3.4.1 Survey**

Survey is inside of a quantitative method because the results will be represented in graphics, in this way they help to provide statistical data about important information of didactic material, the graphics will be explained using quantitative method because from those results, this investigation will give opinions and overviews necessary for this research. As it was found in Creswell (2009), Babbie (1990) defines survey as an “instrument that provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population”. In this case the sample are 37 students, presenting their results about relevant information of didactic material.

The survey consists of 7 multiple choice questions about different aspects of didactic material where students must choose the answers that they consider are better for them.

### **3.4.2 Interview**

The second instrument applied consisted of an interview which is considered inside the qualitative method, Dörnyei emphasizes (2007, p.134) “interview is a known communication routine which works so well as a versatile research instrument”. To apply this interview the next steps were followed; first 7 open questions were asked to the teacher working there and the interview was recorded, the next step was transcribed the answers in order to present and explain chapter IV.

### **3.5 Data collection and analysis.**

Data collection procedure was first to ask for permission to the teacher Jose Cenon who is the principal of that school; then, when the permission was allowed, the teacher in charge of the first, second and third grade was identified in order to apply the survey to the students. The survey questions were explained to the students question by question to give them enough time to answer.

The next step was to find the English teacher in order to apply the interview, the teacher gave the appropriate time to apply her the interview and it was applied and recorded. For better findings the recording was transcribed.

## **CHAPTER IV: RESULTS**

This chapter presents the data analysis and findings through the use of a mix method research from the surveys applied to 37 students who were children from first, second and third grade studying English and the interview applied to the English teacher of the “Jose Antonio Urquiza” school.

The purpose of this study was to identify the benefits of using didactic material in schools of low resources, the results will be presented in the following way: firstly presenting data percentages as a result of a deep analysis of the surveys and the interviews used as instruments for the purpose of this research, which are represented below in graphics; then the findings will be discussed based on the points of literature review in Chapter II.

### **4.1 The best place to learn English by children from first, second and third grade studying English at Jose Antonio Urquiza School**

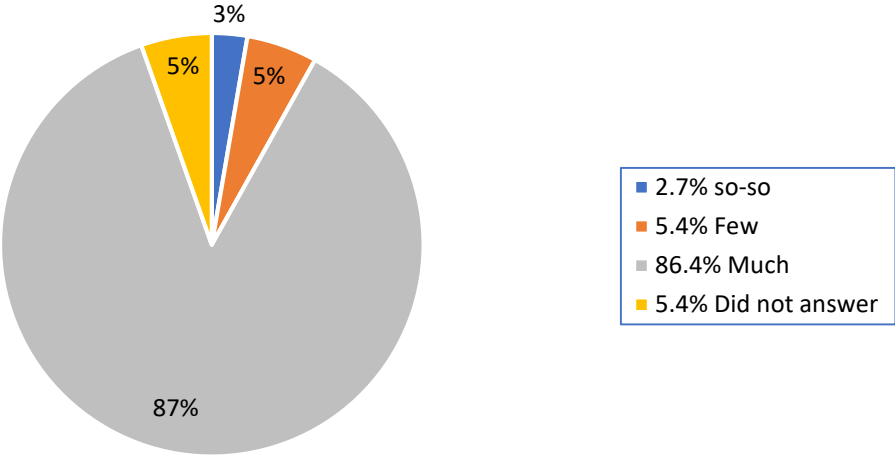
The perspectives of students about working out of their classroom are shown below in Figure 1. Then, it was contrasted, it is shown the teacher’s point of view about her opinion of student’s preference of working out of the classroom which is presented after in Excerpt .1

**Figure 1. Numbers of answers of students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School about their preference of performing activities outside the classroom**

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**1. Do you like the activities outside the classroom?**



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Above in figure 1 the graphic demonstrates the results of the first question in the survey; do you like the activities outside the classroom? Taking into consideration that the total of students is 37; the 5.40% of them shows that they do not enjoy learning outside of the classroom, the 2.70% presents that for them it does not matter if the activities are inside or outside of the classroom, the 86.40% of students seem to enjoy learning English by doing activities outside of the classroom and finally the 5.4% did not answer the question.

As presented in the data, it is possible to observe that several students enjoy learning outside of the classroom and it can be positive for the teacher and students trying a different environment in order to change the routine. The webpage Benefits of Outdoor Learning, Nature Play QLD Getting Our Kids Outdoors (2018) proposes that the students' intrinsic motivation for learning, provides enjoyable lessons, increases creativity, and activates thinking outside the box which improves children's health and wellbeing, social skills and behavior, encourages better attendance, teamwork and reduces bullying.

#### **4.1.1 Activities outside the classroom according to the teacher at “Jose Antonio Urquiza” rural school**

Question number two in the interview applied to the teacher was related to the preference of students from first, second and third grade studying English at “Jose Antonio Urquiza” rural school to work outside of the classroom.

**Except 1. in the interview applied to the teacher at “Jose Antonio Urquiza” rural School was related to the preference of students to work outside of the classroom**

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I.- So... Do you think is useful make activities outside the classroom?

