



# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

---

**FACULTAD DE LENGUAS  
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

## **A CLASSROOM RESEARCH WITH FIVE YEAR OLDS USING VISUAL MATERIALS.**

**Tesis  
Para obtener el título de:  
Licenciatura en la enseñanza del inglés**

**Presentado por  
Irais Chávez Bolaños  
Juan Carlos Mora Pérez**

**Bajo la dirección de:  
Mtra. Leticia Estudillo León  
Directora de tesis**

**Puebla, Pue**

**Marzo 2016**





# **BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

---

---

## **A CLASSROOM RESEARCH WITH FIVE YEAR OLDS USING VISUAL MATERIALS**

**FACULTAD DE LENGUAS**

**A Thesis Submitted to the Faculty of Languages**

**For the degree of Licenciatura en Enseñanza del Inglés.**

**By  
Irais Chávez Bolaños  
Juan Carlos Mora Pérez**

**PUEBLA, PUE.**

**March, 2016**

“A CLASSROOM RESEARCH WITH FIVE YEAR OLDS USING VISUAL  
MATERIALS”

**This thesis has been read by the members**

**of the thesis committee of**

Irais Chávez Bolaños

Juan Carlos Mora Pérez

**And is considered worthy of approval in partial fulfillment of the**

**requirement for the degree of**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLES**

---

**Mtra. Leticia Estudillo León**

**Thesis Director**

---

**Mtra. Martha Ofelia Ortega  
Vergara**

**Committee member**

---

**Mtra. Blanca Estela Flores  
Martíez**

**Committee member**

**Benemérita Universidad Autónoma de Puebla  
Puebla**

**March, 2016**

## **ABSTRACT**

The aim of this research is to evaluate the use of adapted materials to develop the speaking skills with 3<sup>rd</sup> graders. This research was carried out by using a qualitative approach. It was completed through five classes and observations in order to realize what was the impact that visual materials had on third graders and if the use of materials foster children to speak. This research was carried out in a public school named "ESTANCIA INFANTIL Y PRESCOLAR MARGARITA TORRES DE MARIN". Five lesson plans were applied, containing the materials that we intended to adapt, and the observations based on field notes in order to evaluate in detail what the students' reactions were. Based on the observations and the lesson plans, materials had a meaningful impact on children learning, students were able to use vocabulary words to produce the language and say complete sentences. The results were produced by the motivation obtained through the adaptation of visual material and the way that we developed these materials for several activities and topics. Students reacted positively at the moment of presenting the materials; even when the materials were already used for other activities. This project can be a reference for students, teachers and further researchers.

## **ACKNOWLEDGEMENTS**

An important project like this is never the work of anyone alone. The contributions of many different people have made this possible, for this reason we would like to extend our deepest appreciation and gratitude to the following people:

M.A Leticia Estudillo León for her guidance, patience and encouragement throughout the development of the project. There are not enough words to thank her for the support and help during this process. Without her, this project would not have been possible.

Also we would like to thank to M.A Martha Ofelia Ortega Vergara and M.A Blanca Estela Flores Martinez for their contribution of this classroom research.

## **Irais Chavez Bolaños**

Firstly I would like to thank God. My sincere thanks also go to my parents Mr. Ramón Chavez and Mrs. Yolanda Bolaños, they watched me from distance while I worked towards my degree. Also I deeply appreciate my siblings; Marisol Chavez Bolaños and Pedro Chavez Bolaños who had always supported me through the difficult times. I am also grateful to my grandmother Mrs. Asuncion Guzman and my brother in law Juan Manuel Medina.

The completion of this thesis means a lot to them, particularly seeing more of me, so I dedicate this project to my loving family, without their love and encouragement this work would not have been possible.

I would also send my deepest thanks to my friend Juan Carlos Mora Perez, for being part of this thesis, because without his help, this work would not have been possible.

Finally, I would like to thank to all my friends, Sandra Cordova, Ilsy Vazquez and Jonathan Moreno for making my stay in Puebla a pleasant and memorable one.

**Juan Carlos Mora Perez.**

Most people I know always come to me and say: "Trust in the Lord with all your heart" when I did it for first time I thought that my life was going to be easier, then I realized it was not true, but I continued trusting, when I finished this project I understood things never get easy, but if I keep trusting and trying, I will definitely get it. Now I can say: "Thank you for the opportunity to make this possible, for being there when I feel down and when I need you, I could never have done this without the faith that you put into my heart"

My deepest gratitude goes to my family, for their tireless love and support throughout my life: my parents, Maria Gloria Perez Cesareo and Jose Luis Mora Lara, it could not have been possible without them.

I also want to say "thank you" to my partner and my friend Irais Chavez Bolaños for being part of this project, thank you for the time we spent together working on this project and thank you for our friendship.



## TABLE OF CONTENTS

CHAPTER I.....	1
1.0 INTRODUCTION .....	1
1.1 AIMS AND OBJECTIVES.....	2
1.2 RESEARCH QUESTIONS.....	2
1.3 JUSTIFICATION.....	3
1.4PROBLEM.....	3
CHAPTER TWO.....	4
LITERATURE REVIEW .....	4
2.0 INTRODUCTION .....	4
2.1 SYLLABUS.....	4
2.2 NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION (PNIEB) .....	5
2.2.1 CYCLE ONE OF THE PNIEB (SEP, 2011) .....	6
2.3 ELT MATERIALS.....	7
2.3.1 ADAPTING CLASSROOM MATERIALS.....	8
2.3.1.1 REASONS FOR ADAPTATION .....	10
2.3.2 EVALUATING ENGLISH LANGUAGE TEACHING (ELT) MATERIALS. ....	14
2.3.3 TEACHING MATERIALS .....	15
2.4 SECOND LANGUAGE ADQUISITION (SLA).....	17
2.5 THEORIES OF LEARNING.....	18
2.5.1 LEV VYGOTSKY.....	18
2.5.1.1 THE ZONE OF PROXIMAL DEVELOPMENT .....	18
2.5.2 JEAN PIAGET.....	19
2.6 MOTIVATION .....	23
2.6.1 MOTIVATION FOR CHILDREN .....	24
2.6.2 Risk to self-esteem: .....	25
2.6.3 Intrinsic motivation: .....	25
2.6.4 Dysfunctional perfectionism:.....	25
2.6.5 Reduced motivation: .....	26
2.7 Conclusion .....	27

CHAPTER III .....	28
METHODOLOGY .....	28
3.0 INTRODUCTION. ....	28
3.1 CONTEXT.....	28
3.2 INSTRUMENTS .....	29
3.3 DATA COLLECTION PROCEDURE.....	30
3.4 DATA ANALYSIS .....	30
3.5 CONCLUSION .....	30
CHAPTER IV.....	31
RESULTS.....	31
4.0 INTRODUCTION .....	31
4.1 RESEARCH QUESTIONS.....	31
4.2 STUDENTS'S REACTIONS TO ADAPTED SPEAKING MATERIALS .....	31
4.3 MATERIALS AND STUDENTS MOTIVATION .....	32
4.1.1 FIRST LESSON PLAN: What do you want to be when you grow up? .....	32
4.1.2 SECOND LESSON PLAN: what is your favorite fruit? .....	33
4.1.3 THIRD LESSON PLAN: which part of my body is this? .....	35
4.1.4 FOURTH LESSON PLAN: How do you feel? .....	36
4.1.5 FIFTH LESSON PLAN: What is the weather like? .....	37
4.2 CONCLUSION .....	39
CHAPTER V.....	40
CONCLUSIONS .....	40
5.0 INTRODUCTION .....	40
5.1 FINDINGS AND THEIR SIGNIFICANCE.....	40
5.2 SUGGESTIONS FOR FURTHER RESEARCH .....	41
5.3 REFLECTIVE ACCOUNT:.....	42
BIBLIOGRAPHY.....	44
Appendix A .....	46

# **A CLASSROOM RESEARCH WITH FIVE YEAR OLDS USING VISUAL MATERIALS.**

## **CHAPTER I**

### **1.0 INTRODUCTION**

Teaching English to Young Learners (TEYL) has become especially important in recent years. One significant reason for this has been the introduction of English as a foreign language (Davies, 2009). In Mexico there are lots of very good English teachers, however most of the teachers have not been trained and even for teachers who have been trained, there is a lack of good materials and sometimes a wrong way in using them, most of the teachers have the linguistic knowledge, they can speak English but they do not know how to teach it specially in basic level, as Vygotsky and Piaget(1962) claimed, Children are more active in their acquisition of knowledge than adults, and they agree that children construct their own understanding and that with age an experience these understandings are restricted. For this reason, we want to carry out this research that shows if teachers can make students speak in English by using adapted materials. The use of adapted materials help teachers to teach an effective class, they may be in the form of a textbook, a workbook, a cassette, a CD-Rom, photocopied handout, posters, flashcards, anything which presents or informs about the language that has to be learned, so that, we decided to adopt some materials to be adapted and notice how they work.

Moreover, it is significant to mention the importance of a syllabus as essential selection and grading of content, for this reason we want to center on National English Program in Basic Education (NEPBE) proposed by Secretariat of Public Education (in Spanish SEP), SEP acknowledges the need to include English as a subject in the curricula of preschool for this reason we judge significant apply this research in basic level.

