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FACULTAD DE LENGUAS BUAP

## **MAXIMIZING THE USE OF AUDIO-VISUAL MATERIALS IN TEACHING VOCABULARY TO THIRD GRADE KINDERGARTEN KIDS**

A thesis submitted to the school of languages for the  
degree of

## **LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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KINDERGARTEN KIDS.**

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## KEY TERMS

**VOCABULARY:** List of words that are an essential part of our language to have communicate with others.

**AUDIO-VISUAL:** It is not in restricted materials such as movies, songs or videos, it is used to refer to audio or visual materials only.

**MATERIALS:** Any resource that is used with the purpose to teach and with this facilitate and do more easily and attractive the learning.

**FIRST LANGUAGE:** It refers to the first language that children learn, it means their mother tongue.

**SECOND LANGUAGE:** It is the acquiring of a second language different to the first, sometimes it can be two, or more languages.

**TEACHING STRATEGIES:** Activities that teachers do to help students to be more motivated to learn.

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## **ABSTRACT**

English is one of the most spoken languages around the world and is the most used in most fields of human knowledge. The learning of English in Mexico has become of primary importance, and it has got a central role in education. Currently, most institutions include English lessons in their curricula. However, it seems that teaching English to children, who cannot yet read or write, has become a challenge for most institutions and teachers since, in the vast majority of schools, in particular in kindergartens, children are not making the expected progress in the learning of English. Among the many challenges faced by language teachers, we can mention, teachers' lack of methodologies for teaching to kids, use of adequate materials, inappropriate techniques for teaching vocabulary or just learners' lack of interest in learning the language. In response to the facts described above and using observation data, this research reports how a language teacher maximized her use of audio-visual materials in teaching vocabulary to kids. The findings of this study show that audio-visual materials are essential resources that help kindergarten teachers to teach vocabulary, especially since the kids in that stage cannot yet read or write. The findings also show that the teachers' methodology in teaching vocabulary was also crucial for the successful achievement of the class objectives.

## CHAPTER I: INTRODUCTION

### 1.0 Introduction

English, one of the most spoken languages around the world it has been the predominant one in different countries. One of these countries is Mexico, where English has a great importance and influence over education. However, the students' English level is very low. Hence Mexican government and Secretaría de Educacion Pública (SEP) decided to implement the English language into the basic education through a program called PNIEB (Programa Nacional de Inglés en Educación Básica). Where the main purpose "is to raise students' awareness about the existence of a language different from their mother tongue. Simultaneously, to get them acquainted with the foreign language, which promotes interaction among students and spoken and written texts from different social spheres".

The primary education in Mexico includes learners from kindergarten to secondary school. However, this research is going to focus on kindergarten kids, especially on third grade kids, because it has been seen that children at that age they can easily and in a funny way acquire the vocabulary given.

Pinter (2006) point outs that "children enjoy learning vocabulary and they pick up new words at an astonishing pace in both their first and second or foreign languages and they understand the concept of words well before the concept of grammar" (P.86).

Children are intrinsically motivated to learn and do not need rewards from adults to stimulate learning.

Therefore it is necessary to look for the adequate strategies to teach English at this age. (Ripley, Logan, and Nichols 1998/1999) States that “vocabulary is an essential and overlooked component in any balanced literacy program” (p.52).

Nevertheless, through the time English teachers have taught vocabulary in different ways using a variety of activities, strategies, and tools of learning. It seems that these activities are not significant for students, for this reason, this research focuses on audio-visual materials as aids for teaching English vocabulary.

Finally, as we mentioned before English became an important language in the last years, more specific in kindergarten education, where English plays an important role. However; methodologies, materials, techniques have changed by the time and technology plays a new role in the classroom. For this reason, the audio-visual material is a good resource for teaching vocabulary in the classroom. These materials help teachers create a new way of teaching English using a great variety of activities, also for learners to have a significant learning.

It is worth clarifying that the concept ‘audio-lingual’ in this study is not restricted to materials such as movies or video clips, but it used to refer to audio or visual materials only.

## 1.1 Justification

Audio-visual materials are vital in teaching vocabulary, among the most important reasons to include these elements in the language classrooms include:

- Audio-visual materials arouse learner's interest
- The material helps the teacher to present his or her lessons clearly and efficiently.
- Materials catch the attention of the students.

Due to the experience that we had as practitioners giving English classes, we faced a variety of problems at the time of applying the materials in a correct and significant way to children. One of them is that we carried out our practices with teenagers and young kids during the career. However, when we practiced with adolescents, we saw aspects and theories that were helpful for them, but with kids, we did not see that relation to their behavior, methods or relevant information about them. So when we had to teach children we did not know how, and what to teach, we just know the teachers' comments or classmates' experiences, but just that. However all this was not reliable information, and it did not help us.

That is why we decided to propose the use of audio-visual materials in the classroom as an aid to teaching English vocabulary. With the utilization of these materials, we hope that children have a better learning and at the same time these will be a tool to English practitioners and help them to be better in teaching English to children. Audio-visual aids in many forms are a great help to teachers (Marayan, 1980).

## **1.2 Location of the Research**

The research was carried out at 3rd grades in a kindergarten in a public school located in Puebla, Puebla. This school has about one hundred fifty students divided into three different groups per grade (A, B and C). However, the project was carried out with twenty five students that are 4 to 5 years old.

## **1.3 Purpose of the Study**

The purpose of this research is to interview and examine how one teacher at a public kindergarten, teaches her lessons. The study concentrates on the teacher's methodology, materials, and specifically audio-visual materials to teach English vocabulary to third kindergarten kids.

## **1.4 Main Research**

The research is going to follow one particular question

How to teach English vocabulary to third-grade kindergarten kids by using audio-visual materials?



## **1.5 Research Questions**

This research is going to be guided by the next questions:

RQ1: What is the importance of vocabulary in English Language Teaching?

RQ2: How is the children's nature linked to their learning approaches?

RQ3: How to teach vocabulary to third-grade kindergarten kids?

RQ4: What is the approach to teaching vocabulary by the use of audio-visual materials?

## **1.6 Significance of the Study**

This research is important because we as practitioners and future teachers face a lot of problems when we apply materials and activities to teach English vocabulary in a fun and significant way to kids.

Nevertheless, sometimes this process become in a stressful part of our practices, this is the reason for this thesis, and also know more information about materials and how we can apply them in a correct way to promote a significant learning in children.

## **1.7 Context of the Research**

This research will focus on three main areas: teaching, pedagogy, and acquisition. Teaching, the central area that we take into account for our investigation because it allows to enhance students' knowledge and according to Brown (1993), teaching is usually regarded as something that professors do to produce changes in students.

Children's pedagogy. More specifically, another research is defining pedagogy as a highly complex blend of theoretical understanding and practical skill (Lovat, 2003, p.11).

Acquisition, another area for this research, because it is important to know how our participants had acquired their first language and then how learned a second.

## **1.8 Conclusion**

In this chapter, we established the aims of this research and at the same time, we mentioned the importance of teaching English vocabulary to kids in the primary education. According to PINIEB, "the purpose of teaching English in basic education is that students obtain necessary knowledge in order to participate in oral and written social language practices, with native English speakers and non-native through specific competencies" Also, we described the context where we are going to carry out the research and the characteristics of our participants.

However in the following chapter the literature review, we will provide more accurate information and explain it with more details and support it with some authors.

## **CHAPTER II: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter explains in detail the issues related to teaching English Vocabulary to young children through audio-visual materials. The chapter introduces relevant topics and concepts closely related to the question that this investigation intends to explore: teaching to children and, on the other hand, the use of audio-visual materials to teach vocabulary to children.

### **2.1 Vocabulary**

Vocabulary is an essential component in the teaching of English; it is the vital element inside the language. Harmer (1991) states that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 153).

According to Hatch and Brown (1995) “The term vocabulary, refers to a list or a set of words for a particular language or a list or set of word that individual speakers of a language might use” (p.1). On the other hand, Miller (1999, cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

It means that vocabulary is a great set of words that speakers use to communicating something, for that reason it is essential to increase our vocabulary and have a large number of words for the purpose of communicating in our language and in another language. Cameron (2001) indicates that:

Vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words (p.73).

The development of vocabulary is more than just learning a word; it is also learning more about the word as: the context of that word or how to use the word that we are learning. Kamil et al., 2008; Loftus & Coyne, (2013, cited in *Weiser, 2013*) mentions that

Vocabulary development is a process of acquiring new words to use in daily life, and more specifically, the basis for learning any language. Vocabulary development focuses on helping students learn the meaning of new words and concepts in various contexts and across all academic content areas. Teaching students to develop vocabulary means providing explicit instruction on important words from text and teaching students strategies to help them learn word meanings independently. It is critical for both oral and written vocabulary development to increase as students get older to enable them to comprehend increasingly more complex grade level text (p.4).

As we see vocabulary development is the acquisition process where we learn a word, its meaning, and its context to use it in our daily life, but the development of word implies the oral and written way with the purpose of understanding the language as much as it is the base for any language.

Both authors agree that the development of the vocabulary is important in any language it involves knowing not just the word, it is also knowing all about the word and comprehend it.

### **2.1.1 Importance of Vocabulary in ELT**

Teaching English vocabulary is an important field in the area of English as a second language. Vocabulary is considered as an essential element when we acquire a second language it is equally important as grammar. According to David Wilkins (1972) “while without grammar very little can be conveyed, without

vocabulary nothing can be conveyed” (p.111). It shows the great importance of vocabulary without vocabulary it, we cannot communicate and it, refers that vocabulary should be the primary concern in the teaching of a second language. Also, it helps us to express our ideas or understand other skills like speaking, reading, writing, and listening. As Lin, Wang & Du (2013) points out “vocabulary is not only the driving force of speech output, but also the key to listening, writing, and reading” (p. 4).

Also McCarthy (1995) “ points out that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way” (p.2). That is why vocabulary is important in ELT classrooms because it helps students to comprehend in a significant way what they listen, read, speak and write.

