UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

The use of supplementary materials for teaching children in EFL classes

Research done in order to achieve the
Bachelor's Degree in Teaching
English as a Foreign Language

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UNIVERSITY CENTER QUITO

2012

CERTIFICATION

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Certifies that

This research study has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which complies with all of the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, March, 2012.

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Abstract

This study documents the use of supplementary material for teaching children in EFL classes. Labor intensive research was conducted to discover the frequency and types of supporting materials used. A qualitative analysis of each aid is presented and a quantitative analysis is then discussed. This study was carried out during the last period of the school year with fourth, fifth and sixth grade participants at a school in Quito, Ecuador.

The data collected included a description of the supplementary material and student and teacher surveys. Research on five studies that had been done on supporting materials used in EFL classes was conducted to discover their importance to support teaching. Books, Internet, and journals were used to learn about theoretical concepts. The result was that instructors teach with limited supporting aids; however, they all agree that the use of supplementary material helps to increase knowledge and creates dynamic and engaging classes. This study's main purpose is to discover if teachers use supporting aids to assist them in teaching EFL to children and if such materials are pertinent, appropriate, and qualified.

Introduction

English is viewed as a language that gives people access to the world. Therefore, teaching English as a foreign language has increased exponentially, thus becoming a subject which has concerned many English language instructors because of the complexity and diversity components of this kind of work. Firstly, the socio- cultural component, which has a great influence due to the educational and historical contexts in which foreign languages are taught and learned, is very important to make decisions about teaching. Second, the success of achieving positive results in the teaching-learning process depends on the selection of the biographical components. Finally, the last basic element is the methodological component, which is the most important one because it involves a variety of features for instance, methods, applied resources, and techniques, which all work together to make progress in a teaching- learning activity.

Furthermore, while referring to the learning process, it is vital to keep in mind that instructors do not work alone to accomplish their goals; they use a variety of different supporting aids and sources, which play an important role in achieving the objectives of the class if they are used appropriately. One of these very important sources is the use of supplementary materials, which has a great influence in making this process easier.

According to my point of view, using supporting materials in an English language class makes it more interesting and motivating. However, selecting the correct material for each class and using it adequately is one of the most important features of a successful class. Thus, while one is selecting the correct material, it is essential to consider pertinence (topic, objectives, and content of the class), appropriateness (students' needs), and quality.

Additionally, some previous studies that had been done on supporting aids show that supplementary material has a great influence on teaching English as foreign language. For example, Al-Jarf (2007) conducted research to find whether or not online instruction has positive effects on freshman student vocabulary enhancement, if the online frequency use has a connection with the students' vocabulary achievement, and finally to find out if the online instruction has any positive results on students' attitudes towards vocabulary learning. In the process followed to answer these questions, students were given both traditional and online instruction. As a general conclusion it was observed that online courses definitely have a great impact on students' vocabulary enhancement because their achievement improved greatly. However, there were some limitations. For instance, students did not take online instruction seriously because it was not part of their culture. Besides, it was shown that students consider that online instruction should not be used for serious studying.

On the other hand, Barnawi (2008) performed research about the Internet in EFL classrooms to find out the teachers' perceptions about the integration of it in class, their willingness to use it, and to what extent they find it useful. Questionnaires were used to collect information about teachers' beliefs, attitudes, willingness, and concerns about the integration of the Internet in EFL classes. By the end of the research, it had been concluded that teachers show a positive attitude towards the integration of it in their classes. It was also shown that teachers consider it useful because it helps them become innovative teachers, facilitate the teaching-learning process, and meet the goals of the class. Nevertheless, it was found that teachers do not use it in class because the size of the class is too big and they feel uncomfortable with the presence of the Internet in their classes.

There is a huge variety of supporting materials to choose from such as visual aids, audio-visual aids, realia, and websites, among others. However, it is thought that teachers have not been using such materials in the correct form or are not using them at all. This is the main reason why it is necessary to research the use of supplementary materials for teaching English to children in Ecuadorian EFL classes and whose purpose is to find out if teachers are using supplementary materials, and how pertinent, appropriate, and qualified those materials are. This research will benefit both teachers and students because through it the researcher will awaken the teachers' interest in using supporting aids in their classes; therefore, they will have more interesting and motivating classes and thus an increasing improvement in the educational system.

