

Materials and supplementary materials used to teach vocabulary in the English class

Final Degree Project

Cristina Nocete Carrillo

2012-2013

Tutor: Àngel Raluy Alonso

Grau en Mestre d'Educació Primària

Facultat d'Educació, Traducció i Ciències Humanes

Universitat de Vic

Friday, May 17th, 2013

Acknowledgements

I would like to express my appreciation to my tutor, Àngel Raluy, for his valuable and constructive suggestions during the planning and development of my research project. His willingness to give his time has been much appreciated.

I would also like to extend my thanks to the different schools that have participated in my research project and for offering me help in my research.

Finally, I wish to thank my parents and family for their support and encouragement throughout my study.

Abstract

This study is based on the analysis of the use of supplementary materials to teach vocabulary by second language teachers in Primary Education. The study consists of two analyses: the first one is a quantitative analysis based on 33 questionnaires answered by different second language teachers of Primary Education. The other, is a qualitative analysis in which the teacher's subjective opinion on vocabulary learning techniques is presented. The study covers these main aspects: material use, effectiveness, children's motivation, main criteria to teach vocabulary and the children's role in their vocabulary learning.

Key words: vocabulary, second language learners, materials, supplementary materials, effectiveness, motivation and textbooks.

Aquest estudi es basa en l'anàlisi de l'ús dels materials suplementaris que són utilitzats pels mestres d'una segona llengua per ensenyar vocabulari als alumnes d'Educació primària. L'estudi consta de dos anàlisis: el primer consisteix en un anàlisi quantitatiu basat en 33 qüestionaris realitzats per diferents mestres especialistes en llengua estrangera d'Educació Primària. El segon consisteix en un anàlisi qualitatiu en el qual l'opinió subjectiva dels mestres també és valorada i analitzada. Els aspectes que s'avaluen són: la utilitat dels materials, l'efectivitat, la motivació dels infants, els criteris predominants en l'ensenyament del vocabulari, i el rol del infant en el seu propi aprenentatge del vocabulari.

Paraules clau: vocabulari, aprenents d'una segona llengua, materials, materials suplementaris, efectivitat, motivació i llibres de text.

Table of contents

	Page
1. Introduction	4
2. Theoretical framework.....	5
2.1. Introduction	5
2.2. Developing vocabulary.....	7
2.3. What vocabulary to teach: selection criteria	9
2.4. Vocabulary learning strategies for children	10
2.5. Motivation of the children.....	12
2.6. Different ways of teaching new vocabulary	14
2.7. Using a textbook in an EFL class	16
2.8. Supplementary materials for teaching vocabulary to children.....	18
2.8.1. E-learning materials to teach vocabulary	20
2.8.2. Storybooks as a resource for teaching vocabulary.....	21
2.8.3. Learning vocabulary through games	23
2.8.4. Learning vocabulary through songs.....	24
3. Hypothesis.....	26
4. Methodology	27
4.1. Participants	28
4.2. Data collection instruments	29
4.3. Procedure.....	30
4.4. Data analysis.....	33
4.4.1. Description of quantitative analysis results	33
4.4.2. Description of qualitative analysis results.....	40
5. Results	45
6. Conclusions.....	50
7. Bibliography	55
8. Appendices	57
8.1. List of state and private schools of Barcelona.....	58
8.2. The survey	61
8.3. Quantitative analysis	65
8.4. Qualitative analysis	71

1. Introduction

EFL teachers do not use just their voices to teach the language, they usually have different teaching materials or supplementary materials which play an important role in children's learning process. In my three last teaching placement years I could see big differences between the schools. Every teacher had its own methodology but the materials used in the class were quite similar, this is why I took the decision of studying the materials or supplementary materials that are used to teach vocabulary.

Before starting this project I had another idea in my mind which was to analyse textbooks and materials used in two different schools from two different educational systems (England and Catalonia) but it was impossible. My school in Bath did not systematically teach a foreign language and my placement school did not have a textbook either so I was forced to expand my focus on all kinds of materials.

The aim of this research project is to make a quantitative analysis of all the materials or supplementary materials that are used to teach English in different schools, their effectiveness and the difference that exists from first cycle to upper cycle materials. I would also like to study the motivation of children when using these materials. The other aim is to make a qualitative analysis of some teacher's opinions about materials or supplementary materials in the class, their effectiveness and the criteria that is used to sequence vocabulary.

This project is divided into two parts, the theoretical part and the practical part. The first part is based on the theoretical framework which consists of a brief explanation on vocabulary development, motivation, different ways of teaching vocabulary, using an EFL textbook, and supplementary materials (e-learning materials, storybooks, games and songs). The second part of the project is based on the analysis of the answers given by the survey participants through a questionnaire. The hypotheses results and the conclusion will conclude the practical study of my research project.

Finally, I would like to state that this research project has helped me to know more about supplementary materials and materials in general in our schools nowadays.

2. Theoretical framework

2.1. Introduction

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron 2001). Vocabulary is obviously a very important element in the language as the overwhelming majority of meaning is carried lexically. Vocabulary is defined by Nunan (1991) as "the words in a language known by individual and are used as a vehicle to communicate and express one's idea."

Vocabulary is certainly considered the centre stage in foreign language teaching but learning a language cannot be reduced to only learning vocabulary. It is also true 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 meaning, communication in an L2 just cannot happen in any meaningful way". (Carter and McCarthy 1988; Coady and Huckin 1997; Schmitt and Meara 1997; Singleton 1999; Read 2000; Willis 1990, Taylor 1990, Wallace 1998). If we give a lot of importance to vocabulary development, we are not thereby abandoning grammar because vocabulary learning helps to learn and use grammar. (Cameron 2001). According to him (2001) children are still building up their first language vocabulary, and this development has a link with their conceptual development. When children are learning a foreign language it is important to take into account the first language background to know what can be worked and what can be too difficult for children. It also becomes apparent that learning a new word is not a simple task that is done once and then completed. Apart from that it is also important to bear in mind the motivation of the task and the student's motivation when they are using some material or when they are learning new words. Motivation is an important factor involved in second language learning (Skehan 1989).

There are different ways of working vocabulary. Vocabulary can be worked by a textbook and it can be learned through different materials such as visuals (flashcards, power points, presentations, maps, pictures, charts, handouts, posters, word cards, white/black board, workbook), audios (dialogues, stories, tales, songs), audiovisuals (videos, documentaries, data projector), realia (toys, plants, fruits) and online materials such as websites (Herrera and Hermínia, 2012).

One of the first questions any teacher may have is what vocabulary should be taught. Certainly, for many educators this will be determined by the choice of the textbook, by the syllabus designers, etc. Even so, the teacher should be concerned about the different criteria used to design a language syllabus or to elaborate materials and themes related to the learner's interest, needs, different learning paces, teaching techniques, the different context for teaching and additional aids too. (Herrera and Hermínia 2012; López 1995).

2.2. Developing vocabulary

Learning vocabulary is one of the first steps in the process of learning a second language. Whether in one's native language or a second language, the acquisition of new vocabulary is continuous. It is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language (Cameron 2001).

According to Locke (1993) the acquisition of the word meanings takes much longer than the acquisition of the spoken form of the words, and children use the words in their speech long before they have a full understanding of them. The vocabulary development is a continuous process, not just adding new words but of building up knowledge about words they already know partially. Learning a word takes a long time and lots of exposures to the word used in different situations. According to Cameron the maturational factors affect the nature of the conceptual knowledge about first language vocabulary at different ages, and that should have an effect in the foreign language learning. One of these factors is the "syntagmatic-paradigmatic shift" that occurs between five and ten years old and this shift helps children to associate the words with the ideas. This shift refers to the different types of associations that pupils make between words and ideas.

As Cameron says (2011) depending on the age of the children the learning of the words is different. Young learners learn words as collections whereas older children are much more able to make connections between the words they learn and use the paradigmatic organisation of words as a help in vocabulary learning. The words of a language are divided into two groups according to how they are used to construct sentences, Cameron states that there are content words and function words. Content and function words work differently in the language, and are taught and learnt differently. Function words are acquired through repeated use in different contexts. Content words can be taught more directly, they can be linked as sets of related ideas in various ways.

Hatch and Brown (1995) also say that learning a new word is a process that changes when children get older. They emphasize on the dynamic and continuous nature of vocabulary learning, for this reason they describe five "essential steps" in vocabulary learning based on research into learners' strategies:

1. Having sources for encountering new words.
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.

3. Learning the meaning of the words.
4. Making strong memory connection between the forms and meanings of the words.
5. Using the words.

Vocabulary needs to be met and recycled at intervals, in different activities, with new connections developed each time the same words are met again. Nation (1990) suggests that new words need to be met at least five or six times. Moreover he also suggests that teachers should use some techniques to explain the meaning of the words by demonstration or pictures (using an object, using a cut-out finger, using a gesture, performing an action, photographs, drawings or diagrams on the board and pictures from books, TV, video or computer) and by verbal explanation (analytical definition, putting the new word in a defining context or translating into another language).

To finish, when children start learning a foreign language the organization of the vocabulary input is very important because the age and the developmental point of the pupils should be compatible. Children develop in their early ages a solid core of words useful for further learning, together with words that are learnt because they interest or excite young learners at that age. However, early vocabulary learning may be ineffective if words are not consolidated and used regularly. According to Cameron the vocabulary learning will also be ineffective for children if the teacher translate the new word in their first language because it takes from any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind.

2.3. What vocabulary to teach: selection criteria

The first question that teachers should ask themselves is what kind of vocabulary should be taught, because as we said before according to López(1995) educators should be aware of the different existing criteria before designing their syllabus and, obviously, prior to planning their lessons. Dubin and Olshtain (1986) state the following criteria which may be used to present and teach new vocabulary:

- a) *The frequency of word's use:* Some lists of words that are usual for the learners, in other words, important and usual vocabulary for children. "the lists we are talking about probably include, among other things, words relating domestic reality, such as days of the week, and kinship terms, and other common lexical sets; also further words to refer to physical sensations and personal emotions"(Sinclar and Renouf 1991)
- b) *Learner's interests/needs:* children sometimes feel they need or are interested in different words, something that the teacher has to take into account for the sake of motivation. In fact, their needs or interests perhaps do not coincide with the whole group. The challenge of the teacher is to satisfy their necessities as a group and as an individual learner.
- c) *The level of the students:* according to Dubin and Olshtain (1986), if children have a lower level the teacher has to teach the more common and neutral vocabulary.
- d) *availability and/or expediency:*" words may be learnt or taught because they are seen to be of special relevance to particular situations in which the learner finds himself, or might find himself" (Wallace 1988).This criterion is based on the real use of the language, it means that the items can appear in a language activity.

Different criteria can be employed to select the particular words to be taught. It is important to point out that every teaching situation is different, for this reason the different kinds of criteria that has been described above depend on the own teaching situation and the learners' needs.

2.4. Vocabulary learning strategies for children

Children have its own strategies when they learn new vocabulary in a second language. According to Schmitt (1997) children adopt four different strategies when they are learning new vocabulary: social, memory, cognitive and metacognitive. The social strategies involve learners using interaction with other people to facilitate their learning. Memory strategies consist of those approaches helping relate new materials to existing knowledge system. The cognitive strategies involve more direct manipulation of the learning material itself. Lastly, metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study.

From his point of view, vocabulary learning strategies may also divided into two groups: those related to the discovery of a new word's meaning and those used to consolidate a word once it has been encountered.

Vocabulary Learning Strategies	Discovery strategies	Determination strategies
		Social strategies
	Consolidation strategies	Social strategies
		Memory strategies
		Cognitive strategies
		Metacognitive strategies

Classification scheme proposed by Schmitt (1997)

Discovery strategies include several determination strategies and social strategies. It means that a learner can discover the meaning of new vocabulary through techniques such as guessing from context, guessing from an L1 cognate, using reference materials (mainly a dictionary), or asking the teacher or some classmate.

On the other hand, consolidation strategies refer to those involving making connections between the word that is going to be learned and some previously learned knowledge, by some form of imagery or grouping. This strategy is based on the combination of some strategies such as the social, the memorization, the cognitive and the metacognitive strategies.

Memorization strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning. This technique

involves a learner finding a L1 word which sounds like the target L2 word and creating an image combining the two concepts.

Cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. Some cognitive strategies involve taking notes in class, taping L2 labels onto their respective physical objects, or making a recording of word lists and studying by listening.

Metacognitive strategies are positive predictors of vocabulary size and general English proficiency. This strategy allows to train students to control and evaluate their own learning through various ways (using spaced word practice, continuing to study word over time, or self-testing).

Schmitt also highlights that the age of the children is an important factor to take into account when they are learning a second language because they change their strategies when they are getting older. Schmitt suggests introducing children to a range of strategies so that these are available for learners to choose from as suits their learning styles. It is clear that learners may not adopt strategies automatically, and thus some explicit training may be helpful.

Eventually, Schmitt points out the fact that even a native speaker only knows a portion of the huge amount of words in a language suggests that an efficient L2 learner is supposed to spend their time and efforts on those words which are more relevant and more useful.

2.5 Motivation of the children

After having dealt with vocabulary in depth we should give a short overview on the role of motivation in vocabulary learning. Motivation is defined by Madrid and Pérez (2001) as “an internal state of the individual influenced by certain needs or beliefs which generate favourable attitudes and interests towards a goal, as well as a desire which moves learners to attain it with dedication and continued effort because they like it and feel satisfied each time they obtain positive results.”

According to Skehan(1989) in an educational context, there are four different types of motivation. First of all, the learning and teaching activities, which are related to the student’s intrinsic motivation (which refers to doing something because it is interesting or enjoyable for them), the student’s interest to learn would generate motivation due to the types of tasks that are offered. The second is the learning outcome, the success or the failure is the basis of this factor. Good results act as a reward and reinforce or increase motivation, whereas failure decline the students’ expectations, sense of efficiency and motivation. The third is the internal motivation, this dimension is closely related to the first point because the motivation could be involved in the tasks that are offered to the children but at the same time the internal motivation is influenced of other motivating agents such as the importance of languages in present-day society, parental influence, friends etc. And the last factor is the extrinsic motivation, which is influenced by the external incentives (such as rewards or punishment) on the learners’ behaviour.

	Learning contexts	Learning outcomes
Outside individuals (extrinsic motivation)	-materials -teaching/learning tasks	-reward -success and failure
Inside individuals (intrinsic motivation)	-success and failure throughout the process	-goals

(Skehan 1989)

There are other authors such as Crookes and Schmidt (1985/1991) that are against Skehan’s model and hold another perspective which is less centred upon social factors and more focused on the classroom. In their perspective there are four levels of motivation. First of all, the microlevel that is closely tied to interest and to subject’s disposition, goals, intentions and expectations. The second is the classroom level (the methodology followed, the interaction between the teacher and the student, etc.). The third, the curricular level with the advent of the

communicative approach which has become essential to explore the learners' needs as a step prior to curricular. And the last one is the long term learning outside the classroom (learning context that happen outside the classroom as informal situations.)

