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**“MATERIALS THAT ENHANCE 6TH GRADE ELEMENTARY SCHOOL STUDENTS’
VOCABULARY LEARNING.”**

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BY:

LETICIA GARCIA GONZALEZ

THESIS ADVISOR:

M.E.I. RUBÉN ZÁRATE SORIANO



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This thesis has been read by the members of the thesis

Committee of

LETICIA GARCIA GONZALEZ

And it is considered worthy of approval in partial fulfilment of

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Thesis advisor

M.E.I. Rubén Zárate Soriano

Committee Member

Committee Member

PH Gildardo Lara Palma

M.E.I Áurea Marcela Rivera Mendoza

Benemérita Universidad Autónoma de Puebla

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DEDICATIONS

I would like to dedicate this thesis to God, my family ,friends and people who accompanied me during my univesity studies ,especially to my mother who is my support , my best friend and the person who taught for being a responsible person.

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ABSTRACT

“Materials that enhance 6th grade elementary school student’s vocabulary learning”

Teaching English is a challenge for elementary school teachers. Materials are a useful tool for teachers who teach English in primary school and also for students because materials help both of them to make the teaching-learning process easier and more meaningful. Therefore, the purpose of this study was to explore the materials that were helpful to elementary school teachers.

This study was based on a mixed method approach and answered the following research questions: One what kind of materials are useful to improve 6th grade students’ elementary school vocabulary learning? Two how do materials help students to learn vocabulary in English classes? Then, the most frequent materials were collected via an observation format and a questionnaire to identify the most used ones and to explore their appropriacy and effectiveness.

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CHAPTER I : INTRODUCTION

1.1 Introduction to the problem

Learning English has become a challenge for teachers and even for students, but at the present time the use of materials becomes easier to teachers to enhance students of elementary school to learn English in a meaningful way, for this reason didactic resources and materials have to motivate students to learn. Didactic materials include anything which can be used to facilitate the learning of a language. Tomlinson (2013) mentions that

“Materials’ are inclusive of anything which can be used to facilitate the teaching and learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. They can be instructional, experiential, elicitive or exploratory while informing learners about the language, providing experience of the language in use, stimulating language use or helping learners to make discovery about the language for themselves”

(p.2)

Also, materials can permit that students learn easier vocabulary, which is a very important fact when learning a language, than just having a traditional class where materials and resources are deprived. Tomlinson (2013) notes the importance that vocabulary has when learning a language by saying that:

“Vocabulary has the goal of supporting language use across the skills of listening, speaking, reading and writing. With the use of materials teacher could avoid problems such as students use the same words over and over again, they do not understand lots of words in books, and students get confused when they heard new words. Vocabulary plays a fundamental role in reading process and

also the others skills and contributes greatly to a reader's comprehension .A reader cannot understand a text without knowing what most of the word mean, students learn the meanings of most words indirectly , through everyday experiences with oral and written language”.

(p.351)

So, didactic resources are an important factor in teaching English and also vocabulary is always necessary for the four skills listening ,speaking ,reading and writing because vocabulary refers to the words we must understand to communicate effectively. So, on the basis of what was mentioned above about materials, I was interested in research about how the phenomenon of learning vocabulary through the use of didactic materials inside the English classroom was manifested in the school “Escuela Primaria Escuadrón 101”, a Mexican Public Elementary School with students in 6th grade that study in this elementary school have LEFL in the curriculum of the school, where I was teaching English.

In my experience teaching English in this school an important aspect that I have noticed was that my students needed to practice the language and also they needed to learn vocabulary to increase their knowledge and also that they needed to use other kind of materials because the use of books, whiteboard, markers were not enough for me and my students, that is why the purpose of this paper was to implement another didactic resources to enhance students learn and practice the language in another way.

In other words, during this research what I wanted to know is the different kinds of materials that enhance elementary students to learn vocabulary in order to provide a good management of materials according to usefulness, frequency, learnability and teach ability.

1.2 Purpose of the study

As I had mentioned at the beginning “Materials include anything which can be used to facilitate the learning of a language”.(Tomlinson,2013,p.2). For this reason, the purpose of this research was to investigate the different kinds of useful materials that enhance elementary students of sixth grade in “Escuela Primaria Escuadrón 101” to learn English vocabulary in an easier way.

1.3 Research questions

1. What kinds of materials are useful to improve students’ vocabulary?
2. What is the impact that didactic resources have in order to learn vocabulary in English classes?
3. What conclusions can be drawn about the use of materials that can be used to improve vocabulary?

1.4 Significance of the study

Didactic resources are an important factor that is always required to be used in the English language teaching. So, firstly, I hope that this study could contribute to provide information about the different kinds of useful materials that could help students in sixth grade of elementary school to learn vocabulary in an easier way. Secondly, I also wish

that this paper could help teachers to take into consideration the findings of the present research in order to be aware of the importance of materials inside the classroom to teach English.

Finally, and the most important point as a future teacher, I expect that this study could help me to be aware about the form in which I could select the appropriated material according to the students' needs.

1.5 Key terms

Children Learning: children are natural language acquirers; they are self-motivated to pick up language without conscious learning, They have the ability to imitate pronunciation and work out the rules for themselves. Opal Dunn. (2018).

Materials: refers to anything which is used by teachers or learners to facilitate the learning of a language, materials can be anything which is deliberately used to increase the learners knowledge or experience of the language. Tomnlinson (1998,p. 2)

Mother tongue: refers to a child's first language, the language learned in the home from older family members (UNESCO, 2003, p.15)

Role of the teacher: Teacher role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy the learner has over their learning. British Council. (2008).

Second Language acquisition (SLA): "it is the study of how learners learn an

additional language after they have acquired their mother tongue". Ellis (2003, p. 5)

Skill: A skill is a type of work or activity which requires special training and knowledge.

Skill. (2018).

Vocabulary: all the words that exist in a particular language or subject. Vocabulary.

(2018).

CHAPTER II : LITERATURE REVIEW

In this chapter I provide background information for my research. Chapter II contains the literature review and theoretical framework where I present relevant data related to my investigation. The perspectives from different authors are discussed to emphasize the importance of the concepts considered in this thesis.

2.1 Second language acquisition

Second language acquisition is the process by which people learn a second language, that is, language in addition to a person's first language. Many times this L2 acquisition occurs when a child who speaks a language other than English goes to school for the first time. Children have an easier time learning a second language, but anyone can do it at any age. The field of second-language acquisition impacts and draws from many other areas of study among them linguistics, psychology, sociology, discourse analysis and education to name a few. According to Grass and Selinker (2001, p.5) "SLA refers to the process of learning another language after the native language has been learned. The important aspect is that SLA refers to the learning of a nonnative language after the learning of the native language."

Also Smith (1994,p. 7) suggests that second language is any language after the first language learned no matter the group of learners, environment, number and also the languages which are not spoken in one's community. As we can see both authors have the same idea about second language acquisition is a process in which learners

learn a language that is not the mother tongue and also considering some characteristics such as: group of learners, environment, and number.

2.1.1 Stages of second language

Individual learning of a second language uses the same process to acquire first language from the first day of exposure to the new language in spite of the age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language—to provide modified speech that they can at least partially comprehend (collier, 1998). Haynes (found in the page www.everythingESL.net 2005) has suggested a division in the process of second language into five stages; each stage explains the process of second language acquisition and some examples.

❖ Stage I: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything. They are not really producing language but are parroting.

These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals.

They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers

should focus attention on listening comprehension activities and on building a receptive vocabulary. Haynes (2005). No all learners go through a silent period. Some learners start speaking straight away, although their output may consist of imitation rather than creative language use. Others may be required to speak from the start as part of a language course. For learners that do go through a silent period, it may last around three to six months. (Ellis, 2008, p 73-75). In other words the main purpose of this stage is that learners have receptive vocabulary and they understand but they are not able to speak, however then we cannot generalize with learners.

❖ **Stage II: Early production**

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used.

- Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs.
- Begin to foster writing in English through labeling and short sentences.
- Use a frame to scaffold writing.

❖ **Stage III: Speech emergence**

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions, that may or may not be grammatically correct, such as “May I go to bathroom? ” ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

❖ **Stage IV: Intermediate fluency**

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

- **Stage V: Advanced Fluency**

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing. Haynes. (2005).

The stages of second language acquisition were mentioned previously, the order in which learners start to comprehend and acquire the language and also the advances that learners have into this five stages.