Some limitations that made it difficult to conduct this study are the following. Firstly, one of the limitations was that the period of the school year was almost ending; consequently, most of the classes were not regular. Moreover, it would be advisable that the observations were conducted in three different schools to have the chance to observe different teachers. Otherwise, researchers will have to observe at least two different levels taught by the same teacher. It was also hard to survey thirty teachers because the two teachers who were in charge of the three observed levels were the same; thus, the ideas from one day were very similar to the ones from the next. For this reason, it should be important that researchers be authorized to survey other teachers even though they are teaching other levels. It would also be a good idea if this research were applied to adults in English language institutes or academies because they will be able to give more specific answers to the students' surveys.

By the end of the teaching field research, it had been learned that teachers do not use supplementary materials at all. They rarely use them, and when supporting aids were used, their purpose was to help students understand vocabulary, bring fun into the class, and encourage

students to talk during class, among other purposes. On the other hand, it was observed that the most preferred materials by the students were realia, photos, websites, films, stories, songs, and handouts. Moreover, one issue that appeared in many questions is that teachers follow the course books while they should use them and adapt activities to make them more relevant and meet students' interests and needs. Basically, there is a slight difference between how English is taught in the three different levels.

Method

Setting and Participants

The participants of the present study were 65 EFL students from a primary school in Quito, Ecuador. They were students from fourth, fifth and sixth-year classes, whose ages were between 8 and 10. It was a mixed gender class; therefore, the participants were both boys and girls. Each class was chosen according to the student's grades and the teacher who taught that class in order to avoid observing the same teacher`s class. Moreover, the number of teachers being observed was two. The classes were taught in the morning and most of the observed classes were conducted around 7 and 8 a.m. Each class lasted around 45 minutes. The whole teaching field research lasted six weeks.

Procedures

First of all, extensive research was done to learn about some basic theoretical concepts which were essential to know before the teaching field research was started. For this research, different sources such as books and the Internet were used. Then, a literature review was written using some data from the sources used. Furthermore, research on five previous studies about supporting materials used in EFL settings was also done to find out about the importance of using supplementary materials for teaching English as a foreign language. Therefore, the literature review was completed by adding a summary of the previous studies.

In addition, a teaching field research was done to collect information about the types of supporting materials used and their appropriateness, quality, and use frequency. Moreover, charts provided for the field research were used to collect, classify, and report data. Besides, a deep analysis of the teaching field research findings was done using both the qualitative and quantitative methods. In the qualitative part the pertinence and appropriateness of the supporting

material was analyzed. On the contrary, in the quantitative section the frequency and type of supplementary material was analyzed.

DISCUSSION

Literature Review

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

Furthermore, since extra material in the classroom benefits not only teachers but also learners because it catches their interest and thus focuses their attention on the topic, it is essential that teachers use it. Besides, some previous studies have shown that additional resources are essential in learning a foreign language. Moreover, teachers should take into consideration different factors that may interfere with getting ahead in a teaching process and that may be decisive at the moment of choosing the material to be used in a classroom. In the following paragraphs, those main factors such as teaching a foreign language, learners, learners' differences, motivation, learning styles, teaching techniques, teaching children, different contexts for teaching, and additional aids are stated.

Teaching a foreign language

Any other language that is not a learner's native language is considered a foreign language. According to Harmer (2007) it is stated that English as a foreign language is a language learned to be used with any English speakers among the world in situations such as business or tourism. He also stated that people usually learn English as a foreign language in

their own countries or sometimes in short courses in English speaking countries such as Britain, the USA, and Australia, among others.

Moreover, Herhard (1996) pointed out that the main objective for people learning English as a foreign language is to pass an English entrance exam to enter good high schools and universities. He also said that in EFL settings teaching is focused on making students analyze and understand the language so that they can pass entrance tests but not for the main purpose of communicating in English. On the other hand, from the point of view of Maxom (2009) it was said that teaching English as a foreign language, English as a second language, and English for speakers of other languages are all exactly like each other, but it varies according to the country where you live and who your students are. He also added that learning English in order to survive in an English speaking country and learning English in a non-speaking one are different from one another. In brief, a foreign language is the language learned in the student's own country where it is not an official language.