Madrid and Pérez(2001) understand motivation as a process that integrates three phases: initial motivation, actional motivation and final motivation.

- a) Initial motivation: it is previous to any action and it is involved by the personal needs, experiences, beliefs, opinions and perceptions that the learners have. These personal factors generate some attitudes and interests towards the goal.
- b) Actional motivation: it has influence on the teaching-learning process and depends on initial motivation. The learners' states have changes depending on the type of the teaching-learning processes. If they are favourable, dedication, effort, constancy and persistence in attaining the goal the motivation will be increased. On the contrary, if they are negative and the learners do not reach the objectives their interests will disappear.
- c) Final motivation: it is presented when the learner has reached the goal to a greater or lesser extent. An emotional state, positive, indifferent or negative, starts at this point, satisfying or frustrating initial needs, beliefs and feelings, and at the same time, increasing, maintaining, or diminishing motivation.

In brief, Madrid and Pérez (2001) believe that there are too many factors that have effect on the motivation when children learn a new language such as the attention, effort, constancy, persistence, responsibility, among others. They say that it is very difficult to teach a second language in a learning environment if the learner does not have a desire to learn a language.

2.6. Different ways of teaching new vocabulary

When we refer to ways of teaching vocabulary, we usually mean the dichotomy between teacher centred and the student centred vocabulary learning. Teacher centred teaching is defined by Cicchelli (1983), Hancock, Bray and Nason (2003) as:

“the dominant person who establishes and enforces rules in the classroom; structures learning tasks and establishes the time and method for task completion; states, explains and models the lesson objectives and actively maintains student on-task involvement; responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; asks primarily direct, recall-recognition questions and few inferential questions; summarizes frequently during and at the conclusion of a lesson; and signals transitions between lesson points and topic areas”. It means that the teacher centred teaching is based upon a model of an active teacher who are involved in the learning of the students and their necessities.

According to López (1995) there are two different approaches in teacher centred teaching, the first one is based upon visual techniques and the second one focusses on verbal techniques. The visual approach implies different techniques that can be used to teach new vocabulary: Realia (objects that are real), pictures, photos, flashcards, slides, wallcharts, transparencies, mime, gestures, actions, facial expressions, etc. Whereas verbal techniques are other ways that can be used to present vocabulary such as giving examples, using illustrative situations, through definitions, with synonyms/opposites or by using scales for gradable items.

In learner centred learning, the teacher does not function as the primary source of knowledge in the classroom. Instead, the teacher is viewed as a facilitator or coach who assists students who have to build their own learning. Hancock, Bray and Nason (2003) describe learner-centered pedagogy as:

“teachers are helpers to students who establish and enforce their own rules; teachers respond to student work through neutral feedback and encourage students to provide alternative/additional responses, teachers ask mostly divergent questions and few recall questions, students are allowed to select the learning task and the manner and order in which it is completed, students are presented with examples of the content to be learned and are encouraged to identify the rule of behaviour embedded in the content. Students are encouraged to summarize and

review important lesson objectives throughout the lesson and the conclusion of the activity; students are encouraged to choose new activities in the session and select different topics for study, and students signal their readiness for transition to the next learning set.”

Moreover, López also states that the student-centred learning can take place in different ways such as allowing them to ask their partners, also by using a dictionary or through contextual guesswork.

2.7. Using a textbook in an EFL class

Another element which has an impact on vocabulary learning is the use of textbooks. The fact of using a textbook or not is a controversial topic that has produced intense and often heated debate among scholars and educators. Let us define what a textbook is; a good definition is provided by Ur (1996), she states that a textbook is "the principal basis for teachers to follow on a systematic manner to carry out teaching in a second language course".

According to López (2009) second language textbooks have a central role as a major pedagogical resource when teachers teach a new language. The reasons lie in the fact that they save time, provide a potential syllabus, provide multiple resources such as tapes, CD's, videos, self-study workbooks, etc., and at the same time they give ideas to the teacher. Cunningsworth (1984) points out that the most usual resource that teachers use in the schools to teach English language is the textbook. The majority of the teachers think that the textbook can be a useful learning tool for children and it can identify what should be taught or learned and the order in which it should be taught or learned (Cunningsworth 1984).

While Cunningsworth thinks that the textbook is a useful resource for the learning of a new language because it provides lots of different activities and at the same time resources to work on what the teacher is working, Yien (1996) says that the use of the textbooks force teachers to follow a certain structure which is based on the author's ideas, for this reason teachers may feel that the textbook is an external syllabus that has been "imposed on students without any regard for their individual needs". Yien also claims that (1996) all the students have different styles of learning and different needs, both on a personal level and a classroom level. If teachers follow the structures that the authors set out in the textbooks, they will be limited in their second language teaching creativity. Furthermore, he also points out that textbooks may not be interesting or relevant enough to motivate the pupils. The use of the textbook may reinforce poor attitudes in the class, high levels of anxiety, lack of effort in learning, because they turn learners off, it means that students get bored in the class if they are not provided interesting material. Cunningsworth also points out that textbooks offer a variety of exercises and games that pupils can do to learn and improve the second language. Apart from games, there are also listening activities, tales and different kind of texts.

Halliwell (1992) is clearly in favour of textbooks, she says that the textbook provides the teacher a wider range of material than an individual teacher may be able to collect, and it's a source of practical teaching ideas so that the teacher does not have to be the centre stage all the time. A textbook can also be a basis for homework if it is required and a clear programme which is sequenced in an ordered way. Moreover, she also points out that the textbook offers the learners a sense of purpose, progression, security, independent and autonomous learning and a reference for checking and revising. In addition to the use of the textbook Cortazzi and Jin (1999), argue that "the textbook can be a teacher, a map, a resource, a trainer, an authority and an ideology".

In spite of her favourable attitude towards textbooks, Halliwell says that the teacher is usually much better than a textbook at providing the spoken word, giving work depending on the children's reactions, setting up learning activities which encourage learners to talk and interact between them and using communication and pictures to review language.

All in all, Halliwell states as well as Brewster, Ellis and Girard (1992) that teachers need to take into account different important aspects (teachers' priorities, revision of key items, if it is clear sequenced or structured, if it has supplementary material, among others) when they choose a textbook. It is important to identify the potential strengths or weakness of any specific book before using it in the class.

2.8. Supplementary materials for teaching vocabulary to children

When we talk about the learning process, it is important to take into account that teachers have at their disposal many resources to achieve their aims; they may use different supporting aids and sources, which play an important role in attaining the objectives of the class if they are used appropriately. One of these very important sources is the use of supplementary materials, which has a great influence in making the learning process easier (Hermínia and Herrera 2012).

Tomlison (1998) considers that a supplementary material is “anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CDROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussion between learners”. Brewster, Ellis and Girard (1992) go further and define supplemental learning materials as “any and all non-textbook resources teachers and staff would use to facilitate student learning”. In brief, it could be anything that can increase the learning and the knowledge of the learners.

Bierner (1992) argues that the teacher should be aware that the textbook is not the only resource in the classroom. It can be used in the class but there are other materials that may be used in the second language learning and teaching. This author also points out that the final decision makers are the teachers and if they decide to use a textbook in the class, they need to be flexible and use the book in a creative way. Second, they need to supplement materials to promote motivation, which according to Brown (1994) is one of the key factors in learning. Cameron (2011) also says that teachers sometimes use textbooks to cover their teaching needs and textbooks do not always fulfil their syllabus at all.

Bierner claims that the first step to supplement the book and motivate the students is to understand how they learn. Then supplements may be designed to help the students learn better. We usually think that supplementary materials should be used in the class but we are wrong, Griffiths (2002) points out that besides the class textbooks can be supplemental materials inside and outside the classroom.

According to Spratt, et al (2005) supplementary materials try to cover the gaps that a textbook cannot cover and Herrera and Hermínia (2012) say that using supporting materials in an English language class makes it more interesting and motivating. However, selecting the correct material for each class and using it adequately is one of the most important features of a successful class.

In order to facilitate the use of supplementing materials, Balbi (1997) claims that it is indispensable that teachers select the correct material according to the pertinence (topic, objectives, language content), productive or receptive skills (listening, reading, writing and speaking), appropriateness (students' needs, age and level), and quality. According to this author learning a second language through different materials allow the teacher to work the four skills involved in a language: reading, listening, speaking and writing. Reading consists in understand and read a written text extracting the required information as efficiently as possible. Speaking consists in an interactive process of building meaning that involves producing, receiving and processing information. Listening only consists of receiving sound waves, there are three basic steps that involve this skill: "hearing, understanding and judging". And the writing skill consists in expressing or writing the knowledge or the feelings of the children in a piece of paper. Children develop vocabulary, grammar and spelling using the writing skill.

Cunningsworth (1984) mentions that there is a huge variety of supplementing learning materials to choose divided into visual material, audiovisual material and audio material:

- a) The visual materials are: flashcards that are a set of cards that are used to enhance student memory, maps which serves to describe where is located some place and provide students understanding of spatial relations, presentation software that are slides made on a computer, pictures, storybooks and others.
- b) Audio material are conformed by songs that are powerful resources of teaching English to improve the vocabulary, dialogues, to enhance their conversation skills, radio, record players, tape recorders, among others.
- c) Audiovisual material such as television, films, short clips. This allows the learners to see a situation as well as listen to the vocabulary.

The supplementary materials do not need to be limited to visual, audio or audiovisual materials; they can also include computer programs known as e-learning materials and games (Cunningsworth 1984).

The use of supplementary material in the classroom makes a huge difference in education. For years, it has been said that the teacher is the most powerful person in the classroom and sometimes success has even been measured by how much students learn. Nowadays, things have changed and a teacher's job is not only to use that power for teaching but also for taking advantage of every additional aid and use it wisely to achieve the objectives of the class (Herrera and Hermínia).

To sum up, for Herrera and Hermínia, supplementary materials are additional work which has some function or capacity to entertain or inform independently, and they are also separate from the bibliographic unit and frequently in a different medium.

2.8.1. E-learning Material to teach vocabulary

The access to the internet over the past years has opened new possibilities for learning and teaching a second language to children, one of these possibilities is the e-learning material. According to Bryn Holmes and John Gardner(2006), e-learning is an approach to teaching and learning, which is based on the use of electronic media and devices as tools to improve access to training, communication and interaction. E-learning was first called "Internet-Based training" then "Web-Based Training", after that it was called as its actual name: e-learning. Kiyomi and Chikako (2004) emphasize the need for complementing everyday words. They argue that everyday words are not sufficiently covered in textbooks, for this reason, should be taught using supplementary materials. Many researchers agree that picture dictionaries, dictionaries that represent the meaning of one thing through images, are vital resources for everyday words (Inoue, 1985; Shiina et al., 1988; Matsumura, 2004).

E-learning has been designed to integrate theories of learning, developmental psychology, information processing, second language acquisition, and EFL education to ensure the comprehension and long-term retention of target words. E-learning programmes suggest 3 steps in learning vocabulary. The first one is to present the target words; the second, to practice to construct and consolidate sound chains between pronunciation and its meaning; and the third step is to confirm if they understand the target words and they can use them (Kiyomi and Chikako).

According to Balbi (1997) children are attracted by media and new technologies and they quickly familiarize with them. The video for example is another technological resource that has been proved to be very effective with children; they are attracted by videos even if they are beyond their language levels. Balbi also points out that computers can be useful in language learning because they can practise grammar, vocabulary and at the same time they produce cooperation and autonomous work (children often share a computer in the class). Another motivating material for the author in which children can use the technological machine is the traditional correspondences between schools, children can send to each other emails, exchanges of video recorders, among others.

Barnawi(2008) argues that it was also shown that teachers consider the integration of internet in EFL classes useful because it helps them become innovative teachers, facilitates the teaching- learning process, and meets the class goals. Nevertheless, it was found that teachers do not use it in class because the size of the class is too big and they feel uncomfortable with the presence of the Internet in their classes.

Takefuta (1999) claims that teachers should take advantage of the possibilities of the web in computer assisted language learning, and the variety of exercises as well as original vocabulary teaching methods.

To finish, e-learning materials offer different ways of learning and teaching vocabulary. First, children can learn in an autonomous and cooperative way, they can work individually, in pairs or in groups. Second, the teacher can choose the most appropriate activity for children, therefore e-learning material is adapted to their rhymes of work. And third, it is possible to teach through different activities such as watching videos, playing games, making exercises, among others.

2.8.2. Storybooks as a resource for teaching vocabulary

Another vocabulary teaching method is the use of storybooks to teach and learn a second language. Ahern and García(2007) state that storybooks contrast in many ways with textbooks, since they are designed above all with the purpose of capturing children's interest and attention and being enjoyable for young students. The language used in the storybooks is a vehicle for communication, in this type of texts there is a selection of expressions or vocabulary that they often relates to a situation or sequence of events, rather than a "topic".

Storytelling has been promoted as an effective way to teach English language to non-native speakers because they provide comprehensible input and facilitates language acquisition (Hendrickson 1992). Although it is considered an effective way Shrum and Glisan (1994) and Ahern and Garcia point out that it is important for the teacher to bear in mind the students' personalities, learning styles and backgrounds because according to the two last authors, students "use a variety of learning styles approaches and ways of interacting when learning a new language". Ahern and Garcia also point out that there are other factors as the teachers' attitudes towards the methodology used, the specific materials being applied, both the teacher and the pupils' experience in using different materials, the specific techniques put into practice with the materials, and so on. In this sense, Pesola (1991) adds that storytelling improves the natural communication between students and allows them to experience authentic language input. This author describes storytelling in foreign language classrooms as one of the most powerful tools that can be used with the young learner.

The use of stories offers a whole imaginary world, created by language, in which children can enter and enjoy, learning new vocabulary. Stories allow the teachers to teach new vocabulary and at the same time to bring the world into the classroom. The teacher has to work from the story to make content accessible to learners and to construct activities that offer language learning opportunities. (Cameron 2001). Indeed, the playful and imaginative nature of storytelling activities creates a relaxed, nonthreatening environment in which children have the opportunity to use the foreign language. Ahern and García (2007) explain that children stories offer multisensory experiences (visual, aural and oral, at least) in which children are given opportunities for holistic learning (learning through different senses, not using the memorization).

To sum up, stories are an important source of vocabulary, intonation, grammatical structures and patterns in real context. Language in storybooks is not referential like in textbooks but representational and characters in storybooks think, talk, cry or shout just like in real life. Stories help children develop not only language and other areas of the curriculum, but they also help develop children's positive attitudes. In one word, using stories in class can provide opportunities for unconscious and indirect ways of effective language learning. (Cameron 2011).