2.2 Children Learning a Foreign Language

De Bourmance (2015) states that it is an enormously rewarding experience in many ways learning a new language at any age, and children have many advantages, for example they understand intuitively that language can be explored, to play around with and to enjoy. Their enthusiasm is both contagious and successful and a language can be learned quickly.

So, young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them. (Dunn, British Council). Piaget (cited in Whitebread, 1996,p.2) says that “other evidence has suggested that young children arrive at school with many more capabilities than was previously thought”. Also, Vygotsky(cited inKrauss,1996,p.) noted the importance of knowing child’s individual development. A child development is based on his own biological capabilities and the environmental factors inherent in his life. So, Vygotsky believed that adults in a society foster children's cognitive development in an intentional and systematic manner by engaging them in challenging and meaningful activities.

An important point was mentioned by Whitebread (1996,p.2) who says that “The most important contribution of Piaget’s work was to alert educators to the child’s active

role in their learning, Piaget showed how children actively attempt to make sense of their world and construct their own understandings”. As we can see, different emphasize that children’s learning in the first years are the best years to start learning a second language.

2.2.1 Stages of children’s learning

In the following lines the stages of children’s learning, children acts in similar way to the same situations such as children use similar arguments in conversations, similar games, activities, and jokes are explained. Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. (Kendracherry, 2016).

Through his observations of his children, Piaget (cited in Whitebread, 1996), developed a stage theory of intellectual development that included four distinct stages:

a) Sensory- motor stage (from birth to two years)

- The infant knows the world through their movements and sensations.
- Children learn about the world through basic actions such as sucking, grasping, looking, and listening.
- Infants learn that things continue to exist even though they cannot be seen (object permanence).
- They are separate beings from the people and objects around them.

- They realize that their actions can cause things to happen in the world around them.

During this earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.

b) Pre-operational stage (from two to seven years of age)

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people. They also often struggle with understanding the idea of constancy.

c) Concrete operational stage (from seven to eleven years of age)

- a) During this stage, children begin to thinking logically about concrete events.
- b) They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example.

- c) Their thinking becomes more logical and organized, but still very concrete.
- d) Children begin using inductive logic, or reasoning from specific information to a general principle.

While thinking becomes much more logical during the concrete operational state, it can also be very rigid. Kids at this point in development tend to struggle with abstract and hypothetical concepts.

d) Formal operational stage (from eleven years onwards)

- At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems.
- Abstract thought emerges.
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.
- Begin to use deductive logic, or reasoning from a general principle to specific information.

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

2.2.2 The roles of the teacher

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.(ministry of education,guyana, 2015). Brown, (1994, p.200) mentions that "Teachers has to play many roles. Think of the possibilities: authority figure, leader, knower, director, manager, counselor, guide and even such roles as friend, confidante and parent."

Another perspective is that from Harmer (2007) who states that "it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials'. Some of the most common teacher's roles" are the following:

- a) **Controller:** The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed.
- b) **Prompter:** The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.
- c) **Resource:** The teacher is a kind of walking resource centre (monitor) ready to offer help if needed or providing students with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that students can consult her/him when (and only when) they wish.

- d) **Assessor:** The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out.
- e) **Organizer:** Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do. Giving instructions is vital in this role as well as setting up activities.
- f) **Participant:** This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.
- g) **Tutor:** the teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

(p.236)

The roles that were mentioned are the most common and the most useful to teach English in a classroom.

2.3 The importance of vocabulary

Vocabulary is an important aspect for children understanding as it is related to what they hear and read in school to communicate in a successful way with other people. In the following lines it is explained the importance of vocabulary according to some authors.

One of the beauties of the English language is the diversity of the vocabulary available to its users. It is also one of the things that can make English hard to learn. Misused vocabulary can make even the most fluent speakers seem inexperienced; on the other hand gives the speaker confidence and an increased ability to express themselves. Furthermore a good vocabulary ranges increasing reading comprehension, ability in technical subjects and written ability. Owlcation. (2016). Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972 cited in Thornbury, 2002p.13) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

It is true that students must learn grammar which can be considered as affixed “systematic rule” In most language course, the requirement of learning grammar and vocabulary is often made into syllabuses, which helps learners get various approaches to the language. As Thornbury (2002) stated a collection of rules is called grammar while a collection of items is called vocabulary. So, it can be generated many sentences with only one rule, which to some extents implicates that vocabulary knowledge never ends. In other words, the grammar learning could be mastered at some level whereas mastering learning vocabulary seems to take more time than that.

Schmitt and McCarthy(1997) suggest that it cannot be assumed that substantial vocabulary knowledge is always better than other skills because learning English words and their meanings work together and also another skills such as grammar, reading, writing, and speaking.

The definitions above according to different authors emphasize the importance of vocabulary and explain that vocabulary is necessary for communicative purposes and also see vocabulary as an implement to other skills because are linked.

2.3.1 Secrets to good vocabulary teaching

The following suggestions are listed to make vocabulary practice funny. These are primarily aimed at young learners. All good reasons to make sure that your vocabulary teaching could be interesting, useful and effective.

Hubpages (2013) indicates that “The not-so-secret secrets to good vocabulary teaching are:

- a) Make it interesting - this is often the hardest part of teaching vocab.
- b) Keep it relevant - Don't teach words your students cannot or will not use - you're only going to put them off and make them think that learning vocabulary is a pointless exercise. If you're following a particular curriculum or book use your common sense.

Set achievable goals - This applies to 3 main areas:

- a) The words you are targeting - are they suitable for the students ability?
- b) The amount of time you give students to learn them - don't expect your class of 7-8 year old students to learn their words overnight, by the same token if you give them too long it won't be a priority. Generally you want to introduce the

words on Monday, practice through the week, and test on Friday (or some variation of this based on your class schedule).

- c) The number of words you set - Avoid giving long lists of words, it is better to learn 5 words well and be able to use them effectively in a sentence; than to try to learn 25 words which are then confused, misspell and forgotten.

- d) Teach words in context - I never have students write definitions of words, I much prefer that they use the words in a sentence they made on their own. They are more likely to remember the word, better at using and it's a great chance to sneak in extra writing practice.

2.3.2 Techniques to teach vocabulary

Nation (1974)(p.18) says that “For example, if we teach a *fork*, we must teach the learner to recognize or produce the word *fork*; we must teach him what a *fork* is; and also teach him that the sound or shape of a *fork* and the meaning of the shape go together”. So, teachers must not just base on a list of words that students must memorize without having the context or any idea of what the word represents in the real life and in English the problem could be more evident . Nation (1974) makes a list of techniques that teachers must consider when teaching vocabulary. The list can be seen below.

❖ Teaching the form of a word

We can teach the shape, or form, of a word in many different ways. Here are some ways in which we can help the learner perceive the word by means of three separate senses:

a) Visually

- by showing the written form of the word
- by showing the mouth movements involved in saying the word
- by showing hand movements that draw the letters of the word in the air
- by showing wooden or plastic letters that spell the word

b) Tactilely (teaching the learners use their sense of touch)

- by using letters made of wood, cardboard, sandpaper, and so on, so the learners can feel the shapes of the letters can feel the shapes.
- by writing the word, letter by letter , on the learners hand.

c) Aurally

- by saying the word
- by producing the word

❖ Teaching the meaning of a word

These are ways in which we can help the learner understand the meaning of a word by using different approaches:

d) Demonstration

- by showing an object or a cut out figure
- by gestures
- by performing an action

e) Pictures

- by using photographs, blackboard, drawing, illustrations cut from magazines or newspapers.

f) Explanation

- by description
- by giving synonyms or opposites
- by putting the word into a defining context
- by translating

❖ Teach the form and meanings of the word go together.

We can help the learner connect the form of a word with its meaning by presenting the form and meaning together, so that the learner knows they are connected to each other and this knowledge is firmly implanted in his automatic responses.

(P.p. 18-19)

Above table we can see that it is important to take into consideration and as an important part different learning styles to teach vocabulary. But the most important part is that words need to be represented, explained and if possible shown with its real context, and not only asked to be memorized. Also Nation (1974), gives a list of techniques for attracting the students' interest for learning vocabulary this list of suggestions can be seen below.