If vocabulary does not exist, we will not communicate anything because it is the soul of the all the body that is language to what Laufer (1997) argues, vocabulary learning is at the heart of any language learning and language use.

Finally, Zhan-Xiang (2004) says that “Words of a language are just like bricks of a high building; despite quite small pieces, they are vital to the great structure” (p.1). Vocabulary may seem not relevant. However it is very important because as the author mentions is the foundation for the formation of the language.

It can be concluded that vocabulary is an important and necessary element for the communication and without it, any sentence could be possible, that is why teachers should give its respective value during the teaching process for a better development in the acquisition of a foreign language.

### 2.1.2 Types of vocabulary

Every day we speak, read, write and listen to the conversations, therefore, we need vocabulary to understanding and carrying out all the skills, for that vocabulary is indispensable to understand all the skills that we have, for that reason Wollacott (2015) states that there are four main types of vocabulary: A **Reading vocabulary**. These are the words understood by the reader when he or she reads a text. The person who reads can recognize the letters and realize how they correspond to one another. It is also to understand the spelling of a word, the meaning and its meaning in its context. **Listening** is also another type of **vocabulary**. The listener can link the spoken word with their meaning. The comprehension of this kind of vocabulary is helped by the context of the word, the intonation and with the body language. **Writing vocabulary**, forms the core skills needed for someone to be literate. The writer proves the knowledge of a word by its meaning, the spelling of a word and the correct use. **Speaking** is another type of **vocabulary** that demonstrates a person's knowledge of words. It is very active and it depends on other elements like; intonation, gestures, and tone that help to understand.

Besides vocabulary and the types of vocabulary are divided into productive knowledge that is associated with speaking and writing and receptive knowledge that is, related with listening and reading (Laufer & Goldstein 2004). It means that, receptive vocabulary is what learners can acquire from a listening or a reading and productive vocabulary is what they produce when speaking and reading.

In conclusion, vocabulary is an important element of communication in all the language skills, and at the same time skills are important in vocabulary understanding ideas and producing knowledge.

### **2.1.3 Teaching very young learners**

Nowadays teaching English to children is common around the world. In every country, children begin to learn English at different stages of their primary school or even in the kindergarten. According to the age that they are some authors classified them and describe some characteristics as the following; Scott and Ytreberg (1990) divides children into two main groups:

1. From five to seven years old. In these stages the authors assume that these children are at level one, or they are at the beginner stage.
2. From eight to ten years. Authors conclude that they are beginners also or that they can be in level one and level two only if they have been learning the language when they are younger.

According to Scott and Ytreberg (1990), these are some of the characteristics of five to seven years old learners.

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They understand situations more quickly than they understand the language used.
- They can play activities.

- They have a very short attention and concentration span.

These are the characteristics of eight to ten years old children.

- Their basic concepts are formed.
- They have very decided views of the world.
- They can tell the difference between fact and fiction.

On the other hand, we have another classification from Slatterly, M., & Willis, J. (2001) they classified children into two main categories.

Very young learners: under seven years old. The following are the characteristics of these students.

- acquire through hearing and experiencing lots of English, in much the same way they acquire L1
- learn things through playing; they are not consciously trying to learn new words or phrases – for them it's incidental
- love playing with language sounds, imitate, and making funny noises
- are not able to organize their learning
- are not able to read or write in L1; important to recycle language through talk and play
- their grammar will develop gradually on its own when exposed to lots of English in a context

Young learners from 7 to 12 have the following characteristics.

- are learning to read and write in L1
- are developing as thinkers



- understand the difference between the real and the imaginary
- can plan and organize how best to carry out an activity
- can work with others and learn from others
- Can be reliable and take responsibility for class activities and routines (p.4).

Finally, Pinter (2006) states that young learners and mature learners have the following characteristics. However, each teacher has the responsibility to place their learners in the appropriate place, based on their knowledge and their context.

Young learners:

- They have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.
- They enjoy fantasy, imagination and movement.
- They have a limited knowledge about the world.
- They are concerned about themselves than others.

Older Learners:

- They begin to show interest in real life issues.
- These children are well established at school and comfortable with school routines.
- They show a growing level of awareness about themselves as language learners and their learning
- They begin to show interest in real life issues (p.2).

We mentioned the different stages and characteristics that children have according to various authors. They classified children in young learners or very young

learners each author has different points of view. Also, it depends on the context in where children are. On the other hand according to Reilly and Ward (1997) very young learners “refers to children who have not yet started compulsory schooling and have not yet started to read” (p.3).

Teaching vocabulary to very young learners is not a simple process for children and teachers. However, young students can learn more easily words according to Phillips (1993) “Young children are quick to learn words, slower to learn structures” (p.74). Also, Pinter (2006) points out that “children enjoy learning vocabulary they pick up new words at an astonishing pace in both their first and second or foreign language, and they understand the concept of words well before the concept of grammar” (p.86).

When teachers begin to teach the English language they have to take into account the background that children have of their first language to know what will work and what can be difficult for children. Also, Pinter (2006) states that “when presenting vocabulary to the young children, teachers can first introduce things they can see, feel, play with, touch, and experience every day” (p.88).

Furthermore, other aspects that teachers have to take into account when children develop a language are the following:

Words as a unit: Words can be defined as a unit key in building up skills and knowledge when children do not know the meaning of a word or how to say a word in a foreign language. Cameron (2001) states that “the roles of words as language units begins with the early use of nouns for naming objects in the first language acquisition, and of use of other words to express the child’s wants and needs” (p.73).

Over the time, they increase their vocabulary by interacting with the world. For them is not easy to learn vocabulary of a language that is not their language. In this case, it is a foreign language and some of the words of this foreign language can be formed at the base of the meanings that a learner already has in their mother tongue.

Cameron (2001) states that learning words are a continual process where we acquaint new words and initial learning, is followed by acquainting this words again and again.

Vocabulary size: Vocabulary size “is usually measured to the nearest thousand, and counts word families in which base word and all its inflected forms” (Cameron, 2001, p.37).

Nation and Waring (1997, cited in Cameron, 2001) states that in English there are 54,000 words families and that child native speakers have between 4 or 5k word families by the age of five. On the other hand, second language learners only add about 1k per year.

The gap between vocabulary size in the first language and the foreign language is very vast and seldom closed even by adult foreign language learners after many years of study. A realistic target for children learning a foreign language might be around 500 words a year in good learning conditions.

What it means to know a word: According to Cameron (2001) knowing a word involves understanding the following aspects:

- Its form, how it sounds, how it is spelt, the grammatical changes that can be made.

- Its meaning, its conceptual content and how it relates to other concepts and words.
- Its use, its patterns of occurrence with other words and particular types of language use (p.78).

Into this part it, is important to mention how a child develops the meaning of a word. When children learn a word they have to expose a lot of time to this word and use it in different situations.

There are also maturational factors that seem to affect the nature of conceptual knowledge about first language vocabulary at different ages, and that can be expected to have a knock-on effect on foreign language learning. One of these factors is syntagmatic–paradigmatic shift that occurs between five and ten years old. This change refers to the type of association that children make between words and ideas.

Finally, it is important that teachers apply some strategies when they teach the meaning of a new word to young learners. Nation (1990, cited in Cameron, 2001) lists basic techniques by which teachers can explain the meaning of new words, all of these can be used with young learners in the classroom:

By demonstration or pictures:

- Using an object
- Using a cut-out figure
- Using gesture
- Photographs
- Pictures from books

By verbal explanation

- By verbal definition
- Putting the new word in a defining context
- Translating into another language

#### **2.1.4 Teaching Strategies for Teaching Vocabulary**

Into the ELT classroom is important that teachers provide and teach different strategies to learners in order that they can use it to acquire vocabulary and use it in various context. According to Hatch and Brown (2000, cited in Pavicic, 2009) “vocabulary teaching strategies refer to everything teachers do or should do to help their learners learn the vocabulary of the target language” (p.18).

Furthermore is relevant that when a teacher uses certain strategies, it will depend on two aspects:

- The time available and the content (the component of knowledge learners to acquire)
- Value for the learner (which learning strategy she or he can learn or apply)

These two aspects will play a significant role in teaching strategies and will determine what kind of strategy a learner will learn or apply and the knowledge that he /she will acquire.

In vocabulary teaching strategies there will be a distinction between two strategies: unplanned strategies and planned strategies. Unplanned teaching strategies are those strategies that a teacher uses spontaneously to support learners only if they

need it, in this case, teacher improvises. So that those teachers can improvise Seal (1991) suggests the three C's a three step procedure where the teachers:

- Conveys the meaning
- Checks meaning by, for example, asking questions
- Consolidates the meaning in learners' memory by, for example, relating it to the context or personal experience.

On the other hand planned strategies make use of teaching strategies forms that a teacher uses to introduce and give the meaning and form of new lexical items. Also, it promotes that learners review and practice what they already know.

Also, Hatch and Brown (2000, cited in Pavicic, 2009) divided Teaching strategies into two main categories:

1. Presentation of meaning and form of new lexical items
2. Review and consolidation (recycling and practicing) of presented lexical items.

The first category focuses on the presentation of new lexical items by the pre-selection of these in a planned stage of a lesson. Into this category learners are considered passive recipients. However, some procedures involve learners' active participation. The meaning and form of new lexical items can be presented, verbally or nonverbally by the teacher.