2.8.3. Learning vocabulary through games

Games have an important role in teaching a foreign language, and they are defined by Gibbs (1978) as "activities carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives." According to Yolageldili and Arikan (2011) games facilitate language learning to young learners (between 5 and 12 years old), at these ages games are a natural part of young learners' lives for this reason games encourage students to use the language in a creative and communicative way. Both authors claim that teachers should use and see games as an important resource to learn a new language.

It is also important to consider that games are an important resource and they are not a time filler because they bring real-life situations and provide learners the chance of practice what they have learned in the second language. Moreover, McCallum (1980) believes that games focus the students' attention, they can serve as a review or reinforcement, encourage participation, and they can be adapted to the level and the age of the children, promote competition, provide feedback and allow the use of all language skills.

Apart from the enjoyment aspects that games offer in the second language learner, McCallum (1980) also emphasizes that properly teaching language games are one of the highest motivation material for children because they are based on competition, enjoyment and active involvement. Children are excited and encouraged when any sort of competition is involved because the question of who will win or lose remains unanswered until the game is over. Avedon (1971) insists that games increase motivation and stimulate students' interest in classroom activities. For this reason teacher should consider activities where students can experience success and those tasks may be crucial in boosting their motivation (Lightbown and Spada, 1999).

One of the stimulations when children play a game is the fact of working in small groups or pairs because games enable social interaction and young learners learn better when they interact with their classmates (Yolageldili and Arikan). For this reason Vigostsky (1999) is completely right when he says that "language is developed by children interacting with others, and children cannot develop it alone". Children need to develop language and learn best when they are in contact with their partners using a physical action, interaction, competition and participation.

In short, motivated learners have a better chance of learning vocabulary successfully; unmotivated ones will have a lesser chance of success. In order to enhance learners' learning of vocabulary, they need to be motivated to play a game or to complete a task (Moon, 2000). Therefore, learning new vocabulary through enjoyable and out of the ordinary ways may help the children to learn vocabulary. Accordingly, teachers should employ new vocabulary games that stimulate the students and make them to participate.

2.8.4. Learning vocabulary through songs

Creating an enjoyable learning is a challenge for teachers. According to Apsari (2012) one way of raising the student's interest is by using songs in the second language learning class, since the use of this material enables them to give more reaction in learning English. Furthermore, songs are one of the most effective ways in teaching vocabulary because they are useful for helping children with their pronunciation and at the same time songs can motivate a positive emotional approach to language learning (Harmer 2003). Apsari also points out that songs can also be used to provide activities and to review exercise and homework for classes and for independent learning.

Songs are flexible, and they can accommodate all learning styles, levels and student's background. In this sense, Gasser and Waldman (1979) claim that songs have authentic, informal language that is natural to the ear and offer valuable resources that develop students' abilities in listening, speaking, reading and writing in an easy way and without pressure. For instance, when children sing a song they make the activity in group for this reason Harmer says that children are not pressured about their mistakes because they can sing without being worried of making mistakes.

Ara (2009) believes that children pay attention and learn in a very natural way if they enjoy what they are doing in the class. Learning through music is easy for children because they can imitate and remember language than words which are just spoken. Moreover, songs have words and expressions of high frequency and offer repetition. Ara also claims that stress and intonation can be taught too. In her article, *the use of songs, rhymes and games in teaching English to Young Learners in Bangladesh* she explains one of the reasons of this teaching " Probably this is the reason why Carolyn Graham, a renowned author and teacher trainer at Harvard

University, designed Jazz Chants to teach the natural rhythm, stress and intonation patterns of conversational American English.

To finish, it is important to say that music has a variety of vocabulary that can easily be adjusted to the appropriate age or level of learning. When teachers choose a song and its lyrics it is important to begin with songs that students are familiar with so that the teacher can see where their students' interest lies and also to get their full attention. According to Ara, music has a wide range of resources apart from songs, students can learn new vocabulary through other materials such as chants, rhymes, or poems.

3. Hypothesis

Hypothesis1: more than 50 per cent of the schools will use textbooks to teach English.

Hypothesis 2: the fact of working with textbooks will make the teacher to take into account the textbook planning as the main criteria to teach new vocabulary.

Hypothesis 3: games will be the most widely used material/supplementing material in the class and the most widely used to teach vocabulary will be flashcards.

Hypothesis 4: Games will be the most motivating material for children.

Hypothesis 5: Storybooks will be the most effective material to teach vocabulary to younger children because stories are attractive and catch the attention and interest of learners. On the other hand, internet resources will be the most effective material for older children because they offer a great variety of attractive and different activities.

Hypothesis 6: Teachers will take into account children's opinion when they choose classroom materials.

4. Methodology

In this part of the project I will detail the methodology used in the whole study. Including participants, data collection and instruments used, procedure and final data analysis.

4.1. Participants

This study was based on the analysis of 112 schools of Barcelona, 56 state and private schools, but only 33 schools (7 are state assisted and 26 state schools) allowed me to analyse what supplementary materials/ materials they use to teach vocabulary. It means that 79 schools did not answer the questions. As it has been said, the study is made in different schools in the province of Barcelona, in particular in 4 schools from Anoia, 10 from Bages, 3 from Barcelonès, 2 from Maresme, 9 from Osona, 3 from Vallès Occidental and 2 from Vallès Oriental. In order to choose the schools I made a list with all the states and private schools¹ and I sent emails with a short text² in which I gave more details about my study and the reason why I needed their collaboration.

Graphic 1. Type of schools

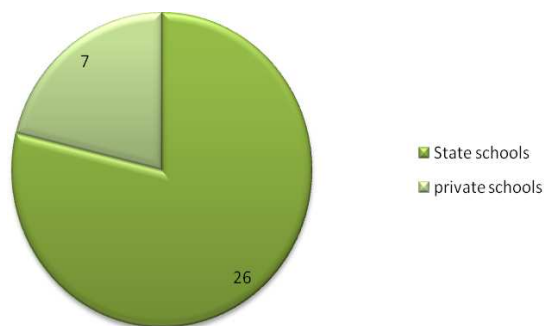


Table 1. Situation of the schools

Provinces of Barcelona	Number of Schools
Anoia	4
Bages	10
Barcelonès	3
Maresme	2
Osona	9
Vallès occidental	3
Vallès oriental	2

¹ Appendix 8.1: list of states and private schools of Barcelona and its regions

² Appendix 8.2: the survey

4.2. Data Collection instruments

In order to conduct this study two different methodologies have been used, the qualitative and the quantitative method. The first one method has been used because of the subjective teacher's analysis; all the teachers have answered their opinion in some open questions, whereas the second method consists of collecting data and analysing it. This last analysis has heavily relied on a statistical method.

The main instrument has been the questionnaire which was presented via e-mail to the participants. This instrument has provided the opportunity to make 11 questions ranging from general questions to specific ones. The questionnaire¹ offers three types of questions: open ended questions, closed ended questions and multiple response questions. There are 4 closed ended questions 6 open ended questions in which the answers are totally open. Moreover, there are 4 multiple response questions where the answers are written but more than one answer could be chosen. All in all, there are 11 questions but when we add the total of questions the result is 14 because of multiple sub-questions. The main feature of the questionnaire is the question and the fact of having different types of questions characterize it as a semi-structured questionnaire because as Cohen, Manion and Morrison (2007) point out the semi-structured questionnaire is a mixture of closed and open questions and enables to gather qualitative and quantitative information at the same time.

¹ Appendix 8.2: the survey

4.3. Procedure

The fact of analysing all the materials or the supplementary materials that are used to teach vocabulary in an English class meant to talk with teachers and to visit some schools and analyse and compare the materials. It was impossible to visit at least 7 or 8 schools in order to see the materials used in a class to teach vocabulary for this reason I decided to carry out my research differently. First of all I asked myself what I wanted to know about the topic and my first suggestions were to know:

- The earlier or later English language learning in the school.
- What materials the teacher used in the English class in general and in particular.
- What materials to teach new vocabulary were used what skills they work with each material.
- If they use the textbook or not.
- Which the most effective material was to teach vocabulary to younger (6-8 years old) and older children (9-11 years old).
- Which the best material was to teach vocabulary and if these materials changed if they were used in first, middle or upper cycle.
- The criteria used to teach new vocabulary.
- The most motivating material for children in general.
- If they took into account children's opinion when they select one specific material.

All my suggestions could be done in an interview but the best way to have a good data collection was using the questionnaire because my rate of schools could be wider and I could have a good contrast and comparison. If I used this data collection instrument it was not necessary to go to the schools because I could send the questionnaires via email to each school. For this reason I decided to make a list of schools in order to send the same amount of questionnaires to the state schools and private schools, my first intention was to send the questionnaire to some schools from Bages and Osona but then I decided that it could be more interesting to send it to some others from the province of Barcelona because they could give me interesting differences between them, therefore I chose Barcelonès, Vallès oriental and occidental, Maresme and Anoia. The way in which I chose the rest of the provinces was random.

Before having a list of the schools I collected the information I had in my mind and I wrote a list of questions, from this list I chose the most important ones and I organised them from the general to specific in order to get all the information in a coherent way. Once I had the questions about the teaching materials used by teachers, I decided to write some why questions to explore further the reasons for their choices. My intention was to know if all the English teachers had the same idea about teaching materials and their work.

When the questionnaire was finished I send it to 112 schools (56 state and private schools). At the beginning I thought that everybody would answer my questionnaire because it was not too long, my feeling was that at least I would have 100 answers. When I sent the email to all the schools, I made a presentation¹ of myself, the study and the research in order to inform them what the questionnaire was about and the use of their answers. Apart from that I gave them my emails and I asked if they could forward the answers to me before Saturday, April 27th,2013, they had 26 days to answer my questionnaire. My feelings were not real because I only received 33 questionnaires and it was not the same participation of schools because I had 7 answers from private schools and 26 answers from state schools it meant that I could not separate the state school from the private. From this moment onwards, I decided to have a general analysis without taking into account the type of schools.

Once I had all the answers I divided the information into two parts. First of all I collected all the quantitative information in order to have all the quantitative results² together and to simplify the analysis. The information was classified into 9 items:

- Schools and provinces
- Earlier or later English language lessons
- Textbooks
- Supplementary materials/materials used in the English lessons in general and skills.
- Supplementary materials/materials to teach vocabulary
- Ages and primary education cycles
- The criteria behind the choice of materials
- Motivation
- Children's decision in choosing materials

¹ See appendix 8.2:survey

² See appendix 8.3: quantitative results

As we can see in appendix 8.3 these topics have been collected in different tables. The qualitative collection analysis¹ has been summarized in two tables, the first table is called *children* which include all the teacher's opinions about the most effective materials for younger and older children and at the same why teachers consider the material chosen motivating. The other table is called *teachers* where we find the teacher's decisions in choosing the textbook, the criteria that is followed when they use a material and why children's opinion is important or not in the decision of what materials should be used in the class.

To sum up, this research project is based on the teacher's opinion, I believe that it is very important to check the educators' opinions and analyze methodologies from the teachers point of view, it is also important to point out that as a researcher I have been an outsider observer and I have not been included as a teacher in this study conclusions, therefore, are exclusively deduced from the questionnaires' answers.

¹ See appendix 8.4: qualitative analysis

4.4. Data analysis

This part of the project endeavours to present and analyse the results that have been collected through the questionnaires. The data analysis is organized in two parts, in the first part I will introduce a description of quantitative analysis of the results and in the second part I will introduce the qualitative analysis.

4.4.1. Description of quantitative analysis results

The questionnaire consisted of 11 questions, first of all teachers had to answer if children start learning English in pre-school education or in primary education.

Graphic 2. Earlier or later English Language lessons

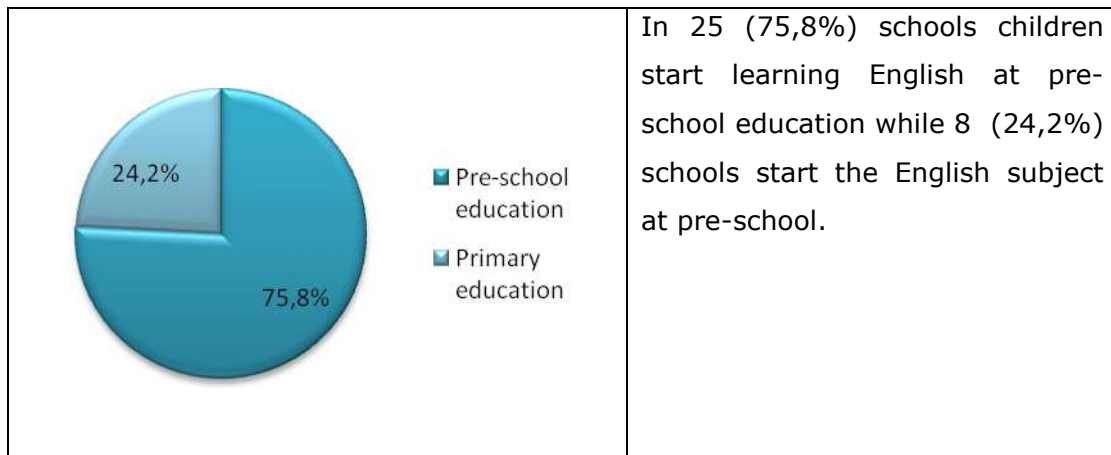


Table 4. Relation between provinces and the earlier or later English language lessons

Provinces of Barcelona	Pre-school education	Primary education
Anoia	4	0
Bages	8	2
Barcelonès	2	1
Maresme	1	1
Osona	8	1
Vallès occidental	2	1
Vallès oriental	1	1

Another issue is the textbook, another material used in the English class. The question's purpose was to know how many schools use the textbook to teach English and what type of textbook they use.

