



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS` MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”

THESIS AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCE OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION

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LOJA-ECUADOR

2015

CERTIFICATION

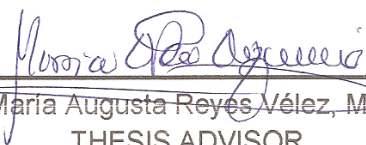
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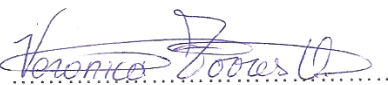
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ACKNOWLEDGEMENT

The researcher expresses the most special and everlasting thanks to the English Language Department of the Universidad Nacional de Loja, institution that allowed me to accomplish an exceptional professional growth as English Teacher. Likewise, to “Paltas” high school, the authorities, teachers and students for having made workable the development of this research work.

And lastly, I would like to thank in particular to Maria Augusta Reyes Vélez thesis advisor, who guided me properly during the entire process of the present thesis.

THE AUTHOR

DEDICATION

With my eternal love and gratitude I dedicate the present work to God for his constant blessings to achieve my goal, also to the memory of my grandmother, my father and my dear son Andy.

I thank and offer this work to my mother Maria who, has never failed to give me financial and moral support.

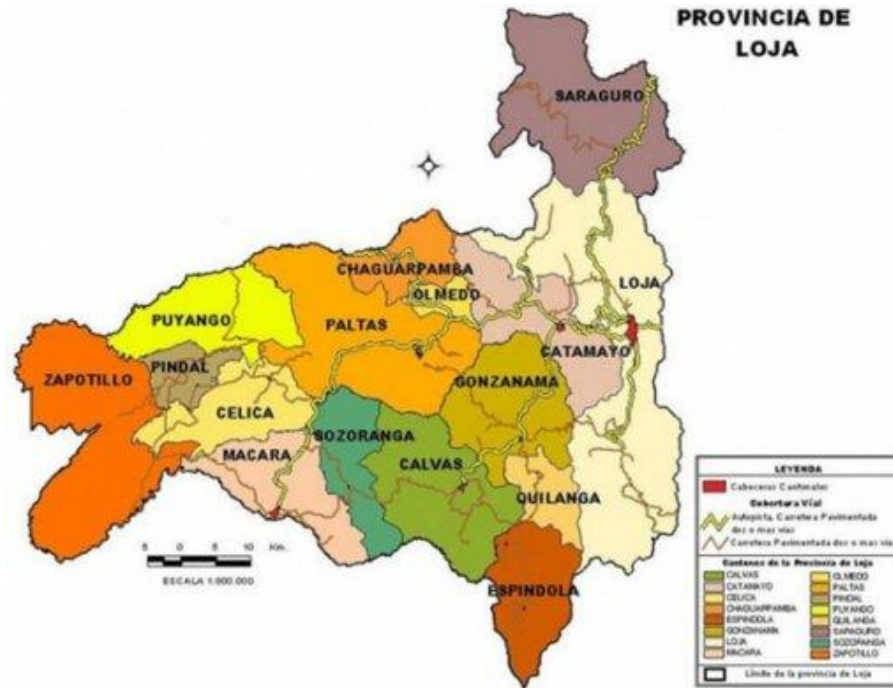
Moreover, this thesis is dedicated to my son David, my husband Luis and my relatives that gave me strong support to overcome all the difficulties I had during the process to accomplish this research successfully.

Verónica Elizabeth Torres Quizhpe

MATRIZ DE ÁMBITO GEOGRÁFICO

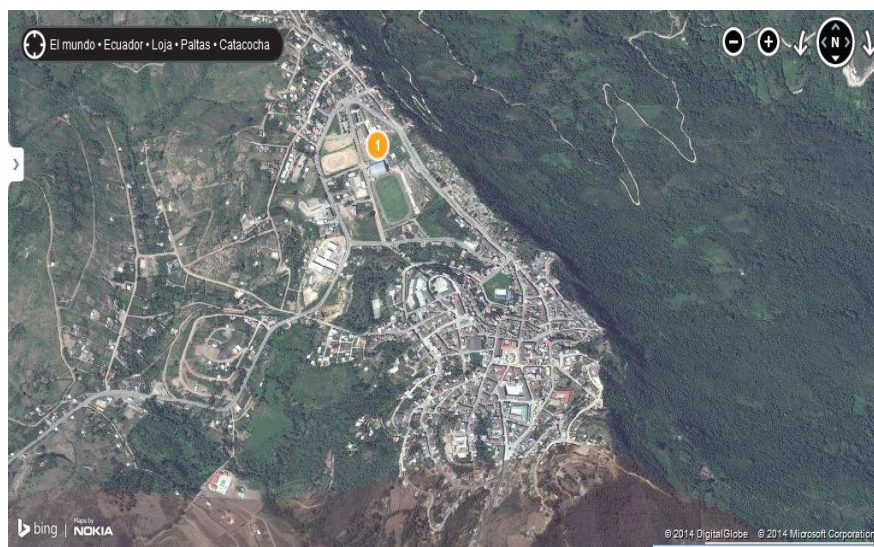
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TESIS	VERÓNICA ELIZABETH TORRES QUIZHPE “APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS` MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL ACADEMICYEAR 2013-2014	UNL	2015	ECUADOR	ZONA 7	LOJA	Paltas/ Catacocha	Lourdes	El Progreso	CD	Licenciada en Ciencias de la Educación, mención Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS



(Mapas Division Política, 2015)

CROQUIS



(Bing, 2014)

THESIS SCHEME

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a. TITLE

“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS` MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”

b. RESUMEN

El objetivo del trabajo de investigación titulado: **“LOS APROPIADOS RECURSOS DIDÁCTICOS USADOS PARA ENSEÑAR VOCABULARIO Y SU INFLUENCIA EN LA MOTIVACIÓN DE LOS ESTUDIANTES PARA LA ADQUISICIÓN DE NUEVAS PALABRAS CON LOS ESTUDIANTES DE PRIMER Y SEGUNDO AÑO DE BACHILLERATO EN EL COLEGIO PALTAS, AÑO LECTIVO 2013 – 2014”**, buscó demostrar que la enseñanza de vocabulario mediante el uso de los recursos didácticos apropiados incrementa la motivación de los estudiantes para adquirir nuevas palabras. Los métodos empleados para desarrollar esta investigación fueron: bibliográfico, explicativo, descriptivo, y analítico-sintético. Además, las encuestas se aplicaron a cuatro profesores y doscientos cincuenta y ocho estudiantes población que proveyó los datos necesarios. Después, de tabular, organizar, describir en tablas estadísticas, se realizó la representación gráfica, interpretada y analizada lógicamente que permitió extraer conclusiones y formular recomendaciones. Los resultados obtenidos confirman que el uso de materiales didácticos facilita la adquisición de nuevas palabras en los estudiantes y ayuda a que se sientan más motivados en clase. Por lo tanto, fue posible determinar que la enseñanza de vocabulario mediante el uso de los recursos didácticos apropiados genera motivación en los estudiantes para adquirir nuevo vocabulario.

SUMMARY

The aim of the research work entitled: **“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS’ MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014,”** sought to demonstrate that teaching vocabulary by using the appropriate didactic resources increases the students’ motivation to acquire new words. The methods used to develop this research were: bibliographic, descriptive, explicative, and analytical-synthetic. Additionally, surveys were applied to four teachers and two hundred and fifty-eight students who contributed with the required data. The gathered information that was tabulated, organized, described in statistic tables, represented graphically, interpreted and logically analyzed permitted to draw conclusions and formulate recommendations. The attained results confirmed that the use of didactic materials facilitates the students’ acquisition of new words and help them to feel more motivated in class. Hence, it was feasible to determine that teaching vocabulary by using the appropriate didactic resources increases the students’ motivation to acquire new vocabulary.

c. INTRODUCTION

The present research work entitled: **“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS` MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”** conceives as its main purpose to demonstrate that teaching vocabulary by using the appropriate didactic resources increases the students' motivation to acquire new words.

According to some authors, didactic materials are defined in this way: By didactic materials we understand sets of content and of methodological and didactic resources (such as activities involving self-teaching or evaluation, etc.) organized according to a set of objectives and geared towards facilitating the student's learning process. From a pedagogical standpoint, didactic materials must constitute an instrument, a resource or a means to help to understand content, to attain objectives, and to acquire skills. They should also motivate students and communicate content in such a way as to facilitate comprehension. (Universitat Oberta de Catalunya, 2003)

It is well-known that student's motivation is of two types - intrinsic motivation and extrinsic motivation. Intrinsic motivation makes a student

study and takes interest in his job due to his strong will, power and strength of mind. In other words, such students practice self-motivation. On the other hand, an extrinsically motivated student would work hard and study with the aim of either winning a prize or getting praised by his parents and teachers. Though it is the responsibility of teachers to motivate students, one must learn self-motivation as one grows up. (Charlie, 2010)

For these reasons, it was considered to study how the use of appropriate didactic materials in the English class to teach vocabulary influences motivation towards the acquisition of new words, in the institution already mentioned. In order to answer this question and to accomplish the purpose of this study, it was necessary to develop these specific objectives: to know the frequency of use of didactic materials in order to determine if using these resources facilitates the students' acquisition of new words and to demonstrate that the use of didactic materials enhance students' motivation to learn new words.

The hypothesis stated for this work was: The frequent use of appropriate didactic materials to teach vocabulary facilitates the students' motivation towards the acquisition of new words among students of first and second year of Bachillerato in Paltas high school academic year 2013-2014.

This descriptive research was developed with the scientific method that marked the systematic steps to explain the logical relations of the research and to draw the conclusions and recommendations. It was necessary to work with the descriptive, analytical, synthetic and explicative methods, too. A survey was applied to 4 teachers and 258 students.

This study is presented in the following parts: the Abstract that summarizes the main points of the research work; the Introduction that introduces the thesis work and describes the contextual frame of the problem that enables to develop this research work. The Materials and Methodology part includes the methods, techniques, procedures and instruments used in the research process. It describes the sample and the questionnaire that 4 teachers and 258 students answered.

In the Results section the outcomes from the qualitative data are presented and analyzed. Hypothesis one and two are verified in the Discussion, where the tools and process that helped to demonstrate the objectives proposed are explained. Finally, meaningful Conclusions and Recommendations to ESL teachers and authorities are offered.

d. REVIEW OF LITERATURE

Strategies to teach and learn vocabulary

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

Explicit vocabulary instruction

➤ Pre-teaching vocabulary words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning.

This allows the child(ren) to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

➤ **Repeated exposure to words**

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

➤ **Keyword method**

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a "word clue" to help him understand it.

This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

➤ **Word maps**

The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word.

Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

➤ **Root analysis**

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning.

Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

➤ **Restructuring reading materials**

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily.

A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit vocabulary instruction

Incidental learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

Context skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words.

Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words.

These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill. (Brummitt-Yale, 2008)

Incidental learning vs. direct instruction of vocabulary

Studies in the acquisition of vocabulary have identified two principal learning strategies, incidental learning (discussed by Nagy, Anderson & Hermann, 1987; Nation & Coady, 1988; Nation, 2001) and direct learning. Research by Nagy and colleagues claimed that learning from context is one of the most significant aspects of incidental learning. This laid the groundwork for the belief that authentic context is a particularly powerful source of incidental language learning (Krashen, 1989; Pitts, White and Krashen, 1989).

There is little doubt that incidental learning particularly that acquired through reading is key to learning the vocabulary necessary for functioning in an English environment. Some researchers, however, have argued that

this form of acquisition has limitations, especially for students taking academic courses delivered in English, who need to develop textbook reading skills, and the ability to follow lectures (Chaffin, 1997; Zechmeister et al, 1995). These researchers claim that direct instruction of vocabulary and meaning plays a central role. Without this, they believe, long-term retention of new vocabulary is unlikely to follow. The strategy they advocate emphasizes the role of dictionaries and other word reference books; they note, too, that direct instruction is important in fostering an interest in words.

Direct acquisition studies recognize that vocabulary can be learnt using tools that bring the learner's attention into direct contact with the form and meaning of words, such as dictionaries and vocabulary lists. However, the question of how best to use these tools for direct vocabulary acquisition remains unanswered. In Taiwan, and other parts of Asia, the traditional (and intuitively suboptimal) approach has been simply to memorize the vocabulary item along with one or two possible L1 translations.

The memorization of vocabulary items has become the usual method by which students in Taiwan prepare for standardized tests of English proficiency. Ironically, government policies intended to boost the national standard of communicative language skills have actually encouraged this approach to language learning. Previously, lists of words were presented primarily to students in public secondary schools, but nowadays official

attempts to promote language proficiency have resulted in the widespread use of proficiency tests such as the GEPT and TOEIC; consequently there has been an explosion of test preparation classes. In almost every case, these classes emphasize vocabulary acquisition through the memorization of lists rather than the use of communicative tasks or the presentation of authentic examples.