Pavicic (2009) mentions the following ways to present new lexical items:

- **Connecting an L2 item with its equivalent in L1.** This teaching strategy is mostly used when checking comprehension, but can also be used when it is

necessary to point out the similarities or differences between L2 and L1, especially when these are likely to cause error (false pairs, connotations or sociolinguistics rules affecting word choice)

- **Defining the meaning.** Definitions can take many forms: synonym, antonym, analytic definition (is a Y which) taxonomic definition (Autumn is a season), giving examples (furniture- something like a chair, sofa etc.), giving the subordinate term (A rose is a flower), describing the function (Pen, use it to write), grammatical definition (worse-comparison of bad), definition by connection (danger–lives have not been protected), definition by classification (family- a group of people). The definition should be simple and clear and supplemented with other procedures with the view to lexical development and long-term retention of lexical items.
- **Presentation through context.** The teacher creates a situation (a sort of scenario) in which he or she clearly contextualizes the lexical item. The context meaning can be given in one sentence only, but the teacher can also give several sentences in which the words appears. Learners then guess the meaning by cumulative effect of the sentences.
- **Directly connecting the meaning to real objects or phenomena.** This strategy is widely used with beginners or young learners. It includes procedures such as demonstration, realia and visual aids, which at the same time serve as cues for remembering lexical items. These actions are even more effective if supplemented by, for example, a verbal definition, not only because it reduces the possibility of incorrect guessing, but also because it results in dual encoding.

- **Active involvement of learners in the presentation.** The teacher encourages pupils to discover the word's meaning from its part or by elicitation, for example, the teacher shows a picture and invites learners to supply a word, or the teacher gives the word but asks learners to give its definition or synonym.

The above strategies are sources that teachers use to present new vocabulary in a variety of context. Most of them are use until now with the aim to enhance learner's vocabulary and at the same time that they can retain it in memory. As well as these strategies are used to present new vocabulary meaning, it is important to consider some ways to introduce the form of the new lexical item. Pavicic (2009) points out the following manners:

- **Oral drill**
- **Phonetic transcription and graphic presentation**
- **Presentation of the graphic form**
- **Encouraging learners to try and spell the word**

The second category of vocabulary strategies is refered to review and consolidate lexical items. In this category, it is important that students review lexical items but for doing it, it is necessary to consolidate them into long-term memory. The primary function of the teacher is to provide learners with opportunities for practicing and connecting words in different ways and stimulate students to retrieve words from memory and use them for all language skills.



According to Pavicic (2009) states the following ways to review and consolidate lexical items:

- **Mechanical repetition of words.** Although deep level processing is more effective in the long run, loud repetition may also contribute to memorization of a word.
- **Copying words.** If accompanied, for example, by loud repetition or visualization of its meaning, copying can aid memory. If learners copy words onto word cards, other possibilities of revision activities present themselves.
- **Word manipulation.** Includes examples of tasks such as matching words and their definitions, grouping words, finding the odd one out.
- **Creating mental images.** By drawing diagrams, an illustration of meaning.
- **Personalization.** Personalization makes the learning material psychological real. It can be achieved by giving personal examples by relating a word to real events or personal experience.

As teachers of a second language, we need to take into account a lot of factors when we planned a lesson, one of this factors is the use of teaching strategies in the different skills and sub skills the previous information is so important in the area of teaching vocabulary. Because it provides us various strategies that teachers can use in the classroom to teach vocabulary, but these are only strategies that teachers can apply to learners to learn vocabulary. However, it is important that students have their strategies to learn vocabulary and make use of it outside the classroom, in this case these, strategies are called learning strategies.

## **2.2 Materials**

Attracting, the attention of students is an important factor that we have to take into account in teaching. The materials' use is important and is a great help to promote learning. Tomlinson (2001, cited in Tomlinson, 2003, p.2) defines materials as "anything which can be used to facilitate the learning. They can be linguistic, visual, and auditory or kinesthetic and they can be represented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet".

Materials exist to bolster learning and teaching. They should fit the people and the process involved. On the other hand, the use of materials has to be with enthusiasm (Edge, 1993).

According to Richards and Rodgers's (2001, cited in Nigel Harwood, 2010) materials will be built on the following considerations: approach, design, and procedure, 1) approach: the nature of language and language teaching and learning; 2) design: the content specification, and of the teachers' role, learners, and materials; and 3) procedure: the diversity of pedagogical activities.

Materials are a great help to support our classes and catch the attention of students. The materials variety is enormous. It means that we have many elements to take into account. Therefore that the classes become more pleasant and dynamic to students.

### **2.2.1 Authentic Materials**

In the most of the cases, students are interested in having more attractive classes, with colorful and enjoyable. They many times seek materials with the purpose of learn in an environment different from the classroom. It is a good reason to explore more tools that help us to have students´ attention.

Authentic materials also can be the language classroom context, oral and written texts are included. Also it occurs naturally in the target language environment but exactly they have not been created for language learners (Larimer and Scheleicher, 1999).

Nunan (1990, cited in Chen, 2003) points out:

The use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful, and, ultimately, easily for students (p. 212).

Students' interest can increase with the use of authentic materials. These kind of materials are helpful for pupils to have a significant learning. Moreover, students have a close relation between the classroom and their real life.

Using authentic materials and instruction can increase students' reading gains on standardized tests

(Condelli, Wrigley, Yoon, Cronen, and Seburn, 2003). Somehow as these materials help to read, also help to other skills because they are attractive as other abilities to learn vocabulary.

Edge (1993) gives two reasons why authentic materials are important.

1. Language. The authentic materials show the concrete goal of language learning. Learners practice in meeting these in real challenges. Even in the

first stages, students should learn how to say the language that they do not fully understand.

2. Motivation. Authentic materials give the means of learning and the ambition of learning together, and this establishes a more direct association with the world outside the classroom.

Authentic materials are indeed a valuable part of the teacher's style as a tool to teach. The teacher can do many activities and adapt these materials to students' necessities. However, inevitably they have to be used in small quantities, must be carefully selected and controlled, and need to be well analyzed for be fully exploited.

### **2.2.2 Non Authentic Materials**

The Non Authentic Materials (created materials) help students to learn with material that are designed to teach. It means that the teacher has to find different ways to involve and maintain students in the classroom. It is because sometimes students lost the motivation to see always the same materials to study like textbooks.

“Created materials refer to textbooks and other specially developed instructional resources” (Richards, 2001, p. 252). This kind of materials are designed with one purpose teaching. Created materials are very specialized due to be analyzed to accomplish a specific goal. This goal depends on the students' needs.

Richards, (2001) points out that create materials can be superior to authentic materials because generally they are created according to one syllabus and hence contribute a systematic coverage of teaching goals. Clarke (1989) comments that:

Such books [being to] take on the aura, if not the actuality, of authenticity, containing considerable amounts of photographically reproduced 'realia', in the form of newspaper articles, maps, diagrams, memo pads, menus, application forms, advertisements, instructional leaflets and all the rest. Some books indeed, almost entirely consist of authentic material, including illustrations, extracted from newspapers or magazines (p. 79).

Create materials are not created from a magic Word. They are accurate and real. However, the most of creating the materials contain a great variety of authentic materials inside its content. We can see this in the content of some produce materials because they also contain authentic materials like magazines articles, illustrations, and some songs to be more attractive our create material.

### **2.2.3 Audio-Visual Materials**

Audio-visual materials are an excellent integration and have a close relation with students, because they produce a better perception and acquisition of language. They are more creative and harmonious. They benefit students to have a better learning because they are more attractive.

Gopal V. P. (2010), mentions that audio-visual materials help the teacher to overpower physical difficulties of presenting the subject. With audio-visual materials, communication is more easily. The culture and conditions of other countries can be brought into the classroom with the aid of slides, films, and projectors. This is essential because, according to Dike (1993) once the object is visualized, the image and knowledge becomes clearer and is permanent.

According to these authors audio- visual materials are essential for teaching. They allow students to visualize knowledge completely. If they see and audio and listen to audio, the students have better knowledge.

According to Marayan (1980) the audio-visual tools that can be used by the teacher may be classified as follows:

#### A) VISUAL AIDS OR NON- PROJECTED AIDS

- Pictures or Illustrations
- Photographs
- Flash cards or strips
- Posters
- Charts
- Diagrams
- Maps
- Graphs
- Comic strips or books
- Picture books
- Exhibits

#### B) PROYECTED AIDS

- Motion picture films 8 mm, 16mm
- Slides
- Film- strips
- Transparencies for overhead projectors

### C) AUDIO AIDS

- Radio
- Recordings – Tapes, Discs

### D) THREE DIMENSIONAL AIDS

- Models
- Objects
- Specimens
- Mock-ups
- Dioramas
- Puppets
- Mobiles
- Planetarium

### E) DISPLAY BOARDS

- Blackboard or chalkboard
- Flannel board
- Bulletin board
- Peg- board

### F) NEW MEDIA

- Television
- Video- recorder
- Teaching machines
- Computers
- Language laboratory

Audio-visual materials have been in existence for a long time. The most important in audio-visual materials is to create a comfortable environment. These kinds of materials are useful to keep information more quickly and for more time. Use of audio-visual materials can provide exciting learning to children and improve their vocabulary. Indeed, with vocabulary reading, listening, and other skills can improve.

### **2.3 Children Language Acquisition**

When we study human language, we are approaching what some might call the human essence, the distinctive qualities of mind that are, so far as we know, unique to humans (Chomsky, 1968, p.100).

The acquisition of a language is an important process that occurs during the first years of a child with the necessity to express something, all as humans have a disposal to express or communicate. Children can communicate and express long before they speak. They can do this when they cry, smile and cooing. McLaughlin (1987) states that:

Acquisition refers to ideal language learning unaffected by maturation, processing limitations memory restrictions, and other cognitive and motivational factors. Term "development" is used to refer to the real-time learning of language by children, whereby the language principles that are present manifest themselves by the child's capacity to process information and other maturational factors.(p.93)

Otherwise, language is not a simple process that we can learn easily. It plays a significant role into each culture. However, it is more than a cultural aspect and ability. It is a complex process that happens in the first years of the humans, and it is acquire spontaneously and unconsciously. Pinker (1994) mentions the following:



Language is not a cultural artifact that we learn the way we learn to tell time.... Instead, it is a distinct piece of biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently... (p. 1).