Graphic 3. The use of the textbooks in the class

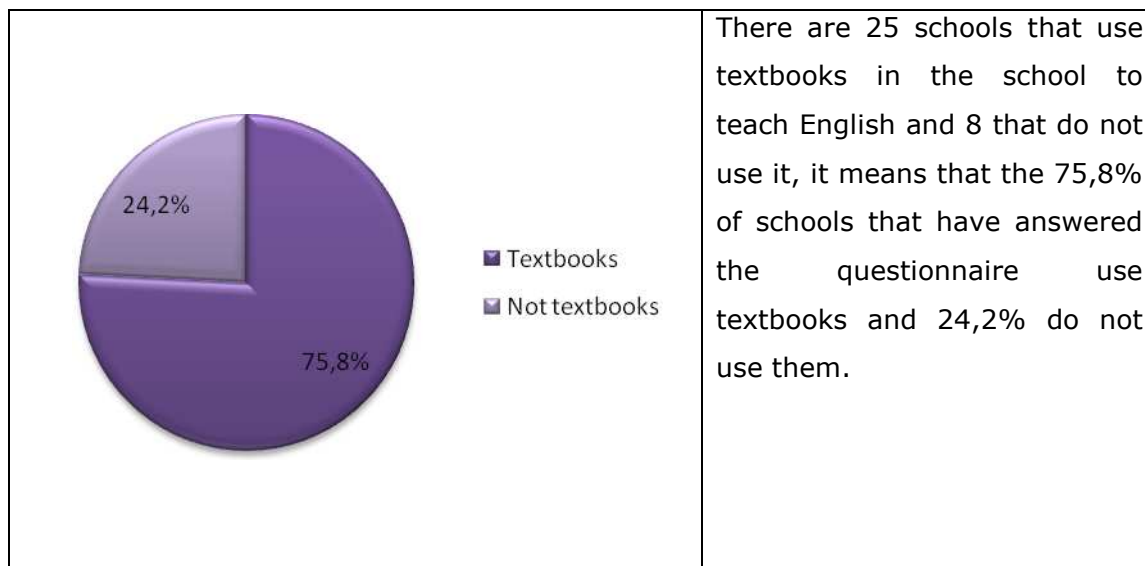
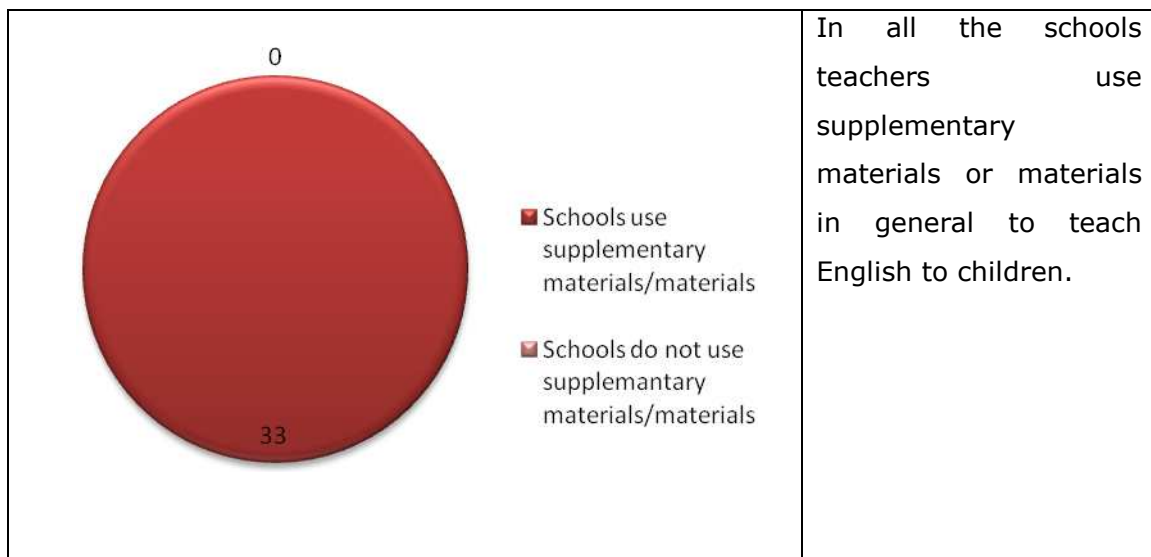


Table 5. Use and types of textbooks to teach English

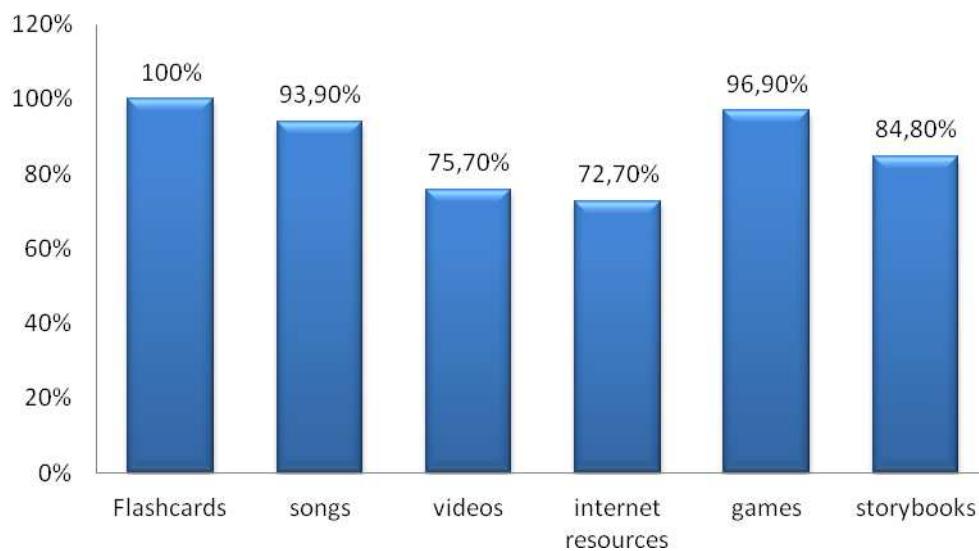
Textbooks	%	Textbook's name		Not textbooks	%	
25	75,8%	Bugs world	9	34,5%	8	24,2%
		Explorers(oxford)	2	7,7%		
		Surprise	7	26,9%		
		Beep	1	3,8%		
		Quest	1	3,8%		
		Cool kids	1	3,8%		
		cheeky monkey	1	3,8%		
		Find out	2	7,7%		
		Sparks	1	3,8%		
		Jelly Beans	1	3,8%		

The main topic of the questionnaire was about the supplementing materials or some other extra materials. When I refer to supplementary material I mean that teachers use the textbook and some materials to complement the class but when I talk about materials I mean that the teacher does not use a textbook, therefore he/she needs to use different materials in the class and as it is not necessary to supplement the textbook, the materials used cannot be called supplementary materials.

Graphic 4. Supplementary materials/materials used in the English class

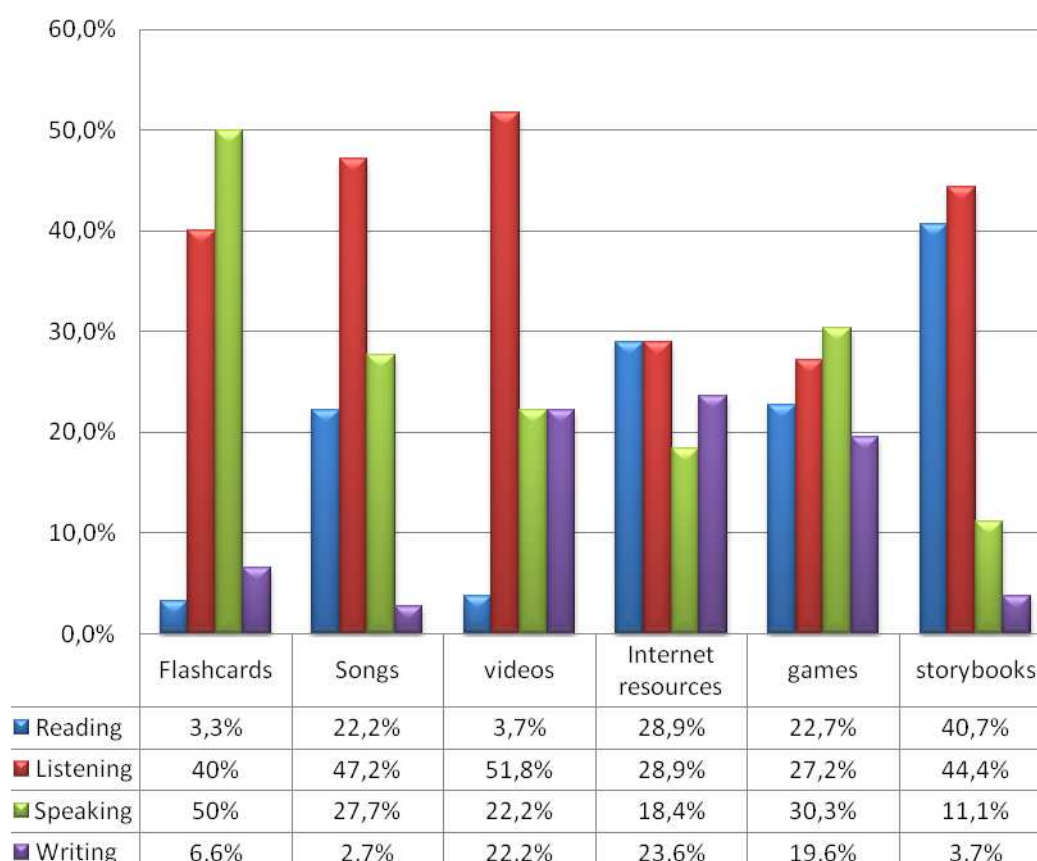


Graphic 5. Types of supplementary materials/materials used in the English class

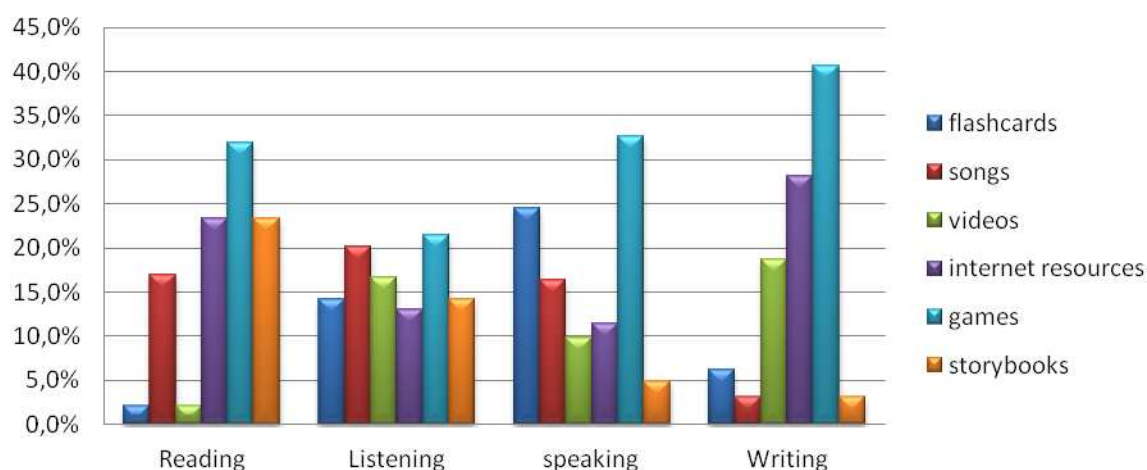


Apart from asking if they use materials or supplementary materials in the class and types I wanted to know what skill was associated with each material and at the same time which the most used material was in each skill. In other words, on one hand we have a result material by material (graphic 6) and on the other hand we have a result by language skills (graphic 7).

Graphic 6. Skills developed with each material



Graphic 7. The most used material in each skill

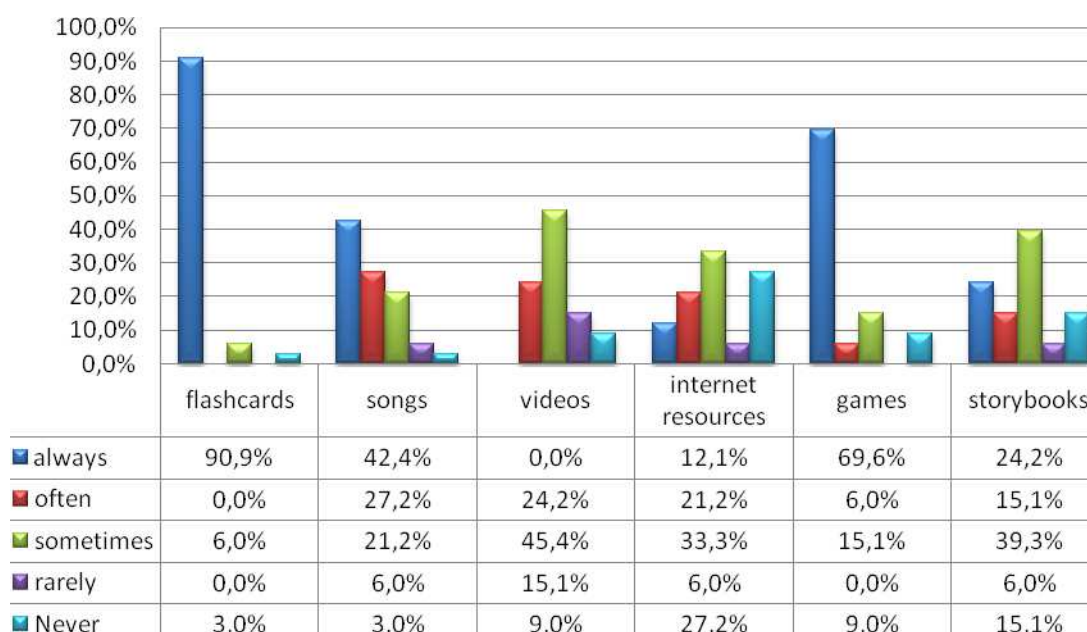


After this general knowledge on the use of materials in the English class, I wanted to know the specific use of them in teaching vocabulary. For this reason I asked for the frequency of the material's use when they teach vocabulary. Teachers had to answer if they used the materials always, usually, sometimes or rarely. For each material there was a scale that help them to decide how often they were used:

- *Always*: the material is used in all the sessions
- *Usually*: the material is used more than four times per month
- *Sometimes*: the material is used less than four times per month
- *Rarely*: the material cannot be used in a month but it is used in some occasions.

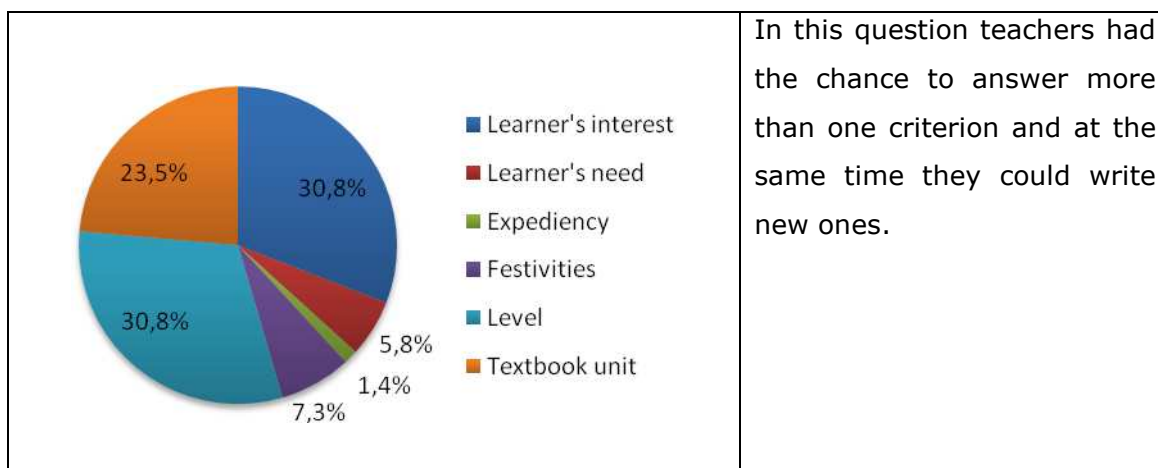
Apart from these four adverbs, once I was analysing all the questionnaires I added another one which was never. I considered that if they did not answer any adverb it meant that they never used the material.