**T.- Um...**Completely, if I don't do activities outside the classroom my students get bored faster and I don't get their attention I think it is very necessary, eh... this kind of activities, for example I use um... competitions in order to answer some exercises of the book eh... twister and another activities like put the correct name of this picture no?... and something like that

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It can be seen above in excerpt 1 that the teacher answered that most of her students performed better participating in activities outside of the classroom, because if students stay in classroom they get bored faster. Randler et al. (2005) carried out a study called “Cognitive and Emotional Evaluation of an Amphibian Conservation Program for Elementary School Students”, during two weeks in March 2005 where students who had taken part in outdoor learning presented significant positive shift in their knowledge from posttest to retention test, low level of anxiety. In other words, the perception of the children about the innovation of the environmental setting affected their learning outcome and boredom.

Important activities that students perform outside class are related to games. Haldfield (1999) states that games, activities with rules and goals and elements of fun, ought to be considered integral part of the language syllabus. Below in excerpt 2, teacher of Jose Antonio Urquiza School mentioned three examples of activities outside the classroom, by doing this kind of activities; according to the teacher those activities give her as a result a successful class.

**Excerpt 2. Activities that students prefer performing outside the classroom according to the teacher at “Jose Antonio Urquiza” rural School**

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I.- So... Do you think is useful make activities outside the classroom?

T.- Um... Completely, if I don't do activities outside the classroom my students get bored faster and I don't get their attention I think it is very necessary, eh... this kind of activities, for example I use um... competitions in order to answer some

exercises of the book eh... twister and another activities like put the correct name of this picture no?... and something like that

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The activities narrated by the teacher at Jose Antonio Urquiza School are the following:

- Races: This activity is used by the teacher when she asks for answering some grammatical exercises, working in groups, for example answering some exercises of the book. Also this activity provokes that students work better in groups and socialize more between themselves.
- Put the correct name to the image: This activity is especially for her to teach vocabulary. In these activities teacher explained that in this kind of activities students have images and their names in flash cards, students must match the correct pairs.
- Twister: This activity is used by her when she wants to make a feedback of a certain topic.

About games Kim (1995) lists the main advantages of using games in the classroom:

- 1) Games are a welcome break from the usual routine of the language class.
- 2) They are motivating and challenging.
- 3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 4) Games provide language practice in the various skills- speaking, writing, listening and reading.

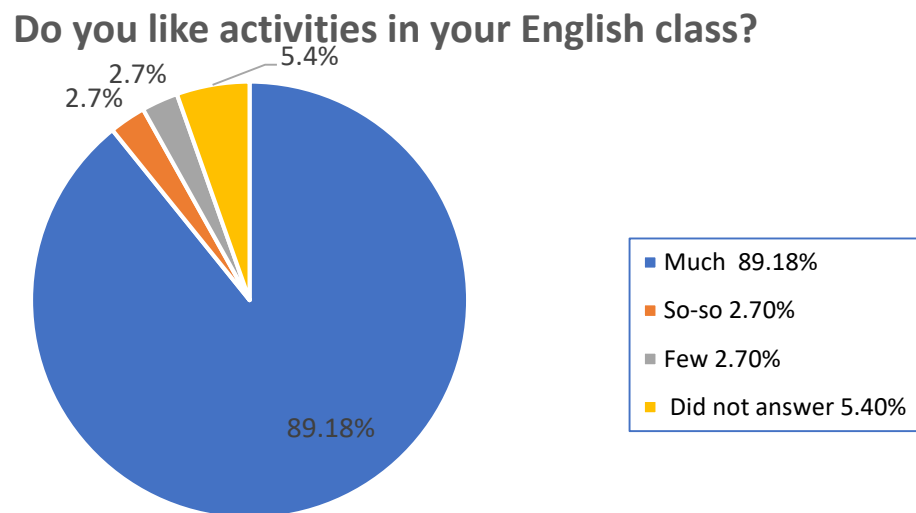
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.

(p. 35)

#### 4.2 Classroom activities preferred by students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School

Students were asked about the activities prepared and performed by their teacher inside their classroom, such predilection of activities can be seen below in Figure 2.

**Figure2. Numbers of answers of students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School about the types of activities they prefer**