Techniques for creating interest

The learner may not be interested enough in learning new vocabulary to give his full attention and enthusiasm to the task. Without interest, he will not pay attention to the teaching. We can add challenge and interest to teaching by:

1. Making it difficult for the learner to get the form of the word.

This means that the teacher does not give the answer directly to the learner. Force the learner to guess or to follow clues by the teacher or found in his own previous knowledge. The teacher and the learners play games .Let's consider ways to make the three aspects of learning word difficult for them, to provide challenges that are real but are not so difficult as to discourage the learners:

- a) Altering the arrangement of a word
- b) Making it difficult to identify the parts of a word.
- c) Choose the form from among other possible choices

2. Making it difficult for the learner to get the meaning of the word.

- By making it difficult to identify the meaning. For example, when the teacher uses real objects, he can wrap them in tissue paper or cover them with a cloth and let the learner guess.
- Use demonstration to teach the meaning, like perform a given action in such a way as to be slightly ambiguous, and the learner guess in turn what the meaning is.
- Uses verbal explanations .for example write the meaning (synonyms, opposites, synonyms in mother tongue, a description)

3. Making it difficult for the learner to connect the meaning and the form.

We can add interest to teaching the connection between the form and the meaning by asking the learners to match the form and the meaning from several possible choices by:

- a) Guessing
- b) Following clues
- c) Using their memory.

2.3.3 Learning words

In the following lines it is discussed the magnitude that learning words have when learning a language. In other words, an important factor that teachers have to take into account while teaching vocabulary.

Cameron (2001) p.72 indicates that “Children are clearly capable of learning foreign language words through participating in the discourse of classroom activities; thus, vocabulary teaching has a center stage in foreign language teaching. Besides, although opinions differ in how much grammar can be taught, vocabulary learning can be a stepping stone to learning and using grammar.” Young learners of a second/foreign language are still building their first language vocabulary, which is tied up with their contextual development; thus, in planning and teaching a foreign language we need to take into account this first language background to know what will work and what may be too difficult for children.

Cameron(2001) says that “ The role of words as language units begins with the early use of nouns for naming objects in first language acquisition and use of other words to express the child’s wants and needs”(p.73), followed by a period of rapid vocabulary development. If we had to have complete knowledge of words before using them, we would be restricted to very limited vocabulary. In this sense, our production races a head of our comprehension and vocabulary development is a continuous

process not just adding new words but of building up knowledge about words we already know partially.

Learning a new word is not a simple task, it is a cyclical process of meeting new words and initial learning, followed by meeting those words again, each time extending knowledge of what the words mean and how they are used in the foreign language. It takes a long time and many exposures to the word used in different situations. A realistic target for children learning a foreign language might be around 500 words a year in good learning conditions. No one person knows all the words in the language and not all words are equally useful to learn in using a foreign language; frequency plays an important role in the word's usefulness. Cameron(2001) (p 74,75)

2.4 The importance of materials

In the following lines I explained the importance of materials .Tomlinson (1998,p.2) mentions that “materials is anything which is used by teachers or learners to facilitate the learning of a language. Materials could be cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbook or photocopied exercises. In other words they can be anything which is deliberately used to increase the learners' knowledge and or experience of the language”. We can see that not only traditional materials are mentioned, but also technological resources are considered in the group of materials to teach vocabulary.

The following is a summary of the basic principles of second language acquisition relevant to the development of materials for the teaching of languages recommended by Tomlinson, (1998, P.p.7-13)

a. Materials should achieve impact

Impact is achieved when materials have a noticeable effect on learners is when the learners´ curiosity, interest and attention are attracted .Materials can achieve impact through:

- a) Novelty (e.g. unusual topics, illustrations and activities)
- b) Variety (e.g. an unexpected activity, breaking up the monotony of a unit routine.
- c) Attractive presentation (e.g. attractive colors, lots of white space, use of photographs)
- d) Appealing content (e.g. Topics which offer the possibility of learning something new, engaging stories, universal themes, local references)

b. Materials should help learners to feel at ease

Although it is known that pressure can stimulate some types of language learners but most language learners benefit from feeling at ease and they lose opportunities when they feel anxious, uncomfortable or tense. Materials can help learners to feel at ease in a number of ways. For example, I think that most learners:

- Feel more comfortable with materials with lots of ease with texts and illustrations that they can relate to their culture.
- relaxed with materials which are obviously trying to help them to learn than which ones those are always testing them.

c. Materials should help learners to develop confidence

Materials help learners to develop confidence; they try to feel successful by asking them to use simple language to accomplish easy tasks. Attempt to build confidence through activities which try to “push” learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating but achievable. It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills.

d. Materials should expose the learners to language in authentic use

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written text they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, listening to the radio, etc.) The points below are also important point while teaching materials to vocabulary learning.

2.4.1 Types of materials for teaching vocabulary

Language resources become necessary and inevitable for the successful classroom management and effective interaction. Trujillo et al (2010) suggest that the most traditional materials and resources are: The blackboard, visual aids, the textbook and hand-made materials are among those items every teacher has once or another

used and, quite frequently, are still present in every language classroom. The larger the number of different materials learners are provided with, the larger the possibilities all learners will find materials suitable to their learning objectives, cognitive styles and capacities.

a) The board

Harmer (2007) mentions that “Boards provides a motivating focal point during whole-class grouping. Handwriting on the board should be clear and easy to decipher”. (p.183, 185) It is important to learn how to use it and, even in that constrained situation, be creative.

b) Realia

Realia refers to actual items that teacher bring into the classroom such as food, maps, menus, stuffed toys, puppets, etc. Students can manipulate realia. This renders learning more concrete, especially for young learners.

c) Flashcards

Epstein and Ormiston (2007) p.75 says that Flashcards can be prepared by the teacher and the learners or they can be acquired as printed material. Flash cards are useful for

showing simple of objects or actions. The size of cards you select depends on how you plan to use them.

You can use flashcards for teaching pronunciation, vocabulary, structure and functions.

The most basic way of using flashcards to introduce a new language is:

- a. Show the flashcard and describe some aspect (e.g. "it's cloudy and rainy")
- b. The class repeats the description
- c. You ask a question to elicit the original description again (e.g. "what is the weather like?")

Use flashcards as vocabulary drills. After presenting the new vocabulary, put cards associated with the new words face up on the table.

d) Wallcharts

Epstein and Ormiston (2007) p.77 points out that wall charts enhance the classroom environment, are good references, and act as memory aids for students. They are big enough for students to refer to easily in class .However, Trujillo et. al. (2010) indicate that Comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses.

e) Topic and vocabulary wall charts

According to Epstein and Ormiston (2007) p.78 a number of government agencies and publishers offer illustrated vocabulary charts. For example nutrition, weather, maps and

body parts wall charts are common. Students can make their own illustrated vocabulary charts by topic or theme using magazines pictures or their own drawings.

f) Published materials

These ones can be any of the wide collection of printed materials available to the teacher. Brown (2001) p.143 writes that “realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated.” The following are published materials:

g) Magazines

Many magazines contain pictures and photo advertisements. Choose magazines that will interest your students from the wide variety available-sports, news, car, beauty and fashion, etc. students may enjoy these as a change from their books.

h) Short stories

fairy tales, fables, myths, and legends: authentic texts and ESL/EFL are readily available. Check bookstores and publisher catalogs.

i) Newspaper

Newspaper is an excellent teaching and learning resource. Basic readers can use the newspaper to become familiar with numbers, the alphabet, punctuation, etc.

j) Real world text

these realia include recipes, cereal boxes, how to manuals, medicine containers, and manuals.

k) The coursebook

Harmer (2007,P. p.181,182) says that Good course books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating text, audio cassettes / CD'S and others accessories such as DVD material, CD-ROMS and extra resource material. The most important aspect of course books use is for teachers to try to engage students with the content they are going to be dealing with.

l) Worksheets

Epstein and Ormiston (2007) argues that worksheets contains exercises that are distributed for – in class or group work or for homework. The worksheets are often checked by the teacher. Use worksheets for oral practice in pairs or groups. Worksheets save time in the lesson-the teacher does not have to spend time writing or drawing on the board. They support oral practice, reading, writing grammar exercises, and vocabulary development.

m) Audio CDS and audiotapes

Audio CDS and audiotapes can bring to your students the voices of native speakers that are different from that of the teacher. CDs and tapes are useful for listening to dialogues

and discussions with more than one speaker. Audio material however, has one major disadvantage the absence of a visual component makes it more difficult to understand.

n) Video technology

Video technology includes DVDs, videotapes and television. And then they are going to be explained in the following lines:

The benefits of video in the language classroom are tremendous. Video often illustrates authentic communication in real contexts; video illustrates cultural factors involved in communication, such as gesture, mood, relationships, age, sex and social status. Television shows and movies are rich sources of audiovisual input. Both television and movies depict language spoken at normal speed, with real accents, in interesting contexts. The use of television and movies help students develop critical thinking skills.

