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Autónoma de Puebla

Facultad de Lenguas

The Use of Realia and Authentic Material to Teach Vocabulary in the Third Kindergarten Year

A thesis submitted to the school of languages

For the Degree of
Licenciatura en la Enseñanza de Lenguas Modernas

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This thesis has been read by the members of the
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DEDICATIONS

GOD

Thank you for giving me life, and the opportunity to end this great Project. I am grateful with you, by being always with me, in the good and bad situations that I live in life. God continues blessing my family, teachers and friends, during all my life.

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Chapter I

1.1 INTRODUCTION

Nowadays, the learning of a foreign language is one of the most important requirements in the syllabus of all students, in any area they decide to specialize. In fact one of the most spoken languages around the world is the English language. English has become a necessity to develop and understand different aspects of our daily lives for example: at watching TV, at reading books, magazines, at searching for information in internet, to get familiar with food names etc. As a result the teaching of the English language has emerged and has become part of the school programs at all levels. And what does it involve to be an English teacher currently?

Exist many factors that are involved in the process of teaching like, the methodology that teachers use to transmit knowledge to students, the materials teachers use to teach the language, the classroom environment, the schedule in which teachers teach, the age of students, the learning styles used by the teachers and the learning strategies used by students.

Considering that the interests of students who learn a foreign language vary from children, teenagers and adults.

This paper will emphasize in teaching young children. Teaching English to children it is very different from teaching adults, teenagers or every other group. Some of the characteristics that define children are that they have their own knowledge,

intelligence, skills, emotions, awareness, creativity, purposes, dreams, interests, what is more their own learning styles. Aspects that need to be taken into account when teaching English, in addition to the needs that emerge while teaching in the classroom to young children. Apart from learner styles there are other problems teachers need to take into consideration such as (the syllabus the institution provides, the methods, materials) these are some difficulties learners face at learning English. Understand the value of foreign language for children have obvious benefits of communication and for children it is the easiest time to learn and play with the language.

At this age, where the games and variety of resources have a great importance to understand another language and create contexts in which language is useful for children.

The use of games pretends to help children to rehearse life for the real world and give them an opportunity to try out situations in order to learn to cope with them. Reilly & Warol (1997:9) mentioned that games help to develop conceptual awareness, physical co-ordination creativity, and social skill. During the pre-school years; children can pickup a lot of language through the normal day to day routine of what we do in class: Greetings, instructions, develop their coordination, their pictures become more recognizable and detailed, also they learn to do simple activities which involve cutting, sticking and folding according to Vigotsky the child is an active learner in a world full of people, these people play an important role in helping children to learn, bringing objects and ideas to their attention talking while playing Cameron (2007:6).

All these implications of the language teaching are emphasized on the type of activities which children normally do at pre-school, adapted to language learning; Vigotsky (1978:159) mentioned to learn a foreign language at school involve the process and meaning that are already well developed in the native language and only translate them. Activities, most suited to very young learners are those, which involve songs, chants, rhymes, stories, drawings, colorings, cutting, sticking, games, puzzles, dressing up, acting with these they develop the skills of the new language learning. Willis (1996:5) defines language learning as a conscious process, because students try to analyze and understand the language in an aware way using their mother tongue. The learning of a foreign language is relevant with language rules,

pronunciation methods of teaching used by teachers and specific material to learn the English language.

In the teaching of a foreign language, children use the communication ability that is typically taught as “school subjects” and the purpose of communication is to understand vocabulary.

1.2 Research Questions

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1. What is Realia?
2. What are Authentic Materials?
3. What is the difference between Authentic Material and Non Authentic Material?
4. Do children enjoy working with the extra authentic material?
5. Does the use of Authentic Materials have a positive effect on the learning process of children?
6. How could we as teachers improve the use of authentic material's at introducing vocabulary?
7. What criteria must the teacher take into account when selecting material?
8. What kind of material does the teacher use to complement the textbook?
9. Can Authentic Materials motivate students to learn vocabulary?

1.3 Key terms

Activities: Establish and maintain relationship and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.

Nunan, D. (1996:67)

Authentic: Refers to the degree to which language teaching materials have the qualities of natural speech and writing. Nuna D. (1996:209)

Authentic Materials: Point out that authentic materials are anything a native speaker of English would hear, read or use can be described as authentic. Gower,R. Phillips,D. Walters,S. (1995:82)

Children: A person from the time of birth until he or she is fully grown, or a son or daughter of any age. The American English Dictionary (2000:141)

Foreign Language: Is a language which is not the native language and are typically taught as school subjects for the purpose of communicating with foreigners, or for reading printed materials. Richard & Schmidt (2002:206)

Games: Practice in balancing their own desires against the rules of their society. Cole, M. (1996:570)

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Learning: The process by which an organism's behavior is modified by experience. Cole,M. & Cole, S. (1996:162)

Material: Something, such as an idea or information, that is to be refined and made or incorporated into a finished effort. McDonough, J. & Shaw C. (1993:45)

Motivation: An action, desire, physiological need, or similar impulse that acts as an incitement to action. The American English Dictionary (2000:1148)

Non-Authentic Material: These materials are planned to meet some specific pedagogical purpose as: simulation, suitability, easiness, limitation and appropriateness. Widdowson (1990:51)

Realia: Actual objects and items which are brought into a classroom as examples or as aids to be talked or written about. (Gower, R. Phillips, D. Walters, S. (1995:212)

Textbook: Are flexible and adaptable, because contains suggestions and can omit or add. Grant, N. (1989:20)

Vocabulary: Is as freestanding items of language that have meaning. McCarthy, M. (1990:3)

1.4 Statement of the problem

English language teaching in our countries has increased in the last decades, in order to have communication with other people. In terms of English teaching one language aspect taught is vocabulary. Teaching vocabulary to students is very important at any level of education due to students will be able to express ideas, feelings, emotion and actions. Probably one of teacher problems in kindergarten (basic level) is that children understand what teachers say; they will need an adequate verbal communication, gestures, making movements with their hands, use real objects and materials. Another factor that is considered to 4 relevant for teachers to teach English is good selection of, learning styles, methods and adequate materials for children.

1.5 Justification

This study will focus on the use of authentic and real objects to increase and to improve use of the vocabulary in a kindergarten class.

In the past the traditional strategy to teach vocabulary involved pre-teaching list of words, copying down definition from the board, and children spending endless hours looking up definition from dictionaries. These activities did not motivate children to understand the topic clearly. Fortunately English teachers, who work in kindergarten, have different purposes of teaching. And that is the reason this project was created to help teachers include the use of materials for teaching English in kindergarten.

As a result this project is based on the following aspects:

- * English teachers in kindergarten need more material to teach in a correct manner. And always use concrete materials to teach little kids as well as (remember) activities to get movements as games and songs; and finally can help children describe what they have learned.

- * English teachers in kindergarten need more time to do their activities.

Because the communication involves using the language in different ways, for example: interaction with objects, combination of images and writing, texts with images of movements or fixed as well as distinguishing real or imaginaries experiences. The children learn in lots of different ways.

* Materials have to be created and attractive to students; for children can be interested in the class and topic, the teacher can incorporate games that are a great way to get out of the routine, as boring repetition and individual study.

1.6 General objective

The purpose of this project is to teach vocabulary in kindergarten using authentic and real materials.

Everything has differences and similarities, the differences between authentic material and realia in this case, it is important to point out that authentic material is any kind of written or oral information that is expressed in a foreign language, and it does not have a teaching purpose. However, we, as teachers can use them to adapt them to our classes as a genuine language use. As teachers we can use our creativity to make students get involved in a real language context through different activities and games to work on writing, listening, speaking, reading, grammar and vocabulary.

On the other hand, realia is something we can bring into our classroom in order to convey a specific meaning, so it can be a real object, props, object representations, etc. this type of material has a teaching and learning purpose.

In my opinion, realia and authentic material is a motivating generator so that students can be involved in the lesson. It is important to keep in mind that anything that helps us to have better classes is worthy.

1.7 Specific objective

The principal purpose of this study is that student's development the communication skill that is a vital part of the learning process. Hence the teacher can use some real material for that children could show positive attitudes in different activities and this can be a great in terms of the teacher-pupil relationship.