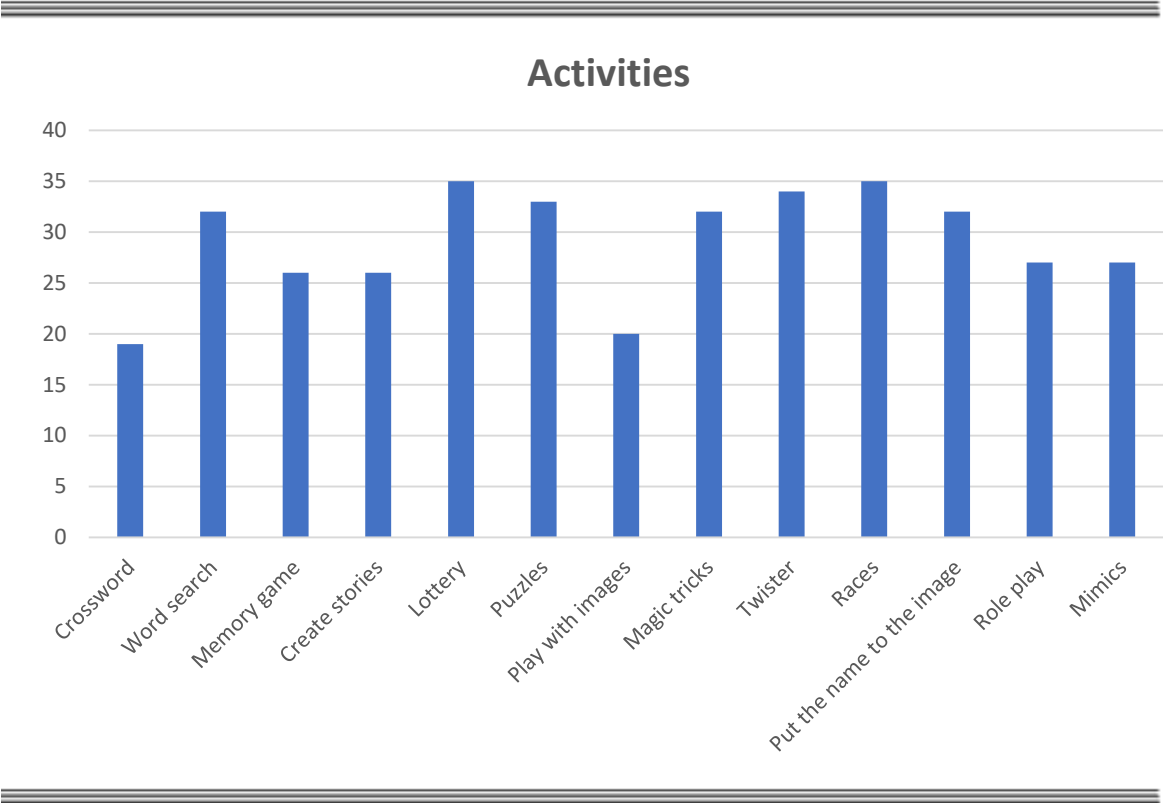
In Figure 2 it is shown the following results; with the 89.18% (33 students) of students seemed to prefer that their teacher includes games in the English classes. 2.7% (1) of students like 50% of the activities, while other 2.7% (1) like partially those activities, finally it can be seen that 5.4 % (2) did not like those activities. In conclusion the majority of students felt interested and motivated. Wright, Betteridge and Buckby (1983) mentioned that many students are helped and encouraged through games, they help them to keep their interest and work in English classes.

As in the interview the teacher agrees that playing games in English classes are attractive and could be enjoyed better. Also it makes the class active all the time and by this she has less risk to lose their attention. In addition as it was stated previously in chapter II by Tomlinson (2013) activities such as games included in the lesson plan will provide a high level of activity during the lesson.

#### **4.3 Activities that students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School prefer when teacher used them to replace technology**

Thirteen different activities were asked to students from questions three to question seven in order to see the students' order of preference by students in class. These activities are shown below in Figure 3

**Figure 3. Activities that are preferred by students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School when used by their teacher to replace technology in their English class**



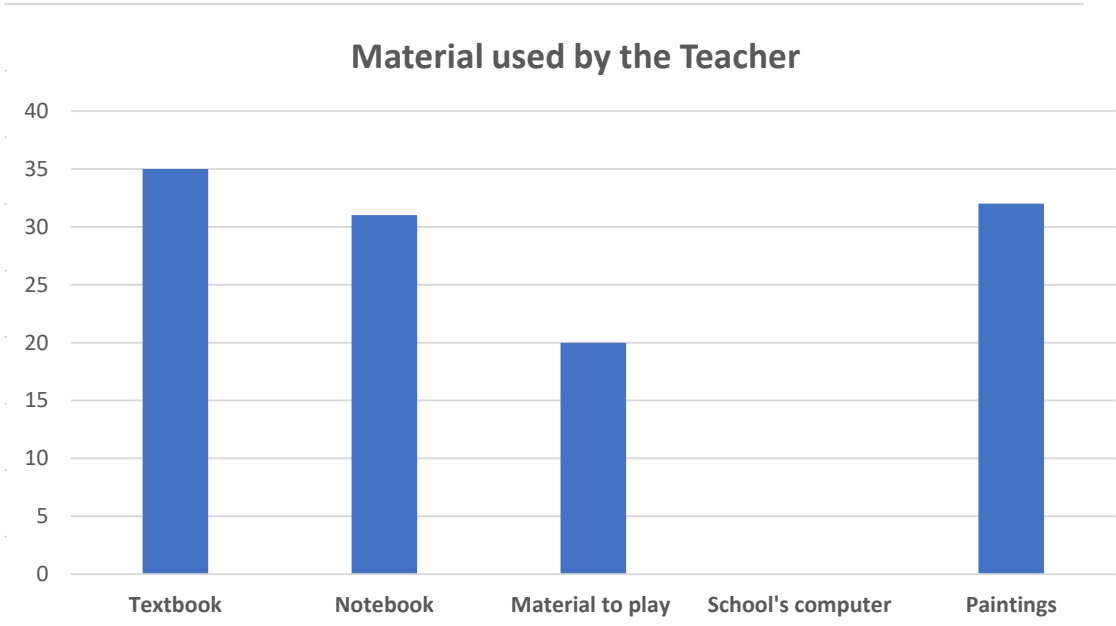
Children have an extraordinary ability to absorb language through activities they find enjoyable. The survey students marked different activities that they liked to use in the English class. The different activities were chosen by students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School in the following form: Crossword 19 students, Word search 32 students, Memory game 26 students, Create stories 26 students, Lottery 35 students, Puzzles 33 students, Play with images 20 students, Magic tricks 32 students, Twister 34 students, Races 35 students, Put the name to the image 32 students, Role play 27 students, Mimics 27 students.