2.5 Conclusion

In this chapter I provided theoretical information about some concepts that are important such as second language acquisition that is an important factor while teaching English and then the description of children learning a foreign language and definitions, the importance of vocabulary and subtopics and also the types of materials for teaching vocabulary. I mentioned the data that was relevant to my research.

CHAPTER III: METHODOLOGY

The purpose of this study was to show the kinds of useful materials that help students and also teachers, so this chapter is dedicated to describe the method, the subjects who participated in this research, the context, and the instruments required for collecting the data and the procedures followed to achieve the aim established at the beginning of the project.

Also this chapter presents information of the way in which this study was carried out, as well as the steps followed for its application and the instruments that were selected in order to collect the information. The instruments chosen were a questionnaire that was applied to students taking English classes in “Escuela Primaria Escuadrones y Fuerzas Aereas 101 y 201”, an observation format in which I had to observe and also write some comments about the development of the class and the materials that teachers use in the classroom as a tool for teaching English.

3.1 Setting

The study was carried out at a Mexican public elementary school in a non-English speaking country. The elementary school has one specific class for teaching English once a week one hour. Students in 6th level that study in the elementary school have to learn EFL according to the curriculum of the school. This study was carried out in s “Escuadrones y Fuerzas areas 101 y 201” school which is located next to the "Finanzas" government office in Puebla Pue.

3.2 Subjects

The participants of the research are 21 students from 6th grade of Elementary School “Escuadrones y Fuerzas Aereas 101 y 201” and also teachers that are lecturing in these grades. This research takes into account the following factors: students have Spanish language as their mother tongue, they are Mexicans and they live in Puebla, pue they are studying the 6th grade of primary school, and they have English classes once a week one hour. The level of the students is basic.

3.3 Research methodology

This research attempted to adopt the mixed method research, Creswell (2003) states that “a mixed method approach is one in which the data collection involves gathering both numeric information as well as text information so that the final database represents both quantitative and qualitative information”. (p.20)

The goal of this research knows the students opinions about the impact that materials have on the students about their attractiveness and usefulness, it is also important to know specific information about the kinds of materials necessary for the classroom.

3.4 Instruments

Research instruments are measurement tools for obtaining relevant and important information. Basically, research instruments are designed to measure and obtain data about a research project. So, Instrument is the general term that researchers use for a measurement device (survey, test, questionnaire, etc.). To help distinguish between instrument and instrumentation, consider that the instrument is the device and instrumentation is the course of action (the process of developing, testing, and using the device). (wordpress.com. 2016).

In this section of the research, two instruments for the purposes of this paper were used, a questionnaire and an observation format. These instruments were adapted according to the purpose of the research questions. (See Appendix A and Appendix B)

3.4.1 Questionnaire.

The purpose of this questionnaire was to know the opinions that students have about the materials used for teaching English. Larry B. Christensen. (2017). says that “a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents”.

The main instrument applied during this research was a questionnaire. It consisted of 12 items presenting statements about the different features of materials, student’s preferences about the materials, components that include good materials, the

materials and resources that students can have access to, skills and sub-skills developed and the most important characteristics of materials. The instrument was written in Spanish, in order that students could feel confidence with the answers using their mother tongue. Another factor is the students' level.

3.4.2 Observation format

The second element for developing this research was an observation format it consisted of the following general aspects: the professor's punctuality, attendance, interruptions, and also the materials and the use that each teacher gives to it; the materials are listed in the format with space to write comments and add more examples of materials, (see appendix A &B). Education Reform, (2014) suggest that a classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.

3.5 Data collection and analysis

The observation format had the purpose of observing the kinds of materials teachers use while they were teaching English. In order to achieve the research purposes of this research the following steps were followed first of all, I asked for

permission to observe a group of students in the primary school “Escuadrones y Fuerzas Aereas 102 y 201”, where my research is carried out was asked, the teacher of the class accepted. Secondly, I asked a date to arrange a date for classroom observation. Thirdly, the class was observed and at the same time, the questionnaire was answered and some comments written about the class.

The next step that I had to follow was to ask for permission to apply questionnaires to the students in their English class in an arranged date. Then, the questionnaires were applied after explaining the purpose of this to students, finally I waited until they finished to answer the questionnaire. Once the data was collected, the questionnaires and classroom observation were analyzed using the mixed method means qualitative and quantitative data. Silverman (2018, P.p.9-10) states that “Qualitative research designs tend to work with a relatively small number of cases. Some qualitative researchers believe that qualitative methods can provide a deeper understanding of social phenomena than would be obtained from purely quantitative data”.

Also Creswell (2002) points out that “Quantitative methods involve the process of collecting, analyzing, interpreting and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population”.(p.xxiv) So the information of this research takes into consideration subjects, but it is necessary to use numbers to analyze data, for this reason a Mix method is considered as the appropriate one to be considered to be carried out during this thesis. Creswell and Clark (2007, p. 5) say that “Mix method it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of

studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”.

Hence, the aim of the study was to know statistic information and also the student's opinions to improve the materials in the classroom in order they could achieve better grades and comprehension of vocabulary and of the language.

CHAPTER IV: FINDINGS

This chapter presents results from the data analysis in order to answer the research questions of this project. Two fundamental goals were the center of this study, first to explore those materials useful to teach and to investigate how they might help students to learn English in class. This chapter presents the answers that show the participant's opinions about materials that enhance to learn 6th grade elementary school student's English vocabulary.

4.1 Research Questions and aims

The questions in which the research project was based were the following and they were extremely important to answer those research questions. .This chapter also gives further details of findings.

- a) What kinds of materials are useful to improve student's vocabulary?
- b) How didactic resources help students to learn vocabulary to students of public 6th grade in the elementary school "Escuadron y Fuerzas Aereas 102 y 201" in English classes?
- c) What conclusions can be drawn about the use of materials that can be used to improve vocabulary?

Research Aims

The principal aims of this study were:

- a) To explore the different useful materials to teach vocabulary.

- b) To investigate how materials help students to learn English in class.
- c) To analyze what kind of materials are useful to 6th grade elementary school.

4.2 Results from the questionnaires

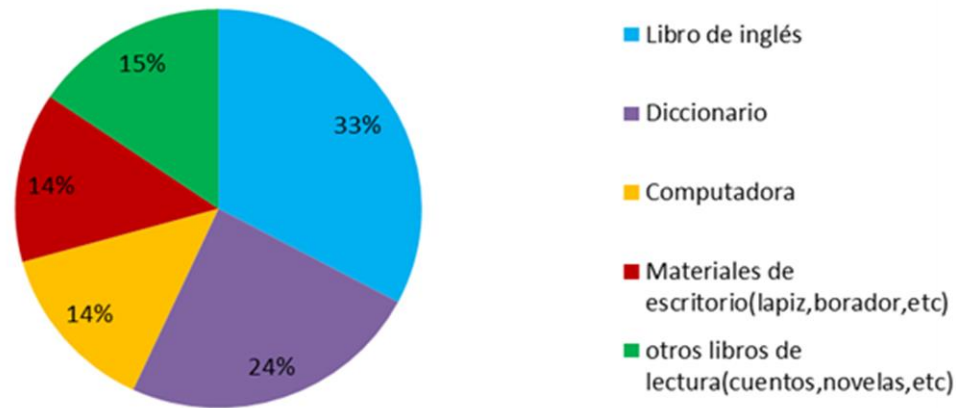
The results are presented in the order of the research questions that were formulated at the beginning of this study and according to the answers to the first research question.

4.2.1 Useful materials to improve student's vocabulary

This information is related to the first research question seen in this chapter about the kind of materials that are useful to improve vocabulary and the following questions from the questionnaire. Such numbers can be seen below in figure 1.

Figure 1. Number of Students that tell about the Different kinds of Materials used to do Homework in English

5.- ¿Que materiales usas en tu casa para hacer tus tareas?



An interesting answer was obtained in this question number 5 ,as it can be seen 20 students (14%) expressed that they do not have the enough material to complement homework, and also as can notice most of students do not have access to a computer to investigate and do their homework. 14% expressed that they utilize desk materials such as pencil, eraser ,pen, etc that are the base to do homework, 15% expressed that books ,tales ,novels are useful materials, 24% expressed that dictionaries are a good option and 33% expressed that English book is the materials they use.