In addition the teacher can create and adopt authentic material to teach vocabulary as a foreign language so that the children have a great imagination and they could create the activities in fantasy and reality. Indeed the teacher could demonstrate the advantage of authentic material in the teaching of vocabulary.

6 Chapter II

Literature review

In the process of teaching a foreign language, in which the study of language learning and teaching takes place at school. It is important to establish the differences between acquisition and learning. According to Krashen (1987:10) there are two different ways to master a language, the first called language acquisition, this refers to the cognitive capacity used by babies and children in making sense of the aspects of their world. For Willis (1996:5) language acquisition is a subconscious process that happens naturally and leads to fluency to a child in his/her mother tongue.

The Second is called language learning in many cases is related to the teaching at schools of a language, using different methods, materials and strategies of teaching. Willis (1996:5) defines language learning as a conscious process, because students try to analyze and understand the language in an aware way using their mother tongue. The learning of a Foreign language is related with the different language rules such as: grammar, pronunciation, syntax, semantics, pragmatic and methods of teaching used by a teacher and specific material to learn English language.

2.1.1 Teaching material

Teaching a classroom of children requires using a combination of creativity and flexibility. The process of teaching a foreign language implies learning a new culture, new ways of thinking, feeling and acting. In the case of traditional concept, teaching

materials tend to be considered as instruments to access the target language. One of the most important and essential tools in foreign language teaching and learning are the materials used during the lesson. The materials can have a significant effect on the language learners' motivation, learning process and desire to learn more. For this reason, the materials should be created from the learners' point of view since they are the ones who benefit the most from the materials. However, it must be pointed out that it is impossible to create materials that are considered to be the best possible by every language learner since the students are all different. Due to this fact, a variety of different material needs to be used in foreign language teaching. However, some materials are considered to be more helpful than others. They are a means of dealing with grammar, syntax, phonetics and cultural matters among others. Apparently materials only have the purpose of "presenting" the language in study, they are perceived as instrumental objects to inform students and help teachers deal with the curricular aspects. Thus teaching materials as means or instruments is an idea supported by theories related to input. According to Krashen (1981:100) "The condition for language acquisition to occur is that the acquirer understands...input language", and materials can make learning more accessible and understandable language input. On the other hand, teaching materials are perceived as partial constructors of knowledge. In this regard, Martin (1991) Parcerisa (1999:26) explains that materials are artifacts that in some cases by using different forms of symbolic representation; and in other cases as direct references of objects incorporated into teaching strategies help to reconstruct knowledge through the creation of partial meaning of the curricular concepts. According to Wright (1987:7) Teaching Materials should offer plenty of guidance to both teachers and learners in terms of the tasks they should perform and how they should perform them.

Teaching Materials contain the following important information:

- Information about the content of language learning, be structural, discourse or skill-oriented (language data)
- Information about the likely methods, the teacher should employ in the classroom.
- Information about the target culture
- Information about learning processes to be forested among the learners (classroom organization)

Teacher use certain materials because they help to promote language learning and language skills such as speaking, writing, listening, and reading.

In the view of Grellet, Maley and Wesling (1982:7) teaching materials on a previously list of items, whether language-bases or skill based.

2.1.2 Definition of Materials

Tomlinson (1998:2) refers materials development to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways of information about experience of the language in ways designed to promote language learning. Materials are tools such as textbooks; provided input they do so in principle ways related to what they know about how language can be effectively learned.

Basic principles of Foreign language Acquisition relevant to the materials for the teaching a language.

According to Methold (1972) good material will have the following characteristics:

- set out to teach a predetermined body of knowledge, e.g. What is contained in a syllabus.
- be divided into segments.
- take into account such principles as content validity of exercises and the need for recycling.
- take into account the conditions (the classroom environment, learning, practice and methodological competence).

However to design good material, Tomlinson (1998:7-11) has proposed of an extensive set of principles, the most noticeable are listed as follows:

a) Materials should achieve impact. The impact is achieved when materials have an effect on learners that is when learners have curiosity, interesting and attentions are attracted. Materials can achieve impact through:

- Novelty (e.g. unusual topics, illustrations and activities).
- Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity, using many different texts (type of texts and audio)).
- Attractive presentation. (e.g. attractive colors, lots of white space, photographs).
- Appealing content. (e.g. topics of interest to the target language, universal themes).

For this reason to achieve impact the writer also needs to offer choice, a great variety of topics, texts and activities the more likely is the achievement of impact.

b) Materials should help learners to feel at ease and develop confidence. Research has shown that the effects of anxiety in the acquisition of a second language, feel relaxed and comfortable students apparently can learn more in short periods of time.

Krashen (1982:32) Materials help learners to feel easier in a number of ways:

- Are easier with texts and illustrations that they can relate to their own culture
- Informal features e.g. contracted forms, informal (lexis).
- Concreteness e.g. examples and anecdotes.
- Inclusiveness e.g. not signaling in g tual, linguistic or cultural superiority over the learners.

Most materials recognize the need to help learners to develop confidence but many of them attempt to do so through a process of simplification. They (materials) try to help the learners to feel successful by asking them to use simple language to accomplish easy task. Tomlinson (1998: 89) prefers to attempt to build confidence through activities which try to push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating. The activities help learners to use and to develop extra-linguistic skills, such as imaginative, creative and be analytical.

c) Materials should expose the learners to language in authentic use. The materials at all levels should exposure of the authentic input which is rich and varied. In other words the input should vary in styles, mode, medium and purpose. Learners want to be able to use the language for general communication e.g. a formal lecture, an informal radio interview and a spontaneous conversation.

d) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. Allwright (1984:157) mentioned that communicative interaction can provide opportunities for picking up language from the new input generated as well as opportunities for learners out put to become an informative source of input. Sharwood & Smith (1981:69). Ellis (1990:191) explained the interaction can be achieved through, for example:

- Information or opinion gap activities which require learners to communicate with each other, e.g. what food and drink people would like at the class party.

- Post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose, e.g. television programmes to watch, discussing who to vote, writing a review of a book or film.
- Creative writing and creative speaking activities such as writing a story or improvising a drama.
- Formal instruction given in target language either on the language itself or on another subject.

2.1.3 Definition and Categories of Materials

The following materials help us in the learning and teaching process. In addition different types of material will be identified and recognized in this research.

Most people associate the term material with textbooks because it is the material most used. However, Tomlinson (1998:xi) refers the term to “anything which is used by teachers or learners to facilitate the learning of a language”. Materials are textbooks, work books, cassettes, video, CD-Roms, dictionaries, grammar books, reader or photocopied exercises; another material could be Realia such as newspaper, food packages, photographs or even live talks invited by native speaker’s instructions given by a teacher, discussion between learners. In other words, they can be anything with the language being learnt. According to McGrath (2002:7) there are three main categories of materials such as:

- a) Published Materials
- b) Authentic Materials
- c) Supplementary

The first includes course books and textbooks, which can be utilized in a number of ways. The second consists on newspapers, magazines, articles, brochures, videos and songs. The last type can be very useful for teachers and learners the use of dictionaries, activities, charts, games, etc

2.1.4 TEXTBOOK

Grant (1987:12) defines the term textbook to apply to both course book and textbook which typically aim to cover all aspects of the language. In the view of Rivers (1968:275) say that textbook should be accompanied by illustrations and photographs

explaining many aspects of life and customs of the people and new meaning to even the simplest of exchanges in the foreign language. Davis & Pearce (2000:134) point out three common ways teachers actually use course books:

- a) As the course. All the teaching–learning, material, activities and sequences (determine the methodology).
- b) As the syllabus and main source of material. The teachers adapt and complement material and activities because they use the book as basics consider more suitable their teaching style.
- c) As one small element in the course. The teacher using their own repertoire of materials, activities and teaching strategies, the course book may be used mainly for homework and home study.