As it is shown in figure 3, the students considered that the two most enjoyable activities for them are lottery and races. It is important to remark that realize these activities it is necessary the use of didactic material, which does not need the use of technology. However, it is important to be conscious that the use of different materials in a class could be more beneficial for students. Brumfit, Moon and Tongue (1984) say it is important to take into account activities where students can learn through using materials as puzzles, crosswords, mimics, races, etc., where students can sing, chat, solve a challenge, color, draw and model-make to obtain the best performance from them.

#### **4.4 Material used by the teacher at “Jose Antonio Urquiza” rural School**

It was also important knowing the different kinds of materials used by the teacher when teaching inside the classroom apart from the activities shown above. Such information can be seen below in figure 4.

**Figure 4. Material used by the teacher at “Jose Antonio Urquiza” rural School according to students from first, second and third grade studying English at “Jose Antonio Urquiza” rural School**



In Figure 4 it can be noted that 35 students said that teacher uses more the book as the principal didactic material to impart classes, 31 students said that the notebook, 20 students answered that material to play, 0 students answered about the use of computer and finally 32 students answered by painting. Below there is a comparison with what the teacher answered in excerpt 3.

### **Except 3. Material used by the teacher at “Jose Antonio Urquiza” rural School in the classroom according to the teacher**

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I.- Do you think didactic material is important and do you use it?

T.- Of course it is an important resource to teach, especially if you are working in a school which has a lack of technology, in that case it is essential, I use didactic material in all of my classes, for example the most I use are the blackboard and the students' book, I want to mention some advantages of use the book, for example with the book students can increase their vocabulary, it can be consulted as many times as students want, the topic has an order and also it is easier that students take notes.

As I told you the blackboard is essential because there is always one in the classroom, also I can take my students' attention and I can see if there are paying attention, even I can use the room of the blackboard to make another activities on it.

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And by making the analysis of the interview the teacher said that she uses mostly the book as principal didactic material because it supports the study program, and she mentioned some advantages of using it:

- It can be consulted as many times as students want
- It has an order to learn a topic
- It increase the vocabulary
- It facilitates to take notes in an easier way.

Making an analysis of the interview, it was identified another important aspect. Teacher mentioned the board as one of her didactic materials, she mentioned some characteristics of it:

- It is an essential part of didactic materials
- There is always one in each classroom
- It helps to catch the attention of students
- Teacher can notice if students are paying attention