In language acquisition, we have some influences of some authors. One of them is Bruner; he points out that children's language takes place through the process of social interaction. Children may never acquire a language if they have not been exposed to a language before they reach the age of 6 or 7. Children between the ages of 2 and 6 acquire language so rapidly that by 6 they are competent language users (Cole and Cole, 1993; Curtiss, 1997; Goldin-Meadow 1982; Lindfors, 1991; McLaughlin 1984; Newport 1991).

According to these authors, it is important to emphasize that children since their first years have to have a contact with the language that is acquiring and interact with others to learn the language. The language acquisition is not just a simple process, is more than this. It is the most important individual step where child acquire a natural language or a second language.

### **2.3.1 First Language**

The clear point is that when babies are born, they do not know how to talk, but they have the necessity to express what they want? Or how they feel? Is in this time when they begin to learn how to communicate. Over time, they start to learn words, phrases, meanings, constructions and so on, it is when first language acquisition appears.

According to Gass and Selinker (2008), Native language or first language “refers to the first language that a child learns. It is also known as the primary language, the mother tongue or the first language.” (p. 7).

So that, language had been the most important factor to communicate with humans, acquire a language allow us to record and hold all our history across generations. However, one problem in the acquisition of a language is when they try to seek the correct meaning and associate it with a correct word. For this Clark (2003) states that:

They need to set up representations of what they see, hear, touch, and taste so that they can recognize recurrences. Without such representation, they couldn't categorize or organize experience. To do these children must be able to detect similarity or degrees of similarity, capacity that appears fundamental for all learners (p.9).

It is clear that children try to present one relation with the words and its meaning and with this make them more easily their learning. However, this has become in a problem due to that they pretend to associate one meaning with more than one objects, for that we agree with Clark, who suggest that they have to relate and make displays with all they have around them and found similarities for having a better organization of knowledge.

### **2.3.1.1 First Language Stages**

Into the first language acquisition, we can find some stages in which a child develops the language. Those are the following

Cooing: This stage begins from the early days of a child to 5 months. In this stage the child begins to acquire only the sounds of the words. According to Yule (1996),

cooing is an early process where the child begins to use sounds. These sounds are categorized by months in which these are acquired.

In the first months, the child can to recognize and produce vowel sounds, especially high vowels identical to [i] and [u].

During the four months they already have the ability of bring the back of the tongue into regular contact with the back of the palate this movement allowed the child to produce sounds similar to the velar consonants [k] and [g], for this reason this stage is called “cooing” and “gooing”.

By the five months, child can distinguish the discrepancy between the vowels [i] and [a] and discriminate between syllables like [be] and [gas].

Babbling: According to Gass and Selinker (2008), babbling is a process in which child develop consonant-vowel sequences (bababa, dadada and later bada). This process begins from 6 months to 10 months.

By the later stage more less nine to ten months they associate intonation patterns to the consonant and vowel combination. Nasal sounds also are common and some syllables like ma-ma-ma and da-da-da. These sounds are comprehended by parents as mama and dada.

The one-word stage: Qualified by just one and simple word that children start to build statements for communicate something with others. It is a simple but at the same time complex children´s process, because is when the first simple words are formed, but these words are the base of all of their communication.

Is in this stage, children begin to produce a diversity of significant single-unit utterances and begin until twelve to eighteen months. It is called one-word stage

and is distinguished by speech, where uttered are single terms and everyday objects such as milk, cup, cat, dog. (Yule, 1996).

The two-word stage: The object of this stage is that children's vocabulary increase more, and the words are a little bit more complex than in the one-word stage. To accomplish this object, they need to have more contact with other people to have communication.

The two-stage can be around eighteen to twenty months, the children's vocabulary is beyond fifty words. At present children are two years old and can make numerous connections with the words, such as mommy eat, baby chair. These phrases can express different things depending on children's context (Yule 1996).

According to this author we can see that those children each time can learn more about their knowledge. Their capacity to think and form more complex words is huge that we as adults do not perceive this great moment. However, we are part of this increase in language and give an assessment that helps them to improve their language.

Yule (1996) explains that children try to communicate with these phrases and adults have to behave as if they understand the communication, in that way how children get feedback. It is in this age where children are producing 200-300 different words.

All these stages and the author's input tell us how children are learning and describe step by step how this learning in a first time occurs and, so have a better knowledge about children's language acquisition.

### **2.3.2 Second Language Acquisition**

Gass and Selinker 2008 define second language acquisition:

Is the common term used for the name of the discipline. In general, SLA refers to the process of learning another language after the native language has been learned. Sometimes the term to the learning of a third or fourth language. (p.7)

By the time some authors have found that the second language acquisition is a complex process that not only is related to the acquisition of a second language, but, it is related to a third or fourth language. However in the second language acquisition is important to state the differences between acquisition and learning. According to Krashen (1982), there are two different ways in which a second language learner can expand the knowledge of a second language: these ways are acquisition and learning.

Dulay and Burt (1978) mention that children constantly rebuild the rules that from their first language and becoming these in the second language.

Children have a predisposition to use language and that there are common characteristics between learning the first language and learning to use a second language, with some variance that relates to established expectations about the use of the first language (Brumfit,1984, p. 219).

These authors agree in their points of view and the conclusion in where both opinions are that the first language is a pre for learning a second language and children have to have the bases and rules for the first language for established and form bases for the second language. In conclusion, the first language is a requirement for the second language.

## 2.4 Children's Learning Theories

A theory is a scientifically acceptable set of principles offered to explain a phenomenon. Theories provide frameworks for interpreting environmental observations and serve as bridges between research and education (Suppes, 1974).

When we as teachers pretend to teach we have to know all about our students, as theories. The theories cooperate to know more our students. Theories help us to have more real classes. They give us different aspects to interpret the variables that we have to take into account for accomplishing our investigation in education. The educational psychologists and researchers have posited many theories to explain how individuals acquire, organize and deploy skills and knowledge. Theories eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively.

What we know about child learning development is rooted in theories. Over the years, psychologists, theorists and other scientists have developed a variety of theories, to explain observations and discoveries about child development. There are many different theories about how people learn. Burns (1995, p.99) "conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions." It is clear that Burns related the learning with the behavior. This behavior includes observations, moods and understandings.

Learning theories are complicated hypotheses. Learning theories have two principal values according to Hill (2002, cited in Ecaption, 2004). One is in giving

us with vocabulary and a conceptual framework for interpreting the examples of learning that we observe. The other is in suggesting where to look for solutions to practical problems.

We notice that a theory help to know more about our pupils. Learning includes aspect that we have to take into account before teaching as behavior. However, learning theories are a more complicated aspect that includes aspects that we have to bear in mind before teaching.

### **2.4.1 Vygotsky Theory**

Pinter (2001) mentions that Vygotsky was interested in the learning potential of the individual. He also recognized that children were the unique learners. He agrees with Piaget that children build their knowledge and that they participate actively in their learning process. However, he states that the social environment is also essential to children's learning

Vygotsky (1978) designates that teachers' role and parents' role are important for a more successful social context and is this how social context is added to constructivism. He argued, "Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). Social context is an aspect that is followed by developing. Children learn by themselves but is also important that children have a support for learning like the social aspect.

Vygotsky (1987) states that there are three forms of language these are the follow: Social speech refers to the external communication that we use to talk to others. It

happens less from two years. Private speech it occurs from three years and this kind refers to the self and have an intellectual function. Finally private speech is transformed in inner speech this occurs from seven years.

Into this forms Vygotsky makes a great emphasis in a private speech, this is because. He thinks that private speech is the transition point between social and inner speech and where language and thought form verbal thinking.

We can relate these forms to the stage that Piaget mentions in his theory, however, Vygotsky pay more attention to the cultural aspect and Piaget did not mention that important part.

Despite that children can learn individually, a guide is also important to help them in their learning.

Zone of proximal development is

The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers(Vygotsky, 1978, p. 86).

To relate the difference between what children accomplish this is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with a guide.



### **2.4.2 Bruner Theory**

Bruner (1983, cited in Cameron, 2001) states that Language is a tool for the cognitive growth, and also he says that adults use the language to mediate the world for children and help them to solve problems. In the work that he develops Bruner carried out an activity which was a kind of verbal version of the fine-tuned and it is called scaffolding.

According to Bruner (1978, cited in McLeod, 2008) Scaffolding “refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring”. In other words, scaffolding is the interaction that children have with their parents so that they help children to achieve a specific goal. Also, he says that scaffolding has been used in the classroom with the teacher- pupil talk.

Wood (1998, cited in Cameron, 2001) states that teacher can scaffold children’s learning in various ways:

- Attend to what is relevant suggesting
- Praising the significant
- Adopt useful strategies
- Remember the whole task and goals
- Providing part whole activities
- Providing focusing activities
- Encouraging rehearsal
- Being explicit about organization
- Reminding
- Modeling

## **2.4.2 Piaget Theory**

Piaget, a great philosopher, is seen as the father of the constructivism. In his work cognitive development or cognitive growth. Piaget (1986-1980, cited in Cattell, 2007) says that cognitive growth refers to how thinking abilities mature in the growing child. On the other hand Piaget (1936, cited in McLeod, 2009) states that:

Cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment (p.8).

Piaget focused his attention in the development part of a child rather than the language. Into this theory, there are three main aspects related to cognitive development.

### **2.4.3.1 Schemes**

Piaget (1952, cited in McLeod, 2009) calls the schema the basic building block of intelligent behavior – a way of organizing knowledge. Indeed, it is useful to think of schemas as “units” of knowledge, each relating to one aspect of the world, including objects, actions, and abstract (i.e. theoretical) concepts.

The schema is a basic unit of knowledge. It helps children to make relations with their environment.

When children relate what they know with what they perceive from their environment. They do a relation. If this relation is very close, we can say that they are in equilibrium or in a cognitive state balance.

Adaptation. Children adapt their previous knowledge through three stages. According to Jean Piaget (1952; cited in Wadsworth, 2004) viewed intellectual growth as a process of **adaptation** (adjustment) to the world.