Advantage of using a textbook. Francis (2002:26) mentioned that for most teachers, the textbook is an indispensable tool. ¹¹ handled sensitively it can not only promote the acquisition of a foreign language but can help motivate learners. Without the textbook many teachers would feel lost and indeed many students would complain that their course was not professionally organized. According to Grant (1987:13). Using a good course book has a number of advantages.

- It is what the majority of teachers do and what many students expect.
- It provided a syllabus which is graded roughly to the level suitable for the students.
- It normally provides variety and balanced diet of language work. (Skills work).
- It is professionally produced with visuals and cassettes.
- It gives continuity and progression.

Disadvantage for using a textbook. According to Grant (1987:8) mentions that a traditional textbook tries to get students to learn the language as a system. The main problem with traditional textbook is that students work through them sometimes for years. However at the end of their studies they are still incapable of using the language. In this respect Gower (1987:77) point out disadvantages of a course book, when using a course book there is a number of pitfalls to be aware of:

- It is not always easy to find a course book that will suit the needs and interest of the students.
- The students may not like the book and be reluctant to use it.
- It can be very predictable and boring for the students.
- It can be nearly always a compromise.

Haycraft (1978:126) point out a teaching over a week, months or years means integrating everything into a varied progression. Normally this is done with a textbook as a guide and possibility as an inspiration. Thus Davis & Pearse (2000:139) only the teacher can project enthusiasm, respond sensitively to learners, and make language learning a personal, enjoyable and satisfying activity.

2.1.5 CASSETTE/CD.

The cassette and cds are one of the language teacher's most useful tools. Gower, Phillips, Walters (1995:73). Furthermore Davis & Pearse (2000:16) point out Audio cassettes and cds are important in teaching the listening and speaking skills.

According to Davis & Pearse (2000:161) the cassette and CD have the advantage of supplement with other material specially selected for the learners, and some of it may be authentic. It can include from the radio, stories and pop songs. One disadvantage of using cassette and cd's for learners is to understand conversations and talks recorded on cassette and cd's, one not able to see the speakers. Thus cassettes / cd's can bring realistic or authentic listening material into the classroom. Authentic listening involves more than exposure to certain features of language. It also involves a great variety of listening activities, and these are rarely exploited in ELT methodology. The most obvious source of cassette texts is the course book, but other materials are not hard to find. These may include songs, which most learners like, and which can be handled in many useful and interesting ways. Davis & Pearse (2000:166).

2.1.6 VIDEO

Video provides information to eyes and ears. The teacher must have in mind what kind of activity is going to be developed through video, for example; comparing cultural aspects, description, vocabulary, developing listening comprehension, etc.

Gower & Walters (1983:75) mentioned that the use of video has several advantages as:

- a) Students can see as well hear.
- b) Students can understand better seeing facial expressions, (gestures), body movements and the physical background that give additional information.
- c) It is attractive for students because it contains moving pictures.

According to Murphey (1996:112) the video has an advantage to produce one's own material tailored to immediate needs as: use it for filming trainee teachers (teach techniques), cooperate with other teachers (acting sketches), record films from TV. Programmes (specialised study), film the students themselves as they act out dialogues.

Davis & Pearse (2000:167) mentioned that the teacher should consider carefully their objectives in using the video, and not use it simply because it is available; appropriate material and activities can be very useful and fun. Apart from listening comprehension work, video can be used in a variety of activities that either provide models of English in use, or generate discussion among the learners

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2.1.7 GAMES

May be defined as a "form of play governed by certain rules or conventions". However, games are not just a diversion, a break from a routine activity. Games can do these in two main points:

- a) They can be used to improve the learner's command of a particular item of language: sounds, vocabulary spelling, grammatical items or functions.
- b) They can be used to provide the learners with opportunities to use the language rather than simply by practicing it. Donn (1991:100)

The games are particularly useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English Gower, Phillips, Walters, (2000:110). Also the game does not depend on too much general knowledge and frequently their general knowledge does not overlap. Haycraft, (1978:94) points out that the games are an agreeable way of getting a class to use its initiative in English by being competitive and increase motivation.

Grundy, (1994:109) the games are from our experience of them in real life. Real games reflect underlying human cultural and psychological frames. Often games are transparent rehearsal for life; it is for this reason that games are the most serious classroom activity.

Reilly, & Ward, (1997) Games help children to acquire language in the natural way, the language is used for children to be motivated to learn because they are enjoying

themselves. Games also teach social skill such as co-operative and obeying rules. The game- like activities can be practiced by different language items.

In addition Gower, & Walters, (1995:110) the games can be adapted to foreign language teaching. As with any communication activity and may be Predictable (competitive, quick, check instruction, time, involve all the students, fun) and Less Predictable language (give creative expression, prepare for discussion).

2.1.8 BOARD

The board is one of the most important visual aids and commonly available and inexpensive, a lot can be white, black or green and can be used for anything as: writing, drawing, sticking things on, projecting overhead transparencies, etc. Gower, Phlllips, and Walters, (1995:65). The board is the most universal and basic piece of classroom equipment. Your writing on the board should be clear, and your use of the board should be organized. Virtually any teacher can learn to do some simple drawings, which can help avoid the use of L1 and translation. Drawings can be used for a variety of purposes, including vocabulary work and guide composition. Davis & Pearse (2000:166) Thus Gower, Phlllips, and Walters. (1995:65) mentioned that for using the board the teacher needs to know seven prerequisites.

- 1) Start with a clean board.
- 2) Write legibly. Adjust the size of your writing to the size of the room and the size of the board.
- 3) Use the right implement.
- 4) Use colors to make the board look attractive.
- 5) Use your board as a temporally display area. Don't put everything on the board only the essential.
- 6) When writing up vocabulary include an indication of the part of speech.
- 7) Always clean the board at the end of a lesson.

2.1.9 DICTIONARY

A dictionary is a book of words of a particular language and their accepted definitions, origins, parts of speech, pronunciation, spelling and in some cases a sample or their

use. Depending on the age and target audience, it may also contain cultural slang and other non-traditional words as well. Atkinson (1996:92)

Harmer (2001:13) mentioned that the entire classroom should have dictionaries, for that the teachers may train students an appropriate dictionary use; the teacher needs to look for qualities like ease of use, clear presentation, definitions written so that students can understand them.

2.2 VISUAL MATERIAL

Gower, Phillips, and Walters, mentioned that visual materials can take many forms, and the most common are real objects (realia), pictures or photographs, flashcards, wall charts and cue-cards. Using visual materials has a number of advantages as:

- a) They often illustrate meaning more directly and quickly than through verbal explanation.
- b) They attract the students, attention and concentration.
- c) They add variety and interest to a lesson.
- d) They can help make a classroom a stimulating and attractive place in which to work.

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According to Scott (1990:11) collecting different material might be useful to show in class as puppets, class mascots, paper dolls, cart boxes, picture card, card games, board games, calendars, clock, maps, wall charts, toys, poster, and plant. Mentioned to Davis & Pearse (2000:158) the visual material can be made at home using pictures cut-out of magazines, perhaps combined with drawings or writing. Some prepared visual materials, such as wall-charts and cue-cards, are useful for all teachers, even if they are good at drawing on the board.

2.2.1 REALIA

Realia is a Latin term which basically means “Real Objects” and is commonly practiced as a method in teaching the English language. Chiarantano (2005). Realia consists in facilitate language acquisition and production; also realia allows language learners to see, hear, smell and in some cases touch the objects. According to Allen (1938:24) for helping students understand the meaning of a word, the teacher often finds that a picture is useful, if it is big enough to be seen by all members of the class. But “real objects” are better than those pictures whenever we have them in the

classroom. According to Davis & Pearse (2000:166) point out; that Realia should be not restricted to such things as pens and books. The learners own possessions can often be used, as things they take to class (specially). Apart from using realia in the presentation and practice of new language items, you can use them in a variety of reviews, storytelling (especially with children) an activity. Mime and gestures can also be very useful and fun, creating objects and actions in the learners' imaginations.