Didactic resources to teach vocabulary

Didactic materials are defined in this way: “By didactic materials we understand sets of content and of methodological and didactic resources (such as activities involving self-teaching or evaluation, etc.) organized according to a set of objectives and geared towards facilitating the student's learning process. From a pedagogical standpoint, didactic materials must constitute an instrument, a resource or a means to help to understand content, to attain objectives, and to acquire skills. They should also motivate students and communicate content in such a way as to facilitate comprehension.” (Universitat Oberta de Catalunya, 2003)

It is a common assertion that materials in general play a crucial part in language learning and teaching, this accounts for the fact that discussions about the roles of materials appear in almost all books on course design Nunan, (1991). Materials not only provide learners a wide range of useful information but also can play a part in enhancing learner motivation - one

of the key issues in language learning, thus facilitate their acquisition (Dudley-Evans & St John, 1998; Nonaka, 2001). Many experts have written on how to choose materials, which are relevant to learners, so that materials can support learners in learning languages.

One important suggested thing is to use authentic materials because they can provide students with up-to-date knowledge, expose them to the world of authentic target language, can bring the real world into the classroom and significantly enliven the class, etc. (Robinson, 1991; Martinez, 2002; Kaprova, 1999; LeLoup & Ponterio, 2000; Dumitrescu, 2000). By this way, authentic materials can motivate students; give them more stimulation in learning a language.

Importance of didactic materials

Teaching materials (aids) play a very important role in Teaching- Learning process. Importance of teaching aids are as follows:

- ✓ Motivation: Teaching aids motivate the students so that they can learn better.
- ✓ Clarification: Through teaching aids, the teacher clarifies the subject matter more easily.

- ✓ Discouragement of Cramming: Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming.
- ✓ Increase the Vocabulary: Teaching aids helps to increase the vocabulary of the students more effectively.
- ✓ Saves Time and Money
- ✓ Classroom Live and active: Teaching aids make the classroom live and active.
- ✓ Avoids Dullness
- ✓ Direct Experience: Teaching aids provide direct experience to the students

Types of didactic material used to teach vocabulary in a communicative approach setting.

There are many materials available these days. They are classified as follows:

- **Visual materials**

The materials which use sense of vision are called Visual materials. For example : actual objects, models, pictures, charts, maps, flash cards,

flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones.

- **Audio materials**

The aids that involve the sense of hearing are called Audio materials. Audio aids are also common teaching tools, and could include the use of a classroom stereo system or individual headsets. In classes devoted to the study of foreign languages, teachers often use recordings to demonstrate how the languages are spoken.

- **Audio - visual aids**

The aids which involve the sense of vision as well as hearing are called Audio- Visual materials. For example: television, film projector, film strips etc. (Toscany Academy, 2012)

- **Realia**

Realia are artifacts from the real world that are related to the subject matter being studied. Students can interact with the realia to gain better perspective on what they are studying. For example, students practicing English conversation can role play ordering at a restaurant using real

menus printed in English from an American restaurant. Other examples include photographs, road maps.

- **Multimedia**

Often among the most popular with the students, multimedia presentations use video, audio or both to present information. Films, videos and film strips are all examples of multimedia teaching aids. Most school districts have libraries of multimedia presentations, avoiding the need for teachers to spend personal funds on these expensive aids.

How to work with the most common teaching materials (aids)

A teaching aid is something a classroom teacher uses in her class to help students improve reading and other skills, reinforce a skill, or to make learning fun. Teaching aids can be used in any of the core classes. There are several types of teaching aids to be utilized in your classroom.

- **Chart:**

A chart is something that shows a group of facts in the form of a diagram, table, or a graph. Teachers can use small alphabet charts on student desks to aid in learning the alphabet. Charts can be large enough

to mount on a wall. Wall charts can be used for whole group lessons; the teacher can write an outline or word definitions on the wall chart.

- **Flash cards:**

Flash cards provide to teacher the class control, vocabulary practice taking into account the ages and levels of students. (Ramirez, 2008) A flash card is part of a set of cards that has numbers, letters, pictures or words on it. They are commonly used for drilling students on facts. Flash cards may also be used to enhance student memory. Try playing a memory game with the facts on the cards. This is a great and fun way to help students memorize.

- **Flip charts:**

Flip charts are useful for teaching large groups at one time. A flip chart is a large group of papers that are attached at the top so that the papers can be flipped over one at a time to show a new page of paper. Flip charts are often placed on an easel, which allows the teacher to easily move it. A teacher can use a flip chart when she is showing different parts of a lesson, stages in the process of something, steps of something, or the progress of a story as it unfolds. Flip charts are very versatile and can be used for all classes.

- **Maps:**

Maps are something teachers can use for various projects or lessons. A map is something to use when a teacher is describing where a city, state, country, or continent is located. Teachers can show students different types of terrain, the population of a specific state or country, or the amount of precipitation in various areas. Maps are great for social studies and science and give students a great understanding of spatial relations.

- **Calendar:**

A calendar is a chart that shows dates in each month of the year. Teachers can use calendars for teaching days of the month and the months to her class. Using a calendar that is in a different language is also a unique way to teach days of the month in that particular foreign language.

- **Newspapers:**

Many teachers may not know that a newspaper is a great teaching aid. Newspapers can be used for any of the core classes. Teachers can use them to teach about people, places and things in language arts. Newspapers can be used for math activities, such as clipping coupons and doing basic math. A teacher can use a newspaper for

finding parts of speech, teaching about life skills, or to keep kids current on news events.

- **Graphs:**

Graphs are a wonderful teacher's aids and can be used for any subject. Teachers can make their own graphs and use them to compare population growth in social studies, numbers or ratios of objects in math class, or even use them for charting student growth. Teachers can make their own graphs using computer programs or can choose to go the old-fashioned way and use graph paper. (Siders)

- **Videos:**

According to (Arthur, 1999) claims "Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening."

- **Songs**

According to (Sarıçoban, A. Metin, E, 2000) state that “songs can be one of the most enchanting and culturally rich resources that can be easily used in language classrooms and they add that the songs to be chosen can offer a change from routine classroom activities acting as precious resources to teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as their skills in four language skills.”

- **Power point slides**

Power point presentations can be used in many ways in the ESL classroom as well as in other classrooms. Presentations can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests. (Fisher, 2003)

- **Realia**

Realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated. (Brown D. , 2007)

- **Internet resources**

On the Internet students and teachers can communicate with individuals and groups, talk in real time, and retrieve information and resources. (Warschauer, 1995) The main purpose of the Internet is to connect people all over the world to share information, experiences, and opinions. Because the Internet is a natural resource, it contains real language. As students navigate their way around the primarily text-based Internet, they must read and write in English, which helps them acquire the language. (Falsetti, 1995)

Motivation

The classroom is a place where students spend most of their time. So, the values learned in the classroom will always remain with the students. All teachers want their students to excel in life and motivating the students is one of the important ways to help achieve this goal. There might be some students in the classroom who are extremely self-motivated and do not require inspiration from someone else, while others would require that extra push.

Importance of motivation

Motivating students helps them focus on their studies better. Students understand how they should approach a particular subject and get their doubts cleared. The aim behind motivating the students is to make them aware of their strengths and weaknesses. Good motivation can help students fix their goals in life. There are many students, who lose interest in their studies due to lack of motivation, attention and guidance from their teachers. Because of this, students end up being failures in their life when they grow up even though they had all the skills, abilities and talent to reach the topmost position.

Motivating students

Student motivation is of two types - intrinsic motivation and extrinsic motivation. Intrinsic motivation makes a student study and takes interest in his job due to his strong will power and strength of mind. In other words, such students practice self-motivation. On the other hand, an extrinsically motivated student would work hard and study with an aim of winning a prize or getting praised by his parents and teachers. Though it is the responsibility of teachers to motivate students, one must learn self-motivation as one grows up.

In order to motivate students in the classroom, teachers should not overreact by criticizing them in front of the entire class for the mistakes committed by them. Instead, the mistakes can be brought to the notice of the student individually and suggestions can be given to improve them. An effective and frequent communication between the students and his teacher is imperative for motivating the students. Teachers should praise the good qualities of the students.

They should encourage the students to participate in group activities with full enthusiasm. Providing the students with emotional support in times of difficulty is the task of the teacher. Small children, sometimes, are very sensitive and due to this, their performance in class can get affected due to family problems. Here, teachers play a crucial role in keeping the students motivated by assuring that everything would be just fine. The extent of motivation in the classroom can be different for different students. There will be some students who show good results after a few words of praise. There would be others who would need prolonged support and help to excel in their task. So, teachers need to keep their cool and have patience while teaching their students.

Students' motivation is possible by treating all students equally and making no discrimination among them on any grounds. Punishment can become a big deterrent in this process. The teachers would therefore be advised to avoid punishing the students and use other methods to educate

them. Motivation in the classroom can increase the confidence of students to a great extent. So, it is high time that we understand the importance of motivating students and implement it practically. (Charlie, 2010)

The Role of motivation in English learning process

Motivation is one of influential factor in English learning. Every learner must have motivation in English learning. Without motivation, the goal of learning is difficult to be reached. Motivation is a factor of high or low of the goal (Brown, 2001: 75). So, motivation is stimulus that comes from inside of individual (intrinsic motivation) and also can be influenced by external factor (extrinsic motivation). The motivation function is as supporter or stimulus for student in English learning so the goal of learning can be reached easily.

High or low motivation which is had by students influences the process and the success of learning process. If a student does not have any motivation to learn English, he or she will be lazy to learn English because there is no any stimulus that drives him or her in learning English. In contrary, the student having high motivation will learn English hard. For example, a student who study in Australia is motivated to study English because he wants to be able to communicate by using English. He will struggle to learn English to survive in Australia because English is the national language.

Factor influencing student motivation

High or low of students' motivation can be influenced by some factors. They are external factors which is factors that comes from outside of individual and internal factor which is factors from individual inside. The external factors which influence students' motivation level might include the students social live, the teacher, the method and learning environment.

The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class (Harmer, 1988: 51). For example, in Indonesia many people assume that English is an international language, so they have to be able to use English in communication.

Therefore it can motivate Indonesian to study English. One other major factors of a student motivation is a teacher. As we know, the role of English teaching learning process is as motivator. Therefore, high or low of student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be motivated. In other hand, Method is also a vital factor that influences student motivation. If the teacher apply appropriate method in English teaching learning process, the students can be more comfortable in learning process. So the goal of English learning is easy to

be reached. The last factor which influences the students' motivation level is learning environment. We can decorate class to make student to be more comfortable in learning process. We also can set sitting arrangement to make student to be comfortable in receiving the material.

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment (Marsh, 1996: 27). The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he needs English skill to do communication In his social live has a high motivation in learning English in order to master English to help him survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English they will reach the learning goal easily.

Then, enjoyment is also important in increasing motivation of student. If the students do not feel enjoy in learning class, the material taught is difficult to be transferred. Most researchers and methodologists have come to the view that internal factors of motivation are specially important for getting success (Harmer, 1988: 51). The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process. (Abdussalim, 2008)

Ways to motivate students

Increasing student motivation is one of a teacher's responsibilities. As teacher, we must have strategies in increasing student motivation. The strategies which can improve student motivation are giving interesting material, setting good goal and creating conducive learning situation. By giving interesting material we can improve student motivation. We need to provide them with a variety of subject and exercise to keep them engaged. We should give our student an authentic material which is close with our student's lives.

Material that is given to our students should be firmly context embedded, for example, familiar situations language and character and real-life conversations (Brown, 2001: 90). The other strategy that also important in improving students' motivation is setting good goal. Teacher has to set goals that are meaningful, realistic, and achievable by students. So students will become highly motivated because they can see how these instructional goals are relevant to their personal goal.

The other strategy that also important is that creating conducive learning situation. We can create interesting classroom with all kinds of visual material to make it to be more comfortable as learning environment for students. We can set the seating arrangement to make student easy in

receiving material that we give in learning teaching process. (Abdussalim, 2008)

According to (Pese, 2012) on the article “How to Motivate ESL Students: The 10 Best Ways to Increase Teenage Student Motivation” found in the web site busy teachers, these are some of the ways in which teachers can use didactic materials to motivate their students:

Use as many references to pop culture as you can

Consider your teens’ interests. Imagine you want to discuss last week’s events to practice the past simple tense. Will they be more interested in what President Obama did last week, or which outrageous outfit Lady Gaga wore to an awards show? If you’re not willing to discuss Eminem’s latest album, or any of the Twilight books or films, then you won’t connect with your teen students.

Give them a little friendly competition

Little kids like to compete, and teens are no different. Whether they play sports or games on the Wii, they always try to our best each other. Why not introduce some friendly competition into the ESL classroom? Games are easy ways to do this, but you can also have them compete in any activity.

Cater to their skills and exploit their talents

Most teens are talented at one thing or another. Take your time to get to know them and discover what these talents are. Students who are artistically-inclined may draw pictures, sketches or cartoons of a story you read out loud to the class. Do you have a student who plays the guitar? Ask him or her to bring it to class and play a song while the class sings the lyrics in English.

Use pen pals to motivate writing

If your students are not enthused about writing assignments, give them pen pals to write to. At ESL Teachers Board, or any other message board for ESL teachers, you can post a request for pen pals for your students, and find another teacher with whom you can trade email addresses. Writing to pen pals is a great introduction to what they may have to master later in life: business emails.