In kindergarten, Speaking is perhaps the most demanding skill for the teachers to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they are expected to be able to do the same in English. Scott, & Ytreberg (1990). Young children are natural language acquirers, they are self-motivated to pick up language without conscious learning unlike adolescents and adults, and they have the ability to imitate pronunciations and work out the rules for themselves, so we make a decision to carry out this research focus on adapted materials to help children to speak in English and perceive what are the children reactions during this process.

### **1.1 AIMS AND OBJECTIVES**

**Aim:** To consider the use of adapted materials to teach speaking to five year olds.

**Objective:** To evaluate adapted materials to foster children speaking.

### **1.2 RESEARCH QUESTIONS**

1. What are students' reactions to visual adapted speaking materials?
2. Do the visual adapted materials motivate students speaking, if so how?

### **1.3 JUSTIFICATION**

Many public Schools have a lack of materials to teach English; therefore teachers use only the books according to the syllabus of their schools. Some other teachers create their own materials but they do not apply them correctly, for this reason we want to carry out this research to help teachers from kindergarten to motivate students through materials. Most of the time the materials that teachers use are expensive and sometimes they do not know how to take advantages of them, so in this classroom research we want to investigate how adapted materials can be used to foster and motivate students speak.

### **1.4 PROBLEM**

The use of materials in kindergarten classrooms is an important part of teaching to support children learning, conversely there is a lack of productive materials. In this level many teachers do not know how to make use of materials to foster speaking and also many teachers teach only vocabulary. The product of this situation is that most children do not feel motivated to learn. Materials in this level can be truly expensive and the worst teachers usually use them only for one activity, therefore this research is based mainly on the adoption and adaptation of materials in which teachers can reuse material for several classes. Moreover, to find out if this material can motivate students to learn and speak.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Many theories have been proposed to explain what materials motivate children to speak in English, although the literature covers a wide variety of theories, we will focus on seven major themes throughout the literature review. The first refers to the syllabus, the second describes the NEPBE PROGRAM (National English Program in Basic Education), the third one is about materials, the fourth one is second language acquisition, the fifth one is related to theories of learning, the sixth one encloses speaking development, and the last one is motivation.

#### **2.1 SYLLABUS**

The first topic of interest for this thesis is syllabus. Clarifying the concept of it, we are going to describe what syllabus is. According to Widdowson (1984):

The syllabus is simply framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. (p. 6).

In the same way Pienemann, (1985) defines the syllabus as “the selection and grading of linguistic teaching objectives”(p.23), Similarly for Breen (1984) it “is a plan of what is to be achieved through our teaching and our students’ learning” (p.47).

On the contrary Breen overlook the relationship between what is taught and what is learnt. (Allwright, 1994). Sharing the same point of view Richards and Rodgers (1986) have proposed the following:

They planned a model with three distinct levels which they term approach, design, and procedure, and are intended to show the relationship between the theory and practice of language teaching as an 'interdependent' system.

McDonough (1993) Briefly defines 'approach' is the most general level, and refers to the views and beliefs –or theories- of language learning on which planning is based. The next level 'design' is where the principles of the first level are converted into the more practical aspects of syllabuses and instructional materials. Finally, 'procedure' refers to techniques and the management of the classroom itself.

It can be concluded that syllabus is an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom. (Yalden 1984:14)

## **2.2 NATIONAL ENGLISH PROGRAM IN BASIC EDUCATION (PNIEB)**

As a topic of interest for this thesis, we next present the fundamentals of the PNIEB program. According to the program, the Secretariat of Public Education proposed, "to raise the quality of education", so that students improve their level of educational achievement. The main strategy for attaining such objective in basic education is "to carry out an integral reform in basic education, focused on the adoption of an educational model based on competencies that corresponds to the

developmental needs of Mexico. The secretariat of public education has implemented the National English Program in Basic Education.

Simultaneously, UNESCO (United Nations Educational, Scientific and Cultural Organization) has indicated that educational systems are to prepared students to face the new challenges of a globalized world, in which contact among multiple languages and cultures is increasingly common, in a few words the educational system is compelled to help students understand the diverse cultural expressions existing in Mexico.

From this perspective the secretariat of basic education acknowledges the need to include English as a subject in the curricula of preschool, **PNIEB** program involves 3 important cycles, as a term of interest we are going to focus on the cycle 1 that is intended for students who do not have previous knowledge of English and who are in the first grades of basic education (3rd grade of preschool, 1st, 2nd of Elementary school).

### **2.2.1 CYCLE ONE OF THE PNIEB (SEP, 2011)**

In this section we present the syllabus of the cycle one that includes 3<sup>rd</sup> grade Preschool, and 1st and 2nd grades of Elementary school. The purpose of this cycle is to raise students' awareness about the existence of a language different from their own and to get acquainted with English by developing specific competencies particular to routine and familiar social practices of the language, through the interaction among students and spoken and written texts belonging to various



social environments. Therefore, at the end of this cycle, students are expected to achieve the following:

- Acknowledge the existence of other cultures and languages.
- Acquire motivation and a positive attitude towards the English language.
- Begin developing basic communication skills, especially the receptive ones.
- Reflect on how the writing system works.
- Get acquainted with different types of texts.
- Start exploring children's literature.
- Use some linguistic and non-linguistic resources to give information about themselves and their surroundings.

Closing this theme it is significant to mention that teachers can use materials with a social, communicative and authentic purpose to be meaningful for students. Teachers can not only use materials given by an authority but also they can add extra material and adapt materials that help to reinforce their classes and at the same time to motivate students to have an active class.

### **2.3 ELT MATERIALS**

Teaching materials are an important part of most English teaching programs. From textbooks, videotapes, pictures, among others. Teachers work hardly with a diverse range of materials to support their teaching and their students' learning. In addition, materials can provide valuable opportunities for self-evaluation to incorporate activities which encourage learners to assess their own learning and

language development. Materials are important elements in the classroom because they provide students a better understanding. In the following paragraph we will clarify the definition and the role of materials.

Most people associate the term 'language-learning materials' with course books because that has been their main experience of using materials. However the term is used to refer to anything which is used by teachers of learners to facilitate the learning of a language. Materials can be cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks, or photocopied exercises. (Tomlinson, 1998).

Concluding this, materials can inform about the language, they can provide experience or they can help learners to make discoveries about the language for themselves. Thus, ELT material is one part of a complex process and that materials once selected can only be judged successful after classroom implementation and feedback. (McDonough and Shaw, 1999)

### **2.3.1 ADAPTING CLASSROOM MATERIALS**

In many cases, the teacher using published materials in any given classroom is not involved with creating the materials and may have little to do with adopting them for their institution, teacher use materials designed specifically for the context they are in, teacher will still have to adapt the materials either consciously or subconsciously.

As we mention before many teachers in kindergarten just base their teaching on the textbook and despite the great effort that textbook writers make to meet the needs of teachers, all materials are subject to adaptation when they are actually used in the classroom. What makes the matter worse is that sometimes teachers are compelled to use certain materials, that is, materials imposed by authorities, in many cases teachers have to adapt the materials they are using if their want their teaching to be more affective and interesting for children.

The importance of adapting material is basically significant for this research consequently; to have a meaningful understanding of it we will define what adapting material is as follows:

According to Tomlinson (1998) adapting materials is, “Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaption can include reducing, adding, omitting, modifying and supplementing” (p.11)

In a similar way, McDonough & Shaw (1996) say that to adapt material is try to bring together these individual elements under each heading, or combination of them and illustrated that adapted materials does not necessarily need to be written down or made permanent. It can be quiet transitory.

Finally, Madsen and Bowen (1978) make the point clearly: “the good teacher is constantly adapting. He adapts when he adds an example not found in the book or he telescopes an assignment by having students prepare” (p.11)

These theories support the significance of adapting materials in the classroom, now we are aware of how we can adapt different type of materials to have an effective class.

### **2.3.1.1 REASONS FOR ADAPTATION**

There are practical reasons for adapting materials in order to make them as accessible and useful to learners as possible, however, reasons for adaptation are varied and changed as the field developed and views on language acquisition and teaching practice have become better informed by research and experience.

Tomlinson, B (2003) cited the following:

One reason for adaptation is that published materials are necessarily constrained by the syllabus, united to template and other space concern. Not all material, therefore, is fully developed. A good teacher's guide will supplement materials with useful alternatives and adaptations, but where this does not happen or a teacher does not have the teacher's guide, adaptation will become part of the creative dialogue between teachers and published materials. (p. 86)

In the same way McDonough & Shaw (1996) list some reasons for adaptation (below), they clearly reflect a concern that communicative language teaching implies an unsystematic approach to grammar presentation and a belief that a systematic approach to grammar presentation is necessary.

- ❖ Not enough grammar coverage in general.
- ❖ Not enough practice of grammar points of particular difficulty to these learners.