2.2.2 FLASHCARDS

A flashcard is a type of a card in which some visual element appear as: pictures, photographs, or even a text. Maxom (2009:122) said the traditional flashcard has a picture on the front and the equivalent word in writing on the back or below by holding up one side on the card you can e 16 3 information on the other side. According to Aycraft (1978:102) the flashcards 3 ds on which words or pictures are printed or drawn. Furthermore it has to be large enough for students to see them clearly even if they are far from the white board, also to be well cut, and well colored in order to be easily seen, and the name of the object can be also added. Aycraft & House (1997:54) mention that the size of a flashcard for every student in class should be approximately 15cm by 20cm, but also depends in the classroom; if you wish to use the flashcards for a presentation of language in front of the class, the teacher will need to make them bigger so all the students can see them. Maxom (2009:122) points out that flashcards not just for primary school, also are good fun for adults and children alike.

2.2.3 CUE-CARDS

Davis & Pearse (2000:159) mention that cue-cards are the easiest to handle if they are twenty-five centimeters square on still card, not floppy paper. The cue-cards may have words, simple drawings, or magazine pictures; the teacher could use the cue-cards for learners to respond and can be put up on the board to remind learners of different questions. Thus the cue-cards have the following advantages:

- a) Give the child an opportunity to respond,
- b) Give only one directional cue at a time.
- c) Follow through with positive acknowledgement.

2.2.4 WALL CHARTS

Davis & Pearse (2000:158) mention that wall charts are to lockstep work on new functional grammatical item and vocabulary or conversation work. In a similar way. Haycraft (1978:106) the wall charts used for introducing new vocabulary linked it with structure practice and straightforward description. A wall chart has all the advantages of visual summary which can be apprehended immediately, because a good place for it is next to the board or on the board itself. John (1978:197).

2.2.5 AUDIO VISUAL MATERIALS

Audio visual materials shall include all materials capable of producing audible sounds and visual pictures through the use of technological devices. According to Wright (1976:1) it is a well known fact that audio visual materials are a great help in stimulating and facilitating the learning of a foreign language and many media and many styles of visual presentation are useful to the language. That is to say, all audio visual materials have positive contribution to language learning as long as they are used at the right time, in the right place. Rivers (1981:399) claims that it clearly contributes to the understanding of other culture by providing vicarious contact with speakers of the language, through both audio and visual means.

The audio visual materials have five objectives:

- 1) To increase the effective of the teaching.
- 2) To hold the attention span of the learner for the duration of instruction.
- 3) To save time.
- 4) To use all the relevant information available from different sources.
- 5) To make learning experiences last longer.

2.3 BUILDING MATERIALS

Point out Reilly & Ward (1997:3-6) children enjoy constructing things like houses, towers, etc. and it can be useful to have building materials for him/her. The purposes, the boxes and plastic containers can also be used to make things. These materials can also be used to help develop concepts of numbers, size and distance. Also teaching children we need an endless supply of materials but not necessary expensive, things and material to collect as: old Christmas and greeting cards for making collages and decorations, empty food packets, yoghurt pots, old wrapping

paper, magazines and catalogues, newspapers, string, wood, thread chair for puppets, bottle taps, lids, and boxes.

All these are for creating a “creative classroom” to use visually stimulating work to arise the children’s curiosity.

2.4 Selecting material

The materials need to be selected, adapted and possibly graded to match the learners, level, needs, age, culture and even their learning styles.

Mc Donough and Shaw (1993:9) state the following criteria for the selection of materials and resources:

- a) The role of English in the country: it refers to the first foreign language.
- b) The role of English in the school 18 place in the curriculum.
- c) The teacher: training, nationality, institutional level, experience, attitudes to their jobs, etc.
- d) Resources available: books, laboratories, audio-visual, computer, etc.
- e) The number of pupils to be taught: the size of the class.
- f) Length of course: time, semester, week, day, hours in a day.
- g) Physical environment: buildings nature, noise factors, furniture and weather conditions.
- h) The socio-cultural environment: if the content of materials contain topics, appropriate for the setting and students.

2.4.1 Adapting, Adopting and developing materials

A problem that a teacher has is not easy to find a book that really covers the needs of a group. The teacher should be making changes in 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. Most teachers adapt materials every time a textbook is used in order to maximize the value of the book for their particular learners. Tomlinson (1998: xi).

According to Brown (1995:157) material could be adopted, developed or adapted.

*Adopting materials (selecting): involves deciding on the types of materials that are needed, locating many different sets of those types as possible, evaluating the materials and putting them into use, and reviewing them on a going basis.

*Developing materials (creation): includes developing, teaching and evaluating the materials.

*Adapting materials (transforming): includes all of the steps necessary in adopting them, but must additionally incorporate phrase that allow for analyzing what is worth keeping in the materials, classifying that remaining materials, filling gaps from other sources and reorganizing all of this to fit the program in question.

Teacher has to take into account that it is necessary to analyze materials as they are, because their use depends on many factors such as their contents, activities, grammar points among others Tomlinson (1998:191) so, materials have to speak for themselves.

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2.5 AUTHENTIC MATERIALS

Materials are important and necessities for a course, with their students work active role in class. According to Widdowson (1990:67) “authentic” would be material designed for native speakers of English used in the classroom. Thus Nunan (1988:99-102) “authentic” is usually defined as those which have been produced for purposes other than to teach language.

Furthermore, authentic materials exist which teachers can find or get from their students. Gower, Phillips, Walters (1995:82) point out that authentic materials are anything a native speaker of English would hear, read or use can be described as authentic. Thus Gebhard (2006:103) defined authentic materials as include anything that is used to communicate; for example: animals, scientific events, climate, weather, cultural events, holidays, celebrations, health, recipes, cooking, farming practices, hobbies, workplace and community.

Edge(1993:47) mentioned two reasons for authentic materials that are important:

- 1) Language: Authentic Materials represents the actual goal of language learning.
- 2) Motivation: Authentic Materials bring the means of learning and the purpose of learning.

Finally, the authentic materials have a purpose such as:

- Practice language skills

- Learn and practice language associated with tourist
- Motivate students to use language for an authentic purposeful activity
- Help building the school library collection
- Foster a sense of school community

Thus authentic materials are a target culture's language that we teach resources provide real life linguistic input as well as viable cultural information for our students.

The resources are: children literature and folklore, children international culture (songs, rhyme, song lyrics, videos, and discovery kids), children's magazine and authentic activity for children, school store, school newspaper, park picture book and history monuments.

2.5.1 USE OF AUTHENTIC MATERIALS

Using authentic materials is one of the mainstays of an imaginative and motivating basic, intermediate and advanced level. The using authentic materials can be rewarding and stimulating for both, teachers and students. Gower, Phillips, Walters (1995:83) mentioned some reasons for using authentic materials.

- a) For most students authentic materials are: real, more interesting, motivational and confident.
- b) They provide examples of language as it is really used.
- c) Authentic materials encourage involvement and comparisons of culture.
- d) Authentic materials lend themselves to authentic tasks.
- e) Authentic materials can be effectively linked with ways of helping students be more independent learners.

Gebhard (1996:89-90) mentioned three different authentic materials that the teacher can use for EFL and ESL; as: authentic listening, authentic visual materials, and authentic printed materials.

2.5.2 ADVANTAGES OF USING AUTHENTIC MATERIALS

- Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials.

- Motivation in the students.
- Active participation in activities.
- Another advantage is that students are exposed how people speak , how they display hesitations, pauses, false starts, topic shifting, incomplete structures and the like.
- The same piece of material can be used under different circumstances if the task is different states Nunan (1997:36)

2.5.3 DISADVANTAGES OF USING AUTHENTIC MATERIALS

The authentic materials have their drawbacks.

- The main reason they don't use them is that such materials are too difficult to be graded and adapted to the learner's levels or needs.
- The use of authentic materials requires; time, carefulness and special preparation.
- Contains less guidance.
- The vocabulary might not be relevant to the student's immediate needs.
- With listening: too many accents.

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Underwood (1997:100) mentioned any kind of teaching materials should satisfy the learners' needs. It is equally important that these materials should serve a stimulus for learning the target language.