Graphic 8. Frequency of materials used to teach vocabulary



Another important issue that I considered important was the criteria that teachers take into account when they teach new vocabulary.

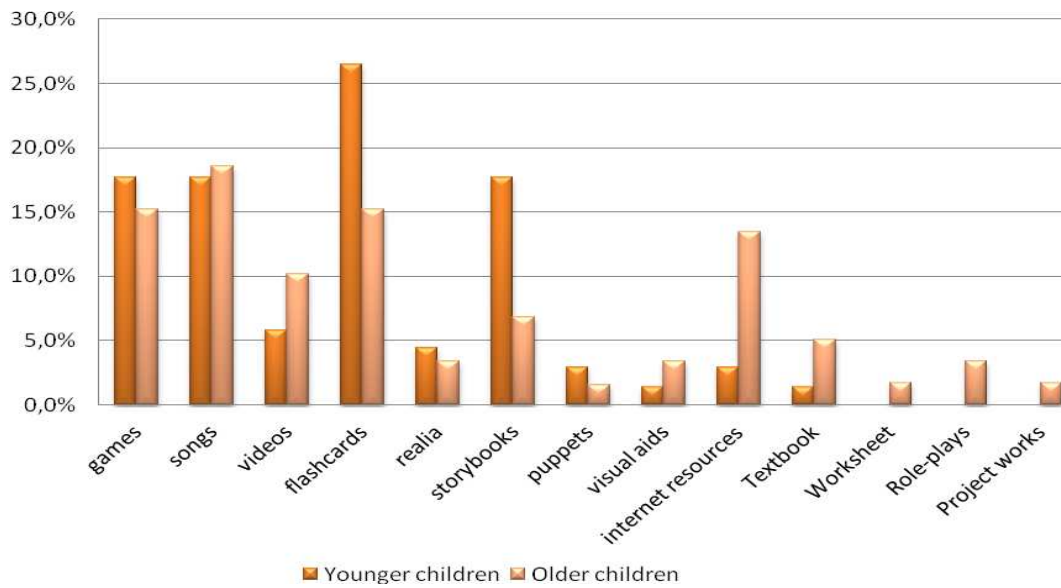
Graphic 9. Criteria chosen when the teacher teaches new vocabulary



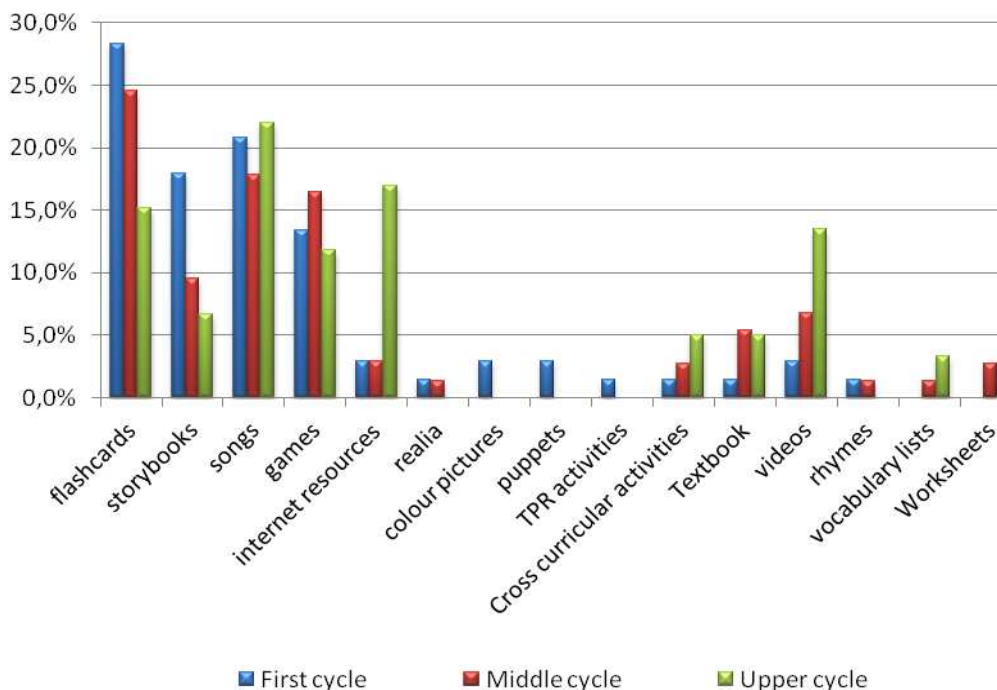
In this question teachers had the chance to answer more than one criterion and at the same time they could write new ones.

Once I knew which materials or supplementary materials they used to teach vocabulary it was important to think about the most effective material, for this reason I decided to ask about the best material to teach vocabulary to younger (6-8 years old) and older children (9-11 years old) but at the same time I asked for the best material to teach vocabulary in all the primary cycles.

Graphic 10. The most effective material or supplementary material to teach vocabulary to younger (6-8 years old) and older children (9-11 years old)

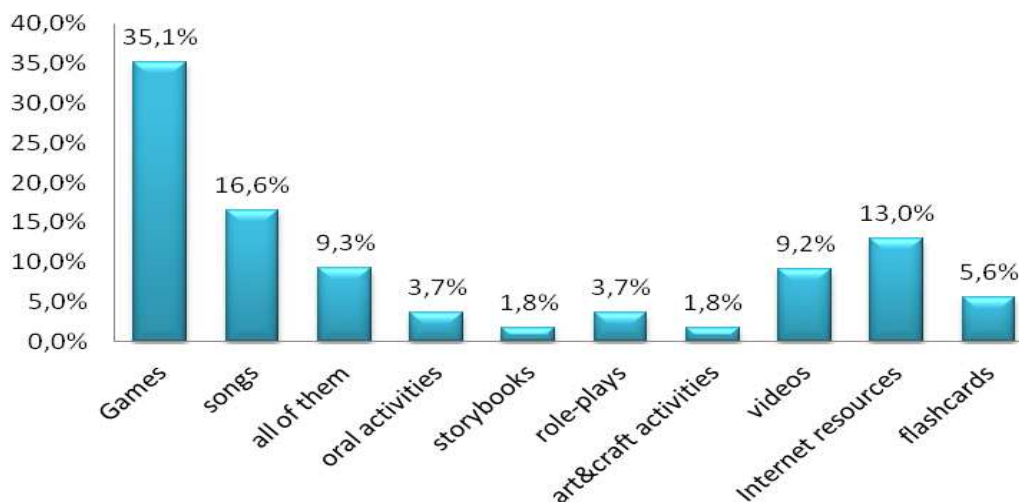


Graphic 11. The best material or supplementary material to teach vocabulary in primary education



As we can see in these two last graphics (graphic 9 and 10) there are more materials than in the other questions. The reason of this wide range of materials is that teachers could write their best materials and there were not answers given in the questionnaire. Teachers were also asked to pick the most motivating one:

Graphic 12. The most motivating material or supplementary material for children



Finally, the last question was about the learners' opinions. As learners have an important role in their own learning process I wanted to know if all the teachers considered their opinion when selecting materials.

Graphic 13. Children's decision in selecting material

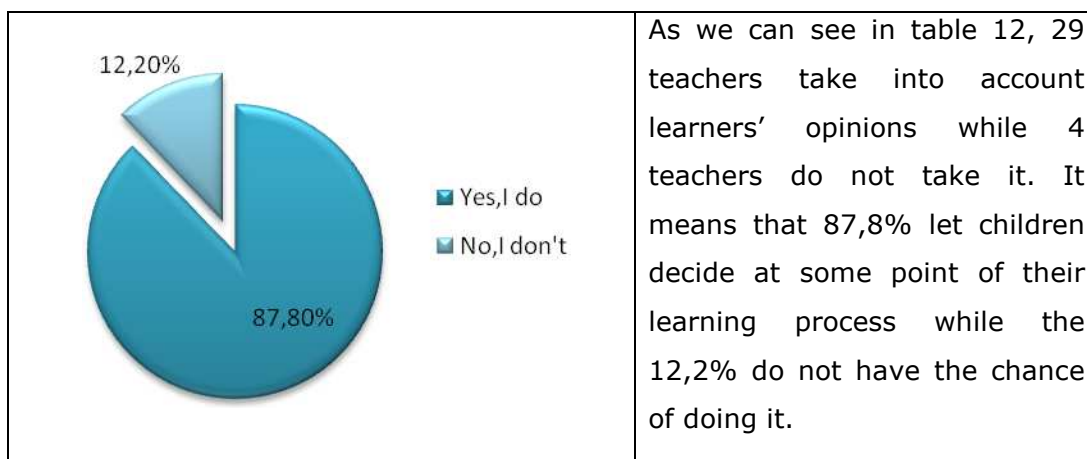


Table 13. Children's decision in selecting materials

Teachers take into account children's opinion	%	Teachers don't take into account children's opinion	&
29	87,8%	4	12,2%

4.4.2. Description of qualitative analysis results

In this study there is also an analysis of the qualitative results which includes the subjective opinion of the teacher. As I said before, there were 6 open questions in which teachers had to answer their opinions or some real facts that happen in their teaching process.

This analysis has been divided into two parts; the first part is based on three main aspects related to children and materials or supplementary materials due to the type of the questions: the most effective material to teach vocabulary to younger (6-8 years old) and older children (9-11 years old) and the most motivating material for children. All these factors have a summarized and general explanation of the answers given by all the teachers that could be seen in appendix 8.4.

The second part of this analysis is addressed to teachers because the types of the questions have some relation between them: why the textbook was chosen, what criteria were followed when teachers teach vocabulary and why they have or not into account children's opinion when they are going to use a material. This information has also been collected in a summarized and general way in order to have the most important and relevant idea. The categories have been divided into: textbook choice, criteria and children's opinion in selecting material.

- **Qualitative analysis about the effectiveness of implementing different materials with younger and older children and their motivation:**

Games	<ul style="list-style-type: none">• <u>Younger children</u>: games are easy, enjoyable and funny for them; they are playing while they are learning vocabulary without being aware of it. Games provide different kind of activities and allow the teacher to work different skills, in particular the listening skill.• <u>Older children</u>: they love playing even when they are older; they are also interested in the different types of activities that this material offers them. They also learn new vocabulary without being conscious of it.• <u>Motivation</u>: games are motivating because children can play and enjoy what they are doing, this resource allows active movement and favours active participation. It is a useful way to learn for all ages, even for the adults, students of all ages are usually motivated and eager to play them. Games also create a sphere where mistakes are allowed and pupils do not feel guilty. It is a
-------	---

	good resource because students can play them autonomously and they are challenged.
--	--

Songs	<ul style="list-style-type: none"> • <u>Younger children</u>: they are attractive, funny and enjoyable for children as they are motivated for learning. Children unconsciously acquire the information, learn quickly and easily the new vocabulary because they involve movement and gestures that help children to understand better the meaning of words. It is also a helpful tool for learning because of the rhythm; it is basic to help to memorize vocabulary. Listening skills can be emphasized by using songs • <u>Older children</u>: songs are motivating because they can choose the song and sometimes their decisions are very important in the class and in their learning. They can learn authentic vocabulary with ease and practise it without being afraid or worried about the mistakes. Apart from that, rhythm is also important in their memorization in order to learn new words. • <u>Motivation</u>: music involves their feelings and their mood; they like singing and understand what they are singing. Class routines are changed when they use songs. It means that they have fun because it is something they don't really do in class as often as they would like to. It is also important because they learn in an informal way (they learn new expressions) and they can actively participate in their own language learning process. Songs make memorisation easier.
-------	---

Storybooks	<ul style="list-style-type: none"> • <u>Younger children</u>: they are very attractive to children since they subconsciously learn new vocabulary. It is a good visual support that allows the teacher to improve children's pronunciation, emphasize on listening skills and make different activities involving prediction, imagination and anticipation. Storybooks also contain repetition, images, vocabulary in context and they can be performed, so they are adaptable to the group needs. They also allow to introduce the child to cultures and customs from other countries. In general, storybooks have different benefits and children should learn vocabulary in a real and meaningful way in order to interiorise it.
------------	---

	<ul style="list-style-type: none"> • <u>Older children</u>: younger children activities can be adapted for the older ones and they imply the same benefits as explained above. • <u>Motivation</u>: they enjoy listening and working storybooks if they are read and told properly.
--	---

Videos	<ul style="list-style-type: none"> • <u>Younger children</u>: children are attracted to videos. They allow them to get a good pronunciation and a good listening comprehension. They love and enjoy listening and watching them. • <u>Older children</u>: they learn the vocabulary easily because they are interested in these kinds of activities. They need visual and audiovisual support in order to develop oral comprehension and practise native English. • <u>Motivation</u>: It is something they don't really do in class as often as they would like to and when they watch a video they get hypnotized.
--------	---

Internet resources	<ul style="list-style-type: none"> • <u>Younger and older children</u>: ICT material is an easy resource to use in the class, it offers multiple choices of activities which can be implemented in groups or individually. Apart from that, using internet resources children can practise pronunciation and practice vocabulary. • <u>Motivation</u>: children can choose what they want to learn and make, it is a resource that offers lots of different activities. For the older ones, computers and technology are motivating (they learn and play at the same time).
--------------------	---

Flashcards	<ul style="list-style-type: none"> • <u>Younger children</u>: they are attractive to children, so they learn new vocabulary quickly. This material is manipulative and at the same time it offers visual aids that facilitate them memorization, comprehension and improve retention of information. They learn having fun because flashcards offer different activities and emphasize listening skills. Apart from that, it is a material that can be reproduced fast and easily. • <u>Older children</u>: they can learn vocabulary in different ways and can practise vocabulary through memorization and repetition.
------------	--

	<p>They offer different benefits: TPR activities, and children can draw their own flashcards.</p> <ul style="list-style-type: none"> • <u>Motivation</u>: children pay more attention to coloured and big objects, therefore, visual support is a good motivation for all of them when you present vocabulary. Flashcards involve games that are motivating for children.
--	--