- ❖ The communicative focus means that grammar is presented unsystematically.
- ❖ Reading passages contain too much and unknown vocabulary.
- ❖ Comprehension questions are too easy, because the answer can be lifted directly from the text with no real understanding.
- ❖ Listening passages are inauthentic.
- ❖ Not enough guidance on pronunciation.
- ❖ Subject matter is appropriated for learner's age.
- ❖ Photographs and other illustrative material are not culturally acceptable.
- ❖ Amount of material too great or too little to cover in the time allocated for the lesson.
- ❖ No guidance for teacher on handling group and role play activities with a large class.
- ❖ Dialogues too formal and not really representative of every day speech.
- ❖ Audio material difficult to use because of problems to do with room size and technical equipment.
- ❖ Too much or too little variety in the activities.
- ❖ Vocabulary list and a key to the exercises would be helpful.
- ❖ Accompanying tests needed.

On the other hand, (Cunningsworth, 1995), also includes a chapter that deals with the challenge of materials adaption and provides a list of possible reasons for adapting materials, he draws on the knowledge of learner styles and the learner as

a whole consideration which is absent from McDonough and Shaw's list. Adaption depends on factors such as the following:

- ❖ The dynamic of the classroom.
- ❖ The personality involved.
- ❖ The constraints imposed by syllabuses.
- ❖ The availability of resources.
- ❖ The expectations and motivations of the learners.

(Tomlinson, 2003)

After recognizing the difference between published materials and the needs and objectives of the classroom, most of the time the teacher has to address the practicalities of adapting the material to meet the class objectives more closely.

McDonough and Shaw (1993) and Cunningsworth (1995) offer a list of techniques that may guide the teacher when adapting materials to fit in this a specific class:

- ❖ **Adding:** the notion of addition is, on the face of it a very obvious and straightforward idea, implying that materials are supplemented by putting more into them, we certainly can add in this simple quantitative by the technique of extending that is supply more of the same, this means that the technique is being applied within the methodological framework of the original materials.
- ❖ **Deleting:** is clearly the opposite process of addition, in deletion material is taken out rather than supplemented, addition and deletion often work together, materials can be taken out and then replaced with something else.

Where the same kind of material is substituted for another, the internal balance of the lesson or the syllabus is not necessarily altered.

- ❖ **Modifying:** Modification is a very general term in the language applying to any kind of change. It can be sub-divided under two related headings. The first is *re-writing* when some of the linguistic content needs modification, it may relate activities more closely to learners, own backgrounds and interests, or set more purposeful, problem solving task where the answers are not always known before the teacher asks the question. The second is *re-structuring*, which applies to classroom management where Teachers make changes in the structures of activities in order to be more meaningful for students. Modifying is a technique that has a very wide range of applications. It refers essentially to a “modality change”, to a change in focus on an exercise, text, or classroom activity.
- ❖ **Simplifying:** the technique of simplification is one type of modification; it can include the instructions and explanations that accompany exercises and activities, and even the visual layout of material so that it becomes easier to see how different parts fit together.
- ❖ **Reordering:** can include separating items of content from each other as well as re-grouping them and putting them together.

Closing this theme, materials need to be adapted in a principled manner to reflect needs within particular teaching context; current understanding of second language acquisition and good teaching of practice to demonstrated the flexibility and creativity of adaptation.

### **2.3.2 EVALUATING ENGLISH LANGUAGE TEACHING (ELT) MATERIALS.**

The ability to evaluate teaching materials effectively is a very important professional activity for all English teachers, and in this section we will examine the reasons why teachers need to evaluate materials in the first instance McDonough & Shaw (1996).

First of all it is important to mention what evaluation of material is. According to Tomlinson, (2003) Materials evaluation is a procedure that involves measuring the value of a set of learning materials. It involves making judgments about the effect of the materials on the people using them and it tries to measure some or all of the following:

- ❖ The appeal of the materials to the learners
- ❖ The credibility of the materials to learners, teachers and administrators.
- ❖ The validity of the materials.
- ❖ The reliability of materials.
- ❖ The ability of the materials to interests the learners and the teacher.
- ❖ The ability of the materials to motivate the learners.
- ❖ The value of the materials in terms of short-term learning.
- ❖ The value of the materials in terms of long-term leaning.
- ❖ The learners' perception of the value of the materials.
- ❖ The teachers' perception of the value of the materials.
- ❖ The assistance given to the teachers in terms of preparation, delivery and assessment.
- ❖ The flexibility of the materials.



- ❖ The contribution made by the materials to teacher development.
- ❖ The match with administrative requirements.

Why do we need to evaluate materials in the first place? (Cunningsworth, 1984) suggest that there are very few teachers who do not use published course materials at some stage in their teacher career. We may wish at this stage to make a distinction between teaching situation where 'open-market' materials are chosen on the one hand, and where a Ministry of education produces materials which are subsequently passed on the evaluation process on to the teacher for classroom use on the other.

Materials Evaluation can eventually help teachers to learn more about materials, learning and teaching, English language teaching can be fun and meaningful for children to learn, with the help of resources available, it is important to evaluate materials and select those that best suit individual classroom needs.

### **2.3.3 TEACHING MATERIALS**

To have a better understanding of materials we are going to state the significance of materials evaluation. Elsa Roberts, (1995) found "social controls is exerted not just by what is taught, but by why is omitted". (p.17). For this reason, a conceptual review of what has been understood as didactic materials is necessary because it permits one to rethink common sense assumptions about the role and importance didactic materials have.

Conceiving teaching materials as means or instruments is an idea supported by theories related to input. According to Krashen (1981a, p, 100) “the condition of language acquisition to occur is that the acquirer understands... input language” and materials can make learning more accessible and understandable than language input. Following Krashen, (1981b) language learning can only occur under certain conditions where the kind of input –stimulus- that students receive, is a determined factor to learn a language. Then, didactic materials are essential because they work as stimulus to promote learning.

On the other hand, teaching materials are perceived as partial constructors of knowledge. In this regard, Mertin (1991) explains that materials are “artifacts that, in some cases by using different forms of symbolic representations; and in other cases as direct references of objects incorporated into teaching strategies help to reconstruct knowledge through the creation of partial meanings of the curricular concepts.”(p. 26)

In addition, teaching materials as a resource to teachers is an important support to them, and they must be made according to the children needs. The teacher must also have in mind that a resource is very important as a means of information about techniques and group dynamics.

As a conclusion of materials, Tomlinson (1998) states the following:

Materials can be anything which is deliberately used to increase the learners' knowledge and experience of the language. Keeping this pragmatic concept of materials in mind can help material developers to utilize as many sources of input as possible and , even more

importantly, can help teachers to realize that they are also materials developers and that they are ultimately responsible for the materials that their learners use. (p. 2)

## **2.4 SECOND LANGUAGE ADQUISITION (SLA)**

In order to understand the process of children's learning it is essential to mention the importance of second language acquisition. According to (Gass, 2008), second language acquisition is the study of how second languages are learned. Second Language is a language which is not a native language in a country but which is widely used as a medium of communication and which is usually used alongside another language or languages.

According to Tomlinson (1998) second language acquisition is "the term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society" (p. 12). On the other hand Pfaff (1982) states the following:

The language acquisition position is associated with Chomsky's conception of linguistic competence as a highly specific knowledge domain. It is concerned with evolving a formal model of learn ability, to account for the logical problem of the human ability to acquire any natural language. (p.4)

To close up, it can be said that children become more suitable for dealing with bigger degrees of complexity. They start to identify their personal language and also they change their theories about the rules of language and little by little reorganize their language system and the child is perceived as a little linguistic.

## **2.5 THEORIES OF LEARNING**

There are some fundamental theories to describe how a language is acquired and taught. This is a fundamental element for this research, for that reason two principal theories will be described below. The theories are based on Lev Vygotsky and Jean Piaget.

### **2.5.1 LEV VYGOTSKY**

Vygotsky's ideas were and continued to be controversial. He objected to the analysis of children's abilities based on intelligence test. He taught research should be both qualitative and quantitative. By this he meant that careful observation of children should be considered as valid as their scores on a test. Vygotsky (cited in Garhart, 2000) changed the way educators think about children's interaction with others. His work showed that social and cognitive development work together and builds on each other.

As Piaget, (cited in Gartart, 2000) Piaget believed that "much learning takes place when children play". His primary contribution to our understanding of young children's development is his understanding of the importance of interaction with teachers and peers in advancing children's knowledge.

#### **2.5.1.1 THE ZONE OF PROXIMAL DEVELOPMENT**

One of the most important concepts of Vygotsky's theory (cited in Garhart, 2000) is that of the zone of proximal development (ZDP). Vygotsky defines this as the

distance between the most difficult task a child can do alone and the most difficult task a child can do with help (Forman, 1999). He believed that a child on the edge of learning a new concept can benefit from the interaction with a teacher or a classmate.

According to Vigotsky (cited in Garhart, 2000) to scaffold children, teachers need to be keen observers and use those observations to determine where children are in the learning process and what they are capable of doing.

Finally, he believed that learning and development are similar but not identical. The combination of instructing the child and honoring the child's individual development optimizes learning.