This could be an observation for the teacher to be taken into consideration that the students need materials to study and compete in the same level than their classmates both in the class and at home. Demski (2012, p. 34) says that:

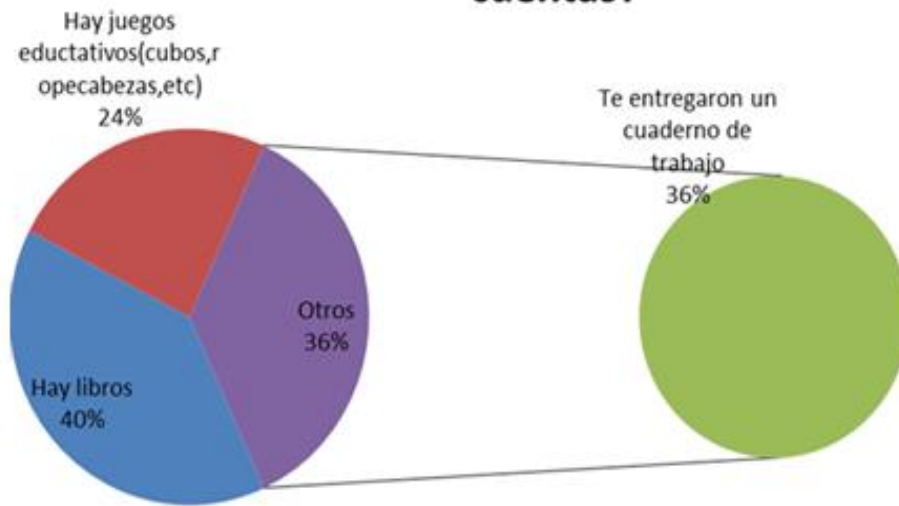
“In any personalized learning model, the student – not the teacher – is the central figure. In a technophilic view of a personalized learning environment, students have access to traditional learning resources like books and hands-on

materials, and time-honored support from people like teachers, parents, mentors, coaches, and schoolmates. But critically, they have ubiquitous access to technology, which allows them to connect to learning communities, information management and communication tools, personal learning networks, information and data, expertise and authoritative sources, online tutoring and guided sources tailored to their needs, knowledge-building tools, and peers with common interests”.

In primary schools, place where students spend most of their time, it is important to have resources, materials and technology to impact positively in the development of children.

Figure 2. Number of materials that were used in the classroom.

6.-En tu clase¿Con que tipo de materiales cuentas?



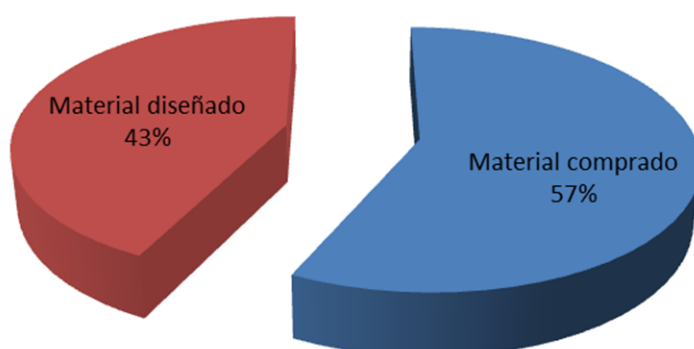
In the above Figure 2, it is observed that available materials are not enough for teaching vocabulary in sixth grade in the primary school "Escuadrón 201" and teachers believed that the material they use in class help to practice the topics seen. For this reason materials in the classroom are an important issue while teaching English in the primary school.

Students in 24% expressed that inside the classroom there are educational games such as puzzles, cubes, etc. 36% expressed that teachers gave a work notebook to use during the course. 40% expressed that books are available in the class. "Teaching materials can support learning and increase student success and come in many shapes and sizes, but they all have in common the ability to support student learning". (The Importance of Learning Materials in Teaching, 2015).

The following graphic represents the percentage that English teachers use design material or bought to complement English classes in the classroom.

Figure 3. Number of materials that were used by teachers during the class.

7.-¿Qué tipo de materiales usa tu maestro (a) en clase?

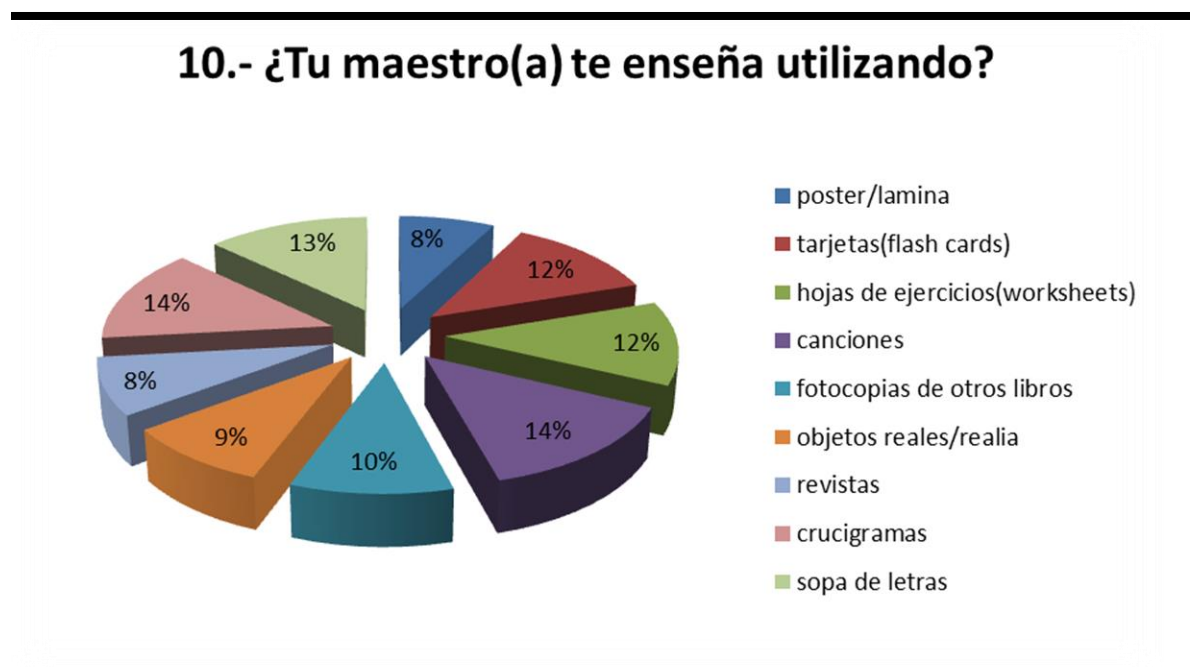


The above figure, Figure number 3 shows that 57% of teachers always intended to look for bought material instead of design their own material, some factors can be lack of time, some teachers does not consider materials like an important part of teaching, however design material could be an excellent option for example, materials evaluation is selected from existing materials, materials development is creating your own materials and materials adaption is modify existing materials, so as a result there are a variety of ways to complement teaching English with materials.

On the other hand, 43% of the students expressed that teachers use designed material because in this manner professors can teach or reinforce specific lessons and avoid unnecessary or confusing information. So, teachers are adapting materials to accomplish with the purposes of the class. Tomlinson (2013, p. xi). says about Materials Adaptation is “making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing”

The following graphic (Figure number 4) represents the variety of materials that teacher use while teaching vocabulary the most used and with success in English classes.

Figure 4. Kinds of materials that teachers utilize while teaching.



In question number 10, students answered the materials that help them to learn better and the purpose of this is to reinforce the topic, the first are songs and crosswords, the second word search and the last ones are flash cards and worksheets the most used in the classroom to teach vocabulary .Scott and Yterberg (1990, p.3) declare that “Young children cannot decide for themselves what to learn. Young children love to play and learn best when they are enjoying themselves.” In other words teaches must chose the kind of materials used in a class.

4.2 Results from the observation format

Results from the observation format are presented in the same order of the research questions that were formulated at the beginning of this thesis and the following answers are about the first research question.

4.2.2 Useful materials to improve student’s vocabulary

This information is related to the first research question seen in this chapter. It is about the kind of materials that are useful to improve vocabulary and to know the second instrument was an observation format.

The following information was found in the questionnaires analyzing the data that was collected for research purposes.

- **The most useful materials in the class are:**

- a) Ilustraciones/soporte visual (images)
- b) Libros de texto(books)
- c) hojas de ejercicios (worksheets)

- **The second types of materials are:**

- a) Juego de la memoria/memorama(memorygame)
- b) tarjetas(flash cards)

- **Other resources that teacher uses are :**

- a) Revistas (magazines)
- b) objetos reales (realia)
- c) crucigramas (crosswords)

The materials presented below were the result of the second instrument that “Escuadrones Aereos 101 y 201”were found the favorites materials in the primary school.