2.5.4 NON-AUTHENTIC MATERIALS

These kinds of materials are carefully planned to meet some specific or general pedagogical purposes. They can be presented in different forms including audio and video, cassettes, prose, and recording of conversations. Widdowson (1990:51)

These types of materials generally exhibit the following characteristic:

- a) Simulation: they present simulated situations and reactions resembling successfully at times real situations.
- b) Suitability: carefully designed so as to be in accordance with the learners level, age and motivation.
- c) Easiness: language features such as structures, lexis, rhythm, intonation and speed of delivery resimplified.
- d) Limitation: limited in terms of content, language and length.
- e) Appropriateness: appropriate to the teaching situations.

2.6 MATERIAL FOR DEVELOPING SPECIFIC AREA: VOCABULARY

Vocabulary is the knowledge of words and word meaning, Stahl (2005) according to Allen (1983:2) said not simply matter learning “that a certain word in one language means the same as in another language”. This means that the knowledge of a word not only implies a definition, but also implies how words fit into the word. Newton (1993), he mentioned that all of the negotiated vocabulary in the activities occurred in the written input to the activity and that the negotiation of the meaning of words contributed significantly to their learning; however Nation (1990:208), said that can be the basic for teacher to evaluate and develop the vocabulary component of their language teaching program, as can be seen, the three authors define vocabulary as the curriculum has changed over the years.

2.6.1 TEACHING VOCABULARY 22

Teaching vocabulary is essentially understanding of the meaning of words in situations or in context Berman (2000) this means that teaching vocabulary is not primarily a matter of teaching single words.

Allen (1983:7) mentioned that with hundred or thousands of words in the English language, teaching vocabulary can be seen like a prospect. In this prospect Allen (1983:6) also points out that the average native speaker uses around only five thousands words in everyday speech. Moreover; “your students won’t need to produce every word they learn, they will just need to recognize.

According to Berman (2000) teaching vocabulary also includes memorization techniques and a special section on dictionaries to help build vocabulary awareness for both teachers and his/her students. Lewis (1993) suggests that the teaching of vocabulary above elementary levels was incidental, limited to presenting new items as they appeared in reading or something listening texts. In this respect Lewis (1993) also points out that teaching vocabulary is an expansion of the practice of other language skills. Also, Lewis mentioned that vocabulary teaching is part of the syllabus and the centre of language teaching, because “language consists of grammatical lexis, not lexicalized grammar”. Based on the works of Gairns and Redman (1986) there are aspects of lexis that need to be taken into account when teaching vocabulary.

- Boundaries between conceptual meanings: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning.
- Polysemy: distinguishing between the various meaning of a single word form with several but closely related meaning.
- Homonymy: distinguishing between the various meaning of a single word from which has several meanings which are not closely related.
- Synonymy: distinguishing between the different shades of meaning that synonymous words have.
- Effective meaning: distinguishing between the attitudinal and emotional factors, which depend on the speakers on the speakers attitude or the situation.
- Style, register, dialect: distinguishing between different levels of formality, the effect of different context and topics, as well as differences in geographical variation.
- Translation: awareness of certain differences and similarities between the native and the foreign language.

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- Grammar of language: the learners need to communicate and understand messages with considerable content right from the very beginning.
- Pronunciation: you know how the item is pronounced and can say it so that it can be understood.
- Illustration: this is very useful for more concrete words and for visual learners.
- Mime: this lends itself particularly well to action verbs and it can be fun and memorable.
- Definition: make sure that it is clear. Remember to ask questions to check they have understood properly.
- Context: the meaning of a word or a lexical item is highly dependent on context, or the situation in which the language item occurs.

Gairns (1986) the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. And also Gairns suggests that we must use teaching techniques that can realize a concept of what it means to know a lexical item.

2.6.2 CHOOSING VOCABULARY

Haycraft (1978:44) mentioned that the teacher needs to choose vocabulary according to be relevant for the students. A distinction needs to be made between:

- a) Active vocabulary: words which the students understand, can pronounce correctly and uses constructively in speaking and writing.
- b) Passive vocabulary: words that the student recognizes and understands when they occur in a context.

There is also a need to “limit” the vocabulary that is introduced- if too much is introduced, students will be over by the need to absorb so many words. Sometimes, both students and teachers assume the contrary because extensive list of words “covered” in a textbook give a sense of visible accumulation and, therefore, of “progress”.

According to Haycraft (1978:44) there are certain guidelines on which the choice of vocabulary can be based:

- 1) The most common words: choose words that are commonly used, or words that the students need
- 2) Students’ needs: if the student wants to know a special word or vocabulary, it is usually worth teaching it to him because motivation will ensure that he remembers it.
- 3) Student’s language: which words are similar in their language and therefore easily learnt.
- 4) Word building: choosing a word because a general rule can be formed
- 5) Topic areas: teaching situations, you for instance through a short dialogues in an elementary class
- 6) Cross reference: choosing vocabulary applicable to different situations or specializations.
- 7) Relate structures: many structures “demand” their own vocabulary. This is the most “natural” way to choose vocabulary.

Also Haycraft (1978:47) mentioned that before presenting vocabulary in class, it is helpful to remember it.

- a) Create a context: creating a context or situation from which the students can then deduce the meaning.
- b) Description of definition: use objects or drawing is often more effective.
- c) Outside the classroom: introduce words for things seen in a shop window or in the street.
- d) Objects: use simple objects.

- e) Drawings
- f) Mime: use actions
- g) Opposites
- h) Synonyms
- i) Translation
- j) Pictures: flashcards
- k) Wall charts
- l) Word games

2.6.3 VOCABULARY IN USE

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Taylor (1990: ix) mentioned that vocabulary presents challenge to explore and extend known world or the teachers and students. McCarthy (1990:49) says that is necessary to see how different vocabulary is employed by different context, and how vocabulary helps to structure of language as coherent discourse. However, one of the reasons why students often show a very restricted knowledge of vocabulary is that, is not sufficiently revised and modern teaching techniques don't require extensive reading.

2.6.4 VOCABULARY ACTIVITIES AND GAMES

Language teaching should be enjoyable. Lee (1979:1) mentioned that language teaching not merely can be enjoyable because this is not to assume that it is easy.

Lee (1979:1) said that the games are enjoyable, and "the essence of many games lies on friendly fashion, someone else's performance, or and learners often prefer this in battering one's own". Also Lee (1979:1) points out that the goal is visible and stimulating and that enjoyable also is the active cooperation with one's fellows. However, all the effort and sometimes, when attention is sharply focused and the learner's energies stretched to the full in a game and it is hard to see any difference between "work" and "play". Lee (1979:1) this is favorable to language learning.

The advantage of language learning games offer the creation of an enjoyable atmosphere in which the learners to learn. According to Lee (1979:1) mentioned that "a language is learned in situations and communicatively as in sounds, words,

phrases and sentences. Also, he points out that according with a foreign language in the classroom is by gestures, handling and touching things, incidents and activities, pictures, dramatization, by interesting stories spoken or in print. The majority of the games help the learners to have better communication.

2.7 FILL IN ACTIVITIES

The filler is a dynamic tool that you can use in a lesson. Preparing fillers that relate to your material will help you to keep the students focused and really help to hammer in the material that you wanted to cover for the lesson. The Fillers should be funny and interesting so, will keep the students attention.

The Fillers are not always going to be used in every lesson you teach. If you have your lesson timed out well and : **26** ities go as planned you probably will not need a filler. However the students may surprise you, they may finish the material quicker of you anticipated and the teacher can be worried with a room of question, whatever the reason, the teacher needs to be ready.

In addition the filler will often come at the end of the lesson, so try and choose something that will help you to sum up the lesson, do not create more questions for the students, and not only should the fillers be quick it should also be topical.

The fill in activities are ordered in the following categories.

- Five minutes: whole-class, teacher-directed activities designed to fill.
- Fillers: the few extra minutes that may occur throughout the school day.
- Early finishers: activities for individual students who finish assignments early.
- Short activities: these activities may be completed in 20 to 40 minutes. These activities are grouped by content area and often may be modified for use as five-minutes, fillers or early finishers, as well as adapted for students with special needs or accelerated learners.

Currently a school should favor the community educative. Teachers as a model of teaching tend to use a textbook in class. However a part from using this type of resource at teaching they should employ other types of materials for teaching. The use of materials allow help students to enjoy of the integration and creation of a different teaching.