### **2.5.2 JEAN PIAGET**

According to Jean Piaget (1997), learning and development are important; in his opening Piaget (1997) remarks the following:

The development of knowledge as a spontaneous process, tied to the whole process of embryogenesis. Embryogenesis concerns not only the development of the body but also it concerns the development of nervous system, and the development of mental function. In the case of the development of knowledge of children, embryogenesis ends only in adulthood. Learning concerns the opposite case. In general, learning is provoked by situations, provoked by a psychological experimenter, or by a teacher. Development is a sum of discrete learning experiences. (p.20)

Piaget argued (in Garhart, 2000) that children’s development passes through some specific stages there are mention in the table below. Children development stages are: 1) Sensory motor, 2) Preoperational, 3) Concrete Operational, 4) Formal Operational.

<b>Piaget’ Stages of Cognitive Development</b>		
AGE	STAGE	BEHAVIORS
18 months	Sensorymotor	Learn through senses. Learn through reflexes. Manipulate materials.
18 months-12 years	Preoperational	Form ideas based on their perceptions. Can only focus on one variable at a time. Overgeneralize based on limited experience.
6 years- 12 years	Concrete operational	Form ideas based on reasoning. Limit thinking to objects and familiar events.
12 years and older	Formal operational	Think conceptually. Think hypothetically.

The former table is described in detail as follows. The first is **the Sensory Motor Stage**, it occurs in children from birth to approximately two years, where the baby begins to understand some of the information received from its senses. These

developments are known as 'action schemas' .During the Sensory Motor Stage, the baby begins to understand how one thing can cause or affect another, and begins to develop simple ideas about time and space. (Piaget, 1997, p.20)

As the most important stage for this research, Piaget (ibid) cites the following:

The **Pre-Operations Stage**; where children usually go through this stage between the ages of two to seven years old. During this stage, children's thought processes are developing, although they are still considered to be far from 'logical thought', in the adult sense of the word. The vocabulary of a child is also expanded and developed during this stage, as they change from babies and toddlers into 'little people'. Pre-operational children are usually 'ego centric', meaning that they are only able to consider things from their own point of view, and imagine that everyone shares this view, because it is the only one possible. Gradually during this stage, a certain amount of 'decentering' occurs. This is when someone stops believing that they are the centre of the world, and they are more able to imagine that something or someone else could be the centre of attention. (p. 21)

Moreover, Piaget (1997b) says that 'Animism' is also a characteristic of the Pre-operational stage. Animism occurs when a person has the belief that everything that exists has some kind of consciousness. An example of this is that children often believe that a car will not start because it is tired or sick, or they punish a piece of furniture when they run into it, because it must have been naughty to hurt them. A reason for this characteristic of the stage is that in the Pre-operational "stage" the children often assumes that everyone and everything is like them. (Piaget, ibid, p.22)

Therefore, another aspect of the Pre-operational stage in a child is that of 'symbolism'. Piaget (1997c) states the following:

This is when something is allowed to stand for or symbolize something else. 'Moral realism' is a fourth aspect of this stage, this is the belief that the child's way of thinking about the difference between right and wrong, is shared by everyone else around them. One aspect of a situation, at one time, is all that they are able to focus on, and it is beyond them to consider that anything else could be possible. Due to this aspect of the stage, children begin to respect and insist on obedience of rules at all times, and they are not able to take anything such as motives into account. (p. 22.)

Children aged around seven to eleven or twelve go through **the Concrete Operational stage**. According to Piaget (1997), “the child has the ability to develop logical thought about an object, children gradually develop the ability to 'conserve', or learn that objects are not always the way that they appear to be”. (p.23)

The last stage is **Formal Operations**; it begins around age 11 and is fully achieved by the age of 15. This permits adolescents to reason beyond a world of concrete reality to a world of possibilities and to operate logically on symbols and information that do not necessarily refer to objects and events in the real world. During this stage there are two characteristics of formal operational thought. (Piaget, 1997, p. 22)

Based on Piaget's stages it is concluded that children's cognitive development is a process where children pass to build knowledge and the best strategy is to keep children curious, make them real problem-solving challenges, rather than giving them the information.



## 2.6 MOTIVATION

Motivation is a significant fact not only for children's learning but also for their continuous improvement, we regard significant the definition of it.

Motivation is defined as an inner drive or stimulus, emotion or desire that moves one to a particular action (Brown, 1994, p.15). it also refers to "the reasons underlying behavior" (Guy et al., 2010). Moreover, Broussard and Garrison (2004) define motivation as "the attribute that motives us to do or not to do something" (p.106). Based on these points of view, it is summed up that with no motivation there would not be reason and purpose to do things.

Gardner, (1985) emphasizes that the primary factor in the model of education is motivation. He defines motivation as referring to a combination of effort plus the desire to achieve the goal of learning that language fosters favorable attitudes towards learning the language.

On the other hand, Turner (1995) consider motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p.413)

There are two types of motivation: extrinsic and intrinsic. According to (Morris &Maiston, 2002), the extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity and the Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure.

As Deci, (1999) observe, “Intrinsic” motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifested in behaviors such as play, exploration, and challenge seeking that people often do for external rewards. (p.658). However, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al, 1999)

### **2.6.1 MOTIVATION FOR CHILDREN**

At the stage of kinder garden it is important to stimulate students to feel motivated to learn. No human being is unmotivated. (Glaser 1998: 44): all human behavior is an attempt to meet our needs; therefore, when we say that individual children are not motivated by a particular activity, all we are saying is that this activity, at this time, presented in this way, is not meeting their needs. The children’s apathy does not mean they have their drive to learn, but that learning this material in this manner does not satisfy them. Apathy is not the problem; it is a symptom of the problem, of the irrelevance of the task to their lives. There is no way to motivate children to do something that is futile. (Glasser, 1998)

On the other hand, most of the teachers have been thought that rewards; including stickers, school awards, extra time on favorite activities, money and so on, will motivate children to do what they want them to do. In the case of motivation, we intend that rewards will motivate children to do the task we set them. However these rewards run four risks: to children’s self-esteem, to their intrinsic motivation,

to their perfectionism and to their orientation to learning and to challenge. (Lyman 2009) Those four risks are briefly described as follows.

**2.6.2 Risk to self-esteem:** The first effect of rewards is that these forms of judgmental feedback lower children's self-esteem by implying to them that their worth is contingent on maintaining their level of achievement. In short, praise of the person imposes an obligation to continue to act in an admirable manner (Farson 1963, in Grolnick 2003). Doubting their ability to achieve to this level, children's cognitions affect all mimic helplessness, with a consequent reduction in their engagement and work quality (Kamins & Dweck, 1999).

**2.6.3 Intrinsic motivation:** The second undesirable outcome of praise and the other rewards is due to the fact that these are forms of controlling discipline. They are an attempt to induce children to repeat behaviors that we like, or to manipulate them into doing things our way. This external control detracts from children's own autonomy. Much research has concluded that this loss of autonomy is directly responsible for children's subsequent reduce engagement, because being in command of ourselves (that is, being autonomous) is essential to human motivation (Ryan & Deci, 2000). The result is that praising or rewarding children for their achievements reduces children's intrinsic motivation for the task.

**2.6.4 Dysfunctional perfectionism:** Praise and rewards for high achievement produce an unhealthy form of perfectionism. Rewards for high achievement produce children who attempt to excel in an effort to prove their self-worth. These *socially prescribed* perfectionists fear failure and, consequently, avoid challenge if failure is a possibility, are highly anxious, depressive, have low self-esteem, and

treat them insensitively when they perceive that they have performed below expectations (Feldhusen et al. 2000; Neumeister 2004a, 2004b; Neumeister & Finch, 2006). Their extrinsic motivation causes them to procrastinate so that, if they do less well than expected, they can blame a lack of time or effort, rather than any lack of ability. This pattern arises from authoritarian parents who demand rather than encourage high standards (Rice et al. 1996) and who induce guilt in their children or withdraw love when they perform below expectations; it also comes from competing for school awards (Neumeister2004b).

**2.6.5 Reduced motivation:** Children with either mastery or a performance-approach orientation can be engaged and achieve highly. However, this is true only as long as the performance-oriented students *are* in fact more successful than their peers.

When instead children with performance goals perceive themselves as failing compared with others, their engagement, effort and performance decline and their emotions become more negative (Dweck& Leggett, 1988; Sylva1994). They are likely to attempt to preserve their dignity by giving up avoiding challenge and becoming off-task, which is termed an avoidance orientation (Covington &Müeller, 2001).

Motivation is a really important tool to encourage children to have a good response during the class. For the same reason we consider that good speaking activities can and should be highly motivating. As , Harmer (1998) says: “If all the students are participating fully- and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction

from it. Many speaking task (role-playing, problem-solving, etc) are intrinsically enjoyable in themselves” (p. 49)

## **2.7 Conclusion**

The literature review helps the reader to understand different aspects of children learning and the process of the acquisition of a second language. This literature review illustrates the most relevant topics that will help the future researchers to improve this classroom research, the topics we mentioned in this classroom research are the following:

Syllabus, PNIEB, ELT materials, adapting classroom materials, reasons for adaptation, evaluating English materials (ELT Materials), teaching materials, second language acquisition, and theories of learning, Lev Vigotsky’s theory, and the zone of proximal development, Jean Piaget’s theory, motivation and motivation for children.