Make reading age appropriate

To get students excited about a reading assignment, make sure you choose material that will pique their interest. Naturally, books or stories about teens are sure to work, but you can also include celebrity

biographies, anything sports-related, or any topic that may interest them, but is also up to their reading level.

Play songs to improve listening comprehension

If you play any of the audio that typically comes with course materials, your teens will most likely tune out and not hear a word. The best way to motivate them to listen is by playing songs. But you should also choose songs they like, or can relate to.

Have video lessons

Videos have great potential in the ESL class. Thanks to recent advances in technology, we no longer need to have a TV and DVD player in the classroom to teach a video lesson. A laptop will do for a small class, and a speedy Internet connection is great, but not entirely necessary, as you can have video files already downloaded to your computer. To keep teens focused on the task, choose short interviews, movie trailers, music videos, or how to videos on YouTube.

Integrate technology into the classroom

In the previous point, we mention how easy it is to show videos on a laptop, but you can integrate technology in so many other ways. Most

teens have excellent Web surfing skills, so why not assign them a Web Quest? A Web Quest is an online, inquiry-based activity where students are required to search for specific information within links provided by the teacher, and then produce a report or a power point presentation.

Play Games

ESL games motivate any learner whether they are 5 or 50 years old. But with teens, it's important to choose games that will challenge them, give them the right competitive feel, and help them effectively practice an ESL item. A guessing game or any type of quiz show game should get them motivated.

Use realia in the classroom

The use of real life objects is also a great way to motivate students of all ages. But it is particularly effective with teens who are already lacking in enthusiasm. Giving directions: Choose places that teens frequently visit like malls, concert venues, or sports stadiums. Use anything from real city maps to brochures of these locations to practice giving directions.

Tell me about yourself: Instead of just telling the class about themselves, ask your teens to bring photos, as well as some of their favorite things, like books, CDs, a skateboard, or anything that represents them. Make sure

that at the beginning of the course you discuss what their learning goals are. They may not have thought of this earlier, but they may come to realize that they need English to surf the Internet, understand their favorite band's songs, or chat with foreign friends. And talking about the things that interest teens is a great way to establish rapport. Once you connect with them, you won't find any more blank stares. You'll see a room full of eager, smiling faces.

e. MATERIALS AND METHODS

Design of the research

The researcher exposes this work as a **descriptive research**, because it is an educational problem, the researcher thinks that it was developed observing the facts and describing them as they are presented in the reality, therefore, the variables were not manipulated.

METHODS: To carry out the research the following methods were used:

Bibliographic method: It was used to gather the scientific information which is the basis of this study; Books, magazines, articles and research papers were used with the purpose of collecting enough information regarding the topic of “APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS’ MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL ACADEMIC YEAR 2013-2014.”

Analytic and descriptive methods: They were employed to describe, analyze and interpret the results of the interviews and surveys that were used as the instruments to collect the information about the variables.

Explicative Method: It was used, in the explanation of the logical implications of the variables of every hypothesis and in this way; it was possible to prove them, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Statistics: It was used as a tool to organize and display data in tables, graphs and it facilitated the understanding of information as well.

Techniques and instruments

In order to get the empiric information about the sought object, the researcher used the following techniques and instruments:

❖ Techniques

Survey: to obtain the empiric information, the author applied a survey to the teachers as well to the students of the studied high school and this permitted her to obtain enough data about how the use of appropriate didactic materials in the English class influences motivation toward the acquisition of new words.

It was applied through a **questionnaire** that was elaborated with closed questions about the indicators which guided to prove the stated hypotheses. To apply the survey, the investigator explained the purpose of

the work and the intention of the survey so the actors of the teaching learning process did not oppose to support the development of this important work.

❖ **Instruments**

Questionnaire

❖ **Procedures**

In order to develop the research process the researcher carried out the following steps:

Tabulating: Once the researcher had applied the survey, the obtained information was tabulated in the researched field where the author used the descriptive statistics to interpret the closed questions and the author contrasted the information of the teacher and students, which, allowed to get the information, and prove the stated hypotheses.

Organizing: Next, the researcher organized the empiric information classifying the questions that served to prove the first hypothesis keeping in mind the variables and indicators that were used to support them. In this way, the researcher was able to interpret and analyze every question easily and with enough information.

Description: Then the researcher described the information in statistic tables, showing the information data from teachers and students that also included| the frequency and the percentage of the obtained indicators in the applied instruments and facilitating the interpretation of the information.

Graphic Representation: After, the author described the data; the researcher represented it graphically, so it facilitated the critical analysis of every question. The researcher used bars diagram, to show the results.

Logical Analysis: Once the researcher presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

Hypotheses Verification: The hypotheses were verified through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.

Conclusions and recommendations: Conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute to the solution of the

problem that motivated the research.

Lastly, the final report was designed according to the university regulations, that permit the understanding of the theory and of the results that the author obtained in the research which can be used to develop other researches in the future.

Population: The population of this research is the universe that corresponds to the first and second year of Bachillerato, this universe consists of 4 teachers and 258 students

f. RESULTS

Analysis of results

Once applied the survey to the students of first and second year of Bachillerato, at Paltas High School, academic period 2013-2014 in the canton Paltas, the researcher attained the following results.

HYPOTHESIS ONE

Teachers who frequently use didactic materials to present vocabulary help their students to acquire new words easily.

Question 1: What types of didactic materials are used in class to teach vocabulary?

a) **Chart 1**

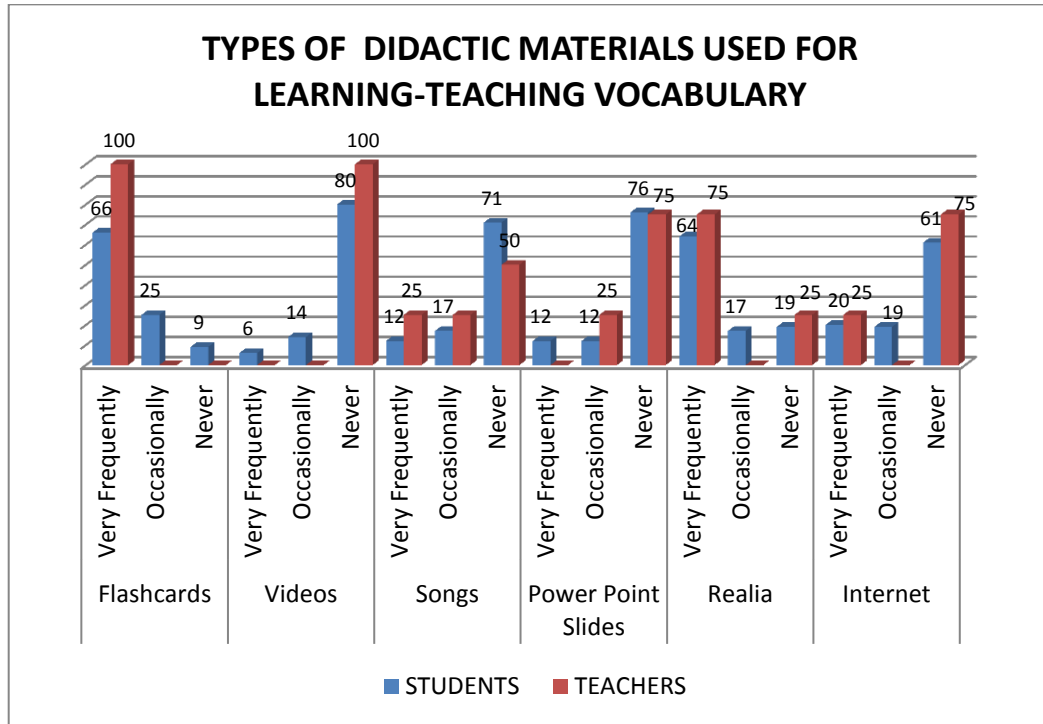
Types of Didactic Materials Used for Learning-Teaching Vocabulary

		STUDENTS		TEACHERS	
		f	%	f	%
Flashcards	Very Frequently	169	66	4	100
	Occasionally	65	25	0	0
	Never	24	9	0	0
	Total	258	100	4	100
Videos	Very Frequently	15	6	0	0
	Occasionally	35	14	0	0
	Never	208	80	4	100
	Total	258	100	4	100
Songs	Very Frequently	30	12	1	25
	Occasionally	45	17	1	25
	Never	183	71	2	50
	Total	258	100	4	100
Power point slides	Very Frequently	32	12	0	0
	Occasionally	31	12	1	25
	Never	195	76	3	75
	Total	258	100	4	100
Realia	Very Frequently	164	64	3	75
	Occasionally	44	17	0	0
	Never	48	19	1	25
	Total	258	100	4	100
Internet	Very Frequently	52	20	1	25
	Occasionally	50	19	0	0
	Never	156	61	3	75
	Total	258	100	4	100

Source: Students' Survey and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) Graph 1



c) Logical Analysis:

Referring to the use of different types of didactic resources to present the new vocabulary, according to the tables and graphs above, the following was observed: all teachers expressed that they very frequently use **flash cards** to present the new vocabulary in the English class; while, more than half students said that their teacher very frequently uses them; and not so many remarked that their teacher occasionally uses these materials; and a few stated that their teacher never uses them. According to R

amirez, (2008), flash cards provide to teacher the class control, vocabulary practices taking into account the ages and levels of students.

All teachers claimed that they never use **videos**; in the same way several students; meanwhile, a few students said that their teachers occasionally use these tools; and a few remarked that their teachers frequently use them. Arthur, (1999), affirms that: videos can give students realistic models to imitate for role-play. They can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language. They can offer a visual reinforcement of the target language and can lower anxiety when practicing the skill of listening.

Half teachers remarked that they never use **songs**; not so many said that they occasionally use these teaching tools; not many indicated that they frequently use them; whereas, many students expressed that their teachers never use audio aids; a few said that their teachers occasionally use these resources; few of them claimed that their teachers very frequently use them. According to Sariçoban, (2000), songs can be one of the most enchanting and culturally rich resources that can be easily used in language classrooms and they add that the songs to be chosen can offer a change from routine classroom activities acting as precious

resources to teach a variety of language items such as sentence patterns, vocabulary, rhythm as well as their skills in four language skills.

Many teachers said that they never use **power point slides**; and not so many claimed that they occasionally use these devices; nevertheless, many students stated that their teachers never use these aids; a few expressed that their teachers occasionally use these tools; and few of them claimed that their teachers very frequently use them. According to Fisher, (2003), power point presentations can be used in many ways in the ESL classroom as well as in other classrooms. Presentations can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.

Many teachers claimed that they very frequently use **realia**; not so many said that they never use these artifacts; though, more than half students expressed that their teachers very frequently use these real objects; but not so many students remarked that their teachers never use these resources; and a few students stated that their teachers occasionally use them. According to Brown, (2007), realia are probably the oldest form of classroom aid, but their effectiveness in helping students connect language to reality cannot be underestimated.

Many teachers remarked that they **never** use **internet resources**; not many expressed that they very frequently use them; however, more than

half of students said that their teachers never use internet resources; not so many students claimed that their teachers very frequently use these tools; not so many students indicated that their teachers occasionally use them. According to Falsetti, (1995), the main purpose of the Internet is to connect people all over the world to share information, experiences, and opinions. Because the Internet is a natural resource, it contains real language. As students navigate their way around the primarily text-based Internet, they must read and write in English, which helps them acquire the language.

Question 2: How important is the use of didactic materials for learning English?

a) Chart 2

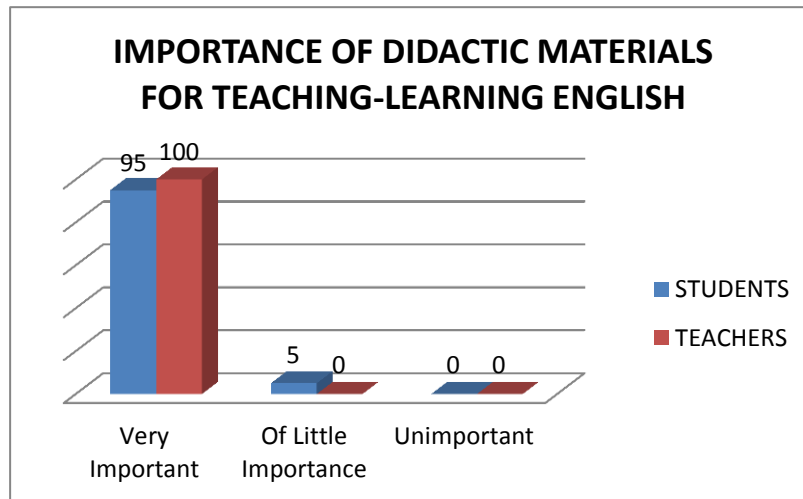
Importance of Didactic Materials for Teaching-Learning English

	STUDENTS		TEACHERS	
	f	%	f	%
Very Important	246	95	4	100
Of Little Importance	12	5	0	0
Unimportant	0	0.00	0	0
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) Graph 2



Logical Analysis:

The results related to the importance of didactic materials to teach vocabulary indicated that all teachers use the didactic materials. Almost all students agreed on it. A few students expressed the opposite. Robinson, (1991), remarks that the use of didactic material by teachers is very important due to the pupils can learn better. With these types of materials, the teacher clarifies the subject matter more easily; it makes facilitates the proper understanding to the students; it helps to increase the new vocabulary more simply; it makes the classroom live and active. Finally, teacher aids provide direct experience to the students.