For this reason the purpose of this research is to demonstrate the usefulness of authentic and real materials to teach vocabulary in kindergarten.

Kindergarten "Carlos Eduardo Zavaleta" is located in an urban community of south in the city of Puebla. The school is private and is 8 years of education for children, and her objective is "That children are able to develop their skills through "competencias", being autonomous, expressive, reflexive, researcher and able to solve a problem that is presented to achieve a comprehensive education". The students have extra subjects as: Physical education, music and English; according to English the school has basic level English foreign language program. The school has only three groups, first, second and third grade and is integrated for 35 students and 5 teachers; the classes are mixed groups. The research was based in the third grade that consists of 10 children, four females and six males; the students are between 5 to 6 years old, their level of English in this moment of the study of the children is basic; since children are taught 2 hours of English per week and each hour consists of 60 minutes as a result they don't have enough time to listening, speaking, writing, reading and

sub skills as vocabulary; because the students have classes based on the textbook “Best Buddies” and the materials are very limited with the students and teacher.

3.1 Subjects

The subjects of this research were 10 English teachers of kindergarten. The schools were selected where in contain English Foreign Program. All the teachers were females. This written questionnaire was administered to participants in order to determine the use of materials.

3.2 Instruments

For this research data was collected by means of two different instruments, a questionnaire for teachers and an observation of a class.

Belson (1986:128-129) mentioned that the advantages of the questionnaire, it tends to be more reliable, because it is anonymous, it encourages greater honesty; it is more economical in terms of time and money. Bell.(1999:75-76) point out that a questionnaire is an adequate tool in collecting certain types of information and the subjects are sufficiently disciplined to abandon questions that are superfluous to the main task.

For this reason I used a questionnaire with the purpose to get information of how teachers apply the material for teaching vocabulary in the classroom. The questionnaires used in this research consisted of 9 items, 6 open questions and 3 multiple choices.

According with the observation format, it was appropriate with the objective to observe the teacher in her teaching a foreign language as observing well as the use of real and authentic material for teaching vocabulary. I observed, teacher preparation, teaching: introduction to lesson plan, classroom management, appropriate behavior, language use and teaching aids/ materials.

Finally, I used 3 lesson plans that consisted of objectives, time, topic, key vocabulary, skills practiced, materials and procedures. The questionnaires, observation format and lesson plan were corrected and analyzed according with the use of materials.

3.3 Procedures

This research it was necessary to follow a procedure to collect the data.

And it is presented as follows:

First; the researcher visited 10 private schools in Puebla, the schools were selected by having English as a Foreign language in the Program. This questionnaire was given to the teachers to be filled out in their free time during the school schedule. See (Appendix A: Teacher's Questionnaire).

Second; I requested permission to the principal of the school, mentioned previously. In the third grade of kindergarten I observed the English class; I used an observation format to analyze the teaching of vocabulary using real and authentic material. See (Appendix B: Classroom Observation Format). The topic was "farm animals" of unit 5 according to the SEP (Secretaria 29 Publica) program. The teacher used a lesson plan according to the topic, at the beginning and during all the class; the teacher invited the students to participate in the different activities. Also, the teacher explained and gave solutions to the student problems.

The teacher used visual material; a poster of a farm for children to put an image of a farm animal in the poster; also the children imitated sounds according to the animal that they chose. In this activity the students were more excited, especially when they used the images of the animals. After the teacher put on song of a farm animal, a couple of children perform body movements. In this activity some children were shy or they did not like it at all. The teacher in this exercise needed authentic material as a puppet child could feel different textures. As they saw extra material, they had more confidence when performing movements of activities. Pineda Baez (2001:51) pointed out; to achieve motivation, the teacher should research new ideas and innovative information. As well as reliable and consistent material.

At the end of the class, the teacher used printed material (book), she ordered the students "to open the book" so children could paint some animals of the farm. Teacher gave instructions of the exercise and corrected the students in the painting each animal.

The kids enjoyed all the activities specially those where they had fun. In some cases they don't like to stay long periods of time sitting and filling in pages and pages. They love to move, create and participate in interesting situations. Pineda Baez (2001:51)

furthermore, she mentioned. That the teacher should reflect on developing their own material or use materials found in the textbook market (book stores).

Lesson Plan, in English class.

I wrote three lesson plans, for the third grade of kindergarten with the objective of identifying pets through visual material, the students also identified the adjectives, how to take care of pets, pet's needs, pet's habitat and characteristics.

In the first lesson plan, the children could listen to the pets sound, and observed flash cards pets, see (Appendix C: Picture). After, I explained a simple question to the students about pets, as well as, "Do you have a dog?" this activity worked for a better communication with in each other. Finally, the students played snakes and ladders, related to the topic; in this 30 used animal ears, and masks. See (Appendix A: Picture).

Pineda Baez (2001:52) pointed out. All material can be chosen, by the teacher it can be modified and adapted, each material is a necessity for the students learning process.

According to Pineda Baez (2001:53) materials should be recognized easily by the children. Also, the materials not only are used for the language skill but it can be used for other skills.

For this reason in this second lesson plan, I planned an activity. Where the children in groups of three, made a collage of pets, using pictures, stickers and illustrations. The collage was made with different faces of animals. Also, the children do not use the oral language skill in this activity, because they can distinguish images and names of pets, using the visual skill. But in the second activity, I realized a story using puppets, mask and images, according with the story, for that children would have more enthusiasm. See (Appendix A: Picture).

In the third lesson plan, the activities were presented with authentic material, to take into account the reaction of the children and the learning in the classroom.

The classroom was decorated as a "pet store". I used real pets, wall pet's recommendations, etc. The children were excited, to see, real material, the children could answer different questions, as characteristics, color, need's etc. other activity that the children could realize easily, was a puzzle with relation in how to take care of

a pet. Thus, the children could identify emotions and different experiences in a natural environment of a daily living. See (Appendix C: Picture)

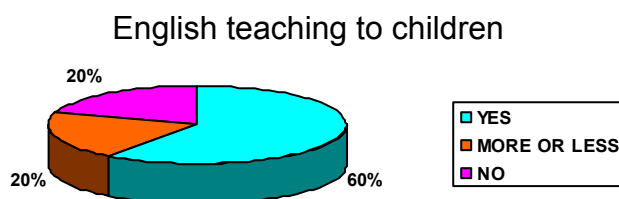
Furthermore Pineda Baez (2001:52) mentioned that the teacher should include four aspects in the use of materials. First; Variety of characteristics, motivation, support, clear and concrete.

Chapter IV

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Results

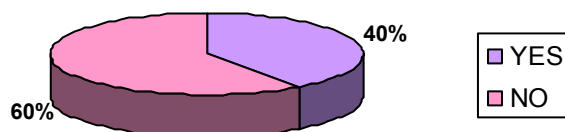
In this chapter, the results of the questionnaires were answered by ten English teachers in different private kindergarten schools. The importance of the use of authentic and real materials is shown in the classroom to teach vocabulary. One graph is presented for each of the 9 questions of the questionnaire. The results are presented in the order of the questions of the survey.



As you can see, by the graph above, the majority of the teachers think that teaching English to children is difficult, because the time we use in class is short, and use different materials and activities that need time. But fortunately children's brains are hard-wired to learn language; the children can acquire language skills at the age with support. Also the teacher can think that teaching English to children can be funning work, using different activities. And not using much material. Teachers can suggest new ideas with the children to have better results in learning English.

The first graphic in this research shows in the difficulty to teach English to children. 60% of the subjects responded that it is difficult to teach English to the children, 20% of the subjects respond that it is more or less and 20% responded that it is easy because the kids learn everything you teach them.