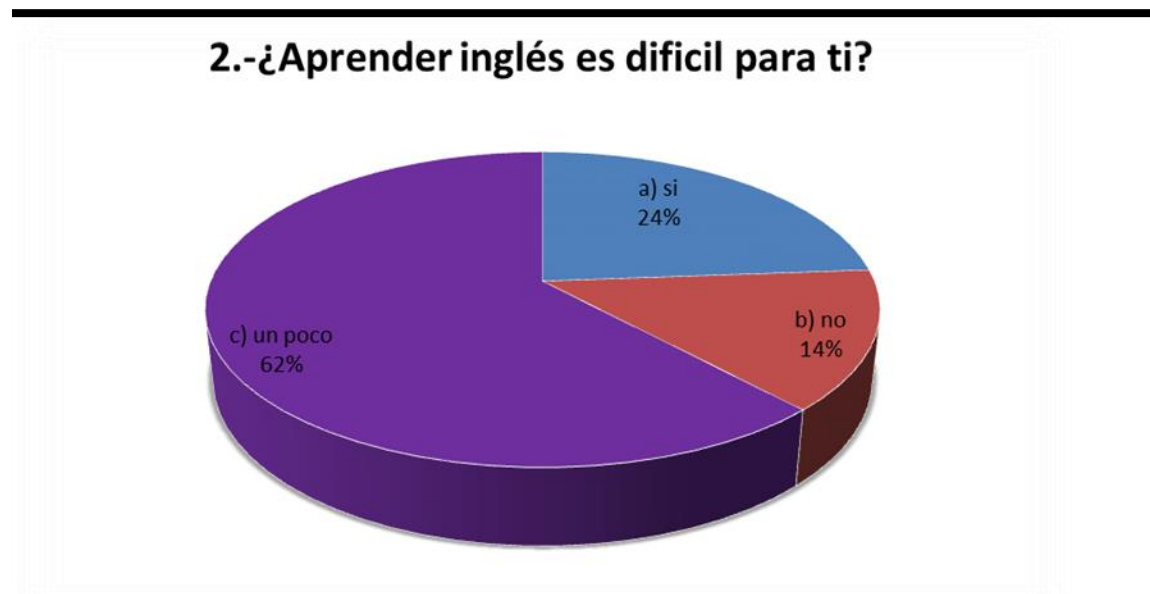
4.3 Results from the questionnaires

The results are going to be presented in the same order of the research questions that were formulated at the beginning of this study and according to the answers to the second research question.

4.3.1 Didactic resources to learn vocabulary in English classes

The second research question was related to if students found difficult learning English. This question was important in order to have an idea about the kind of materials that could be useful to improve students' vocabulary.

Figure 5. Number of students that found english a diffcult language



An interesting answer was obtained in question number 2, where 62% of students expressed to find a little difficult to learn the English subject, 24% expressed that students find difficult to learn English because they do not have the enough proficiency, 14% expressed that English is not that hard language and also children feel attracted by the language. Consequently, the way in which students could understand and have a more interesting class and with better vocabulary might be with the use of didactic materials. Paivio (1991, p.163). says that “combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level”.

The following list of problems that students present to understand English was collected during this research. Such list as can be seen in the below Table1:

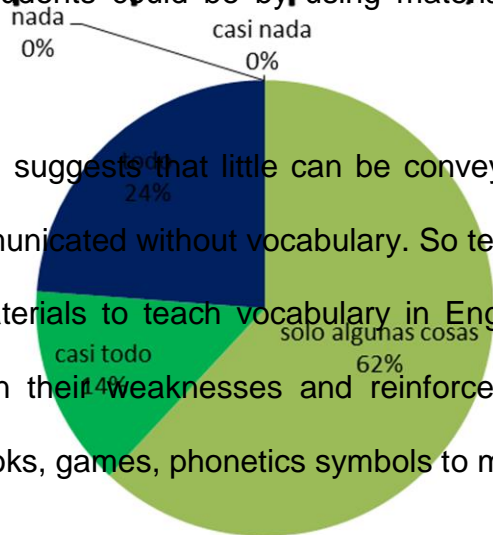
Table 1 Students’ problems to understand English:

-
- **There are words that I do not understand.(4participants)**
 - **I do not know reading in English.(2p)**
 - **English is difficult.(5p)**
 - **I do not understand the class because of the noise. (1p)**
 - **I do not have language proficiency.(3p)**
 - **I do not write in English.(2p)**
 - **For me, it is difficult the pronunciation.(1p)**

- **Lack of attention.(1p)**
- **English is not difficult for me, it is interesting.(1p)**

In the above Table 1 it can be seen the reasons by which students do not understand English inside the classroom, 4 participants answered that there are words that they do not understand, 2 participants that they do not know reading in English, 5 participants answered that English is difficult for them, 1 participant answered that he/she does not understand the class because of the noise. 3 participants answered that they do not have language proficiency; 2 participants answered that they do not write in English. Only 1 participant answered that for him/her, it is difficult the pronunciation, 1 participant answered that he/she have lack of attention, and finally 1 participant answered that English is not difficult for him/her it is interesting. It can be seen that students need help to learn English inside their class and the way in which teacher may help students could be by using materials designed according to their needs.

3. De lo que explica tu profesor, entiendes:



Wilkins (1972) suggests that little can be conveyed, without grammar, whereas nothing can be communicated without vocabulary. So teacher could use flashcards, wall charts and other materials to teach vocabulary in English to students. Another point could be focused on their weaknesses and reinforce them with materials such as, worksheets, read books, games, phonetics symbols to mention just a few.

Figure 6 Percentages of what students understand in class.

This information is related to the technique teacher uses to explain children, and the students' opinions about the way teacher explained during the class. In the previous figure 6, the result showed that 62% of students do not understand everything from the class; 24% everything, while the 14% students said that they understand almost everything from the class and also the students gave some reasons about it below. It may be because teacher does not presents materials to teach students vocabulary to have a meaningful and more interesting class. Langer (1997, p. 87) declares that "When we have learned information mindfully, we remain open to ways in which information may differ in various situations". But it is necessary to know the opinions of students to have a more complete view of this problem. These opinions can be seen below in Table 2.

Table 2 Students' problems to understand English:

- **Lack of attention (5 p)**

- **They do not understand English.(8p)**

- **Lack of knowledge about the language (2p)**

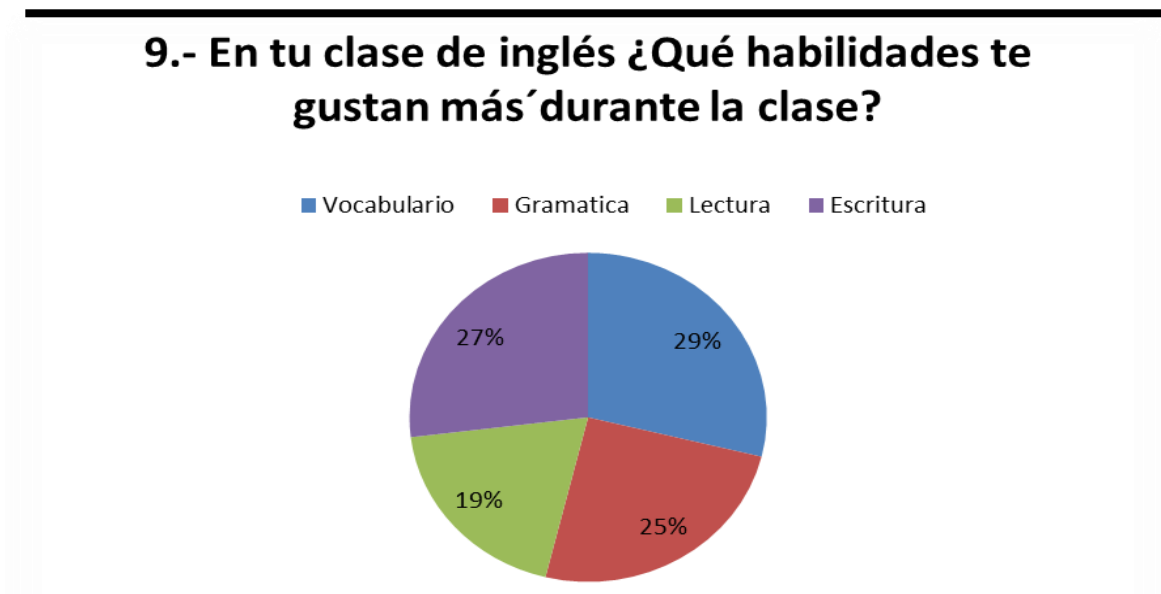
- **They do not know vocabulary.(2p)**

- **They do not understand because teacher talks in English and they need that teacher speak in Spanish (2p)**
-

In the above table, table 2, it can be seen that 5 participants answered the main problems they have to learn English. 5 participants answered that a problem to learn English is lack of attention, no understanding English had 8 participants, the lack of knowledge about the language had 2 participants, that they do not know vocabulary had 2 participants that students do not understand because teacher talks in English and they need that teacher speak in Spanish had 2 participants. In student's reasons above, teachers could understand the progress of the class and could be a good option to take into account for future lessons plans, also ask for feedback and then make the class more dynamic and improve it. Although (Jayashree, 1989) suggests that a great difficulty making students understand English is experienced by teachers. However it can be modified by activities inside the English classroom. Scott and Yterberg (1990,p. 5) recommend that "most activities for the younger learners should include movement and involve the senses. Demonstrate what you want them to do."