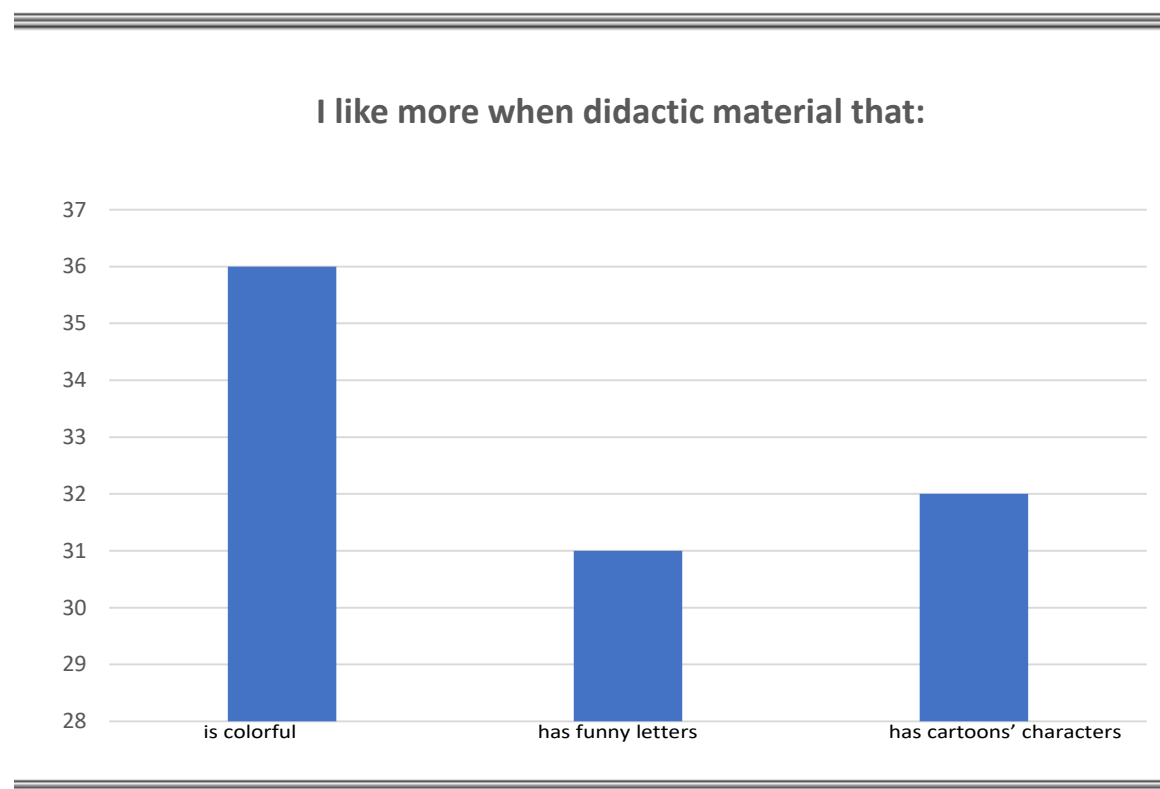
To support these ideas said by the teacher, Dobbs (2001, p.8) write some advantages of using a blackboard in English teaching:

- A different atmosphere is created. A group writing at the board is a public group within the whole class, and the students interact not only with those in their group but with the whole class.
- No single student can become disengaged and "disappear" without the teacher noticing, as can students in groups at their desks.
- Spontaneous collaboration at the board is a voluntary process in which students are grouped at their desks for the specific purpose of editing each other's work or discussing content.
- The teacher's monitoring ability increases. When the blackboard is used the teacher can observe what is taking place at the board and circulate among students working at their desks, acting as a resource to both groups.

#### 4.5 Characteristics of didactic material in 1st, 2nd and 3rd grade at “Jose Antonio Urquiza” rural School

It was important to know the students preference about the characteristics that the didactic material must contain. This information can be seen below in Figure 5.

**Figure 5. Characteristics of didactic material according to students in 1st, 2nd and 3rd grade at “Jose Antonio Urquiza” rural School**



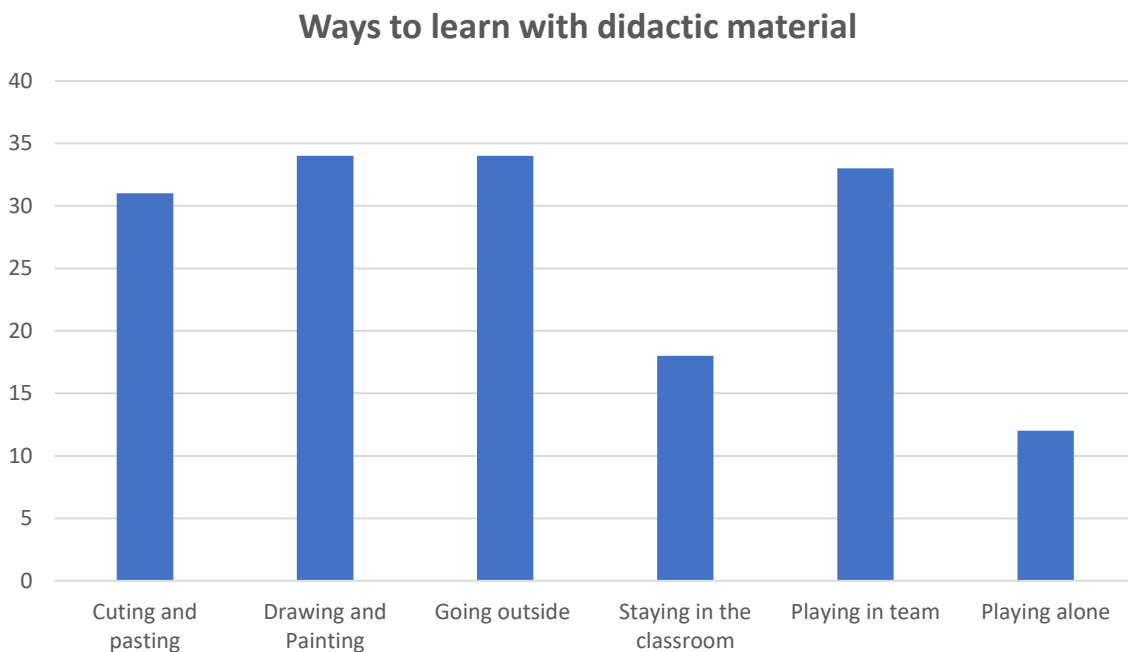
Making reference to chapter II, Tomlinson (2003) established that for making a selection of materials, it must be according with the needs and interests of teachers and students, for this reason it is important to know which characteristic is more

attractive for them, and with the result it is possible to plan didactic material, during the questionnaire applied to students three aspects were considered and they are shown in the above graphic, if materials should include colors, if materials should contain funny letters and if they should have characters of cartoons. Figure 5 reveals that 36 of 37 students enjoy more the didactic material when it contains many colors, but also 32 of them showed they like that material contains characters of cartoons.