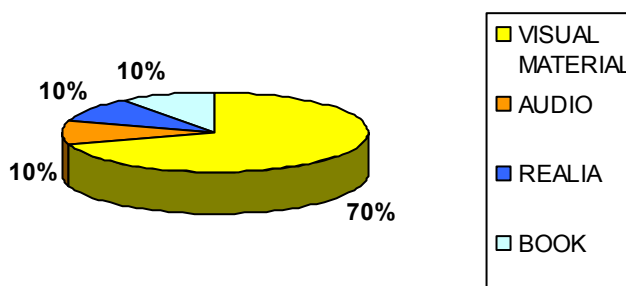
The use of the materials in the classroom



The authentic materials have a great importance in the English language learning classroom. The teacher should adapt the materials depend the needs of your students. The purpose of the materials nowadays is that the teacher can make the lessons more interesting and motivating the students use new materials and activities, this way the children will achieve significant results in the English learning process.

The second graphic in this research shows the limits in the use of materials. 40% of the subjects responded that it has limits according to school rules. 60% of the subjects responded that it doesn't have limits, and they try to include as many different materials as they can.

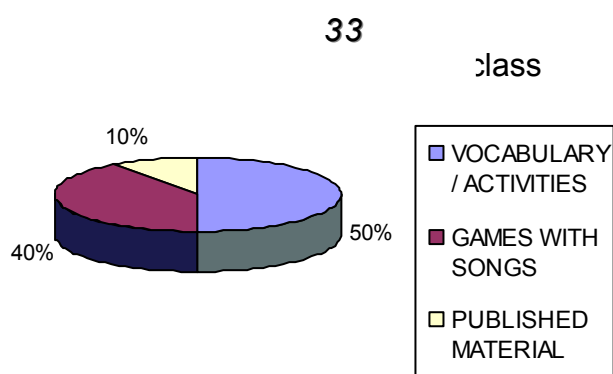
The materials most common in class



The authentic materials can create positive attitudes toward learning especially with the children. Children have the ability to grasp words easily when they are exposed to do something that they are already familiar with. For this reason is important the use of real material. And the children can have more motivation in the learning. The use of

them depend of the teachers your ability and creativity by good learning, such as excellent relationship between teacher and students.

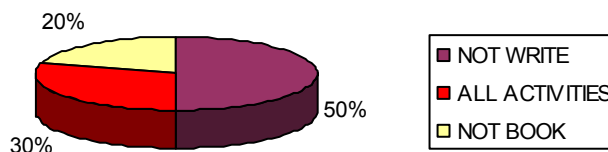
In the third graphic Important information in this research shows the kind of materials that is most common in class.70% of the subjects responded that the use of visual material in the class, 10% of the subjects responded that the use of audio, because the children learn to listen to music, 10% responded that the use of realia and 10% responded only the use of the book.



The activities offer opportunities to the students to extend their knowledge and learning. The teacher should select the activities according to the students' necessities. It is important to have a general understanding of children and of child development so that the teacher can see a good objective. In order to lead the teaching and understand their learning. A good objective is demonstrated with as much as possible in the learning of the language.

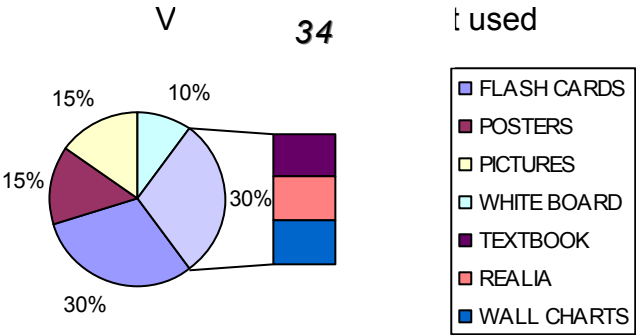
The fourth graphic in this research shows the activities more used in class.50% of the subjects responded that the use of vocabulary and activities, 40% of the subjects responded that the use of games with songs and 10% responded that the use of published material.

Activities that children do not like



As a result, all the activities can be used as a complement to perform a better interest in the learning of the students. The teacher should involve them in activities that they love and check them daily to their feelings to have a good environment. Teachers can make classroom activities more meaningful by situating them in an authentic context; an example is used in real life.

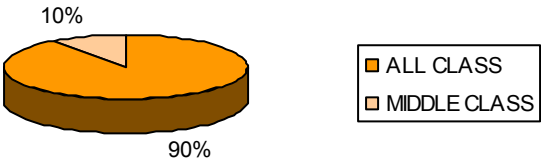
In the fifth graphic important information to be elicited in this research. Thus, they were asked to more activities in which children do not show interest in class. 50% of the subjects responded that do not like write, 30% of the subjects responded that all the activities are good and 20% responded that do not like the activities book.



Using visual aids in the classroom stimulate interaction with the learners and teachers. The teacher can choose aids for specific purpose. Some visual aids require the time for doing it, but it can be used for more than one purpose. The teacher needs to use all the visual aids so that the students can use all their senses, as seen, heard, smell, and touched using real material.

The sixth graphic shows the visual aids enumerate from the most important to the least important.

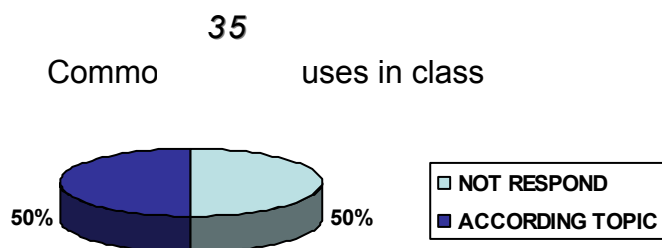
Best time to use authentic materials



Consequently, the percentage shows that during all the class you can use the authentic material. Best moment to use the authentic material is in a procedure of

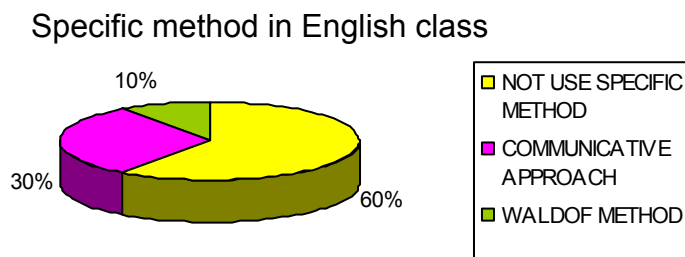
activity because the teacher can do different activities during the development of the class. However the material we use what people learn in certain ways and may not cater for those who learn differently. Many children love learning, they are intrepid explorers of their world, examining new objects from every angle, fascinated by new encounters.

The seventh graphic, in this research shows the moment to use the authentic material. 90% of the subjects responded that use authentic material during all the class. 10% responded that middle of the class.



Many different teaching methods have been developed to face student's needs. English is a complex language to learn, especially as a Foreign Language, but it is easier if you start young. When the teacher is teaching English as a Foreign Language to young children you can use less formal teaching methods and make the process funniest; as used words relatives.

The eighth graphic, in this research shows the common methods in the English class. 50% of the subjects do not respond. 50% of the subjects responded that use the method according to the topic.



Many methods have been developed to teach the English language. The Natural method, for example, was developed in imitation of the way children learn their first words. But in addition as

any good teacher knows, all students do not learn in the same way and the teacher need to use different teaching methods in order to reach all students effectively, a variety of teaching strategies, a knowledge of student levels, and an implementation of which strategies are best for a particular student can help teacher to know which teaching method will be most effective for their class.

The ninth graphic in this research shows, the use of a specific method in English class. 60% of the subjects responded that this is not use of a specific method. 30% of the subjects responded that the use of communicative approach and 10% responded the use of waldorf method.

Conclusion

Throughout this study, I found certain advantages in teaching vocabulary, to third grade elementary students, using authentic materials and real materials.

One advantage is that anything the children learn is imaginative and enjoyable, for both teachers and pupils; if the children enjoy a particular activity, it can be repeated over and over again, using the same or different material. I gathered the following data: the importance of teaching vocabulary to children, to improve the grammar and reading. Thus the teacher can conclude that real material and authentic material are not common tools in class, but it is a very important tool to increase a wide variety of vocabulary.

Recommendations

According to the previous results, I recommended that English teachers mainly who teach third grade elementary students, to use authentic and real material; to help students understand the meaning of words.

Furthermore, a useful picture, should be big enough to be seen by all members of the class; and it's a great advantage. But real objects are better than pictures because the children have excellent opportunities to participate in different activities and experiment different skills as touching, smelling, and other cases eating.