Learners

Students' age is very important at the moment of deciding what and how to teach. Since children, adolescents, and adults learn very different from one another, it is important that teachers be aware of the differences between these groups of learners. For instance, Harmer (2007) reported that students who are nine or ten years old learn differently from other age learners. He said that children react to each idea expressed though they do not know every single word, learn from everything around them, and their knowledge is a result not only from explanation but also seeing, hearing, touching and interacting with others. Also, he stated that it is difficult for students of this age to understand concepts e.g., grammar rules. Moreover, he said that children show interest in learning and desire to know about the world around them, have the

necessity of being given individual treatment and approval from their teachers, and respond better to activities that use them and their lives as the main subject. However, he stated that children possess a limited attention span and they can lose interest and get bored after ten minutes if the activities are not engaging.

Furthermore, Halliwell, (1994) mentioned that children possess a great ability to use the language in a creative manner, often learn indirectly instead of learning directly, enjoy what they do, own a creative imagination, and have a good time talking. Finally, from the point of view of Scott & Ytreberg (1990), it was stated that there is a huge difference between children of five and children of ten. They mentioned some certain characteristics that teachers should be aware of and keep in mind while teaching. They pointed out that children are able to inform what they are doing, say what they did or heard, decide to do something, explain what they think and why, use reasonable thinking, imagine things easily, and comprehend "human interaction."

In contrast, Harmer (2007) concluded that adolescents are considered as problematic students despite their particular success as language learners. They are both very good at abstract ideas and dedicated to what they are doing from the time they engage their interest; thus, they are viewed as the most exciting students of all. Also, most students of this age understand the importance of learning, its right goal, and the responsibility to do what they are asked. Moreover, since adolescence is the time when young people are searching for their own identity and feel a great need for self-esteem, they need to be valued and feel good about themselves.

Furthermore, according to Brown (1994), it was expressed that adolescents' intellectual capacity is increasing enormously, so they are able to solve difficult problems using logical reasoning. On the other hand, from the point of view of Finlam (2001) it was concluded that adolescents are neither "concrete thinkers nor risk takers." Thus, it is difficult for them to get

involved in a learning process. Besides, she added that adolescent learners have communicative problems, which lead them to feel frustration, anxiety and confidence. Therefore, adolescents' lives become full of low self-esteem and poor self-awareness.

On the other hand, adult learners are very different from other age students. As stated by Harmer (2007) these learners are able to get involved in abstract thought, so it is not necessary that teachers depend on activities e.g., games and songs. Besides, they have not only some life experience but also clear goals and their own way of learning. Also, adults behave better than any other age students and come to class with a great deal of knowledge that can be used by their teacher in different activities. In addition, Brown (1994) mentioned that adults had longer attention spans towards materials that are not interesting for them, possess a more developed abstract thinking ability, feel sure about what they are able to do, and involve more than one sense in learning.

Also, Harriman (2004) stated that adults learn differently from children because there is a huge difference between "Andragogy", which refers to how adults learn and "Pedagogy", which refers to how children learn. Furthermore, he said that it is better to have a mix of both "Andragogy" and "Pedagogy" approaches because students understand and remember things better when those things are related to their own experiences or the real world. Besides, he mentioned that adults are able to learn from their classmates, have their own learning styles, prefer immediate and frequent feedback, and have a great deal of life experience that is used for learning.

Learner's differences

Every student is different from each other. From the point of view of Edge (1994), it was said that each person has his own expectations, and different knowledge or skills for learning.

Also, learning can be affected by student's age and educational, social, and cultural antecedents. On the other hand, and according to Harmer (2007) it was stated that if some people are better at doing some things than others, it indicates that there are individual variations. For instance, he mentioned that according to practitioners of Neuro-Linguistic Programming, it was said that human beings use the system called "VAKOG" (visual, auditory, kinaesthetic, olfactory and gustatory) to experience the world and learn. He also pointed out that if we agree that people possess different types of intelligence, we can understand that the same task is not suitable for all the students. He mentioned that while one student might be good at mathematics, another student might need the support of visual aids because his intelligence is visual.