Question 3: How often are didactic materials used to introduce the new vocabulary?

a) **Chart 3**

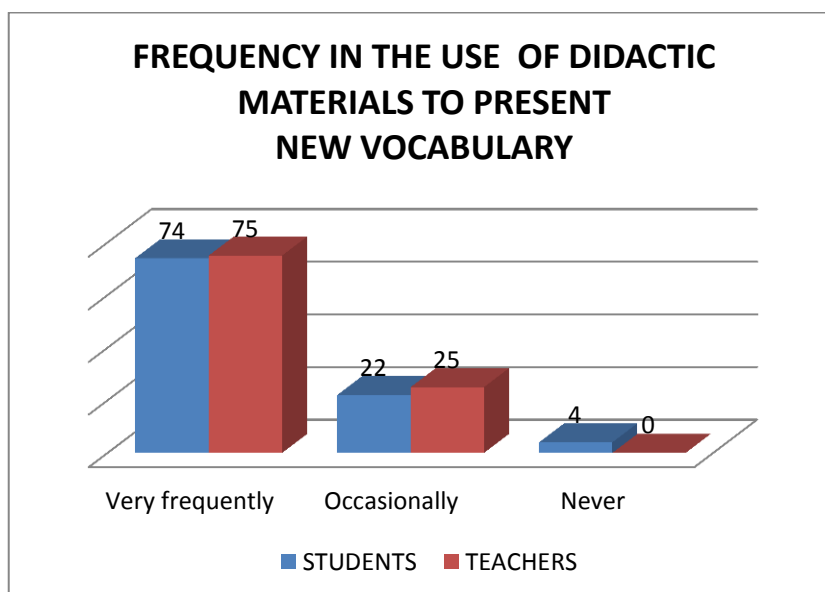
Frequency in the Use of Didactic Materials to Present New Vocabulary

	STUDENTS		TEACHERS	
	f	%	f	%
Very frequently	191	74	3	75
Occasionally	58	22	1	25
Never	9	4	0	0
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) **Graph 3**



c) **Logical Analysis:**

As the graphic shows, the frequency in the use of didactic materials in the English class, is significant. Many teachers said that they make use of these kind didactic resources very frequently, whereas many students supported the comments' teachers, some students remarked that their teachers occasionally use them. A few stated that their teachers never use them. According to Robinson, (1991), the use of didactic materials can provide students with upto-date knowledge, expose them to the world of authentic target language, can bring the real world into the classroom and significantly enliven the class, etc. By this way, materials can motivate students; give them more stimulation in learning a language.

Question 4: Do you believe that frequency in using the appropriate didactic materials helps the students to acquire new words easily?

a) **Chart 4**

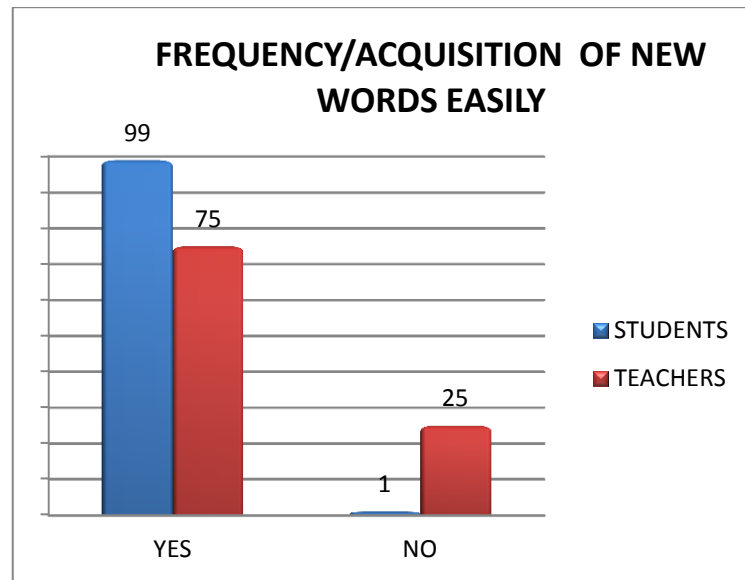
Frequency/Acquisition of New Words Easily

	STUDENTS		TEACHERS	
	f	%	f	%
Yes	255	99	3	75
No	3	1	1	25
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) Graph 4



c) Logical Analysis:

After analyzing the results in question four about the frequency in the use of the appropriate didactic materials to help students to acquire new words in an easy way, many teachers and almost all students agreed on it. While many teachers and just one student claimed the opposite. According to Dulley-Evans & St John, (1998); Nonaka, (2001), materials not only provide learners with a wide range of useful information but also can play an important role in enhancing learner's motivation –it is one of the key issues in language learning, that facilitate students' acquisition.

HYPOTHESIS TWO

Students who are taught vocabulary by using didactic resources are more motivated.

Question 5: Do you use didactic materials as a way of motivating your students?

a) **Chart 5**

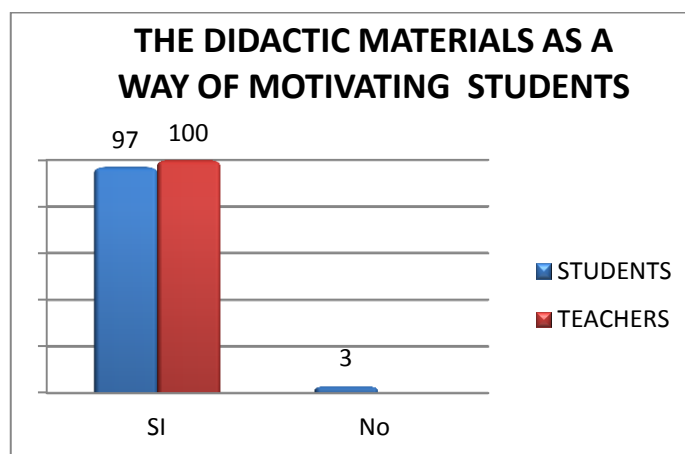
The Didactic Material as a Way of Motivating Students

	STUDENTS		TEACHERS	
	f	%	f	%
Yes	251	97	4	100
No	7	3		
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) **Graph 5**



Logical Analysis:

Referring to the present question, all the teachers and almost all students agreed that all the teachers make use of didactic material as a way of motivating to pupils and just a few students manifested the opposite. According to Robinson, (1991); Brown, (2001), authentic materials motivate students; give them more stimulation in learning a language. Increasing student motivation is one of a teacher's responsibilities. As teacher, we must have strategies in increasing student motivation. The strategies which can improve student motivation are giving interesting material, setting good goal.

Question 6: Do you think that the use of didactic materials has a relation with the level of students` motivation towards the acquisition of new vocabulary?

a) Chart 6

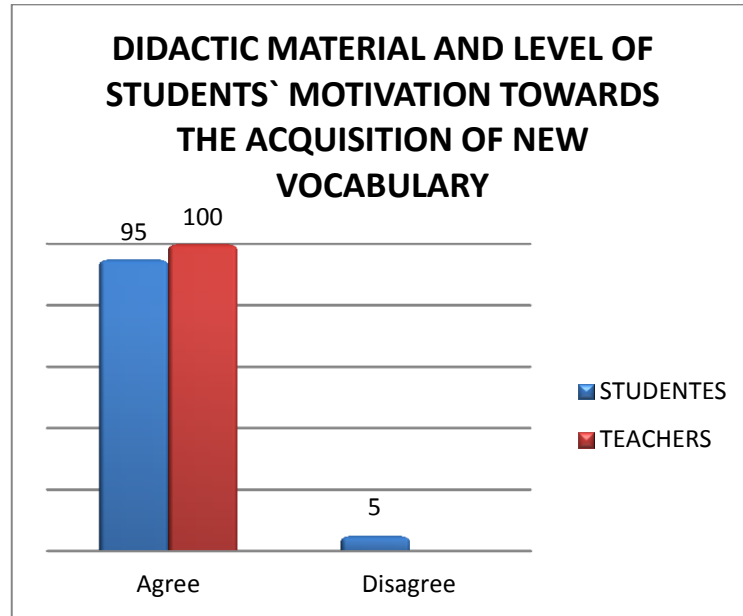
Didactic Material and Level of Students` Motivation Towards the Acquisition of New Vocabulary

	STUDENTS		TEACHERS	
	f	%	f	%
Agree	245	95	4	100
Disagree	13	5	0	0
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) Graph 6



c) Logical Analysis:

In relation to the present question, all teachers and the majority of students agreed that use of the didactic materials has a relation with the level of students` motivation towards the acquisition of new vocabulary, while, a few students remarked the opposite. According to Abdussalim, (2008), by giving interesting material we can improve student`s motivation. We need to provide them with a variety of activities to keep them engaged. We should give our student an authentic material which is close to our student`s lives.

The other strategy that also important is that of creating conductive learning situation. We can create interesting classroom with all kinds of

visual material to make it to be more comfortable as learning environment for students. We can set the seating arrangement to make student easy in receiving material that we give in learning teaching process.\

Question 7: What types of didactic materials are used in class for motivating students in the acquisition of new words?

a) **Chart 7**

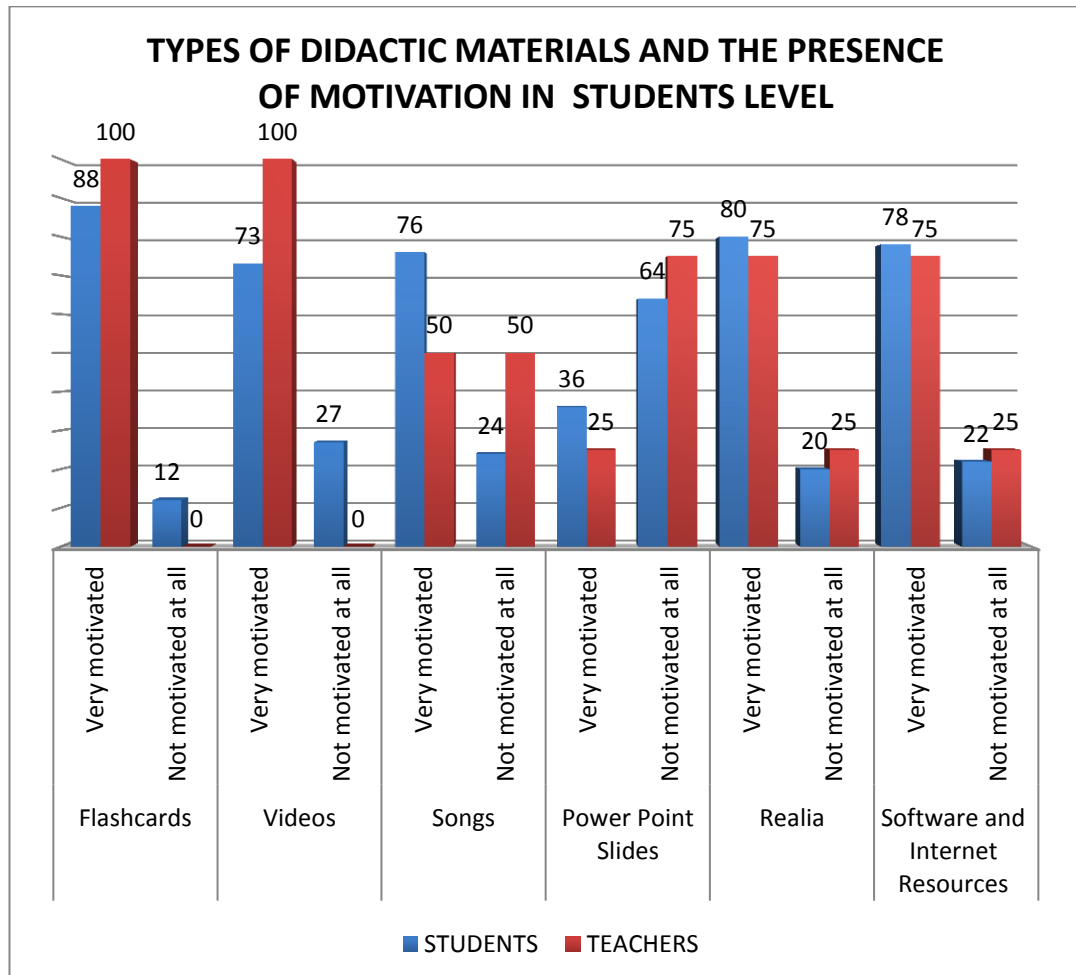
Types of Didactic Materials and the Presence of Motivation in Students Level

		STUDENTS		TEACHERS	
		f	%	f	%
Flashcards	Very motivated	226	88	4	100
	Not motivated at all	32	12	0	0
	Total	258	100	4	100
videos	Very motivated	188	73	4	100
	Not motivated at all	70	27	0	0
	Total	258	100	4	100
Songs	Very motivated	194	76	2	50
	Not motivated at all	64	24	2	50
	Total	258	100	4	100
Power Point Slides	Very motivated	94	36	1	25
	Not motivated at all	164	64	3	75
	Total	258	100	4	100
Realia	Very motivated	206	80	3	75
	Not motivated at all	52	20	1	25
	Total	258	100	4	100
Software and Internet Resources	Very motivated	201	78	3	75
	Not motivated at all	57	22	1	25
	Total	258	100	4	100

Source: Teacher and Students' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) **Graph 7**



c) **Logical Analysis:**

With reference to the use of didactic materials for motivating students: all teachers said that their students feel very motivated when they use flash cards; in same way almost all students claimed that they feel very motivated when their teacher uses this material; and few remarked that they do not feel motivated at all when they use visual aids. According to Alexenoamen, (2009), realia and flashcards are considered as important

tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc...Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items.