The following figure focus in the skills that teacher uses and then analyze which skills are the most interesting for students and according to that change the ways teachers gave the class and improve it.

Figure 7 Percentages of the skills preferred by students.



~~An interesting answer was obtained in this question, the skills such as~~ vocabulary, grammar, reading and writing, in this study it was found that 29% of students prefer vocabulary while learning English, and 27% want to learn writing, then the following skill is grammar with 25% and the last one is reading with 19% of student's preference. So teacher could avoid the skills that do not interest to them or use them with caution.

Improving vocabulary has a direct, positive impact on capacity to build up language proficiency as a whole. A leading linguistic researcher Paul Nation notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skill of listening, speaking, reading, and writing easier to perform" Nation, (1994).

Another point could be providing the classroom with the necessary material and then use it for specific skill and purposes, in this way teacher has a variety of material and also new ideas to be used in the classroom.

Figure 8 Students' preferences.

In this question number 11, the principal function of this question was to

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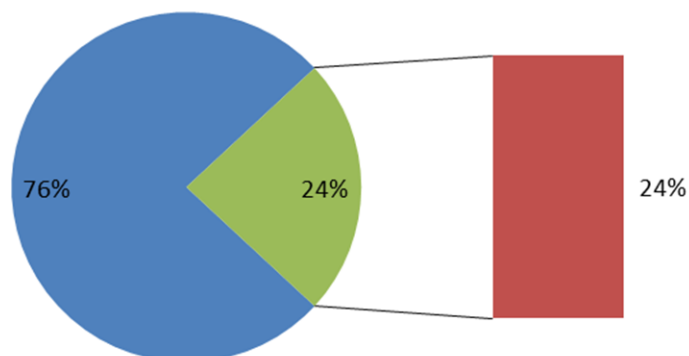
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11.-De los materiales mencionados anteriormente ¿Te gustan?

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taken into account when materials are used. Scott and Yterberg (1990,p. 9) indicate that “Young children are usually full of enthusiasm and energy and the language lessons will be full of variety and changes of activity”.

In the following lines the student’s opinions about the question number 11 opened questions where they comment and suggest what they want.

Table 3. Student’s opinions about the usefulness of materials in class.

<ul style="list-style-type: none">• Materials are funny.(7 participants)
<ul style="list-style-type: none">• I really like the materials that are mentioned before.(6p)
<ul style="list-style-type: none">• Materials have vocabulary.(1p)
<ul style="list-style-type: none">• I like it because are interesting.(2p)

In the above table 3 it can be seen that 7 students answered that Materials are funny, while 6 students answered that they really like the materials that are mentioned before. About that Materials should have vocabulary only 1participant answered that it was necessary.2 participants answered that they like it because materials are interesting. As we can notice, the majority of students find very funny the use of

materials, then they consider it interesting, and also they ask for materials that improve the vocabulary in order to communicate in a better way with others. In the question was an opened question number 12 when the important issue is to know if students could improve or changed something about the material in English classes, so the comments were answered with freedom and expressing their opinions and beliefs about the class.

Table 4. Student's main opinions about the way in which the teacher could improve the English classes.

-
- 1. Pay more attention to the teacher.**
 - 2. Use a variety of books.**
 - 3. Respect the teacher while he/she is teaching.**
 - 4. The use of wall charts.**
 - 5. More games and less use of books.**
-

On table 4 above it can be noticed the 5 most common answers on the student's part about the way in which teacher should improve his/her classes. Firstly, students mentioned that they should pay more attention to the teacher. In second place students mention the need to use different of books. Thirdly students need to respect the teacher while he/she is teaching, students also mention the necessity of the use of wall charts in the class and finally, more games and less use of books for the English class. About

this exercise something interesting that has been found is that opinions are important and show us that sometimes teachers find predictable and not relevant for the class.

4.3.2 Results from the observation format about didactic resources to learn vocabulary in English classes.

The results are going to be presented according to the order of the research questions formulated at the beginning of this study and according to the answers of the second research question .In the observation format it was found that the use of materials mentioned before improve in some aspects that are going to be described.

Table 5. The usefulness of materials in different purposes

1) Reinforce the vocabulary of classes.
2) Do exercises according to the topic.
3) Realia to give examples in the class.
4) Practice vocabulary.
5) The principal issue that helps in class is the book.
6) Group dynamic to make students participate.
7) Explain the topic.
8) Guide the class and expand the topic.
9) Evaluate the acquired knowledge.
10) Give feedback.
11) Practice reading.

The results above show how the materials mentioned in this chapter, could help if teacher use it as a tool while teaching vocabulary in English: materials reinforce the vocabulary of classes, are used to do exercises according to the topic. About realia it is useful to give examples in the class. Materials are necessary to practice vocabulary. Materials also consider the book as a main tool. In the case of group dynamics make students to participate. Materials are useful to explain the topic, guide the class and expand the topic, to evaluate the acquired knowledge, to give feedback and finally, to practice reading.

Also in the observation format students show that they want to work with this kinds of materials because they feel comfortable and materials are interesting a new way of work in contrast with the traditional way of class that is boring for them. So, the class maybe mixed with materials to have better results and try to work and experiment new things and always find the way that students learn and also new ways to achieve the goal of learning vocabulary, also materials could be used for the development other skills, it would depend on the students necessities .

CHAPTER V: CONCLUSIONS

5.1 Conclusions

To conclude this investigation, it is important to state the final considerations after carrying out the research. “Materials are any instrument that helps to achieve any goal that is auxiliary material with which students develop the learning process” (Garcia, 1996). For this reason, the priority of this research was to investigate the different kinds of materials that enhance elementary school students to learn vocabulary and how didactic resources help students to learn vocabulary in English classes and the way in which materials enhance vocabulary catch the student’s attention and their needs in the classroom. Materials are the tool number one and make the process of teaching even easier to instruct and obviously, to understand that is why in chapter five the general conclusions of this research will be presented. “Materials can be anything which is deliberated used to increase the learners’ knowledge and/or experience of the language to facilitate the learning of a language.” Tomlinson (2013, p. 2)

5.2 Findings and significance of the study

Some conclusions were drawn after analyzing the instruments. First, in the analysis of the questionnaire it seems that most of teachers do not utilize materials to teach vocabulary and also that students do not have the enough material inside the classroom for practicing with vocabulary. Furthermore, the questionnaire showed the preferences that students have for example: That most of students enjoy the English class. That learners find just a little bit difficult to learn English and that students find

English difficult because they do not understand the words in English, they do not know how to read and write, they do not have language proficiency, they find pronunciation difficult, They do not understand because the teacher talks in English and they need the teacher to speak in Spanish, also some external problems are that they do not hear very well because of the noise and they acknowledge their lack of attention in the class.

Other aspects that were found are that the majority of students understand the class, some interesting aspects about teachers are: that teacher seems to worry very little if students understand the class. In this instrument I found that the available materials inside the classroom are books, workbook and educative games (crosswords, realia, etc.)

Most of teachers use purchased material and less of the half use to design materials on their own, here is an interesting point to take into account while teachers are in front of the class. The important material's characteristics that were found are in the following order: colors, attractive presentation, attractive content, size, variety and images are ones that students found attractive. I found that students' preferences are vocabulary, writing, grammar and reading.