Besides, Johnston and Orwig (1998) pointed out the following learner differences: meaning, theory, solution, and activity oriented. They mentioned that the meaning oriented students are more likely to enjoy using the language to communicate rather than learning a language based on a grammatical syllabus. The theory oriented learners, on the other hand, are more interested in analyzing the language to find out how it works rather than using the language to communicate. On the contrary, the solution oriented learners are neither interested in linguistic theory nor like communicative tasks or games. They need to know the purpose of an activity to be more motivated and thus more productive. Finally, the activity oriented learners are more interested in interacting with people who speak the language rather than learning the language by themselves. Besides, they like games and all the activities that involve cooperation.

Motivation

Another factor that has a great influence in a learning process is motivation. From the point of view of Woolfolk (2007) psychologists stated that motivation has been described as "personal traits or individual characteristics and a state or temporary situation." In other words,

people are motivated by internal, personal issues e.g., necessity, interest, and curiosity or external sources such as society, rewards or punishments. From the point of view of psychologists who adopt the intrinsic and extrinsic principle of motivation it had been stated that only by observation is one able to realize if behavior is intrinsically or extrinsically motivated.

Furthermore, according to Harmer (2007) it had been mentioned that motivation is vital to excel in doing an activity because one has to desire to do something to succeed. He also pointed out a clear distinction between extrinsic and intrinsic motivation. Extrinsic motivation refers to outside factors such as success on an exam, financial reward, or future travel. On the contrary, intrinsic motivation refers to the motivation that comes from inside the person such as enjoyment or a desire to feel better. Moreover, Brown (1994) defined the concept of motivation in two different terms, behavioristic and cognitive. Behavioristic refers to rewards that motivate people. On the contrary, cognitive motivation refers to self-reward. In short, there is no doubt that motivation plays an important role in learning a foreign language.

Learning styles

Besides, each student has his/her own learning style. As stated by Harmer (2001), all learners react to several different stimuli such as pictures, sound, or music, but for most of them some things help them learn better than others. In other words, even though we all respond to stimuli, one or more of them has a more effective result in helping us learn and remember what we were taught. Also, from the point of view of Griggs (1991) it was pointed out that all people have a learning style. She mentioned that if people's learning styles are well suited to an activity, the level of productivity can increase. In addition, she mentioned that the profile of each learner who takes the "Learning Style Inventory" provides information on environmental, emotional, sociological, and psychological aspects. Moreover, Conner (2008) added that learning styles are

the ways people choose to deal with new information. She also added that being aware of one's own style can help us understand that others may face the same situation in a different way from ours. In brief, learning styles are the ways how people learn and remember the best.

Teaching Techniques

In addition, teachers may use different teaching techniques to help students succeed in learning. Harmer (2007) pointed out the "Silent Viewing" technique, which occurs when playing videos or any film material without sound. In the same way, he added the finger technique, which consists of assigning a word to each finger of the hands. Another technique is to have students repeat a word or phrase to themselves for a short time to get their "tongues round it." Also, Harmer stated the teaching technique ESA, which stands for Engage, Study and Activate. First, students' attention is engaged b**y** being presented pictures, situations, or other activities. Then, the teacher explains to them the language form and models it, and students repeat and practice. Lastly, students activate the new language by producing it on their own.

Moreover, Brown (1994) mentioned some teaching techniques to be applied according to the different proficiency levels. For instance, he mentioned that for beginning levels short simple techniques should be used such as choral repetition and other drilling. For intermediate levels more complex techniques should be used e.g., chain stories, surveys, polls, paired interviews, group problem solving, role plays, and storytelling, among others. In contrast, for teaching advanced levels teachers can use techniques that involve a great deal of "sociolinguistic and pragmatic competencies" such as group debates and argumentation, complex role plays, scanning and skimming reading materials, and writing essays and critiques. Besides, Stevick (1989) shared a useful technique, which consists of listening to a taped recording of someone using the language. It can be either a speech, a piece of news, a story, or something else. The

good thing of doing this is that one is able to learn and remember the language used and not worry about the meaning at all. In summary, techniques are activities that teachers apply in the classrooms.