Taking into account these topics it is concluded that teaching materials are an important part of most English teaching programs so materials can inform about the language, they can provide experience and help learners to make discoveries about the language.

## CHAPTER III

### METHODOLOGY

#### 3.0 INTRODUCTION.

This chapter describes the methodology and the procedure to get the data in detail. The aim of this research is to evaluate the use of adapted materials to develop the speaking skills with 3<sup>rd</sup> graders. This research was carried out by the use of the qualitative approach. It entails five classes and observations in order to collect the information to answer the research questions.

This chapter contains the following topics: context, instruments, data collection procedure, data analysis and conclusion.

#### 3.1 CONTEXT.

This research was carried out with students of basic level from a kindergarten of 3<sup>rd</sup> grade in a public school; the name of the school is “ESTANCIA INFANTIL Y PRESCOLAR MARGARITA TORRES DE MARIN”. This study was made with 9 students from 4 to 5 years old, 4 students were females and 5 males. We worked with them 3 weeks; there were 5 classes, each class lasted 50 minutes from 9 to 9:50 am. It is important to mention that teachers at this school don't use any specific English book to work, however most of the students had previous knowledge of some vocabulary, words specifically.

## 3.2 INSTRUMENTS

Two instruments were used; the first was taken by giving 5 classes through lesson plans containing the materials that we intended to adapt and adopt. The second instrument was observations in order to analyze in some details what the students' reactions were towards the materials.

According to Allwright, (1996) observation "is a procedure for keeping a record of classroom events in such a way that it can later be studied, typically either for teacher training or for research purposes". (p.16)

To evaluate how adapted material can be used for more than one activity we applied five lesson plans to gather data to identify how adapted materials promote speaking, the lesson plans are in the following order (Appendix A includes the lesson plans)

Lesson plan I: what do you want to be when you grow up?

Lesson plan II: what is your favorite fruit?

Lesson plan III: which part of my body is this?

Lesson plan IV: how do you feel?

Lesson plan V: What is the weather like?

These lesson plans were applied in order to know if adapting materials can be useful for speaking activities

### **3.3 DATA COLLECTION PROCEDURE.**

To collect the information in the classroom, teacher permission was accepted immediately. First of all we observed the class twice to know how the group worked. As we were two practitioner teachers in the same classroom, one of us was the teacher and the other was the observer. Each observation was written in a field notes sheet, so that we can reflect on how the materials were used and what the student's reactions were.

### **3.4 DATA ANALYSIS**

To categorize the data we analyzed the following evidence:

1. We selected students' reaction, behavior and motivation.
2. We identified students' pronunciation through field notes.
3. We analyzed the improvement of each student in each class through field notes too.

### **3.5 CONCLUSION**

As a conclusion, first of all we look for the school to carry out this project, then we apply five lesson plans and finally we analyzed the data in order to know how much useful adapted speaking materials are for children. The results obtained are described in detail in the next chapter. The data analysis and data collection helped us to have extended evidence through the instruments in order to identify how meaningful adapted speaking materials are for children. The data collection and the data analysis will be described in detail in the next chapter.



## **CHAPTER IV**

### **RESULTS**

#### **4.0 INTRODUCTION**

In this chapter the results related to this research are presented. The results focus on how the adapted speaking materials worked and what the students' reactions were when using this material. The visual materials used were big posters and some flashcards. Moreover, we adopted and adapted the materials to realize how the visual materials supported students speaking.

#### **4.1 RESEARCH QUESTIONS**

- 1. What are students' reactions to visual adapted speaking materials?**
- 2. Do the visual materials motivate students speaking, if so how?**

To answer the research questions that guide this study we took into account the following categories for each lesson plan:

#### **4.2 STUDENTS'S REACTIONS TO ADAPTED SPEAKING MATERIALS**

At the beginning students were excited about the material that we brought to them, some children told us that the material was cute however some others seemed to be bored and they did not comment anything. Otherwise, we used materials from a previous class to introduce a new one, so students comment on the same material; we realized there was a lack of attention when we used the material twice.

### **4.3 MATERIALS AND STUDENTS MOTIVATION**

The visual material applied was very significant for children, an important detail we noticed was that posters not only motivated students to speak, but also foster helping each other, while some students made mistakes at the moment of speaking, some others helped each other to pronounce correctly. On the other hand, there was a student who liked the posters but she did not want to participate at all, in consequence a student got upset with her, it seems that using materials and the encouragement given to students were a key to motivate students speaking.

The following section describes in detail the result of the observations of each one of the five lesson plans applied using visual materials. The results show three to four categories per lesson depending on the results of the observation, the categories are: 1) Results of the material, 2) Results at the moment of speaking, 3) Motivation, and 4) Reactions

#### **4.1.1 FIRST LESSON PLAN: What do you want to be when you grow up?**

This material was used with a class of 7 children during 50 minutes.

**Results of the material:** Students were very excited about the material that we used. They had a good response of the topic even when they did not have previous knowledge about it but they were disposed to participate, however one of them stayed standing for several minutes. When teacher introduce herself,

students felt in confidence and they look very happy when teacher showed the poster.

**Results at the moment of speaking:** Teacher encouraged students to speak the whole class; some of them understood very quickly but some others did not. In this class students who made mistakes were helped by other students, some examples of their production are mentioned here:

**Ss 1:** *ai an enfermer, ai an nours, shi is carpenter.*(I am a nurse, he is a carpenter)

**Ss2 :***ai am nours , ji is ticher.*  
(I am a nurse, he is a teacher)

**Ss 3:** *ai am ticher, ai am nours, ai am carpinter.*(I am teacher, I am nurse, I am a carpenter)

**Motivation:** Most of the students responded adequately to the class, material not only encouraged students to participate but also to help each other at the moment of making mistakes. However, a student did not want to participate when teacher asked her to say a sentence, a student got upset and he said:

*“pon atención a la maestra”.*

#### **4.1.2 SECOND LESSON PLAN: what is your favorite fruit?**

This material was used with a class of 7 children during 50 minutes.

**Results of the material:** Students were very motivated to participated, they really enjoyed because of the material and they had a meaningful response to the topic. They participated the whole class. Material was colorful and students were asking

each other about fruits, colors and so on. Material was really significant for them because when they participated some of the students said more than they were asked.

**Results at the moment of speaking:** Second class was really satisfactory, speaking adapted materials worked well, some students participated more than others but all students did all the activities, some examples of their production are mentioned here:

**Ss 1:** *ailaikpir, Aiainose... aipir, Ailaikpir, Ailaik me gusta la manzan.* (I like pears, I like apples)

**Ss 2:** *ilaikapol, is porpol*(I like apples, they are purple)

**Ss 3:** *it is delishus.*(It is delicious)

**Ss 4:** *ilaik per, is suit.*(I like pear, it is sweet)

**Ss 5:** *graits is delishus.*(grapes are delicious)

**Motivation:** Students motivated other students to speak; some of them made mistakes but all set to be involved. Also some students understood quickly but some others had difficulties, it caused to get some students a little shy to participate.

**Reactions:**At the beginning of the class one of the students did not want to participate, during the class she was rude and she was unwell to be involved. Some examples of their production are mentioned here:

**Ss 1:** *no sé, no se...ami no me pregunte.*

**Ss 1:** *yo no quiero*

### 4.1.3 THIRD LESSON PLAN: which part of my body is this?

This material was used with a class of 7 children during 50 minutes.

**Results of the material:** Students seemed to be tired, they really enjoyed the material but they did not have a good response to the topic because the activities seemed not to be interesting for them. They participated when teacher asked but nobody had the initiative to participate by themselves.

**Results at the moment of speaking:** Speaking adapted materials worked in an important manner, some students participated more than others but they did all the activities, some examples of their production are mentioned here:

**Ss 1:** *dis is maijed.* (This is my head)

**Ss 2 :** *dis is maimaus, dis is mai nous.* (This is my mouth, this is my nose)

**Ss 3:** *dis ar my cholde, dis is my jed, dis is mai nous.* (These are my shoulders, this is my head, this is my nose)

**Motivation:** In this class students did not feel motivated to speak and participate; during the whole class most of students made mistakes and the teacher tried to motivate them. Students were distracted and talking. It seemed to be that materials were useful but activities not at all.

**Reactions:** One of the students who did not want to participate was mad with her classmates so she did not want to do the activities, she continued being in a negative way, even she left the classroom.

#### 4.1.4 FOURTH LESSON PLAN: How do you feel?

This material was used with a class of 7 children during 50 minutes.

**Results of the material:** Students had a favorable response to the topic, they participated the whole class even though they had some problems to answer. They really enjoyed the material. Students who did not want to participate in the previous class noticed how excited the rest of the group was, so this class the material had a significant impact on the students.

**Results at the moment of speaking:** All the students participated actively, when the teacher asked to produce a sentence, they wanted to speak more than twice and there was a moment where they started fighting because teacher did not give them more chance to participate more than three times to the same students.