Realia	<ul style="list-style-type: none"> • <u>Younger and older children</u>: it is an attractive visual support in which listening skills can be emphasized, so children learn new vocabulary subconsciously. Children can associate the word with the real object, therefore, realia stimulates the mind and involves all the senses. Young children are the target group for this kind of visual materials.
--------	---

Cartoons and puppets	<ul style="list-style-type: none"> • <u>Younger children</u>: they are an attractive material that facilitates the acquisition of new vocabulary in a formal and informal way. Gestures help children to comprehend better and both materials can emphasize listening skills.
----------------------	--

Role-plays	<ul style="list-style-type: none"> • <u>Older children</u>: the fact of working in groups make them enjoys all the activities because they are starting to get closer to their classmates.
------------	---

Project works	<ul style="list-style-type: none"> • <u>Older children</u>: they can learn from one to the other. When they are older, they usually have a better language level and they need to interact with their peers in order to learn extended contents.
---------------	---

Worksheets	<ul style="list-style-type: none"> • <u>Older children</u>: all the skills can be practised and all kind of activities can be prepared.
------------	--

Textbooks	<ul style="list-style-type: none"> • <u>Older children</u>: textbook offers a good guide for the teacher. The perfect textbook does not exist but nowadays there are very good English books. It should be used with older ones because they do
-----------	--

	not need so much visual support.
--	----------------------------------

Art& craft activities	<ul style="list-style-type: none"> • <u>Motivation</u>: Children can practise useful vocabulary while they work in a different way. They can develop other abilities as their imagination and creativity while they are learning a second language.
-----------------------	--

Oral activities	<ul style="list-style-type: none"> • <u>Motivation</u>: they can practise all their learning without being afraid or worried about mistakes. It is an important resource because they can see English as a way of communication and expression.
-----------------	--

All of them	<ul style="list-style-type: none"> • <u>Motivation</u>: all of them can be motivating because if the teacher uses all these resources effectively, students will be more motivated and curious to keep learning the language. Variety is the key to keep children engaged in the learning.
-------------	---

• **Qualitative analysis about teacher's work:**

Teacher's decision in choosing the textbook	<p>There are three reasons:</p> <ul style="list-style-type: none"> • It has a lot of extra material • It is compulsory to use a textbook in the school. • It is chosen to adapt the methodology to new education models such as CLIL
---	---

Criteria that is followed when they teach new vocabulary	Other type of criteria is the daily vocabulary and the practical ways in which students have the chance to improve their vocabulary.
--	--

Children's opinion in the decision of selecting or using materials in the class	On the one hand we need to take into account the pupils' needs and interests because they will be more willing to learn. On the other hand the decision should be taken by the teacher because children are not able to choose the correct material at the correct moment.
---	--

5. Results

In this study I have analyzed the use of the supplementing material or materials in the EFL class and the reasons why they are being used but before addressing that issue I would like to make a short comment on some general aspects of English organization at school. This study has demonstrated that 75,8% of schools start English at pre-school education, it means that children start their second language learning when they are 3 or 4 years old. I wanted to compare this data between the different provinces that participated in the study but it was not feasible because of the lack of responses from one province. If the amount of questionnaires had been wider I would have compared the differences between the provinces and their introduction of English lessons.

Another factor that has been analysed in the study is the use of a textbook to teach English. Most schools (75,8%) use a textbook to teach English to children, 34,5% of these schools use the same course book called *Bugs world* followed by *Surprise* (26,9%). According to the teachers, the decision of choosing a textbook is in general due to three main reasons:

- The extra material that is offered (all the textbooks provide different activities, lots of resources such as songs , online games, interesting methods, good testing methods, good syllabuses, balanced skills practice etc).
- The school tradition. Sometimes it is compulsory for teachers to use it in the English class but a number of teachers do not seem to have a voice on that matter.
- The methodology that they use to teach English, for example the fact of using CLIL (content and language integrated learning) which consists of learning English through other subjects such as science, history, geography, among others, requires the use of a specific textbook.

When teachers use a textbook in the class they do not spend all their teaching time using it, all the schools have supplementary materials or materials to teach English. It means that teachers who use the textbook employ supplementary materials whereas teachers do not use them, employ different types of materials to teach English. In general, according to the teachers the materials or supplementary materials that are used in the English class are:

- Flashcards
- Songs
- Videos
- Internet resources
- Games
- Storybooks
- Puppets
- Power point presentations
- Karaoke
- Theatre
- Art & craft activities
- Cooperative projects
- Extra activities taken from other books
- Worksheets
- Posters
- Realia

The most frequently used material is the flashcard which is used by all the schools (100%), and the less used resource is internet (72,7%) but there is not too much difference between the use of each material in the schools because all of them are used by the vast majority of schools: games 96,9%, songs 93,9%, storybooks 84,8% and videos 75,7%.

Each material has its own use; every teacher implements resources with one specific purpose and for this reason all the material that is used in the class covers a productive (writing and speaking) or receptive skill (reading and listening). In this way, it is important to say that when they use flashcards and games the most frequently used skill is speaking, when they use storybooks, songs and videos, the most frequently used skill is listening and with internet resources the most commonly used skills are the receptive ones (listening and reading). If we analyse skill by skill we can see that games are the most frequently used supplementary material in all the skills.

Grammar, pronunciation, vocabulary and others, are learned in different ways depending on the teacher, but the materials also differ. The materials that are most frequently used to teach vocabulary are:

- Flashcards
- Songs
- Videos
- Internet resources
- Games
- Storybooks
- Karaoke
- Puppets
- Realia
- Worksheets
- Word search
- Crosswords
- TPR activities
- Role-plays

The use of the materials depends on the planning of the teacher, because they could be used in all the classes or only in some of them. In general, flashcards (90,9%), songs (42,4%) and games (69,6%) are always used to teach vocabulary, it means that they are used in all the sessions; videos (45,5%), internet resources (33,3%) and storybooks (39,3%) are sometimes used, it means that they implement these materials less than four times per month. It is important to say that in some schools internet resources (27,2%) and storybooks (15,1%) are never used to teach vocabulary.

Another important point to take into account when the teacher uses materials or supplementary materials is the effectiveness that they have and why. It is also interesting to bear in mind that all learners in a school are different in terms of age. For this reason, according to the teachers the most effective materials change when they are used with younger or older learners. The most effective material with younger children (6-8 years old) is the flashcard (26,5%) because it is considered by teachers a manipulative material and a visual aid that helps children to memorize and comprehend in an easy way the vocabulary that is being taught. Using flashcards children have fun because they offer a huge variety of activities and they can also emphasize on listening skills. Moreover, it is a material that can be reproduced fast and easily.

Apart from flashcards, there are three others materials that are considered effective such as games, songs and storybooks (17,7%). If we compare the effectiveness of these materials, they have in common the following features: children motivation and interest, emphasis on listening skills, and adaptability.

As I have said, the age is a factor that determines the effectiveness of the material, for this reason the most effective materials vary with age. For older learners (9-11 years old) the most effective materials are:

- Games
- Songs
- Videos
- Flashcards
- Realia
- Storybooks
- Puppets
- Visual aids
- Internet resources
- Worksheets
- Role-plays
- Project works
- Textbook

In spite of this long list, the most effective material is now the song (18,6%). Songs are considered a good resource because, according to teachers, they are learned with ease and children can learn real vocabulary and interesting expressions. It is also important the fact of having the freedom of choosing the song they want to listen to because children's decisions are very important at this stage. Apart from that, songs involve rhythm and are considered a key factor in memorization. Teachers say that their learners acquire an important amount of words using songs. After songs, the most effective materials are games and flashcards (15,2%). Games are considered an easy way to learn new vocabulary, they are funny and flexible, whereas flashcards are still important because children can draw their own vocabulary learning and they act as a visual aid that helps them to memorize.

To me, there is a difference between the most effective and the best material to teach vocabulary. I think that it is different because the effectiveness is just based on children's use and work whereas the best material is based on children and teacher's work. For this reason it could be important to compare the effectiveness of materials in younger and older children and the best materials in first, middle and upper cycle. In initial and middle cycle the best material for teachers are flashcards while in upper cycle are songs. The difference between initial, middle and upper cycle is the type and the amount of materials. In first cycle there are more materials to teach vocabulary than in the other cycles. In middle cycle TPR activities, puppets and colour pictures are not used so often and teachers add worksheets and vocabulary lists instead. In upper cycle there are 9 essential materials which are the best to teach vocabulary:

- Storybooks
- Songs
- Flashcards
- Games
- Internet resources,
- Cross curricular activities
- Videos
- Vocabulary lists
- Textbook.

The role of the teacher is very important when using materials because he/she decides the criteria to learn a specific type of vocabulary. The most followed criterion to teach vocabulary is the level of the children and the learner's interests (30,8%) but there are some other important criteria such as: learner's need (5,8%), expediency (1,4%), festivities (7,3%) and the textbook unit (23,5%). Apart from those, some teachers have emphasized the importance of daily

vocabulary, in other words, the most frequent vocabulary in children's real lives (days of the week, family, etc.).

When children learn a second language their motivation is important. It is obvious that if they are not motivated, learning a language will not be relevant to them. This is why teachers should take into account which supplementary materials or materials in general are regarded as motivating or engaging for children. According to teachers, the most motivating material is the game (35,1%) because children can play and enjoy what they are doing. Children get involved in games because they allow movement and active participation and at the same time they feel eager because games offer challenges. Apart from that, games also create a place where mistakes are allowed without feeling bad. Games are the most motivating material followed by songs (16,6%) and internet resources (13,0%).

Finally, it is important to say that when I asked for the most motivating material some teachers (9,3%) answered that all the materials were motivating because the job of the teacher consists of adapting all the resources or materials in order to make them motivating for children. In this sense, teachers pointed out two aspects that influenced motivation: variety and meaningfulness.

The opinion of children is also a factor that interests some teachers in their second teaching classes. 87,8% of teachers bear in mind their children's opinion when they have to select a material to teach English because they believe that learners' interests and needs are essential in their learning process. Moreover, children set the pace of the class and if they choose the materials they will be encouraged to participate actively. Another reason given by teachers is the fact that taking decisions is a skilled to be developed across the curriculum. On the other hand, 12,2 % of teachers think the opposite way. They favour the teachers' decision as the responsible adult who knows what to use to promote learning. They state that a class works better if the teacher chooses the material, although children can occasionally participate in those decisions.

6. Conclusions

In this part of the project I would like to conclude by contrasting my hypotheses about EFL class used materials and the real study. Apart from that at the end of this analysis, there will be some personal conclusions about the topic and my research project.

The first hypothesis I formulated was:

- *More than 50 per cent of the schools would use textbooks to teach English*

And my hypothesis was corroborated because 75,8% of schools actually rely on the textbook to teach English because they can provide lots of activities. The same idea is stated by Cunningsworth (1984) who thinks that the textbook is a useful resource for the learning of a new language because it provides lots of different activities and at the same time extra resources to reinforce the structures. Apart from that, I can say that some schools consider the textbook as a useful material to teach vocabulary to both younger and older children. As I said above, my hypothesis comes from my experience, I went to four different teaching placement schools and the use of a textbook to teach the second language seemed to be quite widespread.

The fact of using a textbook in the class made me think about the criteria that teachers followed to teach vocabulary, so my second hypothesis was that:

- *The fact of working with textbooks would make the teacher take into account the textbook planning as the main criteria to select new vocabulary*

My hypothesis could not be corroborated because the main criteria that teachers took into account when they taught new vocabulary was learner's interest and the level of pupils. The textbook planning criteria is only used by not too many schools (23,5%). This result proves that textbooks are not considered the most effective and useful tool when it comes to organizing vocabulary teaching. Teachers seem to take more into account the children's interests and needs. This idea is also supported by Yien (1996) who says that the textbook may be too rigid since it imposes one type of teaching without any regard for individual needs or differences in learning styles. Another important conclusion would be that if teachers do not use the textbook for everything it means that they tend to be creative to make English lessons different and motivating. All in all, teachers know that the textbook is not the only one resource in the class and that it should be combined with other materials to enhance motivation. Bierner (1992) claims the same when he argues

that teachers should be aware that the textbook is not the only resource in the classroom and that it should be complemented according to the class needs.

My third hypothesis was that:

- *Games would be the most widely used material/supplementing material in the class and the most widely used to teach vocabulary would be flashcards.*

After the analysis I could see that the most widely used materials in both teachings were flashcards, so my hypothesis could not be corroborated. Anyhow, my hypothesis is true when I said in my fourth hypothesis that:

- *Games would be the most motivating material for children.*

I think that if games are considered the most motivating resource for children they should be used more frequently than other materials. Games offer different kind of features such as challenges, movement, active participation, interaction etc. and that make children feel motivated in their learning process. This idea is also fully supported by Moon(2000) who says that children need to use games in order to be motivated and enhance their vocabulary learning.

My fifth hypothesis was that:

- *Storybooks would be the most effective material to teach vocabulary to younger children because stories would be attractive and catch the attention and interest of learners. On the other hand, internet resources would be the most effective material for older children because they would offer a great variety of attractive and different activities.*

As it is stated in the results, my hypothesis was not true because teachers do not consider storybooks as the most effective material to teach vocabulary to younger children(6-8 years old), but flashcards. Teachers consider storybooks attractive for children but it does not mean that they use them as an extremely effective way to teach new words and structures. On the other hand, the survey showed that the most effective material to teach vocabulary to older children (9-11 years old) was songs. According to the teachers, songs help children to learn all type of vocabulary with ease because they offer repetition and at the same time the music's rhythm helps children's memorization. Gasser and Waldman(1979) also support this idea when they say that songs have authentic, informal language that is natural to the ear and offer valuable resources that develop students' abilities in all the skills. Apart from that some teachers say that by using songs the vocabulary can be learned and practised without being afraid or worried about the mistakes and this is

also claimed by Harmer(2003) when he says that children are not pressured about their mistakes because they can sing without being worried of making mistakes.

The fact of having two different ages to check effectiveness in supplementary materials or materials stem from the thought that children do not act and learn in the same way at those age ranges. This idea is also claimed by Cameron (2001) and Schmitt (1997) who say that depending on the age of the children the learning of a word is different and their strategies change when they are getting older.

The last hypothesis was that:

- *Teachers would take into account children's opinion when they choose classroom materials*

My hypothesis was totally true because 87,8% of teachers try to bear in mind the children's decisions. I think that taking into account the children's opinion could be a good process both for the teacher and the learner. When I was a child I do not recall having had the chance to choose the material I wanted to work with, since not too many materials were available at that time. After analysing the results I could see that most of the teachers are based on the learner centred learning in which the active participation is made by the student. The teachers had in their mind the children's needs and interests, As Hancock, Bray and Nason(2003) state: "teachers are helpers to students who establish and enforce their own rules,(...), students are allowed to select the learning task and the manner and order in which it is completed, etc."