Teaching children

Teaching children is very different from teaching any other age language learners. As stated by Brown (1994) there are five categories that teachers must take into account while teaching children. Those categories are intellectual development, attention span, sensory input, affective factors, and authentic, meaningful language. Rules and abstract thoughts must be dealt with care having children's limitations in mind. Furthermore, teachers should make the material fun and interesting; otherwise, children will get bored. Because another important factor is the sensory input, teachers should use such activities that go beyond visual and auditory modes and include sensory aids and physical movement. Furthermore, since children are extremely sensitive and fragile, teachers should help them to overcome those barriers by being patient and supportive, eliciting oral participation and even laughing with them about the mistakes they make. Another characteristic of children is that they tend to focus on the purpose of the language. In other words, their care about the new language can be used for "here and now," so it is vital that teachers use authentic material, context embedded and context reduced language.

On the other hand, according to Halliwell (1994) children possess many qualities that help them in learning a foreign language. For instance, their ability to grasp meaning, creative use of limited language resources, capacity for indirect learning, instinct for play and fun, role of imagination, and the instinct for interaction and talk. In addition, Cameron (2001) said that children are usually more enthusiastic, try to please the teacher rather than their classmates, and are often eager to do a task though they do not understand it. Nevertheless, they lose interest in a

short time and are not able to keep engaged in a task if it is difficult for them. In brief, a child is very different from any other learner due to his ability, behavior and imagination.

Different contexts for teaching

Teachers must be aware of the different contexts for teaching so that they can adjust their lesson plans to that context. According to Brown (1994) the two main factors that affect every aspect or a lesson plan are age and proficiency. He stated that teaching children, adults and teaching in between is very different. First and foremost, children practice both "cognitive and affective effort" to internalize both their mother tongue and second language. In addition, they are more spontaneous than adults and pay peripheral attention to language forms. In contrast, adults possess higher cognitive abilities so they are able to deal with language that is not in a "here and now" context.

He also mentioned that teaching in between refers to students between the ages of 12 and 18. These students' intellectual capacity is increased, so complex problems are solved with logical thinking. Furthermore, proficiency levels such as beginner, intermediate and advanced levels are other factors of context. For example, beginners have little knowledge of English; intermediate learners have some basic communication skills, and the advanced ones are students who are developing fluency and accuracy in a huge degree.

Moreover, from the point of view of Harmer (2007) another context for teaching is mixed abilities e.g., different language knowledge, different types of intelligence, learning speeds and different learning styles and preferences. Furthermore, Maxom (2009) also mentioned the mixed abilities, which refer to advanced and weaker students. He said that for a student who already knows a topic it is boring to study it again. For this reason, he added that teachers should find

ways to extend the exercises in the book to make them more difficult for the students. In conclusion, there are many teaching contexts that teachers may have to deal with.

Supplementary material

Supplementary material can make a huge difference in an English language classroom. As stated by Brown (1994) additional material in the classroom are materials such as audio-visual aids, realia and computer assisted language learning, used in order to enhance the teaching techniques applied. He also stated that additional material provides most of the richness of language instruction in a classroom. For example, audio- visual aids such as audio cassettes, video tape cassettes, films, slides, photographs, and posters are some types of support for interactive techniques. Moreover, realia such as food items, cosmetics, tools, and other materials add reality to the classroom. Finally, computer equipment in a language classroom provides new resources e.g., tutorial programs, games, and process writing.

On the other hand, Edge (1993) said that teaching materials exist to support not only learning but also teaching. He mentioned some materials e.g., published, teacher produced, authentic and students materials. He referred to published materials such as textbooks and course books which focus on determined types of classroom activities and specific language skills. Besides, he stated that the teacher produced materials add the gap between the classroom and the world outside it. Authentic materials on the other hand are objects that were not designed for language learning purposes, yet they are used for that purpose. Also, he said that it was important to use authentic material in language classrooms because they represented the actual goal of language learning and established a direct connection with the world outside the classroom. He also pointed out "student material" which refers to students produced material and students as material.

Finally, from the point of view of Harmer (2007) resources offer a huge variety of alternatives for learning and discovering but should not be considered as methodology for teaching; instead, they should be seen as tools that aid in the approaches and techniques used in the class. He pointed out some educational technology and learning resources such as the students themselves, realia, pictures, cards, Cuisenaire rods, the board, flip charts, and computer based presentation technology, dictionaries, and visual aids. These learning resources offer different alternatives for learning, involve the students in many different activities, facilitate learning, and are even considered as a stimulus for creativity. In short, additional learning resources in a classroom can make the language learning process easier and entertaining.