Some examples of their production are mentioned here:

**Ss 1:** *ticher is hap, ai an engry, carpinter is ungrly.*  
(Teacher is happy, I am angry, carpenter is angry)

**Ss2:** *nurs is engry, carpinter is japi, ai an escuer.*  
(nurse is angry, carpenter is happy, I am scared)

**Ss 3:** *carpinter is engry, carpinter is japi, aiamjapi.*  
(carpenter is angry, carpenter is happy, I am happy)

**Ss 4:** *ticher is engry, nors is engry.*  
(teacher is angry, nurse is angry)

**Ss 5:** *nous is sad, ai am japi.*  
(nurse is sad, I am happy)

**Ss 6:** *nous is engry, aian sad.*  
(nurse is angry, I am sad)

**Ss 7:** *ticher is nors, no no, ticher is escuer, is japi.*  
(teacher is nurse, no no, teacher is scared, is happy)

**Student's reaction:** When we arrived to the classroom students started asking us about the topic and they were anxious to see the material, on the other hand, one student was sleeping on the table, during the class she was rude and the teacher asked her to participated but she did not want, she left the classroom for a moment, when she came back her attitude was the same but this time she just participated once.

**Motivation:** When students saw the reaction of her classmate, they said to her:

1. "Si no le pones atención al profe, te vamos a acusar con la Miss"
2. "Ya Camila, párate y contesta que floja eres, además no es tan difícil"

#### **4.1.5 FIFTH LESSON PLAN: What is the weather like?**

This material was used with a class of 7 children during 50 minutes.

**Results of the material:** The material called students' attention; some of them started commenting about it. Although they did not have previous knowledge about the topic they responded correctly to the topic. In the middle of the class two students were fighting each other for a dice they found, so it distracted the rest of the students for a few minutes. Otherwise some students told us that the poster was pretty, at the end of the class they asked us if we had made it. The material seemed to be very interesting for them.

**Results at the moment of speaking:** In this class students were very participative. Something that called our attention was that one student related the vocabulary to some words that he had already known; he was able to remember easily the pronunciation of the words that we were working with in that class, even some times he got confused. Some examples of the students' production are below, the samples are exactly as they were pronounced by the children with their correspondent correct sentence.

**Ss 1:** *its sonin, aiamjapibicos is japi.*  
(It is sunny, I am happy because It is sunny)

**Ss 2:** *its raini, aian sad bicos is raini.*  
(It is rainy, I am sad because is rainy)

**Ss 3:** *aianjapibicos is raini.*  
(I am happy because is rainy)

**Ss 4:** *aianjapibicos is wini.*  
(I am happy because is cloudy)

**Ss 5:** *is reini, ai an reini, ai an claudi, ai an sab bicos is raini, its window, no no, its windy.*  
(is rainy, I am sad because is rainy)

**Ss 6:** *ai an engrybicos is claudy, ai an escuerbicos is escuer, no, no soni.*  
(I am angry because is cloudy, I am scared because is sunny)

**Ss 7:** *aianjapibicos is suni.*  
(I am happy because is sunny)

**Students' reaction:** during the class teacher was explaining the topic, suddenly a student started crying asking for the main teacher and she left the classroom.



## **4.2 CONCLUSION**

To sum up this chapter, the use of speaking adapted materials and activities applied seem meaningful for students even when they did not have previous knowledge of some topics. The criticism made by the students had a significant impact not only for the materials but also for the students' motivation. The use of the same material to introduce a new class was not agreeable for some students but it was not a problem for students' participation.

## **CHAPTER V**

### **CONCLUSIONS**

#### **5.0 INTRODUCTION**

The purpose of this chapter is to sum up the findings obtained based on the visual materials and the observations, furthermore, the suggestions for further research and a personal reflective account in order to have a meaningful understanding of the general conclusions.

#### **5.1 FINDINGS AND THEIR SIGNIFICANCE.**

The purpose of this paper is to analyze the impact that visual materials have on children speaking in order to realize how useful materials are and if it help students to feel motivated to speak. For this reason, the results obtained through lesson plans and observations showed the importance that the teachers give to materials for the improvement of children speaking. It is showed that visual material is a meaningful tool for speaking. Furthermore teachers can develop and adapt materials to their needs in the classroom in order to have a successful lesson. Finally the results provide an idea about the significant use of visual materials with a low budget mostly used to motivate children to speak.

Adopted materials that we adapted were useful for children learning of kindergarten; however we realized that students did not work as they used to do it because they hoped that materials were different for each class, even they started asking why we were using the same material that we had used in previous classes.

Another significant point that we want to emphasize is that adapted speaking material was an important factor to students' motivation.

According to the experiences that we have had during this project we can say that we are satisfied to work with children of this level. During the classes, students not only helped us to get results but we also learned about them, for example, we understood that if we want to understand them we need to be like them, to know things they like and dislike and then get good information about how to work with them.

We really felt excited of the results that we got; children had a good response in each single class. Although at the beginning of giving the classes, we were anxious to know if the material that we would present could work as we thought when we designed the lesson plans.

## **5.2 SUGGESTIONS FOR FURTHER RESEARCH**

Considering what have been done in this research, there are several suggestions addressed to English teachers and further researchers relating to visual materials and the motivation obtained through the adaptations of the materials used. It is

important for teachers to adapt the appropriate material, which can help students to produce the language. Besides, the teachers are suggested to arrange a lesson plan, which considers the adaptations of visual material as a main tool to encourage students speak. Since this research considered only the speaking skill, it is suggested for further researchers to pay attention to the listening skill as well because if they understand what they are asked they can be able to have a response, in this manner, students may produce the language significantly. Furthermore, it is recommended for teachers to develop their creativity and the ability to present interesting activities with the visual material for a meaningful and enjoyable class.

### **5.3 REFLECTIVE ACCOUNT:**

In the next chapter we will present an individual reflective account, we describe how we felt during this process.

#### **Irais Chavez Bolaños**

In opinion to work with children is not easy, however it was a good experience to carry out this classroom research with third graders because it is interesting how pupils get involved every day in the subject and also and how they make their best effort to learn another language. As we already mention in chapter IV, children's behavior was not positive at all, nevertheless I did the best so that students could feel in their own environment and in that way they could participate as much as possible. Something important I learned is that students from this age need a lot of visual materials in order to work, as they always do because if we show them the

same material, even when the material is adapted, they get bored, thus, it is important to have new material, colorful, flashy so that pupils enjoy the class and they may also participate more than they always do

### **Juan Carlos Mora Pérez**

The process followed during this research illustrated a satisfactory project not only for us but also for students and for further researchers. This research helped me to understand how the adaptation of visual materials impact on children learning. I could identify the facts that influence on unmotivated students and a new different alternative of using materials like videos, board games, flash cards songs etc, these materials can motivate them to start producing the language at their own rhythm. I found out that it is not mandatory to spend a lot of money on materials to have a successful class; I could noticed the materials do not make successful teachers, but teachers can be successful if they know their students' needs.

## BIBLIOGRAPHY

- Brian T. (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.
- Brian T. (2003). *Developing Materials for Language Teaching*. London: Continuum
- Brown, D. (1994) *Teaching by Principles: An interactive approach to language*.
- Brown, H. D. (1994). *Principles of Languages Learning and teaching Practice Hall. Regents.*
- Carol P. (1982). *First and Second Language Acquisition Processes*. Boston, MA. Heinle&Heinle Publishers.
- Cunningsworth, A. (1995) *Choosing your Coursebook*. Macmillan: Heinemann. Curran, P., Deguent, S. Lund, S. Miletto, H. (2000)
- David N. (1998). *Syllabus Design*. New York: Oxford University Press.
- Davis N. (1991) *Language Teaching Methodolog*. A text for teachers. Prentice Hall New York
- Ellis, R. (1997) *Understanding second language acquisition*. Oxford: Oxford University Press.
- Garhart, C. (2000). *Theories of Childhood: and Introduction to Dewey, Montessori, Erikson, Piaget and Vigotsky*. Yorkton: Redleaf Press.
- Gass, S., & Selinker, L. (2001). *Second language acquisition*. Mahwa:

Lawrence Erlbaum Associates.

Jack C. R. (1985). *The context of Language Teaching*. University of Cambridge:  
Cambridge University Press.

Jack C. R. (2010). *English Language Teaching Materials*. New York:  
Cambridge University Press.

Jo McDonough & Christopher Shaw.(1993). *Materials and Methods in ELT*.  
Massachusetts: Blackwell.

Piaget, J. (1997). *Development and learning in R. E. Ripple & V. N. Rockcastle*  
(Eds) Second Edition.  
University of California.

Rood E. (1994). *The Study of second Language Acquisition*.  
Oxford University Press. Second Edition.

Scott W.A &Yterberg. LH (1990) *Teaching English to children*. New York.  
Longman Group UK.

Sheldon L. (1988). *Evaluating ELT textbooks and materials*.*ELT Journal/ 42(4)*.

Sheldon, L. (1988). *Evaluating ELT Textbook and Materials*.*ELT Journal /42 (4)*.

Susan M. G. *Second Language Acquisition an Introductory Course*.

Michigan State University. Larry Selinker University of Michigan. Lawrence  
Erlbaum associates,

Publishers Hillsdale, New Yersy Hove and London.

## Appendix A

### Lesson plan 1

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

INSTITUTION: Margarita Torres de Marin      LEVEL: Basic    No. of students: 7

TEACHER: Irais Chavez Bolaños

TOPIC: What do you do for living?