All teachers said that their students feel motivated at all when they use **videos**; whereas many students expressed that they feel motivated when they use these audio-visual aids; few remarked that they do not feel motivated when they use these materials. According to Pese, (2012), videos have great potential in the ESL class. Thanks to recent advances in technology, we no longer need to have a TV and DVD player in the classroom to teach a video lesson. A laptop will do for a small class, and a speedy Internet connection is great, but not entirely necessary, as you can have video files already downloaded to your computer. To keep teens focused on the task, choose short interviews, movie trailers, music videos, or how to videos on YouTube.

Half of the teachers said that their students do not feel motivated at all when they use **songs**; the other half said that their students feel very motivated; however, many students said that they feel very motivated when their teachers use these materials; not so many students said that they do not feel motivated at all when their teacher uses these audio materials. According to Pese, (2012), if you play any of the audio that typically comes with course materials, your teens will most likely tune out

and not hear a word. The best way to motivate them to listen is by playing songs. But you should also choose songs they like, or can relate to.

Many teachers claimed that their students do not feel motivated at all when they use power point slides; not so many teachers said that their students feel very motivated when they use these displays; while, more than half students remarked that they not feel motivated at all when their teachers use these multimedia aids; less than half students said that they feel very motivated, when their teacher uses these multimedia presentations. According to Pese, (2012), mention how easy it is to show videos on a laptop, but you can integrate technology in so many other ways. Most teens have excellent Web surfing skills, so why not assign them a Web Quest? A Web Quest is an online, inquiry-based activity where students are required to search for specific information within links provided by the teacher, and then produce a report or a Power Point presentation

Many teachers remarked that the students feel very motivated when they use realia; not so many teachers said that the students do not feel motivated at all when they use them; while many students expressed that they feel very motivated when the teacher uses real objects; not so many students affirmed that they not feel motivated at all when the teacher uses these tools. With reference provide Pese, (2012), the use of real life

objects is also a great way to motivate students of all ages, but, it is particularly effective with teens who are already lacking in enthusiasm.

Many teachers claimed that the students feel very motivated when they use **internet resources**, not so many teachers stated that their students not feel motivated at all when they use them. While, many students remarked that they feel very motivated when their teacher uses digital resources, not so many students expressed that they do not feel motivated at all when the teachers use these tools. Pese, (2012), videos have great potential in the ESL class. Thanks to recent advances in technology, we no longer need to have a TV and DVD player in the classroom to teach a video lesson. A laptop will do for a small class, and a speedy Internet connection is great, but not entirely necessary, as you can have video files already downloaded to your computer. To keep teens focused on the task, choose short interviews, movie trailers, music videos, or how to videos on YouTube.

Question 8: Do you think that being motivated during the class helps your students to acquire new words easily?

a) **Chart 8**

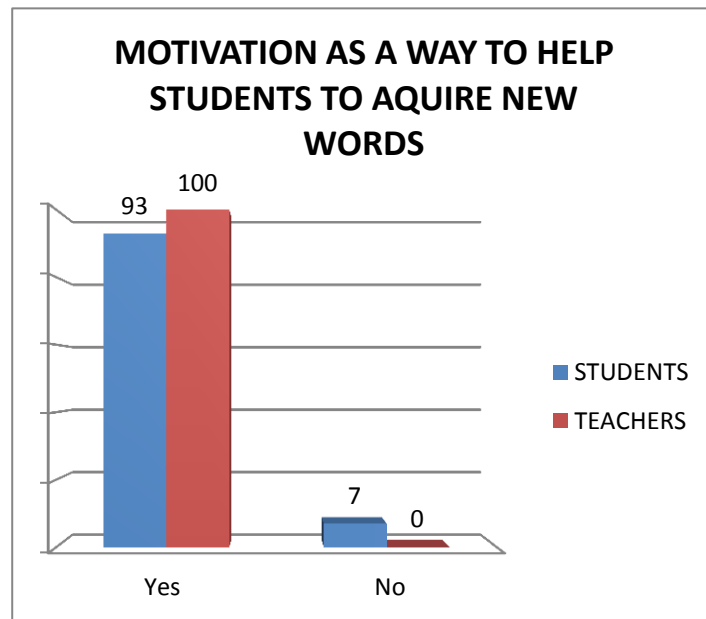
Motivation as a way to Help Students to Acquire New Words

	STUDENTS		TEACHERS	
	f	%	f	%
Si	241	93	4	100
No	17	7	0	0
Total	258	100	4	100

Source: Students and Teachers' Survey

Author: Verónica Elizabeth Torres Quizhpe

b) **Graph 8**



c) Logical Analysis:

With reference to the idea that keeping students motivated during the class helps them to acquire new words easily, all teachers and the majority of the students agreed; meanwhile, a few students said the opposite. According to Abdussalim, (2008), motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well.

g. DISCUSSION

HYPOTHESIS ONE

Teachers who frequently use didactic materials to present vocabulary help their students to acquire new words easily.

Demonstration:

QUESTION ONE: The data obtained shows that the use of **flashcards as** a resource to present the new vocabulary is **very frequent** in English classes according to 100% of teachers and 66% of students. Using flash cards is important due to this material permits class control by teacher, vocabulary practice and improvement the memory by students.

Concerning to use **of videos** 100% of teachers and 80% of students claim that they **never** use them in the English lessons, when they practice listening with videos, students improve audio/visual linguistic perceptions and lower students anxiety. Using these materials teacher can break the distance between teacher and students.

With regards to the use of songs, 50% of teachers and 71% of students remark that they **never use songs**. As it can be seen, there is a different opinion between teachers and students, The Songs can be useful to

provide a relaxed classroom atmosphere, change from routine to active classroom, with this material teacher encourages creativity, imagination and listening skills. Teacher can teach a variety of language items for example vocabulary and rhythm.

Referring to the use **power point slides** in teaching new words, there is a close agreement since 75% of teachers and 76 % of students express that they **never** use them in their **lessons**. Power point slides can be used for games, for presenting and practicing vocabulary.

Speaking about the use of **realia** to teach new vocabulary, 75% of teachers and 64% of students answer that they are **very frequently** used in the English lesson. There is a close agreement between teachers and students. Realia are objects from the real world and this material helps students connect language to reality.

As for the use of **internet resources** for teaching new vocabulary, 75% of teachers and 61% of students say that they **never** use them in the English lesson. Internet resources permit to improve the four skills (listening, writing, reading and speaking). The students work motivated because this material is very attractive.

After analyzing the results about the types of didactic resources used to teach the new words in the English class, the researcher found that

teachers use flash cards, Realia, very frequently. Besides teachers and students claimed that they never use Videos; Songs, power point slides or internet resources.

QUESTION TWO: Regarding to the importance of didactic materials in the teaching- learning process, It was found similarity between teachers and students.100% of teachers and 95% of students claim it. The use of didactic materials in the English lesson supports teachers proposed objectives achievement and motivates students, helps Them understand, increase the vocabulary, saves time and money and avoids dullness.

QUESTION THREE: In relation to the frequency in the use of didactic materials to introduce new vocabulary, 75% of teachers and 74% of students say that they are very frequently used in their English class. As it can be noticed there is a very close agreement between teacher and students This material is necessary that teachers use as frequently as possible in the teaching-learning process due to, in the moment that teacher uses them, the students do not get bored, the class is more dynamic and easy to understand and finally, it helps to increase the vocabulary.

QUESTION FOUR: With reference to how the use of appropriate didactic materials helps students to acquire new words easily, it is shown that 75% of teachers and 99% of the students agree on it. Didactic materials

motivate students and permit them to acquire new words easily and learn the language.

Decision

Based on the above analyzed results, hypothesis number **ONE** is **accepted**, due to it has clearly been demonstrated that the frequent use of the appropriate didactic resources for teaching vocabulary influences the students' motivation towards the acquisition of new words, because according to both teachers and students' answers, realia resources and flash cards are habitually used to introduce new vocabulary in the English language class.

HYPOTHESIS TWO

Students who are taught vocabulary by using didactic resources are more motivated.

Demonstration:

QUESTION FIVE: In relation with the use of the didactic materials as a way of motivating students, there is a close agreement according to 100% of teachers and 97% of students. Using didactic materials in the English class to motivate students, for both teacher and students is a good idea

because they do not lose interest in their lessons. The aim behind motivating the students is to make them aware of their strengths and weaknesses. Good motivation can help students consolidate their goals in the teaching learning process.

QUESTION SIX: After analyzing the results regarding the use of didactic materials and its relation to the level of students' motivation towards the acquisition of new words, in the English class, it was found that 100% of teachers and 95% of students agree on it. Consequently, teachers as much as students are aware that didactic resources have a relation with the levels of students' motivation to learn new vocabulary because this devices increase students' interest and stimulate learning the foreign language, When pupils have a high level of motivation using proper didactic resources they can memorize new words and grammatical structures, Due to the brain remembers information that is pleasant.

QUESTION SEVEN: In relation to types of didactic materials to motivate students, for instance with the use flash cards 100% of teachers and 88% of students **feel very motivated**. This tool can be useful if it is correctly used by teachers. This material plays an important role of facilitator in teaching new words.

With regards to the use **videos** for motivating students, according 100% of teachers and 73% of students, they feel very motivated, this material

shows students the reality through their eyes and ears and maintain them active.

Regarding to the use it **power point slides** for motivating students in their classes, according to 75% of teachers and 64% of students, they do **not feel motivated** at all. This material is not so popular but, has good devices; Such as pictures that allow students to comprehend better.

As regards to the use of **songs** in the English classes **according** to 50 % of teachers and 76% of students they **feel motivated**. As it can be seen there is a similarity answer. The best way to motivate them to listen is by playing songs. Teacher should choose songs students like.

With respect to the use **realia** in the English classes, there is a very alike opinion since to 75% of teachers and 80% of students feel **very motivated**. Real objects motivate enhance students interest and enthusiasm.

About the use of **internet resources in** the English classroom, the students according 75% of teachers and 78% of students **feel very motivated**. In the English language teaching-learning process, it is very important to bear in mind the most sophisticated technological resources such as: internet, smart boards, power point slides, multimedia, audio

aids-visual aids, audio materials, and visual materials, in order to facilitate students understanding in the daily classes.

QUESTION EIGHT: With reference to the use of didactic resources during the class as a tool to acquire new words easily; 100% of teachers and 93% of students think it is true. There is a close agreement between the two population groups. It can be noticed that they all know that the implementation of didactic tools can facilitate the proper understanding of students and helps to increase the vocabulary of the pupils more effectively. On the other hand, didactic materials can also constitute as an instrument, a resource or a means to help to understand content, attain objectives, and acquire the pupils' skills.

Decision

Supported on the above examined outcomes, hypothesis number **TWO** has been **confirmed** since according to both teachers and students' answers, the learners who are taught new vocabulary by using didactic resources, feel more motivated in class and increase their interest to learn the English language. Moreover, most of the teachers remark that the didactic tools are a fundamental part in the teaching process and that the application of the before mentioned resources helps pupils to acquire new words more easily.

h. CONCLUSIONS

After analyzing the obtained results of this research work, the following conclusions are stated.

- According to the results, it is evident that the teachers of the researched institution are only using realia and flashcards to introduce new vocabulary in their daily classes.

- As it was mentioned before, there is a partial use of appropriate didactic resources to present vocabulary by English teachers. Since there is not evidence of the use of other kinds of material. They are limited to implement the conventional ones like: flashcards and realia. Consequently, it is an adverse aspect that bounds the teachers carry out their task in a professional way.

- Most of English teachers in the researched institution are not frequently using the suitable didactic materials to work with the students in everyday classes. It was unquestionably inferred, that since some students expressed that their teachers very seldom employ the previously mentioned resources; they are not familiar with those materials, it was demonstrated that when students were inquired to list some of them, they were not able to do it. So, it is a detrimental aspect that impedes the

students' acquisition of new words and the correct development of the four basic skills.

➤ The students surveyed show lack of motivation for the English learning. Teachers do not apply illustrative didactic materials that make classes more interactive and dynamic. Furthermore, teachers are not aware of the importance of motivating students to get more attention from them.

i. RECOMMENDATIONS

After having arrived to the previous mentioned conclusions, the researcher considers that it is necessary to make the following recommendations:

- Teachers should be exposed and trained in the use of a varied set of technological resources to present, practice vocabulary and not only with the conventional tools like flashcards and realia. Likewise, teachers should encourage students to use the latest resources like: Internet, interactive software, English laboratory, because it has been proven that the new pedagogical tools facilitate the practice of the language more effectively and of vocabulary in particular.