Moreover, some previous studies have shown that additional resources such as online instruction, literature, outlines, the Internet, and You Tube are effective ways of helping students in learning a foreign language. Therefore, there is no doubt that using extra material in a language setting can help learners excel in learning. In the following paragraphs you can realize that additional material has such a great influence on English language students.

Al-Jarf (2007) conducted research to find out if online instruction has any positive effects on EFL freshman university students vocabulary achievement, if the frequent use of an online course has a close connection with students' vocabulary achievement, i.e. whether active participants are better than passive participants or not, and if online instruction has any good effects on student attitudes towards vocabulary learning. In the process for answering the hypotheses above, students learned vocabulary using both a traditional in-class instruction, which consisted of using a textbook and an online course with Nicenet. Besides, the impact of online instruction was based on qualitative analyses of pre and post-tests. In class-instruction students used the same textbook that had 100 lessons, from which only 50 lessons were covered

in class. Some grammar rules covered in class were: prefixes, noun suffixes, adjective suffixes, and compound nouns, among others. The students did most of the vocabulary in class and were monitored by a tutor who helped and gave them feedback.

On the other hand, in online instruction, students used an online course with Nicenet in which vocabulary websites "hyperlinks" related to the vocabulary taught in class were added in "Link Sharing" every week. This link had explanations, examples, exercises and quizzes and a daily vocabulary lesson. As the result of this study, it was showed that students scored higher on the post-tests and their achievement improved enormously. Moreover, positive correlation was found between the post- test scores of learners and the frequency of using the online course. Also, the online course use improved students' overall performance level in vocabulary. Finally, it was found out that students consider the online course useful and fun. It was a way of providing extra practice. However, some students did not take it seriously because it was not part of their culture. Also, they were accustomed to the traditional instruction that believed it should not be used for serious studying.

Moreover, Akyel & Yalcin (2006) developed research to know the students' perceptions about the library presented in class, what literary works and genres they liked the most and the least in the presentation, whether they are motivated to read the literary work in its original form after it had been introduced in a plot summary, and what the specific types of literature that they like to read are. The students who participated in this research were learners with higher English proficiency, and some of them were even planning to study English or applied English at university. The materials used in this study were seven poems, seven short stories, two novels, and six plays. The experiment lasted about fourteen weeks in one semester.

Besides, a 50- item questionnaire was used to examine students' perceptions of literature. As a final result, it was determined that most students showed a positive attitude towards the material used in the presentation; however, it was found that learners liked five short stories, three plays, one novel and one poem the most, thus showing that students like prose fiction . The statistics showed that students like novels the most and poems the least. Furthermore, it was known that the plot summaries used in the presentation did not motivate students to read its original text. Also, half of the students would enjoy reading literature. Moreover, these results showed that most students like to read short stories, followed by novels, plays, and poems. Finally, it stated that 82% of the students like to read contemporary literature.

Barnawi (2008) study was conducted to know how English language teachers perceive the integration of the Internet in an EFL classroom, to what extent teachers consider the Internet and computers to be useful, and to what extent they are willing to integrate them in the classroom and what concerns they have about them. In this study the data was collected through questionnaires used to examine teachers' beliefs, attitudes, willingness and concerns. The questionnaires consisted of three parts: teachers' educational background information, a scale for measuring the participants' beliefs, attitudes, willingness, concerns, and open-ended questions to collect extra useful information. Then, the data was summed up into four sections: data coding, data display, data reduction and conclusion drawing. Finally, based on the participants' answers it was showed that most teachers are familiar with the use of the Internet because they use it for different reasons, yet they do not use it in their classrooms because of large classes.

Furthermore, most of the participants believed that the Internet could help them to be innovative teachers, would meet their teaching goals, and could facilitate their teaching- learning process. Also, more than a half of the participants showed a positive attitude towards the Internet

in the classrooms. Most of the participants said that they would integrate the Internet in the classroom for many purposes. However, it was learned that half of the participants believed that they felt uncomfortable with the Internet in the classrooms. In short, most participants found the Internet use to be useful and showed interest and willingness to try it.