AIM: To identify different jobs through speaking activities in order to be able to say what they do for living and also to improve speaking skill.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Any	T-Ss Ss-T	Ss will form a big circle around the classroom, Ss will say what they want to be when they grow up.	10 minutes
Follow up	Big poster	T-Ss Ss-T	T will introduce the topic by pasting a poster on the board about jobs, then Ss will repeat after teacher, after that T will point out an image and Ss will say what job it is.	15 minutes
Follow up	Board	T-Ss Ss-T	T will will explain the use of "I am" and "you are" then T will point out an image and selected Ss will say what they do for living.	15 minutes
Wrap up	Big poster	Ss-T Ss-Ss	T will give Ss an image of a job and Ss will color it and then say a complete sentence by using the image.	10 minutes

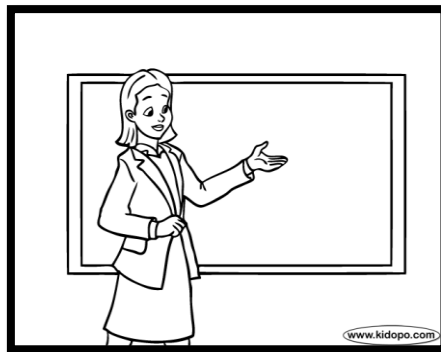


**Material used in lesson plan 1.**

Big poster



Images



**Lesson plan 2**

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

INSTITUTION: Margarita Torres de Marin      LEVEL: Basic    No. of students: 7

TEACHER: Juan Carlos Mora Perez

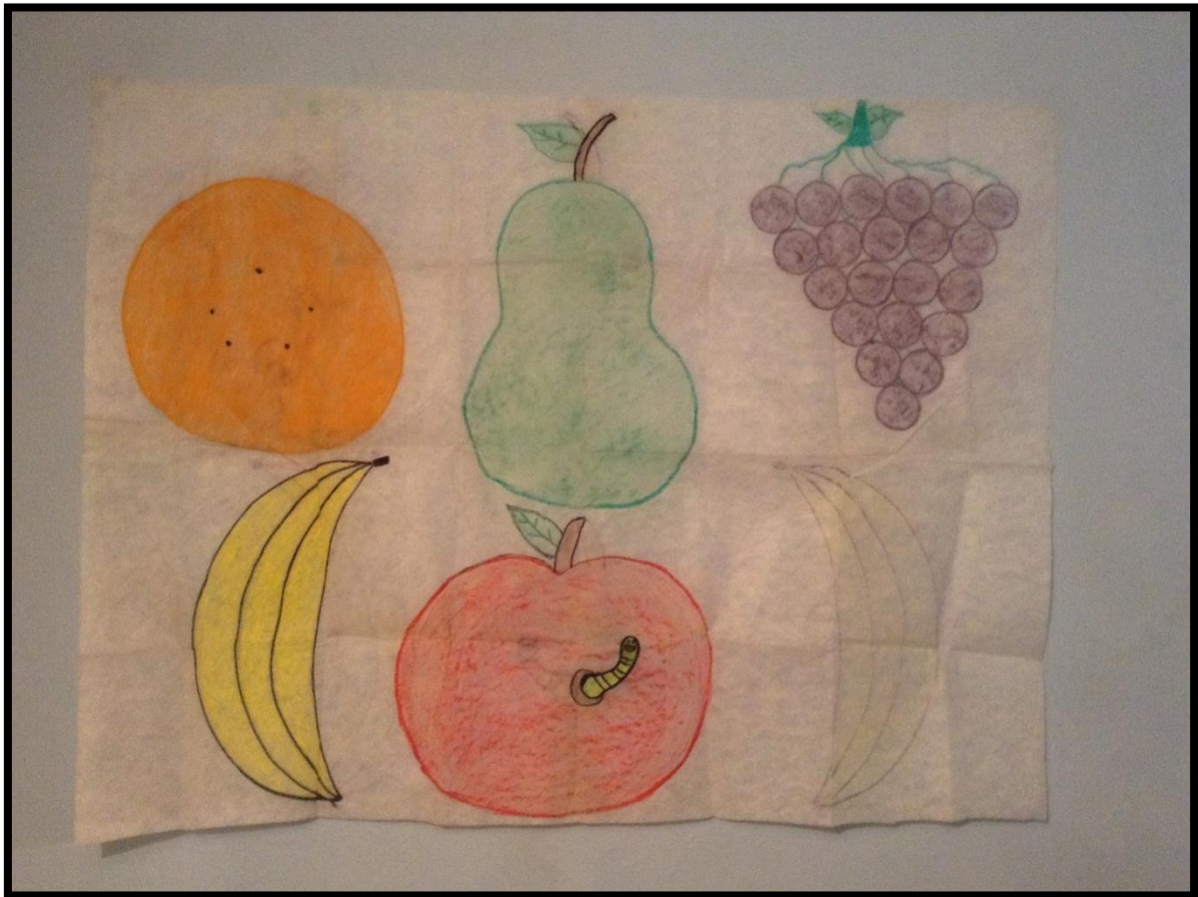
TOPIC: What is your favorite fruit?

AIM: To identify different fruits through speaking activities in order to be able to describe their favorite fruit.

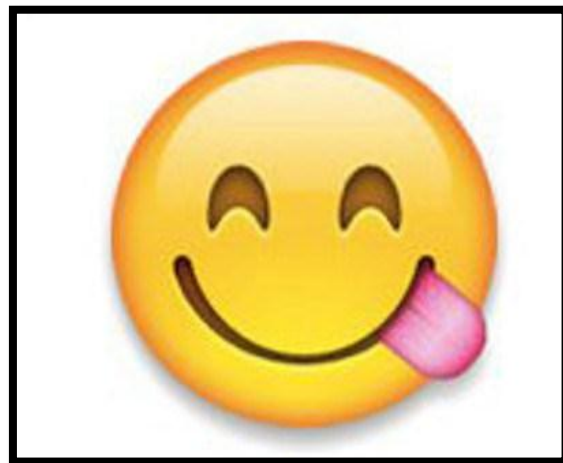
<b>ACTIVITY</b>	<b>MATERIAL</b>	<b>SET UP</b>	<b>PROCEDURE</b>	<b>TIME</b>
Warm up	Big Poster	T-Ss Ss-T	Ss will be asked to say fruits they like and dislike and why. T After that T will paste a poster on the board about fruits and Ss will repeat after teacher.	10 minutes
Follow up	Big poster Images	T-Ss Ss-T	T will paste some images that describe different flavors (delicious and sweet), then Ss will describe a fruit by using images.	15 minutes
Follow up	Board Big poster	T-Ss Ss-T	T will explain the phrase "I like" then selected Ss will say they fruit they like by using this phrase.	15 minutes
Wrap up	Big poster	Ss-T Ss-Ss	T will point out a fruit and Ss will say a sentence by using "I like ___" or "___ is delicious/ sweet).	10 minutes

**Material used in lesson plan 2.**

Big poster



Flashcard



### Lesson plan 3

## BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

### FACULTAD DE LENGUAS

### LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

INSTITUTION: Margarita Torres de Marin      LEVEL: Basic      No. of students: 7

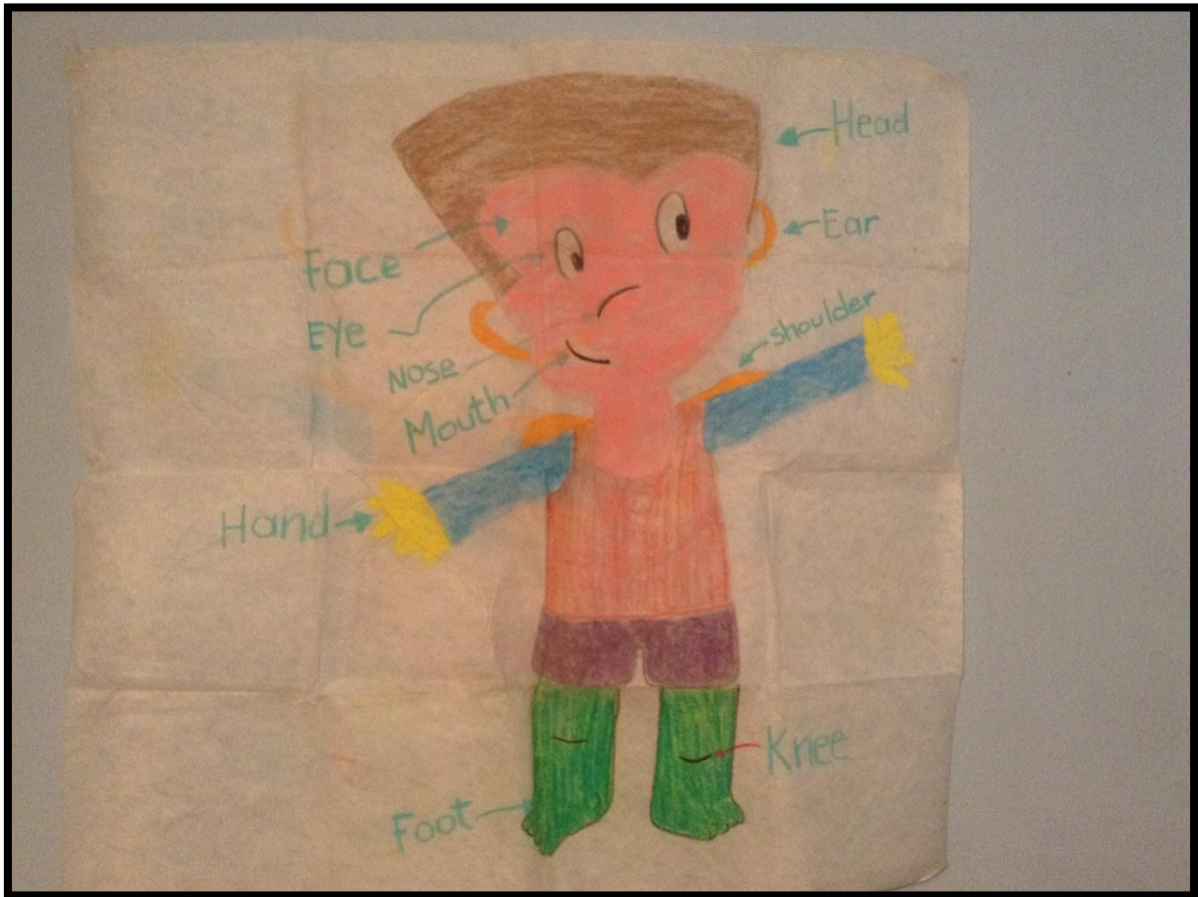
TEACHER: Irais Chavez Bolaños TOPIC: which part of my body is this?