In my opinion if teachers offer some freedom to children, their motivation will boost because they will feel important and at the same time they will do those things that really interest them. Thus, motivation does not only depend on children, but also on teachers because there are some teachers' decisions that affect children. This opinion is also given by Skehan (1979) who says that motivation is influenced by other motivating agents and external incentives.

In general, flashcards have been the most widely used and effective material to teach vocabulary. In my opinion according to the answers given by teachers, I think that flashcards have an important role in the English sessions because apart from offering a different variety of activities to teachers, they involve a lot of oral skills (speaking and listening) which are essential for children to communicate.

When I noticed that internet resources were not the most effective material with older learners I was shocked because I had thought before doing the research that

we live in a digital society in which technologies (ICT) have an important impact both on our society and on our schools, for this reason, I thought that internet resources would have more importance in the study. Most of the schools in the survey have interactive whiteboards and easy access to internet or to computers but they are not regarded as a crucial part of the students' learning.

Apart from this, it is important to briefly mention those teachers who think that all the materials can be motivating for children. Sincerely, before doing this research project I had never thought about this possibility but now I think that this is correct because, if teachers believe in what they are doing, the learners will share that motivation and curiosity to learn and improve their language skills.

As for supplementing materials or materials, I should say they are used in the class as a constant support for the teacher and this support can allow the teacher to develop all the skills of the language (reading, listening, writing and speaking). I think that the use of materials in the class opens the door to a more interesting and engaging way of learning. Herrera and Hermínia (2012) support the idea by saying that the use of materials in an English language class makes it more interesting and motivating. Apart from that, I also want to add that before doing the research project I thought that not too many resources were used in the lessons when teachers used textbooks, but I should say that the results shocked me because as it has been proved, textbooks offer a wide range of well-planned resources.

After doing this study, I have come to the conclusion that there are very few differences between textbooks and supplementary materials. The only one difference for me could be that textbooks tend to be less attractive than supplementary materials, even so I think that if teachers know how they students learn better and they adapt the activities, both textbooks and supplementary materials could be used in the class.

Before concluding this research project it is important to clarify that the term supplementary material refers to those classrooms where a textbook is being used. Teachers who do not rely on textbooks use materials but not supplementary materials.

In short, this research project has showed the most frequent use, effectiveness, motivation, etc. of materials or supplementary materials in the English lessons. More research should be conducted to analyse the children's opinion on motivation and materials and compare both points of view to adjust the resources to the

students' needs. I also understand that the sample is quite limited and it should be enlarged to be considered as valid from the methodological perspective.

In conclusion, this research project has helped me a lot as a future teacher. I have learned some important aspects about using materials or supplementary materials in the class and how to implement them to younger and older children. I have also checked some of my future colleagues perceptions on textbook and materials and their answers have given me a better picture of the reality of EFL teaching in Primary Education.

7. Bibliography

Books:

- Brewster, J. Ellis, G. Girard, D. (1992). *The Primary English Teachers' Guide*. London: Penguin Books.
- Cohen, L. Manion, L. Morrison, K. (2007). *Research method in Education*. New York: Taylor & Francis e-library.
- Doyé, P. Hurrell, A. (1997). *Foreign language education in primary schools. Resources*. Germany: Council of Europe press.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press: United Kingdom.
- Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. Heinemann Educational Books: London.
- Halliwell, S. (1992). *Teaching English in the primary classroom*. Longman: England.
- Harmer, J. (1998). *How to Teach English*. Longman: New York
- Holmes, B. Gardner, J. (2006). *E-Learning: Concepts and Practice*. Sage publications: California

Studies and articles:

- Ahern, A. Bermejo, M.L. (2007). *Storybooks in the young learners' EFL classroom as a resource for teaching vocabulary*. Elia: Madrid.
- Apsari, Y. (2012). *Teaching English vocabulary through songs*. Apple3L Journal Volume: Indonesia.
- Ara, S. (2009). *Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh*. The Dhaka University Journal of Linguistics: Bangladesh.
- Bordine, H. Hughes, K. (1998). *Storytelling in ESL/EFL classrooms*. TESL reporter: Illinois.
- Herrera, C. Hermínia, M. (2012) *Thesis about the use of supplementary materials for teaching children in EFL classes*. Universidad católica La Loja: Ecuador.
- Jonas, A. Ming Chuan, C. Shu-mei, G; Hsin Tsain, C. (2010). *Adopting supplementary materials to enhance listening and speaking strategy use by Taiwanese college EFL learners*. Great Light Journal: Taiwan
- Kiyomi, C. Chikako, N. (2004) *Creating E-learning Material to teach essential vocabulary for young EFL learners*. IWLeL (Interactive Workshop on Language e-Learning): Tokyo.

- López,M.D.(2009). *The treatment of vocabulary in EFL textbooks*. Elia: Sevilla.
- López,M.R. (1995). *Teaching and learning vocabulary: an introduction for English Students*. Revista de la Facultad de Educación de Albacete: Albacete.
- Madrid, D. Pérez, M. L. (2001). *Exploring the student's motivation in the EFL class*. Universidad de Almería: Almería.

Web references:

- Mascolo,M. (2009). *Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation*. Pedagogy and the Human Sciences: Boston. <Available at:<http://www.academia.edu/>> Wednesday, 3th april, 2013.
- Yolageldili,G. Arikane, A.(2011) *Effectiveness of Using Games in Teaching Grammar to Young learners*. Elementary Education Online: Turkey <Available at: <http://ilkogretim-online.org.tr>> Wednesday, 3th April, 2013

8. Appendices

8.1. List of state and private schools of Barcelona

State schools (Anoia)	Private schools (Anoia)
Escola Joan Maragall	Escola Escolàpies Igualada
Escola García i Fossas	Escola Montclar
Escola El Bruc	Escola Mare del Diví Pastor
Escola El Turó	Escola Mestral
	Escola Monalco

State schools (Bages)	Private schools (Bages)
CEIP Anton Busquets	Col·legi la Salle
CEIP Bages	Col·legi Sagrat Cor
CEIP Barnola	Escola Espill
CEIP Catalunya	Escola Vedruna Manresa
CEIP Doctor Ferrer	Escola Joviat
CEIP Joan de Palà	Escola Vedruna Artés
CEIP Renaixença	Escola Nostra senyora del Pilar
CEIP Riu d'Or	Escola Vedruna Sallent
CEIP Puigberenguer	Escola Oms i de Prat
CEIP Sant Ignasi	Escola Pia de Montserrat
CEIP La Font	FEDAC-Gironella
Escola Valldaura	FEDAC-Monistrol
Escola La Serreta	FEDAC-Manresa
ZER Bages	FEDAC-Sant Vicenç
Escola Collbaix	Escola Paidos
Escola Catalunya	Escola Sant Josep
	Escola Llisach

State schools (Barcelonès)	Private schools (Barcelonès)
Escola Baldiri Reixach	Escola la Sagrera
Escola Turó del Cargol	Escola la Salle bonanova
Escola Parc de la Ciutadella	Escola Sant Pere Claver
Escola Els Pins	Escola Montessori
Escola Ausias March	Escola Canigó
Escola L'Arc de Sant Martí	Escola Sant Gabriel
Escola Joan Maragall	Escola Verge de les Neus

Escola Mossen Jacint Verdaguer	Escola Claret
	Escola Patufet
	Escola Palcam

State schools (Maresme)	Private schools (Maresme)
Escola Ignasi Iglesias	Escola Maristes Valldemia
Escola Marta Mata	Escola Sol-ixent
Escola Camí del Mig	Escola Cor de Maria
Escola Fabra	Escola Brianxa

State schools (Osona)	Private schools (Osona)
CEIP Roure Gros	Escola Escorial
CEIP Andersen	Escola Sagrats Cors
CEIP La Sínia	Escola Vedruna Tona
CEIP Guillem de Mont-rodon	Escola Sant Genís-Santa Agnès
CEIP Illdefons Cerdà	FEDAC-Prats
Escola Terra Nostra	Escola Casals Gràcia
Escola Jacint Verdaguer	Escola El Roser
Escola La Montjoia	
Escola Lluçanès	
Escola Les pinediques	
Escola Emili Teixidor	
Escola Valldeneu	
Zer El Moianès-llevant	
Escola Joan XXIII	
Escola Doctor Fortià i Solà	
Escola Marta Mata	
Escola La farigola	
Escola Josep Maria Xandri	

State schools (Vallès Occidental)	Private schools (Vallès Occidental)
Escola Catalunya	FEDAC-Ripollet
Escola El Pi	Escola L'Avet
Escola 25 de Setembre	Escola Àgora
	Escola la Farga

	Escola Ribas
	Escola Marinada

State schools (Vallès Oriental)	Private schools (Vallès Oriental)
Escola Ferrer i Guàrdia	Escola Anselm Clavé
Escola Lledoner	Escola Mollet
ZER-Baix Montseny	Escola Sant Gervasi
	Escola l'Avet Roig
	Escola Cervetó
	Escola Jardí
	Escola Cor de Maria

8.2. The Survey

My name is Cristina Nocete Carrillo and I am doing the final project of my degree (Grau en mestra d'Educació primària) at Universitat de Vic.

The idea of my research is to analyse the materials or supplementing materials that are used to teach vocabulary in the English class.

I would appreciate if the English teacher of the school can fill up the following questionnaire and forward it to me to cristina.nocete@uvic.cat or cristina.nocete@gmail.com before Saturday, April 27th,2013.

Lots of thanks.

School:.....

State school

Private school

1. The English subject begins at:

Pre-school education primary education

2. Do you use a textbook to teach English?

Yes, I do

No, I don't

Which one?

Why did you choose it?

3. Do you use some supplementing materials/materials in your lessons?

Yes, I do

No, I don't

4. Which supplementary materials/materials do you use in your English lessons?

Flashcards

Songs

Videos

Internet
resources

Games

Storybooks

Others:

5. What skills do you work with the material?

Materials	Skills				Observations:
	Reading	Listening	Speaking	Writing	
Flashcards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Storybooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Which materials do you use to teach new vocabulary?

	Always	Often	Sometimes	Rarely	
Flashcards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Always: the material is used in all the sessions.</p> <p>Often: is used in more than four times per month</p> <p>Sometimes: it is used less than four times per month</p> <p>Rarely: it cannot be used in a month but it is used in some occasions</p>
Songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Internet resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Storybooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Which is the main criteria do you take into account to teach new vocabulary?

- | | | | |
|--------------------|--------------------------|-----------------------|--------------------------|
| Learner's interest | <input type="checkbox"/> | Learner's need | <input type="checkbox"/> |
| Expediency | <input type="checkbox"/> | Level of the students | <input type="checkbox"/> |
| Textbook unit | <input type="checkbox"/> | Festivities | <input type="checkbox"/> |

Others:

8. Which material do you think is the most effective to teach vocabulary to younger (6-8 years old) and older (9-11 years old) children?

YOUNGER CHILDREN:

why?

OLDER CHILDREN:

why?

9. Which material do you think is the best to teach new vocabulary in first/middle and upper cycle?

First cycle:

Middle cycle:

Upper cycle:

10. Which material is the most motivating for the children?

Why?

11. Do you take into account learners' opinions when you select or use a material? (if they like the material you are going to use or if they want to use a certain material one certain day, etc.). Why?

Yes, I do

No, I don't

8.3. Quantitative results

Item 1: schools and provinces

Table 1: schools and provinces

Provinces of Barcelona	Number of Schools
Anoia	4
Bages	10
Barcelonès	3
Maresme	2
Osona	9
Vallès occidental	3
Vallès oriental	2

Table 2: type of school

State schools	Private schools
26	7

Item 2: earlier or later English language lessons

Table 3: Earlier or later English Language lessons

Pre-school education	%	Primary education	%
25	75,8%	8	24,2%

Table 4: Relation between provinces and the earlier or later English language lessons

Provinces of Barcelona	Pre-school education	Primary education
Anoia	4	0
Bages	8	2
Barcelonès	2	1
Maresme	1	1
Osona	8	1
Vallès occidental	2	1
Vallès oriental	1	1

Item 3: textbooks

Table 5. Use and types of textbooks to teach English

Textbooks	%	Textbook's name			Not textbooks	%
25	75,8%	Bugs world	9	34,5%	8	24,2%
		Explorers(oxford)	2	7,7%		
		Surprise	7	26,9%		
		Beep	1	3,8%		
		Quest	1	3,8%		
		Cool kids	1	3,8%		
		cheeky monkey	1	3,8%		
		Find out	2	7,7%		
		Sparks	1	3,8%		
		Jelly Beans	1	3,8%		

Item 4: supplementary materials/materials used in the English lessons in general and skills

Table 6: supplementary materials/materials used and the skills that are associated

Supplementary materials/ materials		Reading		Listening		Speaking		Writing	
	%								
Flashcards	100%	1	3,3%	12	40%	15	50%	2	6,6%
Songs	93,9%	8	22,2%	17	47,2%	10	27,7%	1	2,7%
Videos	75,7%	1	3,7%	14	51,8%	6	22,2%	6	22,2%
Internet resources	72,7%	11	28,9%	11	28,9%	7	18,42%	9	23,6%
Games	96,9%	15	22,7%	18	27,2%	20	30,3%	13	19,6%
Storybooks	84,8%	11	40,7%	12	44,4%	3	11,1%	1	3,7%
Others used in the class:		Puppets, power point presentations, karaoke, theatre, arts& crafts, cooperative projects, extra activities from other books, worksheets, posters and Realia.							