- Teachers should more frequently employ in their lesson planning a diversity of didactic resources to present new vocabulary; for example, making use of the Internet they could look for updated information for their students; implementing power point slides one of the most pedagogical tools, teachers would be able to create presentations that could be used with certain frequency in the classroom introducing the new vocabulary, for practice, and later using for games, for reviews, for tests preparation etc. another source of creative vocabulary are songs and they motivate students since music is part of students' lives.

➤ Didactic materials are considered a common assertion that they play a crucial part in the language learning and teaching process. This accounts for the fact that discussions about the roles of materials appear in almost all books on course design. Nevertheless, teachers should continue using authentic materials because they provide students with updated knowledge, exposing them to the real world.

➤ During the process of teaching vocabulary teachers must motivate students to participate actively in the learning process. Innovative tools such as: songs, videos, power point presentations, internet, among others, can help teachers to get students' attention and therefore facilitating the acquisition of new words.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS’ MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”

THIS PROJECT AS A PREVIOUS REQUIREMENT TO OBTAIN THE BACHELOR’S DEGREE IN SCIENCE OF EDUCATION, ENGLISH LANGUAGE

AUTHOR:

Verónica Elizabeth Torres Quizhpe

LOJA-ECUADOR

2014

a. THEME

“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS’ MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”

b. PROBLEM STATEMENT

1. BACKGROUND

The present research will be carry out in “Colegio Experimental Paltas” at the Bachillerato level. This high school is located in Catacocha city in the province of Loja, Ecuador. “Colegio Experimental Paltas” was founded in 1950 and it has become one of the most important and respected high schools in this city. Nowadays, this institution has more than 1000 students and approximately 39 teachers.

The Ministry of Culture and Education authorizes its operation through Res. Min.266 of May 10th, 1950. This authorization has been renewed periodically, the most recent occasion being a resolution which was conferred by the Ministry of Education, the No. 1822, on May 17, 2004. This last resolution conferred the name of “Colegio Experimental Paltas” to this institution.

2. PROBLEM STATEMENT

Learning vocabulary is important to improve the level of understanding and fluency of a foreign language. The importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented (Anderson & Nagy, 1991; Baker,

Simmons, & Kame'enui, 1998; Becker, 1977; Cunningham & Stanovich, 1998). In fact, many researchers believe that the knowledge of vocabulary is important not only to understand a text or a conversation but also to learn something new. According to Baker, Simmons, & Kame'enui (1998), "Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e. to learn something new)"

During the last years the methods to teach vocabulary have changed, and the materials employed to teach vocabulary have changed too. By the nineteenth century, the grammar approach became the standard way of studying foreign languages in schools. According to this method, vocabulary selection was based solely on the reading texts used, and words were taught through bilingual word lists, dictionary study and memorization.

The materials employed to teach vocabulary were the textbooks which contains the bilingual words lists. In the mid and late nineteenth century, opposition to the Grammar Translation Method gradually developed in several European countries. This Reform Movement laid the foundations for the development of new ways of teaching languages and raised controversies that have continued to the present day. New approaches to

language teaching were developed by individual language teaching specialists, each with a specific method for reforming the teaching of modern languages. As new methods and approaches started to developed new materials were implemented in the classes. These changes in the English teaching methods and approaches have affected not only several countries around the world, but also they have had an impact in the way English is taught in Ecuador. In our country, a new English project has been implemented in high schools.

The main objective of this project is to improve the level of the English instruction in Ecuador. The use of the appropriate didactic materials will help teachers in Ecuador to reach this objective. Using appropriate didactic instruments in the English class to teach Vocabulary guarantees the acquisition of new words. Nowadays, there are thousands of didactic materials that help teachers to present new vocabulary words.

However, in many schools and high schools, teachers are still using the grammar translation approach to teach vocabulary. This old fashioned method of teaching a new language uses the textbook as the only resource to teach vocabulary. Teachers who still use this method believe that the best way to teach new words is to present the new word by giving its Spanish equivalent. Nevertheless, this way of presenting vocabulary is meaningless and students are unable to remember the new words. The main objective of this research is to demonstrate that the use of

appropriate didactic material improves the students' acquisition of new words. The researcher truly believes that students who learn words in meaningful situations with the appropriate didactic materials are more able to remember these words than students who just memorize them. To prove the hypothesis of this investigation, this research will be carry out in Paltas high school with a universe population of 262 people.

3. RESEARCH PROBLEM

DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS` MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014”

4. DELIMITATION OF THE RESEARCH

I. Temporal

This research will be carry out during the academic period
2013-2014

II. Spatial

The present research will be developed in the First and Second year of Bachillerato at Paltas High school located in Catacocha city.

III. Observation Units

In this research project will be involved the following people:

Teachers	4
Students	258

IV. Sub problems

- ✓ How frequently do the teachers use didactic materials to present vocabulary?

- ✓ Why do didactic resources influence students' motivation toward the acquisition new vocabulary?

c. JUSTIFICATION

In the old days of language teaching, vocabulary learning and teaching were given little importance. As Moir and Nation (2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular (Nation, 1990). However, nowadays, the significance of vocabulary and its significance in learning a language have become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing.

Vocabulary instruction is definitely a very important aspect of language teaching and learning. As, it was mentioned before, to increase vocabulary helps students to improve the level of fluency and comprehension. Therefore, to use the appropriate didactic resources to teaching vocabulary has an important role on vocabulary instruction. Using the appropriate didactic materials to teach vocabulary is important for these few reasons: To use didactic materials to present new words help students to learn them easily; besides, the use of these resources enhances students' interest and motivation. Using didactic materials helps not only the teacher to present vocabulary easily but also the students to understand the words in a better way. If a teacher does not use didactic resources to present vocabulary it is going to be difficult for the students to

acquire the new words. If students just memorize the words, they will easily forget them. That is why; teachers must teach the new words using meaningful resources like flashcards, maps, real object (realia), etc. Most of the teachers do not know which the importance of using appropriate didactic materials is.

The majority of teachers prepare their classes without taking into account what the necessary materials for the class are. Lessons in which translation is the only method use to present vocabulary are ineffective because students lose motivation. Using appropriate didactic materials to present the new words is a way of enhancing students' interest. This research investigation is important because it helps us to understand how the use of appropriate didactic materials influences the students' acquisition of new vocabulary.

d. OBJECTIVES

GERERAL

- ✓ To demonstrate that teaching vocabulary by using the appropriate didactic resources increases the students' acquisition of new words.

SPECIFIC

- ✓ To know the frequency of use of didactic materials in order to determine if using these resources facilitates the students' acquisition of new words.
- ✓ To demonstrate that the use of didactic materials enhance students motivation to learn new words.

e. THEORETICAL FRAME

1. CHAPTER ONE:

1.1. APPROACHES AND METHODS TO TEACHING

Research on “Second teaching and learning” has evolved during the last years. Many approaches and methods to teach a new language have been developed over the last century. This is a short summary of the most common approaches and methods taken from the website “ischool”:

1.1.1. Grammar Translation

Brief Description: Translation of grammar rules from the language familiar to the learners to the target language or vice versa.

Features:

- ✓ Learning language through detailed analysis of the grammar rules
- ✓ Reading and writing are the major focus
- ✓ Vocabulary selection is based on reading texts
- ✓ Words are taught through dictionary study, memorization, and bilingual word lists.

- ✓ Translation is a central technique

The Grammar Translation Method dominated Foreign Language Teaching (FLT) in the 19th century and in some respects continues to be influential in FLT up to this day. Proponents of this method believe that learning a foreign language is achieved through the constant and fast translation of sentences from the target language into the learner's first language and vice versa.

Correct translations of written texts require knowledge of a vast amount of vocabulary, and knowledge of rules of grammar which allow learners to analyze and understand the construction of target language sentences, thus preventing their misinterpretation. Word by word translations were popular because by them students could demonstrate that they understood the grammatical construction underlying a specific sentence.

1.1.2. Direct Method

Brief Description: Teaching directly in the target language through the use of demonstrations and visual aids

Features:

- ✓ Lessons begin with a brief dialogue

- ✓ No translation is used
- ✓ Exercises are given in a target language
- ✓ Grammar is taught inductively with rule explanation at the end

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful 'everyday' language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

1.1.3. Audio-lingual Method

Brief Description: It stems from the fact that language learning is any other learning. It emphasizes vocabulary acquisition through exposure to its use in situations.

Features:

- ✓ It involves habit formulation through repetition and memorization in order to avoid errors at all costs

- ✓ It gives learners numerous opportunities to speak
- ✓ Provides opportunity for quick reinforcement
- ✓ Attends to structure and form more than meaning
- ✓ Native-speaker-like pronunciation is sought
- ✓ Linguistic competence is the desired goal
- ✓ The teacher is expected to specify the language the students are to use

1.1.4. Cognitive Code

Brief Description: An approach to language teaching which stresses the learners' mastery of the rules of the target language.

Features:

- ✓ It refers to mental processes
- ✓ It emphasizes linguistic competence and performance
- ✓ Speaker learns language through mastery of its rules

The cognitive-code approach of the 1970s emphasizes that language learning involves active mental processes. It is not just a process of habit formation. Lessons focus on learning grammatical structures but the cognitive code approach emphasized the importance of meaningful practice, and the structures are presented inductively, the rules came after exposure to examples. There is, however, little use of examples from authentic material.

1.1.5. Situational Method

Brief Description: It is a method based on structural syllabus in which language is taught by association with characteristics of surrounding pictures, gestures, etc.

Features:

- ✓ It uses real life situations to provide meaning
- ✓ Rule explanation is often given either at the beginning or end.
- ✓ It involves visual and linguistic situation.

In situational language teaching, the language that is taught is realistic, all the words and sentences must grow out of some real situation or imagined real situation. Thus, the meaning of words is tied up with the situations in

which they are used. The learners know the meaning of the word “blackboard”, not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: “Look at the blackboard!”, “Clean the blackboard!”, “ Write on the blackboard!”. This example stresses the association between the word “blackboard” and the action of “looking at it”, “cleaning it”, or “writing on it.” Even if the classroom environment is limited, the teacher’s inventiveness should be put into practice in the pretence of a situation picked up from outside the classroom.

In this way of learning, learners should have three stages that are receiving, repeating and becoming automatic. That is to say, learners first listen to what the teacher says, then repeat and memorize, and at last can speak out spontaneously. It is much easier than memorizing hundreds mechanic rules of grammar and translation. Learning in such a relaxing phenomenon, learners can memorize words without hard process and the words are not easily forgotten. Furthermore, the learners know uses of the words clearly.

They know in certain situation using certain word, because they learn the words in realistic situations. When learners try their best to use the language creatively and spontaneously, they are bound to make errors. But the teachers will not constantly correct the learners’ errors in order to encourage them to talk and express themselves as much as they want.

The more they say, the faster they will be improved. It is believed that students can have limited linguistic knowledge and still be successful communicators.

Their success is determined as much by their fluency as it is by their accuracy. And also this situational-teaching method guides the learners to learning English in a very natural way. Similar scenes are designed to stimulate their English response time after time. English and American cultures are taught step by step in a "question and answer" mode, where learners can learn to think and respond in an "English" way. But all things have their two sides.

The situational language teaching method also has some shortcomings. Learning in this way, although the learners can speak English very fluently, there are many grammatical and structural mistakes or some informal uses which will prevent the learners from mastering the language. They may have no problem in speaking but a lot of in writing.

1.1.6. Communicative Language Teaching

Brief Description: It means using procedures where learners work in pairs or groups employing language resources in problem solving tasks, Richard and Rodgers (1995)

Features:

- ✓ Meaning is paramount
- ✓ Contextualization is a basic premise
- ✓ Comprehensive pronunciation is sought
- ✓ Effective communication is sought
- ✓ Teachers help learners in any way that motivates them to work with the language
- ✓ Intrinsic motivation will spring from an interest in what is being communicated by the language

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

2. CHAPTER TWO:

2.1.THE COMMUNICATIVE APPROACH

2.1.1. The Goals of Language Teaching

Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

Communicative competence includes the following aspects of language knowledge:

- ✓ Knowing how to use language for a range of different purposes and functions
- ✓ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- ✓ Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

2.1.2. The role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will

consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

2.1.2.1. Text based materials

There are **numerous textbooks** designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts.

Morrow and Johnson's *Communicate* (1979), for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. Watcyn-Jones's *Pair Work* (1981) consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the *Malay-sian English Language Syllabus* (1975) likewise represent a departure from traditional textbook modes.

A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message,

asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises.

2.1.2.2. Task-based materials

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

2.1.2.3. Realia

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

3. CHAPTER THREE:

3.1. STRATEGIES TO TEACH AND LEARN VOCABULARY

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large "word bank" and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

3.1.1. Explicit Vocabulary Instruction

3.1.1.1. Pre-teaching Vocabulary Words

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning.

This allows the child(ren) to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

3.1.1.2. Repeated Exposure to Words

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple

opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

3.1.1.3. Keyword Method

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

3.1.1.4. Word Maps

The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word.

Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

3.1.1.5. Root Analysis

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined.

The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

3.1.1.6. Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily.

A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

3.1.2. Implicit Vocabulary Instruction

3.1.2.1. Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can

determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

3.1.2.2. Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words.