#### **4.6 Ways to learn with didactic material.**

Students learn best when they have the opportunity to engage themselves with the way they want.

**Figure 6. Ways to learn with didactic material according to students in 1st, 2nd and 3rd grade at “Jose Antonio Urquiza” rural School**



In Figure 6 above it can be seen that cutting and pasting had 31 students who say that is a way of learning English, drawing and painting had 34 students, the same number of 34 students answered that going out, staying in the classroom had 18 students, playing in teams received 33 students and finally playing alone 12 students. In other words, the results suggest that students found two ways of didactic material where it must be enjoyable, drawing and painting and going outside;

Making an analysis from the interview, it was found that there are many activities that the teacher mentioned that she applies as different didactic material in these two aspects, examples for the first one that she mentioned were: flashcards,

imprinted images on worksheets and using paint to create prints, and for the second one are used races for putting the correct name to the image, playing twister, look for the correct image and identify the correct sentence.

#### **Except 4. Activities that teacher mentioned to use at “Jose Antonio Urquiza” rural School inside the classroom**

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I.-What didactic material do you use? **Um...** do you use support didactic material to teach?

T.- **Um...** support didactic material like flashcards or something like that? Or what do you want to mean by support material?

I.-Yeah! I mean not just the book, the blackboard or the notebook, extra material.

T.- **Um...** yes **Um...** it depends on the topic ha, ha, for example **Um...** on first grade eehh we learnt the fruits, the animals and shapes and in the topic of fruits we use real material as apples, grapes and so on and when we was learning the animals, I asked to them bring their puppets or some eehh... I forget the name eehh.. like puppets... I don't know...Ehhhh teddy bears! But those are...Like animals, teddies of animals like for example if they had a teddy of lion they can bring with them.

I.-Is something like toys??

T.- Aja ahhhh when we were learning shapes I had to create my own shapes of foamy and they have to make competitions and for example; I said them “run to the triangle” so they have to run , and the students have to win getting the points.

I.- Ok, so from the materials you mention before which have been more useful for you?

T.-Real material, material that they can manipulate, because they have their five senses active I mean they can touch, they can see and even they can try ehhh this kind of materials keep them active and my class is productive. Also I use to use flashcards and imprinted images to keep them active on my class using these in races in order to put in on the correct name to the image, also I remember of my last lesson of the colors I ask to my students imagine and create pictures using paints, they really enjoy my classes.

I.-And what about puzzles?

T.-Students like puzzles like worksheet that have all of those activities like puzzles and I don't remember, finds the words; the missing words – magic tricks – aja magic tricks but there are not productive like real material.

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## **CHAPTER V: CONCLUSIONS**

This chapter concludes this research. A summary of the research is presented; the most important findings about the use of didactic materials are discussed and interpreted. The significance of the study was to identify the main characteristics in order to obtain the benefits of useful and attractive didactic material according with the needs and interests of both; teacher and students, and also, with the results of the interview and the surveys it is try to understand how the didactic material became an important tool specially in the school “Jose Antonio Urquiza” where there is no technology.

### **5.1 Implications**

This research was focused on didactic material, and as a result the main aspects derived from this study. They are: the condition of the school; the use of didactic material inside the English classroom must cover the lack of technology because the zone where the rural school is located.

The second aspect of this study is related to the context the children live in; at the moment to apply the didactic material, the traditions and customs must be considered, as they are essential. The last main point is connected with the number of students, their different ages and the level of English they have, a child of 11 will not work in the same way as a child of 6, 7 or 8. Piaget (as cited in Rodriguez 20018) suggested that childhood goes through four specific stages according to their intellect and ability to perceive mature relationships: Sensorimotor Period (0-2

years), Preoperational Period (2-7 years). Concrete Operational Period (7-11), Formal Operational Period (11 and older, until about 19 years old).

## **5.2 Summary and discussions**

This investigation started by observing the importance of didactic material in schools where there is a lack of technology. So, this paper aimed to find out the appropriate answers to the four research questions presented below:

1. What is the role of didactic material on the process of learning a foreign language when there is no technology?

The didactic material is a fundamental tool on the process of learning a foreign language; it is an important and available alternative in this school "Jose Antonio Urquiza". The use of these materials help the teacher to transfer her knowledge to her students, and it was noticed that it helps students to create opportunities to be productive and constructive in the classroom. In other words the material has been essential; when the teacher uses it, the class is flexible, dynamic, enjoyable and productive. A teacher has many advantages by using this powerful material, the most important is that it helps her with the development of the learning process. In other words it helps with the construction of knowledge in her students.