About the most useful materials while teaching vocabulary, I found that the following materials were the most requested ones by most of the students in the following order: songs and crosswords, word search, flashcards and worksheets, photocopies books, realia, magazines and posters. Many students prefer reading materials while learning but something that surprised me is the fact that most of students do not have the access to a computer to investigate and do their homework. The results of the observation format have had to two sections. The First section was

about materials used by the teachers it could be observed that the materials used in the class by the teachers were the following: images, books, worksheets, memory games, flash cards, magazines, realia, crosswords and word search.

The second section of the observation format was a space for comments to know the way in which teachers used materials to teach and how teachers used them. The use of materials helped in the following aspects: to reinforce the vocabulary of classes, to make exercises according to the topic, to give examples in the class, to practice vocabulary, and also the book was considered a material that could help to explain the topic, guide the class, evaluate the knowledge acquired, give feedback and practice reading.

5.3 Accomplishment of research aims

All this research was focused on answering three research aims that are presented and answered below.

One of the aims of this study was to explore useful materials to teach vocabulary. This aim was accomplished through the analysis of the questionnaire that was given to students and also through the observation format where I could observe the materials that teachers use while teaching English.

Another research aim was to investigate the way in which materials help students to learn English in class. To accomplish this aim it was necessary to apply a questionnaire to students. The results showed that most of the students felt comfortable

when teachers taught vocabulary with the help of materials, student's opinions showed that they like colorful and funny materials that also have an attractive content to learn.

The last aim of the research was to analyze the different kinds of materials that were useful to 6th grade elementary school. It was achieved through the observation format; I could notice that student's needs were different, even they were in the same grade, materials that for some students were attractive for other was not the same situation so I believe that materials should be chosen in a carefully way in order to accomplish the same goal that students have to learn vocabulary during the scholar period.

5.4 Limitations of the study

When conducting a study the limitations are unavoidable, and this study was not an exception. First of all, one of the limitations was the limited time that I had to carry out my observation format because the schedule of teachers was different from mine.

Secondly, another limitation was that teachers were going to have vacations before what I expected and some questionnaires needed students' answers, for that reason I had to hurry about it because I have not enough time before teacher stop giving his/her classes.

Another limitation was that the sample of population different because two groups were mixed in the same classroom for example; 6 "A" and 6"B" were together because the groups had few students that was the reason of why teacher mixed students. Finally, students used to skip classes, so for that reason that research was also difficult.

5.5 Further Research

The results of this research were collected through questionnaires and an observation format in a short period of time .For this reason further investigation should be done during a wider period of time, and also teachers that want to research in their classes should investigate about the different kinds of most useful materials while teaching vocabulary as teachers would be interacting with children and also materials in a real context.

I would suggest using a good instrument such as an interview to know teachers ´ perspectives about the use of materials used to teach vocabulary and according to their experiences the different kinds of materials used by them and the reasons for their use. Consequently, it would be considered to determine the impact of the use of materials according to their students ´ needs.

5.6 Personal Reflection

During this thesis project, I had different experiences for example about the beginnings of this research project since I started choosing my thesis topic, it was a little difficult for me, I did not know what to write my thesis about, so I realized that when I was teaching English, a very attractive aspect was the use of materials while teaching English. Materials can be used to practice the four skills: reading, writing, speaking and listening, but one sub-sub skill that is very important is vocabulary because all skills complement each one, but vocabulary seems for me easy to teach, I believe that it is

the most enjoyable sub skill to teach with materials such as flash cards, worksheets, because they are colorful and attractive to students.

Once, I had a topic, I had to start writing the thesis. Some chapters were more difficult for me than others because of the length of the chapter. In my opinion the chapters that were problematic for me were chapter II the literature review because I had to read, cite and quote authors something that is not difficult but I was not accustomed to do it, the fluency when I was writing my thesis was not a good enough and this factor made me go slowly. I think chapter III was not difficult about writing because of the use of an outline but I felt that my organization was difficult. On the other side I could obtain useful information for my project. Once having collected the research data I wrote chapter IV which I thought more than difficult, it was tedious to create graphics and explain each one. Finally, I had to write the chapter V conclusions, which I felt the hardest probably because this was the last one and even the most important.

After writing my thesis project. I realized that I had experienced some changes. Firstly, I learned to read carefully and academic papers, I learned to cite. Also I improved my organization while writing this thesis project. Based on the results of my research project, I realized that I will take into account these findings in order to improve my teaching as the future teacher I will be.

5.7 Final Comments

I tried to carry out this thesis in an experimental way and learn to investigate, but due to the lack of time I could not do it. Also some things that I found when I was

searching information for my research project were that most of students do not have enough materials to complement their homework.

Another aspect that surprised me was that most of the students did not have the access to a computer to investigate and do homework ,these facts affected teacher because the materials were limited and teacher could not innovate their way of teaching ,it was surprising because it was supposed that the government gave tablets to the best students, but these tools could not be used because their use was limited to use internet that could help and guide to teach students to be independent and autonomous. For this reason, I believe that resources inside and outside the classroom are an important factor for education not only in English subject but in other subjects.

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APPENDIX A: QUESTIONNAIRE

INSTRUCCIONES

De acuerdo a las siguientes preguntas elige y escoge la respuesta que más te convenza, no hay respuestas buenas, ni malas, solo nos interesa saber la verdad y tu opinión sincera. ¡Muchas gracias!

1.- ¿Te gusta la materia de inglés?

a) Te gusta mucho b) te gusta c) te gusta poco d) no te gusta

2.- ¿Aprender inglés es difícil para ti?

a) si b) no c) un poco

¿Porque se te dificulta?

3.- De las cosas que explica tu profesor/a de inglés, entiendes:

a) Nada b) casi nada c) solo algunas cosas d) casi todo e) todo

¿Cuáles son los motivos por los cuales no entiendes la clase?

4.-	Tu profesor/a :	SI	NO
	Responde tus preguntas		
	Se preocupa porque entiendas la clase		
	Falta seguido a la clase		
	Pide que preguntes en la clase.		

5.- ¿Que materiales usas en tu casa para hacer tus tareas?

	SI	NO
Libro de ingles		
Diccionario		
Computadora		
Materiales de escritorio (lápiz, borrador, etc.)		
Otros libros de lectura (cuentos, novelas, etc.)		
Otros(especifica cuales):		

6.-

En tu clase:	SI	NO
Hay libros		
Hay juegos educativos(cubos,rompecabezas,etc)		
Te han entregado un cuaderno de trabajo		
Otros(esríbelos):		

7.- ¿Qué tipo de materiales usa tu maestro/a en clase?

a) Comprado b) hecho

8.- ¿Qué características consideras más importantes en el uso de materiales?

1= no es importante 2=poco importante 3=más o menos importante

4=importante 5=muy importante

Presentación atractiva	1	2	3	4	5
Variedad	1	2	3	4	5
Uso de colores	1	2	3	4	5
Tamaño	1	2	3	4	5
Imágenes	1	2	3	4	5
Contenido atractivo	1	2	3	4	5

9.-En tu clase de inglés: ¿Qué habilidades te gustan más durante la clase?

1= mucho

2= poco

3= nada

Vocabulario	1	2	3
Gramática	1	2	3
Lectura	1	2	3
Escritura	1	2	3

10.- ¿Tu maestro te enseña utilizando?:

MATERIAL DIDÁCTICO	SI	NO
Posters (Wall charts)		
Tarjetas (flash cards)		
Hojas de ejercicios (Worksheets)		
Canciones		
Fotocopias de otros libros		
Uso de objetos reales para dar la clase		
Revistas		

Crucigramas		
Sopa de letras		
Otros(escríbelos aquí):		

11.- De los materiales mencionados anteriormente

¿Te gustan?

Si _____ no _____ ¿porque? _____

12.- ¿Qué aspectos mejorarías o que materiales sugerirías para el uso en el salón de clases en la materia de inglés?

APPENDIX B : OBSERVATION FORMAT

FORMATO DE OBSERVACIÓN

Escuela: _____

Grado y grupo: _____

Fecha: _____

Aspectos generales	Si	no	
El profesor llego puntual a clase			
Utilizo el registro de asistencia			
Se presentaron interrupciones ajenas a la clase			
Proceso enseñanza y aprendizaje			Como lo usa.
El profesor hace uso del siguiente material en clase....			
➤ Ilustraciones / soporte visual para información			
➤ Objetos reales			
➤ crucigramas			
➤ Juego de la memoria/memorama			

➤ Sopa de letras			
➤ Tarjetas, cartas.			
➤ Libro de texto			
➤ videos			
➤ páginas web			
➤ hojas de ejercicios / fotocopias			
➤ revistas			
➤ películas			
➤ grabadora			
➤ otros			