Assimilation. Children make sense of what he or she interprets from the world. Piaget (1896-1980, cited in Pinter, 2006, p.6) says that “the child is assimilating information to fit his or her interpretation of the world and existing ways of thinking:”

Accommodation. Children have to adapt a new idea and change the knowledge that they had for its new knowledge.

Equilibration. In this process, children understand the new information and assimilate it.

Pinter (2006) states that these three processes describe the same process that is learning. The interaction that children have between the environment and their previous knowledge will growth throughout the years. And in this form, children build their knowledge of the world actively.

We can conclude that in this theory Piaget shows us that children constructed their knowledge through the steps that we mention an in this way they learn by themselves and constructed their knowledge.

### **2.4.3.2 Stages.**

Piaget (1923) creates three universal stages of children development. Each child follows these stages in the same order where the development unfolds as a result of the biological process of growth and the development of the children's brain.

It is important that teachers have a close relation to Piaget's framework because teaching English to children involves working in different age groups.

Sensory-motor stage. Begins from birth to two years old. In this stage, children use their senses to explore the world. They interact with the environment, having contact with the objects; children learn about its shape, texture, taste and perhaps explore its function.

According to Piaget (1953, cited in Cattell, 2007), all perceptions arise from actions. Often occur in sequences. Picking up a toy involves, at least looking, reaching out, grasping, lifting and maybe pulling the toy back to the boy. But these actions become integrated into a single "scheme" of action that applies to other picking up operations as well say, picking up a shoe a ball. Each time a new object is involved, it is assimilated into the scheme.

Pre-operational stage. From two to seven year of age. Child's thinking is largely reliant on perception. They have more logical thinking. This stage is characterized by egocentrism. Egocentrism means that they look at the world from their point of view, but they find it difficult and do not accept someone else's points of view (Pinter, 2006).

Concrete operational stage. From seven to eleven years of age. In this stage, Cattell (2006) says that it is concrete because the child thinks about particular

situations and does not generalize or formalize the operation. Children begin their logical thinking and start to apply a logical reasoning

Formal operational stage. From eleven years onwards. This stage is called the formal operational stage. In this stage, children are able to follow complex and logic rules. They can do algebra or play games like chess. Is in this stage where children can achieve a formal logic and thy think in more abstract terms. They use their rezoning (Piaget, 1953, cited in Cattell, 2007).

## CHAPTER III: METHODOLOGY

### 3.0 Introduction

This research was about teaching English vocabulary to third grade kindergarten kids using audio-visual materials. The purpose of this research is to interview and examine how one teacher at a public kindergarten, teaches her lessons. The study concentrates on the teacher's methodology, materials, and specifically audio-visual materials to teach English vocabulary to third kindergarten kids.

Therefore to collect the data it was necessary to design an observation format and an interview.

In this chapter, we will explain the subjects: setting, participants, research methodology, instruments, data collection, procedure, and data analysis. We will also provide a description of how we went about collecting the necessary data for answering our research questions:

RQ1: What is the importance of vocabulary in English Language Teaching?

RQ2: How is the children's nature linked to their learning approaches?

RQ3: How to teach vocabulary to third grade kindergarten kids?

RQ4: What is the approach to teach vocabulary by the use of audio-visual materials?

### **3.1 Setting**

The study took place in a public kindergarten school. It is located in the center of the city and has approximately one hundred fifty students. Also, it has three grades, and each grade has three groups A, B and C. The school is small but, it has enough classrooms to work and spaces where children can play. The classrooms have its blackboard and material to work with kids, on the walls they have posters, images, and stickers, and in general classrooms are colorful and attractive.

### **3.2 Participants**

The primary subjects of this research are children from a public kindergarten school. They are in third grade, they are kids. They are between 4 to 5 years old. In this grade, there are male and female students. Each classroom has 25 students. The participants do not have English as a subject in the curriculum. They have a little contact with English through the practitioners that the school requires from Languages Faculty.

### **3.3 Methodology**

This investigation follows a qualitative approach which according to Saharan (2002)

...attempts to understand and make sense of phenomena from the participant's perspective. The researcher can approach the phenomenon from an interpretive, critical, or postmodern stance. All qualitative research is characterized by the search for meaning and

understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and richly descriptive end product (p.6).

It is why we decided to choose this kind of research since our investigation merely pretends to evaluate the application of audio-visual materials by practitioners in third-grade kindergarten kids. And to collect our data we use observation and interviews.

### **3.4 Instruments**

As we already mention the instruments that we applied, were classroom observation and an interview administered to one practitioner. The observations were five in total, and are described below. The interview was a semi structured interview.

#### **3.4.1 Classroom Observation**

The main purpose of observation is to growth and develop teachers professional (Wajnryb, 1992). In this case observation helps us to collect the information related to the use of audiovisual material by the practitioner.

This kind of instrument, was designed in order to give an answer to our research questions. These questions were focus in knowing, how a practitioner teach English vocabulary to kids, what are the audio-visual materials that practitioners use when they teach English vocabulary and what was the approach that she use to teach English vocabulary to kids who are in third grade. The observation format was created by us. At the beginning of the observation format included some information that we consider important like: practitioner's name, student's level,



date, number of students and lesson title of it. We designed a table (Appendix 1) in order to collect the information. This table has the audio-visual material that we already mention in our literature review that according to Marayan (1980) the audio-visual tools can be used by the teacher and has a classification (See literature review). Also we bring a space for comments and another to write some ideas about how practitioner use it.

### **3.4.2 Interview**

According to Denzin and Lincoln (2003) Interview is a conversation, is an art of asking and listening questions at least have to be two people who will create an interview situation where the questions have to be answer. In this case the interview was created by us (Appendix 2) for one practitioner in order to support and gain more information in detail about our research questions. This helped us to know what kind of audio-visual materials and how the practitioner used them. The interview was a semi-structured interview and the questions that we included were opened questions and were in English.

### **3.5 Data Processing**

First after having design our instrument, we look for a kindergarten school very similar to our real school, where we applied our instrument, this was in order to pilot the instrument before the final application. After piloting the instrument we have to redesign our instrument because we found some mistakes that could have prevented the collection of data.

When we had the instrument without mistakes, we went to the kindergarten school, and observed one practitioner in five consecutive classes, this happened only with third grade children in order to know what audio-visual materials the practitioner use to teach vocabulary and how the practitioner use them. At the end we applied one interview to the practitioner in order to know more about the audio-visual materials used and how she used them.

When we had the information we analyzed it in order to know if it was what we want to know and if it answer our research questions. First, we made some tables to organize the data that we collected from the observations, then we add the procedure that the practitioners followed in each class. Finally, we transcribed the interviewed for understand what the practitioners said. After that we analyzed the data that helped us to answer some of the research questions. At the end we took some parts from the interview and we made a reflection for each part. This was the way that we followed for obtained the result of our investigation.

## **CHAPTER IV: RESULTS**

### **4.0 Introduction**

This chapter presents the findings and the results of this research. All the information that we obtained from the application of the instruments is provided. In addition this chapter includes the data analysis that is supported with tables and some descriptions.

As a reminder to the reader the research questions addressed for this study are presented below:

### **4.1 Research questions**

RQ1: What is the importance of vocabulary in English Language Teaching?

RQ2: How is the children's nature linked to their learning approaches?

RQ3: How to teach vocabulary to third grade kindergarten kids?

RQ4: What is the approach to teach vocabulary by the use of audio-visual materials?

The answers to these research questions are present in the following sections of this chapter.

## **4.2 The Use of Audio-Visual Materials as a Resource to Teaching English Vocabulary to Kindergarten Kids.**

In this part, the results of the 5 class observations from the 25 children in the kindergarten school are presented and discussed. Specific conclusions about the results of the class observations are provided. Also we show how she applied this material into the classroom and we give a description of them in detail.

Now we discussed each lesson that we observe. To do that we present some tables with the most reliable information of each class, followed by a discussion of relevant issues that emerged from each lesson. The materials are presented using tables.

The tables are organized into three sections or columns. The first column shows the materials. The second shows the methodology implemented by the teacher and the third column shows the children's behavior, this means how the children responded to the class activities and to the instructional materials.

### **4.2.1 First Observation**

In this first observation we show the materials that the practitioner used in this lesson.

As Table 4.1 indicates, the teacher in this first session used a variety of audio and visual materials. So she had to use various strategies to implement her materials. The table also shows that the children reacted positively to the activities and materials used by the teacher.

Table 4.1 Results of the first observation.

Material	Methodology	Children's behavior
<p><b>Song</b></p> <p><b>'Parts of the house'</b></p> <p><b>Created by the teacher with easy vocabulary.</b></p>	<p>Practitioner used the song to introduce the topic. First practitioner and students sang the song and after they modified the song.</p>	<ul style="list-style-type: none"> <li>• Children were very enthusiastic, and happy at the moment of doing the activities.</li> <li>• Children imitated the body language of the teacher, this helped them to recognize easily the vocabulary.</li> <li>• Materials caught the attention of students, they looked surprised with all the material used.</li> </ul>
<p><b>Flashcards</b></p> <p><b>'Parts of the house'</b></p> <p><b>These are good size and colorful drawings.</b></p>	<p>Practitioner showed the flashcards one by one, said the pronunciation and students have to repeat it. After practitioner pointed out at random and students had to say the correct name.</p>	
<p><b>Pictures or illustrations</b></p> <p><b>'Goldilocks and the three bears'</b></p> <p><b>Creative and colorful.</b></p>	<p>She showed them the title of the story. After she passed one picture by picture and she was reading them the story.</p>	
<p><b>Recording tape</b></p> <p><b>(yellow submarine)</b></p> <p><b>This was a funny song but was not adequate to the topic and with some difficult vocabulary.</b></p>	<p>Practitioner puts the song to the students, after the teacher and students sang the song all together.</p>	

The first material use by the practitioner was a song (Table 4.1) created by herself as an introduction to the topic "Parts of the house". It was adequate for the children's level. First, the practitioner and students sang the song. After, they have sang the first time, she modified the number in this part of the song "it has three rooms, it has three rooms" and students have to sang it. Also the practitioner used body language in order that students understood the vocabulary that they were singing. In this part of the lesson, we could observed that the song was useful and enjoyable for the students, because all the students sang the song happily and in a motivated way, and when they saw the movements and the gestures that the practitioner did, they imitated her with enthusiasm.