AIM: To identify different parts of the body through speaking and listening activities in order to be able to describe parts of their body.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Big poster	T-Ss Ss-T	T will paste a poster about parts of the body, then Ss will repeat after teacher. After that T will point out a picture and Ss will say it in English. T will explain the phrases: this is/ these are.	10 minutes
Follow up	CD-Player	T-Ss Ss-T	T will teach Ss a song about the parts of the body, then T will play the song and all together will sing.	15 minutes
Follow up	Big poster	T-Ss Ss-T	T will reinforce pronunciation by playing Simon says.	15 minutes
Wrap up	Any	Ss-T Ss-Ss	Selected Ss will be pass in front and describe their body.	10 minutes

**Material used in lesson plan 3.**

Big poster



## Lesson plan 4.

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**  
**FACULTAD DE LENGUAS**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

INSTITUTION: Margarita Torres de Marin

LEVEL: Basic No. of students: 7

TEACHER: Juan Carlos Mora Perez

TOPIC: How do you feel?

AIM: To identify different feelings through speaking activities in order to be able to express their emotions.

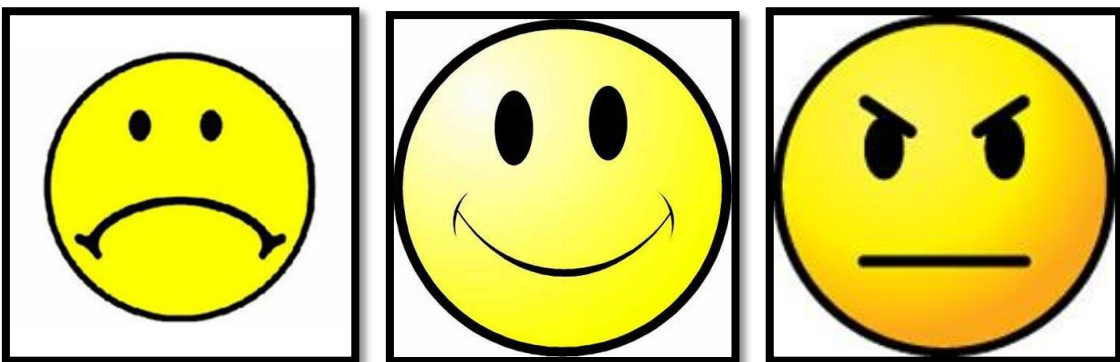
ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Big poster	T-Ss Ss-T	T will paste some flashcards about feelings (sad, happy and angry) then Ss will be asked to repeat after teacher.	10 minutes
Follow up	CD-Player	T-Ss Ss-T	T will paste a poster about jobs, T will form different sentences by using feelings and jobs (teacher is angry).	15 minutes
Follow up	Big poster	T-Ss Ss-T	Ss will reinforce pronunciation by forming a sentence with the feeling and the job that teacher point out.	15 minutes
Wrap up	Any	Ss-T Ss-Ss	T will say some situations and Ss will say how they feel by saying a complete sentence.	10 minutes

**Material used in lesson plan 4.**

Big poster



Flashcards.



## Lesson plan 5.

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**  
**FACULTAD DE LENGUAS**  
**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

INSTITUTION: Margarita Torres de Marin

LEVEL: Basic No. of students: 7

TEACHER: Irais Chavez Bolaños

TOPIC: what is the weather like?

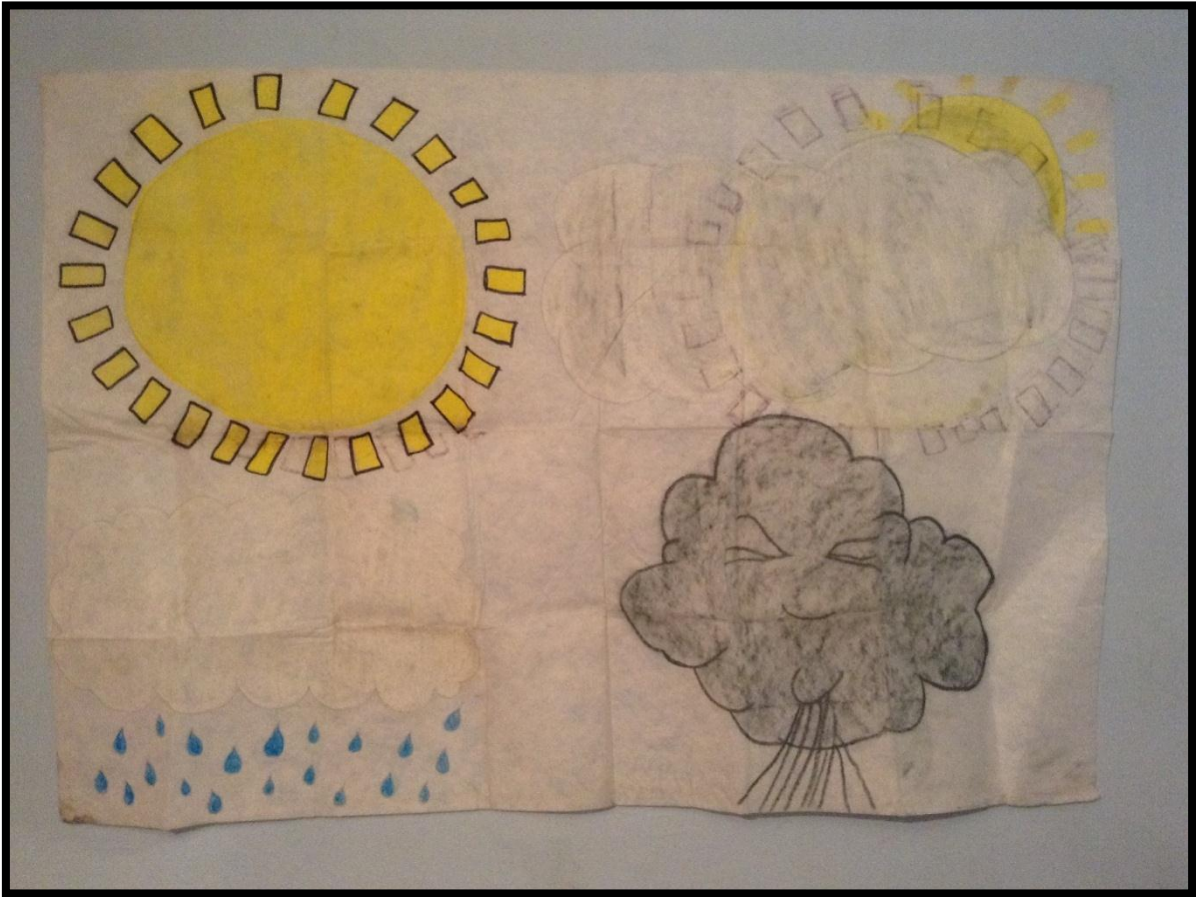
AIM: To identify different feelings through speaking activities in order to be able to express their emotions.

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm up	Song	T-Ss Ss-T	T will play a song "HELLO" and will sing alone, then Ss have to sing with the T.	10 minutes
Follow up	CD-Player	T-Ss Ss-T	T will paste a poster on the board about weather, then T will explain the correct pronunciation by repeating after T.	15 minutes
Follow up	Big poster	T-Ss Ss-T	T will paste the faces into the weather and Ss will form a short sentence,(I am <u>happy</u> because it is <u>sunny</u> )	15 minutes
Wrap up	Any	Ss-T Ss-Ss	Selected Ss will be asked to say how the weather make them feel.	10 minutes



**Material used in lesson plan 5.**

Big poster



Flashcards