Table 7. The most material used in each skill

Supplementary materials	Reading		Listening		speaking		Writing	
Flashcards	1	2,1%	12	14,2%	15	24,5%	2	6,2%
Songs	8	17%	17	20,2%	10	16,4%	1	3,1%
Videos	1	2,1%	14	16,7%	6	9,8%	6	18,7%
Internet resources	11	23,4%	11	13,0%	7	11,4%	9	28,1%
Games	15	31,9%	18	21,4%	20	32,7%	13	40,6%
Storybooks	11	23,4%	12	14,2%	3	4,9%	1	3,1%

Item 5: supplementary materials/materials to teach vocabulary

Table 8: supplementary materials/materials used to teach vocabulary

Supplementary materials/ materials	Always		Often		sometimes		Rarely		Never	
Flashcards	30	90,9%	0	0%	2	6%	0	0%	1	3%
Songs	14	42,4%	9	27,2%	7	21,2%	2	6%	1	3%
Videos	0	0%	8	24,2%	15	45,4%	5	15,1%	5	9%
Internet resources	4	12,1%	7	21,2%	11	33,3%	2	6%	9	27,2%
Games	23	69,6%	2	6%	5	15,1%	0	0%	3	9%
Storybooks	8	24,2%	5	15,1%	13	39,3%	2	6%	5	15,1%
Others:	Karaoke, puppets, realia, worksheets, word search, crosswords,TPR activities,roleplay,									

Item 6: ages and primary education cycles

Table 9: The most effective material to teach vocabulary to younger and older children

Younger children		%	older children		%
Games	12	17,7%	Games	9	15,2%
Songs	12	17,7%	Songs	11	18,6%
Videos	4	5,8%	Videos	6	10,2%
Flashcards	18	26,5%	Flashcards	9	15,2%
Realia	3	4,4%	Realia	2	3,4%
Storybooks	12	17,7%	Storybooks	4	6,8%
Puppets	2	2,9%	Puppets	1	1,6%
Visual aids	2	1,4%	Visual aids	2	3,4%
Internet resources	2	2,9%	Internet resources	8	13,5%
Textbook	1	1,4%	Textbook	3	5,1%
			Worksheets	1	1,7%
			Role-plays	2	3,4%
			Project works	1	1,7%

Table 10: The best material to teach vocabulary in primary Education

First cycle		
Materials		%
Flashcards	19	28,3%
storybooks	12	17,9%
songs	14	20,8%
games	9	13,4%
internet resources	2	2,9%
Realia	1	1,4%
colour pictures	2	2,9%
puppets	2	2,9%
TPR activities	1	1,4%
cross curricular activities	1	1,4%
textbook	1	1,4%

videos	2	2,9%
rhymes	1	1,4%
Middle cycle		
Materials		%
Flashcards	18	24,6%
storybooks	7	9,5%
songs	13	17,8%
games	12	16,4%
internet resources	7	9,5%
realia	1	1,3%
worksheets	2	2,7%
vocabulary list	1	1,3%
cross curricular activities	2	2,7%
textbook	4	5,4%
videos	5	6,8%
rhymes	1	1,3%
Upper cycle		
Materials		%
Flashcards	9	15,2%
storybooks	4	6,7%
songs	13	22,0%
games	7	11,8%
Internet resources	10	16,9%
Cross curricular activities	3	5,0%
videos	8	13,5%
textbook	3	5,0%
vocabulary lists	2	3,3%

Item 7: the criteria behind the choice of materials

Table 11: the criteria behind the choice of materials

Criteria	Results	%
Learner's interest	21	30,8%
Learner's need	4	5,8%
Expediency	1	1,4%
Festivities	5	7,3%
Level	21	30,8%
Textbook unit	16	23,5%

Item 8: motivation

Table 12: The most motivating materials for children

materials		%
Games	19	35,1%
songs	9	16,6%
all of them	5	9,3%
oral activities	2	3,7%
storybooks	1	1,8%
role-plays	2	3,7%
art&craft activities	1	1,8%
videos	5	9,2%
Internet resources	7	13,0%
flashcards	3	5,6%

Item 9: children's decision in choosing materials

Table 13. Children's decision in selecting materials

Teachers take into account children's opinion	%	Teachers don't take into account children's opinion	&
29	87,8%	4	12,2%

8.4. Qualitative results

- **Qualitative analysis about the effectiveness of implementing different materials with younger and older children and their motivation:**

	CHILDREN		
Supplementary materials/ materials	Younger children	Older children	Motivation
Games	<ul style="list-style-type: none"> • Using games vocabulary is easy for children and while they play, they learn vocabulary. • They are interested in these kinds of activities. • You can emphasize on listening skills. • They learn having fun, they love playing and they feel good when they play. • They learn the vocabulary with ease, without being conscious about it. • It can be worked different skills 	<ul style="list-style-type: none"> • They are very interested in these kinds of activities and so they learn the vocabulary easily without being conscious about it. • With games you can make lots of different types of activities. • They love playing even when they are older, they learn having fun. 	<ul style="list-style-type: none"> • They learn new vocabulary playing and enjoying what they are doing. They like doing something different from other activities. • Games allow the movement and the active participation of them. They usually like moving their bodies. • They always are ready when it's time to play a game. They get very involved in games. They are motivating. • Games are the most useful way to have fun and learn at the same time. Students, of all ages

	<p>using games</p> <ul style="list-style-type: none"> You can use different activities using games 		<p>(including adults) are usually motivated and eager to play them. They also create a place where mistakes are allowed without feeling bad about them, since they are part of the game. Also, students can play them autonomously once they have learned them, which is a great point</p> <ul style="list-style-type: none"> It is a different way of learning. They are challenged and the competition makes them be excited It is something they don't really do in class as often as they would like to.
Songs	<ul style="list-style-type: none"> They are very interested in these kinds of activities and they learn the vocabulary easy, without being conscious about it. They are very attractive to children and as they are motivated for learning the language, they unconsciously catch the 	<ul style="list-style-type: none"> They are very interested in these kinds of activities and so they learn the vocabulary easily, without being conscious about it. They are so motivating and they learn having fun They can choose the song; 	<ul style="list-style-type: none"> The fact of listening to music involve their feelings and their mood They like singing and they enjoy doing it. Teaching English through songs help children learn in an informal way. And as they can actively

	<p>information and learn quickly the new vocabulary.</p> <ul style="list-style-type: none"> • They learn vocabulary while they are playing with it. Children have fun and they feel good. • They involve movement and gestures that help children to understand better the meaning of the words. • Listening skills can be emphasized. • The rhythm is so important in some students, it helps them to learn. It is also basic to help to memorize vocabulary. 	<p>sometimes their decisions are very important in the class and in their learning. They feel important.</p> <ul style="list-style-type: none"> • It is real vocabulary • Visual aids and rhythm are basic to help memorise vocabulary. • They learn and practise the vocabulary without being afraid or worried about the mistakes 	<p>participate in their own language learning process, they are really involved in it.</p> <ul style="list-style-type: none"> • They like singing and understand what they are singing. They can learn lots of new expressions. • They like singing. It changes their class routines. • For younger children songs are the most motivating material because they learn and play at the same time. • They are attractive and they make memorisation easier. • It is something they don't really do in class as often as they would like to.
All of them			<ul style="list-style-type: none"> • Because if the teacher believes on what is doing, the students share the motivation and curiosity to learn and improve day by day. It is important to prepare the syllabus, daily lessons, activities and

			<p>routines.</p> <ul style="list-style-type: none">• All the materials that make them laugh and make them be surprised. They really want to get surprises every day. But it is important to be very careful with the textbook because it can easily become a heavy routine for the old ones in Primary.• Being intelligent does not always mean that someone test well a problem that teachers and schools administrators have struggled since the earliest days of organized education. Gardner's theory of multiple intelligences helps educators think differently about "IQ" and about what being smart means. The theory is changing the way some teachers teach the second language.• It depends on the class and the children. The teacher has to be able
--	--	--	--

			<p>to encourage the children in all the activities.</p> <ul style="list-style-type: none"> • All of them are motivating, in particular the ones that are about their own world. • The most important thing is to change the materials for them. If you change the materials they will be motivated in different levels but they will enjoy all the materials used in the English class. • All the material can be motivating for them because it is the teachers' work to adapt the resources. There is not a best and motivating resource, I think that variation is the key to keep children enhanced and engaged in the learning.
Oral activities			<ul style="list-style-type: none"> • Because they need to pay attention to participate after listening the activity. • They see English as a way of communication and expression.

			They can practise all their learning without being afraid or worried about the mistakes
storybooks	<ul style="list-style-type: none"> • They need visual supports • Using storybooks children's pronunciation improves. • They are very attractive to children and as they are motivated for learning the language, they unconsciously catch the information and learn quickly the new vocabulary. • Listening skills can be emphasized. • They need to learn the vocabulary in a real and meaningful way in order to interiorise it. • Storybooks often offer repetitions, images, vocabulary in context, they can be performed and they allow stretching the topic to the group needs. • Storybooks allow the teacher to use games and make different kind 	<ul style="list-style-type: none"> • They need visual support. • You can make different types of activities. • You can adapt the activities from the younger children to the older children. 	<ul style="list-style-type: none"> • They enjoy storybooks if they are read properly.

	<p>of activities, it is not only reading.</p> <ul style="list-style-type: none"> • Storybooks have different benefits. They exercise the imagination, involve prediction and anticipation. Furthermore, they allow the teacher to introduce the child other cultures and customs from other countries. 		
Role-plays		<ul style="list-style-type: none"> • They are starting to get closer with their classmates, having a relationship and not being too much selfish as younger children. In group they work a lot and enjoy activities, too. 	
Art& craft activities			<ul style="list-style-type: none"> • Children can practise useful vocabulary while they work in another way. They can develop other sense as their imagination and creativity at the same time they are learning a second language.

Videos	<ul style="list-style-type: none"> • Children are attracted by videos, they enjoy listening and watching films and it is a resource that allows them to get a good pronunciation and a good listening comprehension. • They love videos and they are motivated when they watch one film 	<ul style="list-style-type: none"> • They are very interested in these kinds of activities and so they learn the vocabulary easily. • They need visual and audiovisual support • It develops oral comprehension and they can practise native English. • They can associate the expression of the word with the image 	<ul style="list-style-type: none"> • They don't really have to do anything. When they watch a video they get hypnotized • They can understand better as they have images • It is something they don't really do in class as often as they would like to.
Internet resources	<ul style="list-style-type: none"> • ICT is motivating for them and is easy for the teacher because there are multiple choices, different methodologies to work content or the new vocabulary. • They learn real vocabulary. They can practise pronunciation. 	<ul style="list-style-type: none"> • They learn real vocabulary. They can practise pronunciation. • ICT material is motivating for them and it is easy for me to find vocabulary and activities for them. • It has lots of different activities and at the same time for different levels. It allows to work in group and 	<ul style="list-style-type: none"> • In 2nd and 3rd cycle, computers are the "king" and all related with technology. • For the older ones is the most motivating material because they learn and play at the same time. • They offer lots of different activities, the use of the PDI materials makes them enjoy the learning. • They can choose what they want to learn and do

		at the same time individually.	<ul style="list-style-type: none"> • They can be really motivating for them, since it is something they were born with. However, if you only make use of them it can lead to boredom.
Flashcards	<ul style="list-style-type: none"> • They can manipulate them. • They need visual supports. • They are very attractive to children and as they are motivated for learning the language, they unconsciously catch the information and learn quickly the new vocabulary. So, using flashcards develops and improves retention of information. • They learn vocabulary and they have fun while they are playing with it. • Oral skills can be emphasized. • Pictures facilitate them the comprehension. • They learn the vocabulary with ease, without being conscious 	<ul style="list-style-type: none"> • Flashcards allow the teacher to teach vocabulary in different ways and children can practise the vocabulary through memorization and repetition. • They learn having fun and learn the vocabulary with ease, without being conscious about it. • TPR activities can be made. • They need visual support • They can do the flashcards with their own drawings. • Visual aids and rhythm are basic to help memorise vocabulary. 	<ul style="list-style-type: none"> • They pay more attention at coloured and big objects. • Flashcards never fail because visual support is a good motivation for all of them. Acquisition is fostered. • Flashcards involve games at the same time. • They are attractive. They make memorisation easier.

	<p>about it.</p> <ul style="list-style-type: none"> • Visual aids are basic to help to memorize vocabulary. • They need to learn the vocabulary in a real and meaningful way in order to interiorise it. • It is easy and fast to reproduce them. 	<ul style="list-style-type: none"> • They allow plenty of possibilities, especially games. • Children can realize the quantity of things they can say, new and know vocabulary or expressions. 	
Realia	<ul style="list-style-type: none"> • They need visual supports. • They are very attractive to children and as they are motivated for learning the language, they unconsciously catch the information and learn quickly the new vocabulary. • Oral skills can be emphasized. • They can associate the word learned with the real object. • Realia stimulates the mind and involves all the senses. Children can touch, imagine, see, smell and taste the words they are learning. • Young children are at the perfect 	<ul style="list-style-type: none"> • They can associate the word learned with the real object. • Realia stimulates the mind and involves all the senses. Children can touch, imagine, see, smell and taste the words they are learning. 	

	age to learn a language through real visual materials.		
Cartoons	<ul style="list-style-type: none"> • They are very attractive to children and as they are motivated for learning the language, they unconsciously catch the information and learn quickly the new vocabulary 		
Puppets	<ul style="list-style-type: none"> • Oral skills can be emphasized. • Gestures facilitate them the comprehension. • Children can learn informal and at the same formal language 		
Project works		<ul style="list-style-type: none"> • It is very important to work in groups and to learn from one to the other. • They have a good level of the language and they need to interact with their peers in order to learn the language and extend contents. 	
Worksheets		<ul style="list-style-type: none"> • It is easier to prepare all kind of activities and they can 	

		practise all the skills.	
Textbooks		<ul style="list-style-type: none"> •The textbook is very useful to have a good guide. The perfect one does not exist but nowadays there are very good English books. •When they are older, they don't need visual support 	

• **Qualitative analysis about teacher's work:**

TEACHER		
Teacher's decision in choosing the textbook	Criteria that is followed when they teach new vocabulary	Children's opinion in the decision of using materials in the class
<ul style="list-style-type: none"> • Is the most appropriate for children • It is a school decision • Is completed in terms of contents and competences • It has a lot of extra material, it provides good songs, resources, interesting methods, a good testing method, technological stuff and it offers lots of different activities. It 	<ul style="list-style-type: none"> • Rhythm of the children • Daily vocabulary (the most frequent in real lives) • Practical ways in which students have the chance to improve as people(relationships with others, attitudes towards the English culture and people) and student's background 	<ul style="list-style-type: none"> • Children have the rhyme of the class • Without the decision of the teacher children would play all the day (the teacher knows what to do and what to use in the class) • They are the learners, they can choose the way in which they want to learn something. • They should always choose the material,

<p>has a good syllabus.</p> <ul style="list-style-type: none"> • It is compulsory to use a textbook in the school. • It was chosen to adapt the methodology to the new education which is CLIL • It is easy-going and it has good pictures • It works on the four skills in an attractive way. 		<p>the textbook is in charge of the teacher but the material is in charge of the learner.</p> <ul style="list-style-type: none"> • The class could work better if they choose the material but they do not have to choose in all the sessions because if it happens, then the teacher will not have an important role in the class. • If they choose what they want to do they are always encouraged and they enjoy the activity • Their needs and interests are essential • Learning to take decisions is an important skill that they develop. • They feel important and to make them feel as a teacher encourage them to participate and feel important in their own language learning process. • It is a good way of being aware of their likes and dislikes. It is important to know what materials they love and what others they don't like.
--	--	---

		<ul style="list-style-type: none">• They don't know what can be worked with each material. They choose the material they like or the material they enjoy the most but they don't choose the appropriate material for learning what they should learn. They are not able to choose the correct material in the correct moment.• Giving children choices throughout the day is beneficial, even crucial to their development.• Their attention span will likely be longer if they choose the material than if they work at an activity assigned by the teacher
--	--	--