After the flashcards (Table 4.1) were used by practitioner to explained the parts of the house. The first practitioner showed flashcards that have each part of the house one by one and she said the correct pronunciation of each part of the house and students repeated it. Then, she pointed out random by one part of the house and students had to tell her the name of the part of the house that the practitioner pointed out. The strategy that she used was link the image with the vocabulary that was given by her and it helps that children understand better the meaning of each word.

When the children saw the flashcards of the parts of the house they seemed to be I surprised because all what they saw were flashcard made by the practitioner, this call their attention, they saw all the forms, the lines and the colors of the material.

Besides the practitioner employed pictures (Table 4.1) as an aid to narrate a history called "goldilocks and the three bears". The material was used by the practitioner so that students understand the history. First she showed them the title

of the history using one of the pictures. Then she passed picture by picture narrating the story.

In this part we appreciated that students enjoyed the history, however we think that some vocabulary that story included was not adequate for them. Despite the story had difficult vocabulary, the students could catch the message of the story and recognize the vocabulary that they saw previously. We can see that in children's work, because they demonstrate in a clear manner one part of the history.

Finally, she put a recording called "yellow submarine" (Table 4.1). It was funny for them but, not adequate for the level and for the topic, because it had difficult vocabulary. However they sang the song many times, but only the parts that they understood or the parts that they already know. She decided to put this song because it helps her to motivate them to use the language.

#### 4.2.2 Second Observation

As Table 4.2 demonstrates in this lesson teacher used few materials. However, students did not seem to be bored. They were interested in the class and enjoyed the materials.

Table 4.2 Results of the second observation.

Material	Methodology	Children's behavior
<p><b>Realia</b></p> <p><b>Photographs about family's practitioner These were a good size and attractive.</b></p>	<p>The photographs were used to introduce the topic. Practitioner showed the photographs and say the name of each member of her family.</p>	<ul style="list-style-type: none"> <li>Students presented many interest, emotion and attention with the used of this kind of material. They liked and enjoyed the class.</li> </ul>
<p><b>Pictures and illustrations</b></p> <p><b>'Family' Colorful and adequate to the students.</b></p>	<p>She showed the students some pictures about different kind of families, where students had to recognize the different among them.</p>	

In this second observation the practitioner taught the topic family members. To introduce the topic she showed some photographs of her family (Table 4.2). She mentioned each member of her family and passes the photographs with each student with the purpose that they related the image with the family's vocabulary that she said in that moment. We observe that realia is a good material for teaching, we notice that students showed interest in this material and at the same time emotion to see the teachers' family. Also the knowledge that students receive is more significant with the use of photographs related with the teachers' family than just used whatever image.



After she showed the students pictures with different kinds of families (Table 4.2), and they recognized different kinds of families and each student can have one kind of family that the practitioner showed to them. This point was interesting because in this way the practitioner did not just teach knowledge, she also taught good value, the value of respect. One point that not all the teachers point out but that is very important in as much as teachers not just transmit knowledge also transmit values.

All that we observe were interesting, children put attention to practitioner. However, she did not use more activities to complete the lesson and put in practice the vocabulary learnt.

#### **4.2.3 Third Observation**

In Table 4.3 shows that teacher use a variety of materials, each material had its own activity. Each material and each activity was useful for students to learn the vocabulary that the teacher gave. We could notice this because students were enthusiastic at the moment of doing the activities. Although they saw previously this topic and they had learnt the vocabulary, they put the same attention as the first time they saw this topic.

The methodology that teacher used with each material was successful and teacher accomplished their objectives in this lesson.

Table 4.3 Results of the third observation.

Material	Methodology	Children´s behavior
<p><b>Pictures and illustrations</b></p> <p><b>‘Family’</b></p> <p><b>Small and attractive</b></p>	<p>Pictures and illustrations were used as a Warm Up, to learn ‘Family’ vocabulary. Displayed on the walls around the classroom.</p>	<ul style="list-style-type: none"> <li>• The children looked excited when they were shown the poster and the pictures.</li> <li>• They behaved enthusiastically and repeated the English words.</li> <li>• Students showed interest with all the material that the practitioner used.</li> </ul>
<p><b>Poster</b></p> <p><b>‘hand and tree with family members’</b></p> <p><b>Big, Colorful and attractive.</b></p>	<p>It was the introduction of the class, and where practitioner explained the topic. It was displayed on the blackboard whole the class.</p>	
<p><b>Pictures and illustrations</b></p> <p><b>‘Family members’</b></p> <p><b>Good size and creative.</b></p>	<p>She put the pictures with each family member in each finger of the hand, said the pronunciation and students repeated it.</p>	
<p><b>Print material</b></p> <p><b>‘Hand about family members’</b></p> <p><b>Creative and attractive.</b></p>	<p>The print material was given, where they had to draw each member of their family in each finger of the hand.</p>	
<p><b>Realia</b></p> <p><b>Photographs</b></p> <p><b>Attractive and Wonderful</b></p>	<p>Photographs that she showed in the previous class in order to strength the topic.</p>	

In this third class the practitioner strengthen the family´s topic and for that she did a warm up. She put images of family´ members (Table 4.3) around the classroom, and asked to students, “Where is the mom? Where is the daddy?” and so on in order to recognize the vocabulary that they listened and students have to point out where are the images. This activity was fine and thereby we could realize that students caught the vocabulary that she taught in the previous class.

After we introduce the class the poster (Table 4.3) was showed by the practitioner to children, then she set the pictures of the family members (Table 4.3) on the fingers of the hand and students had to repeat the name of the each family member. Then the copies (Table 4.3) were given to each one of the children, and they had to draw each member of their family in each finger of the hand.

The presentation of these activities were fine, since the materials and how she used them, because students were interested in as much as they used to see the genealogic three and when they saw a hand put like surprised faces, but finally they did all with enthusiasm.

Finally, the practitioner showed the photographs,(Table 4.3) she showed in the previous class in order to strength the topic. These kind of materials were good and children were excited with the activities and with the material that practitioner gave to them. So it caused surprised to them and made that they work with more enthusiasm.

#### **4.2.4 Fourth Observation**

As table 4.4 shows teacher strengthen the topic about family with the use of other materials. In this lesson teacher used a lot of materials that helped students to learn better the vocabulary. Students enjoyed the activities and the materials of this lesson.

Table 4.4 Results of the fourth observation

Material	Methodology	Children's behavior
<p><b>Poster</b></p> <p><b>'Genealogic tree'</b> <b>Handmade and attractive</b></p>	<p>The poster was displayed on the blackboard, because students had to put family members on it.</p>	<ul style="list-style-type: none"> <li>• Although the topic was the same as the previous class and the activity was similar, students presented interest and enjoyed the class.</li> <li>• Students did not to seem bored, for other side they did the activities as the first time that they saw this topic.</li> </ul>
<p><b>Illustrations</b></p> <p><b>'Family members'</b> <b>Big and creative</b></p>	<p>Some students had one image, they listen what practitioner said and they put it in the correct place.</p>	
<p><b>Worksheet</b></p> <p><b>'Genealogic tree'</b> <b>Creative and colorful</b></p>	<p>One worksheet was given to each children for start doing their genealogic tree.</p>	
<p><b>Images</b></p> <p><b>'Family members'</b> <b>Small, just black and white color.</b></p>	<p>Images were given to children, and they had to put in their worksheet.</p>	

In this fourth class the students continued with family topic, the teacher decided to put more emphasis in this because she saw that maybe is an easy topic, but for them was a little bit difficult to understand, so she had to give them more exercises about it. And for start the class one poster with a tree (Table 4.4), after some illustrations about some family members (Table 4.4) were given by the practitioner, and some children passed and practitioner said the names of the family members that the tree had and students had to listen and put the illustration on the poster with the correct family name. It was good because they could to recognize in different ways the principal members of a family.

Finally for knowing that students had caught this topic she gave another exercise for them. In this they had to do a genealogic tree (Table 4.4), it could be a common exercise for the topic, but the previous class she gave them other rare exercise, so in that a tree was a good option where one worksheet (Table 4.4), that had a tree was given to each of the children, after this each child also received images about family members (Table 4.4), after they had all, they started to doing they genealogic tree, all these were creative and although this activity was similar as the previous class they still enjoy doing that, and did it with enthusiasm and happiness. With this class practitioner finished this topic and she knew that they really learn with more than one exercise, but it is important that all exercises that they did, did with their real world.

#### **4.2.5 Fifth Observation**

As Table 4.5 demonstrates in this lesson teacher used few materials, but materials were attractive for students. They were interested in each activity that teacher developed and excited with the materials that teacher used.

Table 4.5 Results of the fifth observation.

Material	Methodology	Children´s behavior
<p><b>Puppets ´Pets´ Colorful and attractive</b></p>	<p>Puppets were used to present pets vocabulary and students repeat the correct pronunciation of each one.</p>	<ul style="list-style-type: none"> <li>• Students were excited when the teacher showed to them each puppet. They want to touch the puppets.</li> <li>• With this material students recognize the shape and form of each pets they were interesting in this activity and to review the vocabulary they repeat each name of the pets in English.</li> </ul>
<p><b>Poster  ´Pet´s shade´ Handmade and not attractive</b></p>	<p>It contains shapes of different pets, however it was not attractive and it was draws.</p>	
<p><b>Images  Pet´s images colorful and hand made</b></p>	<p>The images were the pets that matched with each shade of the poster.</p>	

At the beginning the practitioner used some puppets (Table 4.5) to introduce the topic “PETS”, she showed each of them to the students and mentioned the correct pronunciation of each one, then make them to repeat after her. Following she asked to them if they have some of the pets that she mentioned before and if they had the pet then she gave to them the puppet belong to the pet that the student said. What we can appreciate in this lesson was that puppets are a good material in teaching vocabulary, because students were motivated and enthusiastic when teacher showed each one. All of them want to have one puppet and they pronounced the name of the puppet in English. It shows us that with this material they understand and learn in a better way what the teacher taught.