2. What are the advantages of using didactic materials with students from 1<sup>st</sup> to 3<sup>rd</sup> grade in a school that does not have access to technology?

Different advantages of using didactic materials with students from 1st to 3rd grade in “Jose Antonio Urquiza” school which does not have access to technology were found during this investigation.

- a) The words or phrases that the teacher uses to do races, help students to recognize the vocabulary quickly in a text.
- b) Students use without problems the vocabulary in real contexts.
- c) It represents a fundamental part on the teaching-learning process
- d) It helps to reaffirm what students learned before.
- e) Students get involved and enjoy the class.
- f) It makes class more productive.
- g) It helps students to be more creative.
- h) Teacher catches the attention of her students easily when she uses them.
- i) It keeps students active all the time.
- j) Students use their imagination.
- k) It makes a great impact on students

3. What are the main characteristics to design attractive didactic material for children?

Didactic materials must be designed taking into consideration the context of students, the language level and the age of students, also the teacher can support herself with the interests and likes of her own students, principally it was found that students from these ages (6,7 and 8 ) in this

school prefer didactic material when it is colorful and also when it contains characters of cartoons. Another important aspect observed in this study was that when teacher needs students to concentrate, the best place to apply this material is inside the classroom. The teacher control the group easier than if they are outside the classroom.

4. What are the most attractive materials for children from 1<sup>st</sup> to 3<sup>rd</sup> grade?

The students from “Jose Antonio Urquiza” preferred the materials which involved races as games related to learning vocabulary; for example when students learnt the fruits, the geometric figures with colors (square, circle, triangle, rectangle), or clothes, also they like the material which is related with drawing and painting, lottery, twister, they enjoy the material which involves going outside the classroom and students from these ages love working in teams. This is perfect for that material which require activities for being outside the classroom.

Also it is going to be mentioned that when the surveys and the interview were applied the conditions of the School were observed, where a whole classroom is divided into 2 groups with wooden boards. The study suggests that for a better teaching-learning process in this school there should be only one group with the same level and grade in each classroom.

### **5.3 Limitations of the study**

There were some limitations for researchers, some of them will be mentioned; the first limitation for this research was to find the appropriate schedule to apply the survey and the interview. Also it was necessary to look for the principal in order that the teacher could be allowed to carry out this investigation in this school. The third limitation of this study was the sample size. The school is too small and as a consequence the population of the experimental groups was small, only a total of 37 students participated in this study, also there was only one English teacher.

The sample size is too small in order to make a general conclusion based on the effectiveness of learning English through activities by using didactic material instead of technology. As it is known literature review is an important part of any research; therefore, another limitation was that there is a lack of previous studies about didactic material.

### **5.4 Directions for further research**

This investigation found an interesting point about didactic material: didactic material plays an essential part of teaching English, especially when there exist a lack of technology. For this reason the result of this investigation suggest as a future research direction the possibility to investigate about the aspects that teachers have to take into account at the moment to elaborate, select, design and apply didactic materials. Also the different aspects that have to be analyzed carefully about teaching dealing with the relation of materials with the age, language level, the

number of students, the place where a teacher will apply materials and the purpose of the lesson.

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**Appendix A**

**Survey of Students**

Marca con una (x) lo que se te pide.

1º. ¿Te gustan las actividades fuera del salón de clases?

Mucho	
Mas o menos	
Poco	

2º. ¿Te gustan los juegos en la clase de inglés?

Mucho	
Mas o menos	
Poco	

3º. Me gusta más ...

Crucigramas		Lotería	
Sopa de letras		Rompecabezas	
Memoramas		Juegos con imágenes	
Inventar historias		Trucos de magia	

4º. Disfruto Mucho cuando juego...

Twister		Imitar a alguien	
Carreritas		Hacer mímicas	

Poner el nombre a la imagen			

5º ¿Qué usa más tu maestra en tu clase?

Libro		Computadora de la escuela	
Libreta		Computadora del maestro	
Material para jugar		Dibujos	

6º. Me gusta más el material cuando:

Es de colores		Tiene personajes de caricaturas	
Tiene letras divertidas			

7º. Me gustan más cuando...

Recorto y pego		Estoy dentro del salón	
Coloreo y dibujo		Juego en equipo	
Salgo al patio		Juego sólo	

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**Appendix B**

**Interview of teacher**

1. Does the school you work for, have access to technology?
2. Do you think is useful make activities outside the classroom?
3. Do you think didactic material is important and do you use it?
4. Do you use support didactic materials to teach?
5. From the materials you mention before, which have been more useful?
6. What advantages have you found applying this material?
7. Do you think there exist any disadvantages using this material?

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**Appendix C**

**Interview transcription**

I.- Good afternoon!

T.- Good afternoon!

I.- We are making an interview as you know, we are making our thesis and this talk about the benefits of use didactic material in first, second and third grade of this school Jose Antonio Urquiza, can we start with the interview?