These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

3.1.3. Incidental learning vs. Direct instruction of vocabulary

Studies in the acquisition of vocabulary have identified two principal learning strategies, incidental learning (discussed by Nagy, Anderson & Hermann, 1987; Nation & Coady, 1988; Nation, 2001) and direct learning.

Research by Nagy and colleagues claimed that learning from context is one of the most significant aspects of incidental learning. This laid the groundwork for the belief that authentic context is a particularly powerful source of incidental language learning (Krashen, 1989; Pitts, White and Krashen, 1989).

There is little doubt that incidental learning particularly that acquired through reading is key to learning the vocabulary necessary for functioning in an English environment. Some researchers, however, have argued that this form of acquisition has limitations, especially for students taking academic courses delivered in English, who need to develop textbook reading skills, and the ability to follow lectures (Chaffin, 1997; Zechmeister et al, 1995). These researchers claim that direct instruction of vocabulary and meaning plays a central role. Without this, they believe, long-term retention of new vocabulary is unlikely to follow. The strategy they advocate emphasizes the role of dictionaries and other word reference books; they note, too, that direct instruction is important in fostering an interest in words.

Direct acquisition studies recognize that vocabulary can be learnt using tools that bring the learner's attention into direct contact with the form and meaning of words, such as dictionaries and vocabulary lists. However, the question of how best to use these tools for direct vocabulary acquisition remains unanswered. In Taiwan, and other parts of Asia, the traditional

(and intuitively suboptimal) approach has been simply to memorize the vocabulary item along with one or two possible L1 translations.

The memorization of vocabulary items has become the usual method by which students in Taiwan prepare for standardized tests of English proficiency. Ironically, government policies intended to boost the national standard of communicative language skills have actually encouraged this approach to language learning. Previously, lists of words were presented primarily to students in public secondary schools, but nowadays official attempts to promote language proficiency have resulted in the widespread use of proficiency tests such as the GEPT and TOEIC; consequently there has been an explosion of test preparation classes. In almost every case, these classes emphasize vocabulary acquisition through the memorization of lists rather than the use of communicative tasks or the presentation of authentic examples.

4. CHAPTER FOUR:

4.1. DIDACTIC RESOURCES TO TEACH VOCABULARY

In the web site of the “Universitat Oberta de Catalunya” didactic materials are defined in this way: “By didactic materials we understand sets of content and of methodological and didactic resources (such as activities involving self-teaching or evaluation, etc.) organized according to a set of

objectives and geared towards facilitating the student's learning process. From a pedagogical standpoint, didactic materials must constitute an instrument, a resource or a means to help to understand content, to attain objectives, and to acquire skills.

They should also motivate students and communicate content in such a way as to facilitate comprehension.” It is a common assertion that materials in general play a crucial part in language learning and teaching, this accounts for the fact that discussions about the roles of materials appear in almost all books on course design (Nunan, 1991). Materials not only provide learners a wide range of useful information but also can play a part in enhancing learner motivation - one of the key issues in language learning, thus facilitate their acquisition (Dudley-Evans & St John, 1998; Nonaka, 2001).

Many experts have written on how to choose materials, which are relevant to learners, so that materials can support learners in learning languages. One important suggested things is to use authentic materials because they can provide students with upto-date knowledge, expose them to the world of authentic target language, can bring the real world into the classroom and significantly enliven the class, etc (Robinson, 1991; Martinez, 2002; Kaprova, 1999; LeLoup & Ponterio, 2000; Dumitrescu, 2000). By this way, authentic materials can motivate students; give them more stimulation in learning a language

4.1.1. Importance of Didactic Materials

Teaching materials (aids) play a very important role in Teaching- Learning process. Importance of Teaching aids are as follows:

- ✓ Motivation: Teaching aids motivate the students so that they can learn better.
- ✓ Clarification: Through teaching aids, the teacher clarifies the subject matter more easily.
- ✓ Discouragement of Cramming: Teaching aids can facilitate the proper understanding to the students which discourage the act of cramming.
- ✓ Increase the Vocabulary: Teaching aids helps to increase the vocabulary of the students more effectively.
- ✓ Saves Time and Money
- ✓ Classroom Live and active: Teaching aids make the classroom live and active.
- ✓ Avoids Dullness
- ✓ Direct Experience: Teaching aids provide direct experience to the students

4.1.2. Types of Didactic Material used to teach vocabulary in a communicative approach setting.

There are many materials available these days. They are classified as follows:

4.1.2.1. Visual Materials

The materials which use sense of vision are called Visual materials. For example : actual objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones.

4.1.2.2. Audio Materials

The aids that involve the sense of hearing are called Audio materials. Audio aids are also common teaching tools, and could include the use of a classroom stereo system or individual headsets. In classes devoted to the study of foreign languages, teachers often use recordings to demonstrate how the languages are spoken.

4.1.2.3. Audio - Visual Aids

The aids which involve the sense of vision as well as hearing are called Audio- Visual materials. For example: television, film projector, film strips etc.

4.1.2.4. Realia

Realia are artifacts from the real world that are related to the subject matter being studied. Students can interact with the realia to gain better perspective on what they are studying. For example, students practicing English conversation can role play ordering at a restaurant using real menus printed in English from an American restaurant. Other examples include photographs, road maps.

4.1.2.5. Multimedia

Often among the most popular with the students, multimedia presentations use video, audio or both to present information. Films, videos and film strips are all examples of multimedia teaching aids. Most school districts have libraries of multimedia presentations, avoiding the need for teachers to spend personal funds on these expensive aids.

4.1.3. How to work with the most common teaching materials (aids)

A teaching aid is something a classroom teacher uses in her class to help students improve reading and other skills, reinforce a skill, or to make learning fun. Teaching aids can be used in any of the core classes. There are several types of teaching aids to be utilized in your classroom.

4.1.3.1. Chart:

A chart is something that shows a group of facts in the form of a diagram, table, or a graph. Teachers can use small alphabet charts on student desks to aid in learning the alphabet. Charts can be large enough to mount on a wall. Wall charts can be used for whole group lessons; the teacher can write an outline or word definitions on the wall chart.

4.1.3.2. Flash Cards:

A flash card is part of a set of cards that has numbers, letters, pictures or words on it. They are commonly used for drilling students on facts. Flash cards may also be used to enhance student memory. Try playing a memory game with the facts on the cards. This is a great and fun way to help students memorize.

4.1.3.3. Flip Charts:

Flip charts are useful for teaching large groups at one time. A flip chart is a large group of papers that are attached at the top so that the papers can be flipped over one at a time to show a new page of paper. Flip charts are often placed on an easel, which allows the teacher to easily move it. A teacher can use a flip chart when she is showing different parts of a lesson, stages in the process of something, steps of something, or the progress of a story as it unfolds. Flip charts are very versatile and can be used for all classes.

4.1.3.4. Maps:

Maps are something teachers can use for various projects or lessons. A map is something to use when a teacher is describing where a city, state, country, or continent is located. Teachers can show students different types of terrain, the population of a specific state or country, or the amount of precipitation in various areas. Maps are great for social studies and science and give students a great understanding of spatial relations.

4.1.3.5. Calendar:

A calendar is a chart that shows dates in each month of the year. Teachers can use calendars for teaching days of the month and the

months to her class. Using a calendar that is in a different language is also a unique way to teach days of the month in that particular foreign language.

4.1.3.6. Newspapers:

Many teachers may not know that a newspaper is a great teaching aid. Newspapers can be used for any of the core classes. Teachers can use them to teach about people, places and things in language arts. Newspapers can be used for math activities, such as clipping coupons and doing basic math. A teacher can use a newspaper for finding parts of speech, teaching about life skills, or to keep kids current on news events.

4.1.3.7. Graphs:

Graphs are a wonderful teacher's aids and can be used for any subject. Teachers can make their own graphs and use them to compare population growth in social studies, numbers or ratios of objects in math class, or even use them for charting student growth. Teachers can make their own graphs using computer programs or can choose to go the old-fashioned way and use graph paper.

5. CHAPTER FIVE:

5.1.MOTIVATION

The classroom is a place where students spend most of their time. So, the values learned in the classroom will always remain with the students. All teachers want their students to excel in life and motivating the students is one of the important ways to help achieve this goal. There might be some students in the classroom who are extremely self-motivated and do not require inspiration from someone else, while others would require that extra push.

5.1.1. Importance of Motivation

Motivating students helps them focus on their studies better. Students understand how they should approach a particular subject and get their doubts cleared. The aim behind motivating the students is to make them aware of their strengths and weaknesses. Good motivation can help students fix their goals in life. There are many students, who lose interest in their studies due to lack of motivation, attention and guidance from their teachers. Because of this, students end up being failures in their life when they grow up even though they had all the skills, abilities and talent to reach the topmost position.

5.1.2. Motivating Students

Student motivation is of two types - intrinsic motivation and extrinsic motivation. Intrinsic motivation makes a student study and takes interest in his job due to his strong will power and strength of mind. In other words, such students practice self-motivation. On the other hand, an extrinsically motivated student would work hard and study with an aim of winning a prize or getting praised by his parents and teachers. Though it is the responsibility of teachers to motivate students, one must learn self-motivation as one grows up.

In order to motivate students in the classroom, teachers should not overreact by criticizing them in front of the entire class for the mistakes committed by them. Instead, the mistakes can be brought to the notice of the student individually and suggestions can be given to improve them. An effective and frequent communication between the students and his teacher is imperative for motivating the students. Teachers should praise the good qualities of the students.

They should encourage the students to participate in group activities with full enthusiasm. Providing the students with emotional support in times of difficulty is the task of the teacher. Small children, sometimes, are very sensitive and due to this, their performance in class can get affected due to family problems.

Here, teachers play a crucial role in keeping the students motivated by assuring that everything would be just fine. The extent of motivation in the classroom can be different for different students. There will be some students who show good results after a few words of praise. There would be others who would need prolonged support and help to excel in their task. So, teachers need to keep their cool and have patience while teaching their students. Students' motivation is possible by treating all students equally and making no discrimination among them on any grounds. Punishment can become a big deterrent in this process.

The teachers would therefore be advised to avoid punishing the students and use other methods to educate them. Motivation in the classroom can increase the confidence of students to a great extent. So, it is high time that we understand the importance of motivating students and implement it practically.

5.1.3. Ways to motivate students

According to the article “How To Motivate ESL Students: The 10 Best Ways to Increase Teenage Student Motivation” found in the web site busy teachers, these are some of the ways in which teachers can use didactic materials to motivate their students:

5.1.3.1. Use as many references to pop culture as you can

Consider your teens' interests. Imagine you want to discuss last week's events to practice the past simple tense. Will they be more interested in what President Obama did last week, or which outrageous outfit Lady Gaga wore to an awards show? If you're not willing to discuss Eminem's latest album, or any of the Twilight books or films, then you won't connect with your teen students.

5.1.3.2. Give them a little friendly competition

Little kids like to compete, and teens are no different. Whether they play sports or games on the Wii, they always try to outdo each other. Why not introduce some friendly competition into the ESL classroom? Games are easy ways to do this, but you can also have them compete in any activity.

5.1.3.3. Cater to their skills and exploit their talents

Most teens are talented at one thing or another. Take your time to get to know them and discover what these talents are. Students who are artistically-inclined may draw pictures, sketches or cartoons of a story you read out loud to the class. Do you have a student who plays the guitar?

Ask him or her to bring it to class and play a song while the class sings the lyrics in English.

5.1.3.4. Use pen pals to motivate writing

If your students are not enthused about writing assignments, give them pen pals to write to. At ESL Teachers Board, or any other message board for ESL teachers, you can post a request for pen pals for your students, and find another teacher with whom you can trade email addresses. Writing to pen pals is a great introduction to what they may have to master later in life: business emails.

5.1.3.5. Make reading age appropriate

To get students excited about a reading assignment, make sure you choose material that will pique their interest. Naturally, books or stories about teens are sure to work, but you can also include celebrity biographies, anything sports-related, or any topic that may interest them, but is also up to their reading level.

5.1.3.6. Play songs to improve listening comprehension

If you play any of the audio that typically comes with course materials, your teens will most likely tune out and not hear a word. The best way to

motivate them to listen is by playing songs. But you should also choose songs they like, or can relate to.

5.1.3.7. Have video lessons

Videos have great potential in the ESL class. Thanks to recent advances in technology, we no longer need to have a TV and DVD player in the classroom to teach a video lesson. A laptop will do for a small class, and a speedy Internet connection is great, but not entirely necessary, as you can have video files already downloaded to your computer. To keep teens focused on the task, choose short interviews, movie trailers, music videos, or how to videos on YouTube.

5.1.3.8. Integrate technology into the classroom

In the previous point, we mention how easy it is to show videos on a laptop, but you can integrate technology in so many other ways. Most teens have excellent Web surfing skills, so why not assign them a Web Quest? A Web Quest is an online, inquiry-based activity where students are required to search for specific information within links provided by the teacher, and then produce a report or a power point presentation.

5.1.3.9. Play games

ESL games motivate any learner whether they are 5 or 50 years old. But with teens, it's important to choose games that will challenge them, give them the right competitive feel, and help them effectively practice an ESL item. A guessing game or any type of quiz show game should get them motivated.