As a final activity teacher paste a poster on the board (Table 4.5), it includes pet's shapes. Also she carried some images that belong with the shape pets (Table 4.5). Then teacher take one image and ask to students if it matched with any shape of the poster. If so teacher pasted it in the correct place. She applied this procedure with each image until finish. Finally teacher reviewed each pet vocabulary and makes them to repeat the correct pronunciation.

These resources were excellent in order that students recognize not only the pets vocabulary if not know about how the pets are in form, size and color. We can observe that they worked in an excited way and all of them participated saying "yes teacher it is correct or not teacher it is not belong with that shape" it show us that they really enjoy and put attention to the teacher. Also they repeat the correct pronunciation of each pet.

#### **4.3 The Use and Elaboration of Audio-Visual Materials Interview as a Resource to Teach English Vocabulary to Kindergarten Kids.**

The interview was made to the practitioner at the end of the five observations, it was designed by us and was a semi-structure interview, so at the beginning we did not have the number exactly of questions, but at the end were around 14 open questions. It was applied to one practitioner and the results are presented and discussed. This interview was applied in order to obtain more specific information for this research. The results are provided in the consequently section.

### 4.3.1 Interview Results

As a result of the interview that was made to the practitioner who was the central participant in this investigation, and who had little experience in working with children, the following findings are displayed and discussed below.

Most practitioner teachers want their students learn or acquire the English vocabulary in a significant and attractive way that it is why they try to implement the best and most adequate materials to have a good class, so that the students can learn vocabulary. For that reason, some materials become the most common and useful in teaching.

When she was asked about the materials that she used more often in her classes she said:

“I used flashcard, 3D objects, realia, images, and songs because I think that children want to see, want to touch the words that we are using or we are teaching, because they can memorize the vocabulary.” (Appendix 3 sections 1 & 2).

So, the materials mentioned by the practitioner are considered audio-visual materials. These materials help to teacher to catch the students’ attention and enhance the children’ understanding when they are learning vocabulary because materials are a good resource to teach English vocabulary. In regard to our question about the use of audio-visual materials if they are a good resource to teach vocabulary to children the participant said the following:

Yes of course, they want to interact with the objects they want to discover things, so that is why audio-visual materials can help you to involve children, children can learn and they can play and they can make a lot of things with the audio-visual materials. If you do not have those material you are like just saying words and just you are like just working that is not attractive for children (Appendix 3, section 4).



As practitioner mentioned this kind of materials are a good resource to teach and they are not difficult to manage, so in answer to our statement about the difficult of manage audio-visual materials she commented:

“I do not think so, it is difficult to think about the audio-visual that are perfect or good for you lesson plan. But it is not difficult to manage them, because you can think many ways to use them in the class you are just doing what you plan” (Appendix 3, section 5).

Our participant had mentioned relevant information with great importance about audio visual materials, it is information that we as teachers sometimes do not pay attention, because we are concentrated in our class that the use of our material is not so important, so other interesting comment that she said when we asked regarding the use of audio-visual materials in her class and she has to report us the materials that children enjoy most, she commented:

3D objects students enjoy most because they can touch something, they can play with it, and they can repeat the words. Also because you can do a lot of activities with them.” (Appendix 3, section 3).

#### **4.3.2 Visual Material to Teach English Vocabulary**

The results about visual materials are related to some questions focus on it. When we are practitioner teachers, we usually buy the material for our classes; however, sometimes we cannot do it for different reasons so when we asked something about the elaboration of the material she mentioned:

“most of the time I design flashcards that is what I created and I created them, sometimes I printed the images and I color the images with crayon, colors, markets and sometimes I used color sheets I just cut the images” (Appendix 3, section 8).

As she said most of the time is easier and cheaper to create your material by yourself, because also in this way we can create them as we want, as we think students are going to enjoy most, or as the student's needs. Regarded to the acquisition of material our participant mentioned that the most expensive material for her, she said:

"The most expensive are the worksheets. I use a lot of worksheets even though I have a 30 student group I have to print one or two for each student and over time that's expensive" (Appendix 3, section 10).

#### **4.3.3 Audio Material for Teaching English Vocabulary.**

Similarly questions were applied but focus on audio materials. Audio materials are not difficult to get, you can find a lot of resources in the internet or in some stores; however, it should be adequate to the student's level for that we ask to our participant about the design of her audio material, and she replied:

"Sometimes I used a lot of songs but I realize that children cannot memorize or cannot sing a very long song so that is why sometimes I adapt a song and cut some parts" (Appendix 3, section 11).

As practitioner teachers we use to looking for the adequate song for our students according to the level and the topic. Most of the time we just take a specific song or recorder but we also can create our songs and we ask to our participant about the elaboration of her audio material and she reported the following:

I use melodies of songs that I heard or I adapt songs to make them shorter. Sometimes I'm on the bus and I start to sing a song. I repeat it, I memorize the melody and the lyrics. I use the vocabulary and I try to look for words that can rhyme (Appendix 3, section 12).

Finally in order to strength the use of audio materials the participant mentioned:

“I recommend them not to be afraid of creating materials. You spend a lot of time and sometimes it is very difficult to be creative but it is worth” (Appendix 3, section 14).

#### **4.4 Conclusion**

In this chapter we established and explained the results founded with the observations to children and an interview to one practitioner applied in a kindergarten.

Although we gave some kind of audio-visual materials, the observation and the interview were a great help, because the P1 contributed giving other audio-visual materials that used in a class. The conclusion will be provided in the following chapter.

## CHAPTER V: CONCLUSIONS

### 5.0 Introduction

This research showed the observation made to one practitioner who was working with a third grade kindergarten kids using audio-visual materials. As it was already stated, the intention was to know what kind of audio-visual materials practitioner used and how these materials are used. Also, research intend to give some techniques or ways to use this kind of materials, also gave more reliable and important information about the elaboration, difficulty and other important points that are important to know about these materials. In Chapter IV, the findings were showed and described with the help of some tables that we realized when carried out the observations. In this final chapter, we will present the conclusions of this research project, also we will mention in general the particular findings and explained in detail in chapter four. We also explain some difficulties that found during the research, and we will explain how the purpose was accomplish. Finally, we will give a personal reflection of this research.

The research questions addressed for this study were as follows:

RQ1: What is the importance of vocabulary in English Language Teaching?

RQ2: How is the children's nature linked to their learning approaches?

RQ3: How to teach vocabulary to third grade kindergarten kids?

RQ4: What is the approach to teach vocabulary by the use of audio-visual materials?

## 5.1 Summary of Results

The purpose of this study was: to interview and examine how one teacher at a public kindergarten, teaches her lessons. The study concentrates on the teacher's methodology, materials, and specifically audio-visual materials to teach English vocabulary to third kindergarten kids.

The main findings of this investigation are summarized and displayed in the table below.

Table 5.1 General Findings

Sessions			Findings and Results
Number	Materials	Topic	
1	Song, flashcards, pictures or illustrations, song.	Parts of the house	Materials were good, because they caught the attention of children, in as much as they did all the activities with enthusiasm.
2	Realia, pictures and illustrations	Family	The materials were few, but they were more real and helps students to learn the vocabulary given.
3	Poster, Pictures and illustrations, print materials, realia.	Family	Students were interested in the class, they repeated the correct pronunciation of the vocabulary that they listened from the teacher.
4	Poster, illustration, worksheet, images.	Family	With this materials students can recognize in different ways the vocabulary of one topic.
5	Puppets, poster, images.	Pets	This kind of materials were very useful because with these materials students can recognize the shape and form of the pets. Students can interact with this materials, they can touch, and they can play with them.

Some conclusions were formulated after analyzing the instruments. Firstly we analyzed the five observation formats where we found that most of the material used by the practitioner was audio-visual. Among the most significant were: realia, flashcards, 3D objects (puppets), songs, pictures or illustrations and posters. One important aspect of this material is that all were designed and created by the practitioner. Furthermore, we detected that these materials were colorful, creative, and attractive.

In respect to the way that practitioner used the audio-visual materials we also obtained relevant information about how to apply audio-visual materials. Some techniques or ways that the practitioner used to teach with this kind of material were the following:

- In the majority of the classes practitioner used audio-visual materials to introduce the topic.
- After she used the material to give the English vocabulary and explained the topic.
- Then most of the time practitioner gave to students the correct pronunciation by two or three times, because the last time only students had to say the pronunciation and the practitioner corrected them if it was necessary.
- The last thing that practitioner did, was to use the material to give exercises to students and strengthen the topic.

The results showed that practitioner used this kind of material all the time in all the activities that she did as a resource to teach English vocabulary to children.

Also from the interview we obtained important information. Firstly we asked to our participant about the materials that she used most in each class. We found that the materials used in the classes that we observed were the same as the ones that she mentioned in the interview. Other important answer that she pointed out when we asked if the audio-visual were a good resource to teach English vocabulary to children. She said that children want to interact with objects for that reason audio-visual materials help teachers to involve children. Also children can learn, play and make a lot of things with these kind of material.

Our research give us a lot of information about the use of audio-visual materials and the kind of materials that exist. We can conclude that these materials are a good source for teacher when they teach English vocabulary. But specifically are a good resource for training teachers that do not have an idea of what they can teach. We hope that this research help training teachers in order that they can take ideas of what kind of materials they can use and how to apply them into the classroom for teaching English vocabulary to children.