T.- Yes

I.- Does the school you work for, I mean this school Jose Antonio Urquiza have access to technology?

T.- Unfortunately no, and this school is in a community that have many needs and one of them is that it does not have technology, I have to bring with me my laptop if I need material that need videos or songs because the school does not have this support,

I.- You need to bring your own material I mean your laptop and kind of those materials like speakers also to give them the kids that kind of materials, right?

T.- Um... Just in case that my lesson plan need technology

**I.-** So... Do you think is useful make activities outside the classroom?

**T.- Um...** Completely, if I don't do activities outside the classroom my students get bored faster and I don't get their attention I think it is very necessary, eh... this kind of activities, for example I use um... competitions in order to answer some exercises of the book eh... twister and another activities like put the correct name of this picture no?... and something like that

**I.-** So for you, is it very important making this kind of activities outside of the classroom instead of inside of the classroom?

**T.- Um...** It depends on... because I mean some activities are in the classroom because the classroom ... you know... in the classroom you can take the order of the group and if you go outside this kind of activities for example, work in group, work in pairs or answer some exercises that you need students concentrate what there are doing, if there are outside they cannot answer correctly they don't get the attention.

**I.-** Ok so, as you have been observed, do kids prefer their English classes outside or inside the classroom?

**T.- Um..** I think they prefer outside but I think that activities inside and activities outside of the classroom have to be use when it is necessary, it depends on the activities that you are going to play with

**I.-** Ok

**T.-** Ooooh the activities outside the classroom are better than the activities inside the classroom because outside you have real material.

**I.-** Can you make or I mean kids can be wrong, right?

**T.-** Aja yeah

**I.-** Do you think didactic material is important and do you use it?

**T.-** Of course it is an important resource to teach, especially if you are working in a school which has a lack of technology, in that case it is essential, I use didactic material in all of my classes, for example the most I use are the blackboard and the students' book, I want to mention some advantages of using the book, for example with the book students can increase their vocabulary, it can be consulted as many times as students want, the topic has an order and also it is easier than students take notes.

As I told you the blackboard is essential because there is always one in the classroom, also I can take my students' attention and I can see if they are paying attention, even I can use the room of the blackboard to make other activities on it.

**I.-** What didactic material do you use? **Um...** do you use support didactic material to teach?

**T.-** **Um...** support didactic material like flashcards or something like that? Or what do you want to mean by support material?

**I.-** Yeah! I mean not just the book, the blackboard or the notebook, extra material.

**T.- Um...** yes **Um...** it depends on the topic ha, ha, for example **Um...** on first grade eehh we learnt the fruits, the animals and shapes and in the topic of fruits we use real material as apples, grapes and so on and when we was learning the animals, I asked to them bring their puppets or some eehh... I forget the name eehh.. like puppets... I don't know...Ehhhh... teddy bears! Like animals, teddies of animals like for example if they had a teddy of lion they can bring with them.

**I.-** Is something like toys??

**T.-** Aja ahhhh when we were learning shapes I had to create my own shapes of foamy and they have to make competitions and for example; I said them “ run to the triangle” so they have to run , and the students have to win getting the points.

**I.-** Ok, so from the materials you mention before which have been more useful for you?

**T.-** Real material, material that they can manipulate, because they have their five senses active I mean they can touch, they can see and even they can try ehhh this kind of materials keep them active and my class is productive. Also I use to use flashcards and imprinted images to keep them active on my class using these in races in order to put in on the correct name to the image, also I remember of my last lesson of the colors I ask to my students imagine and create pictures using paints, they really enjoy my classes.

**I.-** And what about puzzles?

**T.-** Students like puzzles like worksheet that have all of those activities like puzzles and I don't remember, finds the words; the missing words – magic tricks – aja magic tricks but there are not productive like real material

**I.-** Ok and what are the advantages have you found applying this material?

**T.-** Well I think there are many advantages; the first one as I mention before is that they make my class more productive, another is that these material keep them active all the time, you get the attention easily than if you use the book, also this kind of materials can ehhh I don't know how to say .. this material make them use their imagination, their creativity and there are potentially smarter and another advantage is that my class is as productive as fun, that is important because I enjoy my class, my students enjoy my class and English is not boring, they love my class and I see when I don't bring didactic material or activities ehh for outside the classroom they get boring, they didn't like my class, my class is a little bit heavy for them and I don't have the same productivity that if I use didactic materials, and when I apply didactic material that needs special vocabulary or phrases in order to make races , it helps students to recognize the vocabulary in the texts of books and also in real context, also some activities helps students to reaffirm what they actually know.

**I.-** Do you think there are any disadvantages using this material?

**T.-** Of course, the first disadvantage is; I have to spend my own money because the school don't help me for this material. The second disadvantage is that some material don't give the results that I spec.

**I.-** That's all Miss, thanks so much by helping us with this interview

**T.-** I hope, I help you with the doubts you had!, good luck with your investigation!

**I.-** We appreciate your attention and your time!, thank you so much, have a nice day

**T.-** Have a nice day!