Teachers should take into consideration that all materials are easily to elaborate. We only need, creativity using other resources as: internet, books, magazines, etc. We can modify the use of material according to necessities of the students. Thus the students will be able to handle the tasks given to them in the foreign language classroom it is more useful than learning and acquiring vocabulary.

Implications

In the results, it points out, that the materials require money and time. But, also it is true that when teaching children we need an endless supply of materials, and this need is not expensive. An advantage is that children of this age enjoy constructing things, and so it can be useful to have building materials for different purposes. "We only need creativity".

The real material is better r en and teachers to enjoy in class, also is the best form of learning vocabulary because the children could use different skills as reading, writing, painting, etc. And the children may not be angry, tired or anxious about some aspects of the activities.

According to Non- Authentic materials for the specific purposes, the children could memorize vocabulary in a routine class, for example teacher said "good morning children how are you? And children respond: "fine, thank you". Children know what to answer in an everyday routine class but it becomes authentic when teacher uses real language for example: Paquito, why are you unhappy?

For this reason it is important to think that modern children enjoy the human contact of real life.

Limitations of the study

This research had certain disadvantages in acquiring the material; because of the time and the syllabus of Carlos Eduardo Zavaleta elementary school.

I used a lesson plan to apply in the third grade of kindergarten (see Appendix B). But due to the lack of time available, not enough time to decorate the classroom according with the topic, the syllabus was not completely covered.

Other limitations was the syllabus of the book, the children learned the language as a system; that you cannot ignore it. But the objective was actually carried out, and it is important to put into practice this experience in the research and its findings.

Recommendations for further research

The data collected in this research was analyzed focused only on the use of different materials in the classroom through a questionnaire. However, this data can be used for further studies on the same topic, using different research methods such as experimental research, where the task can be in a more systematic manner to gain more reliable results.

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A)

TEACHER QUESTIONNAIRE

This questionnaire has been designed as part of an important investigation. Please answer the questions.

1. Do you think that English teaching to children is difficult?
2. Do you have limits in the use of materials?
3. What kind of materials do you use in each class?
4. Mark the activities you use in your class

- a) games_____
- b) songs_____
- c) drawings_____
- d) vocabulary learning_____
- e) activity books _____
- f) others specify _____

5. Which activities do children don't like to do?

6. What kind of visual aids do you use? Number them from the most important to the least important

- a) white board _____
- b) flash cards _____
- c) wall chards _____
- d) pictures _____
- e) textbook_____
- f) realia_____
- g) posters_____

7. Which is the appropriate moment to use authentic materials in the class?

- a) beginning
- b) middle
- c) final

8. What is the method you use in your class?

9. Do you use a specific method in your class?

THANKS YOU FOR YOUR PARTICIPATION AND TIME 😊

(Appendix: B)

CLASSROOM OBSERVATION FORMAT

Teacher: _____

Date: _____

School: _____

Grade: _____

Observers: _____

Program: _____

Time of class: _____

Topic: _____

Unit of study: _____

Instructions: Fill this out prior to observing classes.

Teacher Preparation

1. Lesson plans with objectives identified
2. Use of technology (characterization of materials)
3. Teacher model
 - a)invite
 - b)explore
 - c)discover
 - d)create
 - e)explanation and solutions

Teaching: introduction to lesson plan

4. Introduction
 - a) motivation
 - b) invitation
 - c) explains the activity
5. Content
 - a) Develop of activity
 - b) What students do?
 - c) What teachers do?
 - d) Interactions
6. Activities are sequential

7. Conclusion

Classroom Management

8. Gives clear directions

9. Teacher movement in room

10. Classroom organization

a) individual

b) pairs

c) groups

Appropriate Behaviour

11. Control / discipline

12. Eyes contact

13. Body language (gestures / signals)

14. Starting rules

15. Calling student's names

16. Treated students with respect

Language Use

17. Uses appropriate verbal communication

18. Tone and volume of voice

Teaching aids / Materials

19. Adequate numbers of materials

20. Used a variety of relevant illustrations

21. Make effective use of the board or visual aids

22. Use textbook (publish materials)

23. Use authentic materials or realia (item)

24. The items accommodate a variety of students learning

(Lesson plan 1)

Benemérita Universidad Autónoma de Puebla
Licenciatura en Lenguas Modernas
Didactic Pedagogical Orientation

Lesson Topic: Pets

Time: 60 minutes

Level: Basic

Age: 5 – 6 years old

Key Vocabulary: dog, cat, rabbit, mouse, turtle, parrot, frog, snake, hamster, iguana, bird, fish, duck, chicken, guineapig, spider.

Objective: Children will be able to identify and recognize the pets through visual material

Skill practiced	Procedure	Material
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Listening skill	The teachers will explain the topic with flash cards in the same time put a listening of sounds of pets, with this the children will recognize the names and sounds of pets.	- Flash cards - CD - Tape recorded - Board game - Toy pets - Masks - Songs - Cards - Animal ears
Speaking skill	Then teacher asks if children have pets of their own. Do you have a pet?	
Reading skill	Finally the students will play snake and ladders game related with them with this they identify the pets.	

(Picture: A)

This picture is according to lesson plan one, activity four. The children is practicing with the play



(Lesson plan 2)

Benemérita Universidad Autónoma de Puebla
Licenciatura en Lenguas Modernas
Didactic Pedagogical Orientation

Lesson Topic: Pets

Time: 50 minutes

Level: Basic

Age: 5 – 6 years old

Key Vocabulary: Big, Small, Tall, Short, Long, Thin, Fat, Slow, Fast.

Objective: Children will be able to identify the adjectives with visual material.
Season, spring, summer, autumn and winter.

Skill practiced	Procedure	Material
.Reading skill	- Teachers will explain the using of flashcards(pets). - Teachers will tell story using puppets and big cards, then children will complete the story with adjectives.	- Flashcards - Puppets - Story (big cards)
Writing skill	The teacher will divide the students into 3 groups of 3 children and teachers give a piece of paper, each group which will make a collage of pets using pictures, stickers, illustrations and small text.	

(Picture: B)

This picture is according to lesson plan two, activity two. The children practiced the oral skill, using the vocabulary to learn in class.



(Lesson plan 3)

Benemerita Universidad Autonoma de Puebla
Licenciatura en Lenguas Modernas
Didactic Pedagogical Orientation

Lesson Topic: Pets

Time: 50 minutes

Level: Basic

Age: 5 – 6 years old

Key Vocabulary: Pets' care items: water, cat toy, dog collar, animals' food. Pets' needs: comfortable bed, to go the vet if they are ill fresh water all the time, dry cage and clean, they have space. **Characteristics Animals:** ears, tails, paws, fur, wings, shell, whiskers, scales, fins. **Animals Habits:** Aquarium, cage, dog house, fish bowl, glass tank, and hutch cage.

Objective: Children will be able to know how to take care of a Pet, Pets' habitat, Pets' need and Characteristics.

Procedure	Material
- Teacher introduce the topic with some questions: Have you visited a Pet store? What kind of animals do you see? - We are going to play Pets store Children observe the different kinds of animals that people like to have as pets. - Each child has a different situation at visiting the pet store. - Children ask about the animals: characteristics as color, their needs, and how to take care of it. The veterinarian explains in a very basic way. - Finally, they order a puzzle, in how to take care of a pet.	- Realia (pets): cat, fish, turtle, duck and chicken - Wall Pets recommendatio ns (cards) - Pets items - Decorations

- | | |
|--|--|
| <ul style="list-style-type: none">• Extra Activity: as a project in a classroom with a real pet, children will have to take care of it. This activity aims to make children aware of pets as a living animal with needs and cares. They take learn that pets should be handled carefully and only when it is appropriate to do so. Also, they learn has to a responsibility to meet the needs of a pet and to keep them happy and healthy.• Take into account: food, habitat, take care and observations during the classroom and reaction of the children. | |
|--|--|

(Picture: C)

This activity is according activity three, the children practiced different skills, observing real pets and they can express great emotions.