## **5.2 Accomplish of the Purpose**

We formulated one purpose that was interview and examine how one teacher at a public kindergarten, teaches her lessons. Concentrates on the teacher's methodology, materials, and specifically audio-visual materials to teach English vocabulary to third kindergarten kids.

We try to give an answer by creating the observation's formats and the interview and in this form to make our results more complete.

We can say that we accomplished the purpose because from the analysis that we did from the interview and the observation, we obtained the information that we want to know also this information is support with some photographs (See Appendix 4) and tables.

### **5.3 Limitations**

Although the audio-visual materials are a good resource to help practitioners' classes and have an increase of English vocabulary with children, we presented a problem because at the beginning the intention was to carry out this research in a school where had English as a subject into the curriculum and that teachers had enough experience working with children, however in the search of school we did not find a school with these characteristics so, that was why we decided to apply the project with a practitioner who had not enough experience working with children.

### **5.4 Further Research**

Although we did a purpose for our research, this also could be interesting to apply the research in primary students and also apply the audio-visual materials and not only observe the classes.



Also we suggest to do a similar research focused on analyzing the impact that these materials have in kindergarten students and how these materials affect the students' motivation, learning and behavior.

## **5.5 Personal Reflection**

During the process and the time of the elaboration of this study we acquired so many experiences and we would like to talk about.

At the beginning that we started writing the thesis we just know that write this kind of document was difficult and when we listened with the comments from our classmates our fair for write this kind of project increase. However, we had to do it, so we started to write it.

The writing thesis process for us began since we had to choose a topic until that we wrote the last chapter of our thesis. This project help us in our professional development and in our personal life.

What we can said to finish this project is that, it was not easy but we applied the knowledge that we had about grammar, how to write correctly, how to use the APA style and so other aspects and the most important be more sure of ourselves.

Finally, we learnt how to write a project like this and specifically about the area of English as a second Language.



Classroom Observation Instrument.

Teacher's name \_\_\_\_\_ Level/Class \_\_\_\_\_

Date \_\_\_\_\_ Number of students \_\_\_\_\_ Lesson title \_\_\_\_\_

MATERIAL	FLASCARDS
YES	NO
HOW IT IS USED	COMMENTS
	POSTERS
YES	NO
HOW IT IS USED	COMMENTS

Classroom Observation Instrument.

Teacher's name \_\_\_\_\_ Level/Class \_\_\_\_\_

Date \_\_\_\_\_ Number of students \_\_\_\_\_ Lesson title \_\_\_\_\_

MATERIAL	SLIDES
YES	NO
HOW IT IS USED	COMMENTS
	PRINT MATERIAL
YES	NO
HOW IT IS USED	COMMENTS

Classroom Observation Instrument.

Teacher's name \_\_\_\_\_ Level/Class \_\_\_\_\_

Date \_\_\_\_\_ Number of students \_\_\_\_\_ Lesson title \_\_\_\_\_

MATERIAL	RECORDING TAPES, DISCS, DVD, CDS
YES	NO
HOW IT IS USED	COMMENTS
	OTHER
YES	NO
HOW IT IS USED	COMMENTS

## **Appendix 2: Interview Guide**

### **Semi structured interview TEACHING ENGLISH VOCABULARY TO THIRD GRADE KINDERGARTEN KIDS USING AUDIO-VISUAL MATERIALS**

The purpose of this interview is to know how practitioners apply audio-visual materials to teach English vocabulary to third grade kindergarten kids.

- What are the materials that teacher uses the most?
- What are the materials that children seem to enjoy most?
- Are audio-visual materials difficult to manage?
- How do you choose your material?
- Do you design your own audio material?
- What do you recommend to future teachers about the use of audio-visual materials?

**Appendix 3: Transcription of the interview**  
**Semi structured interview**  
**TEACHING ENGLISH VOCABULARY TO THIRD GRADE KINDERGARTEN**  
**KIDS USING AUDIO-VISUAL MATERIALS**

The purpose of this Interview is to know how practitioners apply audio-visual materials to teach English vocabulary to third grade kindergarten kids.

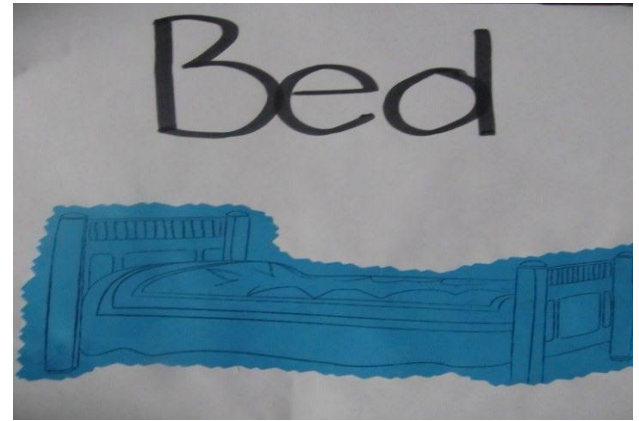
Interviewer:	Participant:
1. What are the audio-visual materials that you use the most?	<b>(Section 1):</b> The audio Visual materials, well I used flashcard, 3D objects, realia, images, and songs. I think that so.
2. Why?	<b>(Section 2):</b> Images, flashcards or objects. I used them because I think that children want to see, want to touch the words that we are using or we are teaching. Vocabulary is very difficult to teach if you do not have the resources yeah. That is why and songs I think because they can memorize the vocabulary.
3. What are the materials that children seem to enjoy most? Why?	<b>(Section 3):</b> I think 3D objects students enjoy most because they can touch something, they can play with it, and they can repeat the words. Also because you can do a lot of activities with them like hot-potato or something else. They want to play in the class.
4. In your opinion, are audio-visual materials a good resource to teach vocabulary to children? Why?	<b>(Section 4):</b> Yes of course, well because as I said they want to interact with the objects they want to discover things, so that is why audio-visual materials can help you to involve children, children can learn and they can play and they can make a lot of things with the audio-visual materials. If you do not have those material you are like just saying words and just you are like just working that is not attractive for children.
5. Are audio-visual materials difficult to manage? Why?	<b>(Section 5):</b> I do not think so I mean it is difficult to think about the audio-visual that are perfect or good for you lesson plan but It is not difficult to manage them, because you can think many ways to use them in the class you are just doing what you plan so that is not very difficult.
6. How do you choose your material?	<b>(Section 6):</b> Well sometimes I think of the need and interest of children because well in my group sometimes they are very I do not know like they want to play a lot and they do not want to pay attention if I choose a material that is very not easy that is just for a group of them , they are going to play and they are not going to pay attention so that is well I use material that can feet children needs and interest as I said.
7. Do you design your own visual	<b>(Section 7):</b> Yes, many times I do not know but I

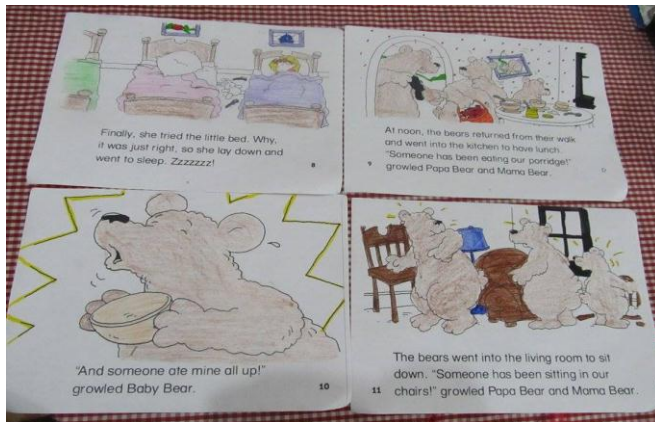
material?	have not known a place that can sell English material that is big or colorful that is why I need to design materials. Also sometimes I need to adapt the material, there is material but I want to look for words separate words, also I want to save money because sometimes it is expensive to buy material so that is why I can design, designing with color sheet or some others things.
8. How do you create or elaborate your material?	<b>(Section 8)</b> :Well most of the time I design flashcards that is what I created and I created them , sometimes I printed the images and I color the images with crayon, colors, markets and sometimes I used color sheets I just cut the images. Yes, sometimes I used a lot of song but I realize that children cannot memorize or cannot sing a very long song so that is why sometimes I adapt a song and cut some parts.
9. Where do you buy everything you need to create or design your material?	<b>(Section 9)</b> : In the stationery shop. But, I have a lot of supplies because my mom is a teacher too.
10. How much money do you spend in buying your material?	<b>(Section 10)</b> : I think like 10 pesos per day, that means \$50 per week. The most expensive are the worksheets. I use a lot of worksheets even though I have a 30 student group I have to print one or two for each student and over time that's expensive
11. Do you design your own audio material?	<b>(Section 11)</b> :Yes, sometimes I used a lot of songs but I realize that children cannot memorize or cannot sing a very long song so that is why sometimes I adapt a song and cut some parts.
12. How do you create or elaborate your audio material?	<b>(Section 12)</b> : It just comes to mind. I use melodies of songs that I heard or I adapt songs to make them shorter. Sometimes I'm on the bus and I start to sing a song. I repeat it 'till I memorize the melody and the lyrics. I use the vocabulary and I try to look for words that can rhyme.
13. How much time do you spend elaborating your material?	<b>(Section 13)</b> : I don't know, sometimes I spend five minutes and sometimes an hour. The most difficult is to remember the song
14. What do you recommend to future teachers about the use of audio-visual materials?	<b>(Section 14)</b> : I recommend them not to be afraid of creating materials. You spend a lot of time and sometimes it is very difficult to be creative but it is worth.



## Appendix number 4: Photographs of the materials

### Materials Used in the First Class





/My house is big. My house is small //

My house is beautiful //

It has three rooms, it has three rooms//

My house is beautiful



### Materials Used in the Second Class



### Materials Used in the Third Observation



Materials Used in the Fourth Class



Materials Used in the Fifth Observation



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