5.1.3.10. Use realia in the classroom

The use of real life objects is also a great way to motivate students of all ages. But it is particularly effective with teens who are already lacking in enthusiasm. Giving directions: Choose places that teens frequently visit like malls, concert venues, or sports stadiums. Use anything from real city maps to brochures of these locations to practice giving directions.

Tell me about yourself: Instead of just telling the class about themselves, ask your teens to bring photos, as well as some of their favorite things, like books, CDs, a skateboard, or anything that represents them. Make sure that at the beginning of the course you discuss what their learning goals are. They may not have thought of this earlier, but they may come to realize that they need English to surf the Internet, understand their favorite band's songs, or chat with foreign friends. And talking about the things that interest teens is a great way to establish rapport. Once you connect with

them, you won't find any more blank stares. You'll see a room full of eager, smiling faces.

HYPOTHESIS

➤ **GENERAL**

The frequent use of appropriate didactic materials to teach vocabulary facilitates the students' acquisition of new words.

➤ **SPECIFIC**

- Teachers who frequently use didactic materials to present vocabulary help their students to acquire new words easily.
- Students who are taught vocabulary by using didactic resources are more motivated

f. METHODOLOGY

1. DESIGN OF THE INVESTIGATION

The present research is a descriptive and non-experimental investigation. In order to achieve the set objectives, the bibliographic, analytic and descriptive methods will be employed during the development of the research project.

2. METHODS, TECHNIQUES AND PROCEDURES

2.1. METHODS

The bibliographic method will be used to gather the scientific information which is going to be the basis of this study. Books, magazines, articles and research papers are going to be used with the purpose of collecting enough information regarding the topic of “Appropriate didactic material used to teach vocabulary”.

The analytic and descriptive methods are going to be employed to describe, analyze and interpret the results of the interviews and surveys that are going to be used as the instruments to collect the information.

2.2. TECHNIQUES AND INSTRUMENTS

To collect the required data for this investigation, a survey will be applied to the students of the Bachillerato level at Paltas high school. This survey will contain close questions that will help to evaluate the results.

2.2.1. PROCEDURES

Once, the results of the surveys are collected, the following procedures will be followed:

2.2.1.1. Tabulation

After applying the surveys, all of the data collected will be tabulated. The answer to all of the questions will be tabulated in different charts.

2.2.1.2. Organization

The results and the data collected after the tabulation will be organized according to different variables. The answers provided by the teachers and the students are going to be organized into different variables to facilitate the analysis of the results.

2.2.1.3. Description

The information that has been organized will be used to make statistic charts that show the data collected in order to describe the results.

2.2.1.4. Graphic Representation

The results will be represented in graphic charts to facilitate the understanding of the results.

2.2.1.5. Interpretation and analysis

After tabulating, organizing and making the graphic representation of the results, these results will be evaluated and interpreted. A close analysis of the answers of the questions of the surveys and the graphic charts will be made. These results will be contrasted with the theoretic background which is the basis of this project.

2.2.1.6. Hypothesis Verification

Once the results are collected, interpreted and analyzed, the research will proceed with the hypothesis verification.

2.2.1.7. Formulation of conclusions and elaboration of the report

As the final step of the research the conclusions and the report will be elaborated.

2.2.1.8. Population

The population of this research is the universe that corresponds to the first and second year of bachillerato. This universe consists of 258 students and four teachers.

g. TIME TABLE

	2013				2014								
	MAY	JUNE	JULY	NOVEMBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
MONTHS	16	03	11	07									
ACTIVITES													
Presentation of the Project	X												
Change of theme project		X											
Project approval			X										
Designation of thesis advisor				X									
Thesis approval					X	X	X						
Private qualification of the thesis								X	X				
Write the recommendation										X	X	X	
Public sustentation and Graduation													X

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

Individual Research

Verónica Elizabeth Torres Quizhpe

1.2. Material

The materials that are going to be use during the research are: Computer, printer, paper, books and magazines for the bibliographic investigation.

2. BUDGET

Copies	\$ 50,00
Printing	\$ 400,00
Travel	\$ 100,00
Materials and Supplies	\$ 200,00
TOTAL	\$750,00

3. FINANCING

The cost derived from the present work will be assumed by the researcher.

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Annexe 2

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH DEPARMENT

TEACHER'S SURVEY

The present survey has as an objective to collect important data to develop a research project. Please, answer the following questions:

1. **How often do you use the following material to present vocabulary:
Put an "x" in the appropriate box.**

<i>Materials</i>	<i>Very frequently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>
<i>Flashcards</i>					
<i>Videos</i>					
<i>Songs</i>					
<i>Power point slides</i>					
<i>Maps</i>					
<i>Realia</i>					
<i>Software and online resources</i>					

2. **In your opinion, the use of didactic materials to present vocabulary during the class is:**
Very important () Important () Of little importance () Unimportant ()
3. **How often do you use didactic materials to present vocabulary?**
Very frequently () Frequently () Occasionally () Rarely () Never ()
4. **Do you believe that frequently using the appropriate didactic materials helps the students to acquire new words easily?**
Yes () No ()
5. **Do you think that the use of didactic material has a relation with the level of students' motivation toward the acquisition of new vocabulary?**
Agree () Disagree ()
6. **Do you use didactic materials as a way of motivating your students?**
Yes () No ()

7. **When using didactic materials to present new words, your students feel:**
Very motivated () Motivated () Not motivated at all ()

8. **When using these didactic materials to present vocabulary, how do you think students feel?**
1=Not motivated at all 2=Motivated 3=Very motivated

Materials	Motivation
<i>Bilingual word lists</i>	
<i>Flashcards</i>	
<i>Videos</i>	
<i>Songs</i>	
<i>Power point slides</i>	
<i>Maps</i>	
<i>Realia</i>	
<i>Software and online resources</i>	

9. **Do you think that being motivated during the class help your students to acquire new words easily?**
Yes () No ()

THANK YOU

Annex 3



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH DEPARMENT

STUDENT'S SURVEY

La presente encuesta tiene como objetivo recolectar información importante que servirá para el desarrollo de una investigación en el ámbito educativo. Le solicito conteste las siguientes preguntas:

- 1. Con que frecuencia su maestro de Inglés utiliza el siguiente material didáctico:**

Materials	Muy frecuentemente	Frecuentemente	Ocasional mente	Rara mente	Nunca
<i>Flashcards (Tarjetas con dibujos)</i>					
<i>Videos</i>					
<i>Canciones</i>					
<i>Presentaciones de power point</i>					
<i>Mapas</i>					
<i>Objetosreales</i>					
<i>Internet, programas de computadora</i>					

- 2. En su opinión como estudiante, el uso de material didáctico es:**

Muy importante () Importante ()
De poca importancia () No es importante ()

- 3. Con que frecuencia su profesor de la asignatura de Inglés utiliza material didáctico para presentar el vocabulario nuevo?**

Muy frecuentemente () Frecuentemente () Ocasionalmente ()
Raramente () Nunca ()

- 4. En su opinión el uso de materiales didácticos le facilita a usted como estudiante el aprendizaje de palabras nuevas?**

Si () No ()

- 5. En su opinión el uso de materiales didácticos aumenta su interés en las clases de inglés?**

De acuerdo () En desacuerdo ()

6. Cree que el profesor debería utilizar materiales didácticos como una forma de motivar a sus estudiantes?

Si () No ()

7. Cuando el profesor utiliza material didáctico para enseñar vocabulario usted se siente:

Muy motivado () Motivado () Desmotivado ()

8. En su opinión, al usar los siguiente materiales los estudiantes se sienten:

1=Desmotivados 2=Motivados 3=Muy motivados

Materiales	Motivación
<i>Listas de palabras en inglés y español</i>	
<i>Flashcards (Tarjetas con dibujos)</i>	
<i>Videos</i>	
<i>Canciones</i>	
<i>Presentaciones de power point</i>	
<i>Mapas</i>	
<i>Objetos reales</i>	
<i>Internet, programas de computadora</i>	

9. Cree usted que el motivar a los estudiantes les ayuda a aprender el vocabulario nuevo más fácilmente?

Si () No ()

GRACIAS



Annex 4

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH DEPARTMENT
TEACHER'S SURVEY

The present survey has as an objective to collect important data to develop a research project. Please, answer the following questions:

- 1. What types of didactic materials are used in class to teach vocabulary? Put an "x" in the appropriate box.**

<i>Materials</i>	<i>Very frequently</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>
<i>Flashcards</i>					
<i>Videos</i>					
<i>Songs</i>					
<i>Power point slides</i>					
<i>Maps</i>					
<i>Realia</i>					
<i>Software and Online resources</i>					

- 2. How important is the use of didactic materials for learning English?**

Very important () Of little importance () Unimportant ()

- 3. How often are didactic materials used to introduce the new vocabulary?**

Very frequently () Occasionally () Never ()

- 4. Do you believe that frequently using the appropriate didactic materials helps the students to acquire new words easily?**

Yes () No ()

- 5. Do you use didactic materials as a way of motivating your students?**

Yes () No ()

6. Do you think that the use of didactic materials has a relation with the level of students' motivation towards the acquisition of new vocabulary

Agree ()

Disagree ()

7. What types of didactic materials are used in class for motivating students in the acquisition of new words?

1=Not motivated at all

2=Motivated

3=Very motivated

Materials	Motivation
<i>Bilingual word lists</i>	
<i>Flashcards</i>	
<i>Videos</i>	
<i>Songs</i>	
<i>Power point slides</i>	
<i>Maps</i>	
<i>Realia</i>	
<i>Software and online resources</i>	

8. Do you think that being motivated during the class helps you students to acquire new words easily

Yes ()

No ()

THANK YOU



Annexe 5

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH DEPARMENT
STUDENT'S SURVEY

La presente encuesta tiene como objetivo recolectar información importante que servirá para el desarrollo de una investigación en el ámbito educativo. Le solicito conteste las siguientes preguntas:

1. **¿Cuál de los siguientes materiales didácticos utiliza su profesor para enseñar el vocabulario?**

Materials	Muy frecuentemente	Frecuentemente	Ocasionalmente	Raramente	Nunca
<i>Flashcards (Tarjetas con dibujos)</i>					
<i>Videos</i>					
<i>Canciones</i>					
<i>Presentaciones de power point</i>					
<i>Objetos reales</i>					
<i>Internet,</i>					

2. **Cuán importante es el uso del material didáctico para el aprendizaje del Inglés:**

Muy importante ()
 De poca importancia () No es importante ()

3. **¿Con que frecuencia su profesor de la asignatura de Inglés utiliza material didáctico para presentar el vocabulario nuevo?**

Muy frecuentemente () Ocasionalmente () Nunca ()

4. ¿En su opinión el uso frecuente de los apropiados materiales didácticos le facilita a usted como estudiante el aprendizaje de palabras nuevas?

Si () No ()

5. ¿Cree que el profesor debería utilizar materiales didácticos como una forma de motivar a sus estudiantes?

Si () No ()

6. ¿En su opinión el uso de materiales didácticos tiene relación con el nivel de motivación de los estudiantes para la adquisición de nuevas palabras?

De acuerdo () En desacuerdo ()

7. Que tipos de materiales didácticos son usados en clase para motivar a los estudiantes en el aprendizaje de nuevas palabras?:

1=Desmotivados 2=Motivados 3=Muy motivados

Materiales	Motivación
<i>Flashcards (Tarjetas con dibujos)</i>	
<i>Videos</i>	
<i>Canciones</i>	
<i>Presentaciones de power point</i>	
<i>Objetos reales</i>	
<i>Internet, programas de computadora</i>	

8. ¿Cree usted que el motivar a los estudiantes les ayuda a aprender el vocabulario nuevo más fácilmente?

Si () No ()

GRACIAS

ANNEXE 6
CONSISTENCY MATRIX

THEME:

“APPROPRIATE DIDACTIC RESOURCES USED TO TEACH VOCABULARY AND THEIR INFLUENCE ON STUDENTS’ MOTIVATION TOWARD THE ACQUISITION OF NEW WORDS AMONG STUDENTS OF FIRST AND SECOND YEAR OF BACHILLERATO IN PALTAS HIGH SCHOOL, ACADEMIC YEAR 2013-2014

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How does the use of appropriate didactic materials in the English class to teach Vocabulary influence motivation towards the acquisition of new words?	To demonstrate that teaching vocabulary by using the appropriate didactic resources increases the students’ motivation to acquire new words.	The frequent use of appropriate didactic materials to teach vocabulary facilitates the students’ motivation towards the acquisition of new words.		
SUB PROBLEMS				
How frequently do the teachers use didactic materials to present vocabulary?	To know the frequency of use of didactic materials in order to determine if using these resources facilitates the students’ acquisition of new words.	Teachers who frequently use didactic materials to present vocabulary help their students to acquire new words easily.	Didactic Materials to present vocabulary	Flashcards, videos, songs, power point slides, maps, realia, software and online resources.
Why do didactic resources influence students’ motivation toward the acquisition new vocabulary?	To demonstrate that the use of didactic materials enhance students’ motivation to learn new words.	Students who are taught vocabulary by using didactic resources are more motivated	Motivation toward the acquisition of new vocabulary	Extrinsic motivation

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