On the other hand, Tsubaki & Nakayana (2005) investigated if lecture outlines have an effect on listening comprehension, whether or not listening proficiency levels predict lecture comprehension, if prior knowledge influences listening comprehension, and if lecture comprehension improves due to repeated exposure or not. The subjects took a listening test a week before the experiment. Then, they were divided into two proficiency groups, more and less proficient. The students were informed that they would be asked to write what they had heard after listening to a tape. Before the students listened to a lecture, they listened to the tape for three minutes and then were asked to do the recall task. They repeated the recall task three times but they listened to the tape only once. During the lecture students were neither allowed to take notes nor use dictionaries. The participants filled out a questionnaire and then self-rated their prior knowledge.

After an analysis was carried out, it was claimed that the more proficient students did better than the less proficient ones. Furthermore, those students who listened to the outline performed better than those who did not, but the difference was small. In the same way, less proficient students with the lecture outline did better than those without it. Finally, the study showed that there was no significant relationship between students' prior knowledge and recall results. In conclusion, it was understood that English language proficiency levels and repeated exposure had positive effects on written results.

Kelsen (2002) conducted research to explore the use of You Tube in EFL situations and find out the students' perceptions of using You Tube as a supplement to regulate teaching aids. You Tube websites were used to supplement the course book. Moreover, students from two different classes participated in this study for the purpose of making a comparative analysis. Besides, You Tube videos were showed during class in computers with Internet access and projectors. Those videos included topics chosen from the textbook. At the end of the semester, students were asked to answer a questionnaire in order to find out their habits to the You Tube use.

Finally, the researchers reported that based on the analysis done most students had access to computers outside the classroom, thus used You Tube. It was also stated that about half of the students used You Tube moderately or more, yet they had not considered it as a means for improving their English language skills. Also, it was learned that during the semester, the use of You Tube increased. In conclusion, the use of You Tube material in the classroom was considered to be relevant and interesting because it provided visual stimulus.

Results

Chapter One: Type of supplementary material used to teach children.

Variable	Indicators	Yes	No
Visual	flash cards	√	
	PowerPoint presentations	√	
	maps		√
	pictures	√	
	charts		√
	handouts	√	
	posters	√	
	word cards		√
	white/ black board	√	
Audio	songs		√
	dialogues	√	
	stories		√
	tales	√	
Audiovisuals	videos	√	
	movies	√	
	documentaries		√
Realia	objects (toys, plants, fruits)	√	
Online	websites		√

Author: Mercedes Chamba

Source: 4 (8years old approx.) 5th (9 years old approx.) and 6th (10 years approx.) grades.

Chart two: Pertinence and Appropriateness of the supplementary material used to teach children

Variable	Indicators	1st class Pert.	1st class Approp.	2nd class Pert.	2nd class Approp	3rd class Pert.	3rd class Approp	4th class Pert.	4th class Approp	5th class Pert.	5th class Approp	6th class Pert.	6th class Approp	7th class Pert.	7th class Approp	8th class Pert.	8th class Approp	9th class Pert.	9th class Approp	10th class Pert.	10th class Approp
Visuals	flash cards																				
	PowerPoint presentations									√	√										
	maps																				
	pictures	√	√																	√	√
	charts													√	√						
	handouts																				
	posters																				
	word cards																				
	white/black board	√	√					√	√												
	workbook											√	√			√	√			√	√
Audio	songs																				
	dialogues	√	√					√	√												
	stories																				
	tales																				
Audiovisual	videos																				
	movies			√	√	√	√														
	documentaries																				
	data projector																	√	√		
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Author: Mercedes Chamba

Source: 4th (8 years old approx.) grade

Chart three: Pertinence and Appropriateness of the supplementary material used to teach children.

Variable	Indicators	1 st class		2nd class		3rd class		4th class		5th class		6th class		7 th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visuals	flash cards					√	√														
	PowerPoint presentations																				
	maps																				
	pictures																				√	√
	charts																				
	handouts							√	√												
	posters																				
	words cards																				
	white/black board											√	√							√	√
	book	√	√																		
Audio	songs																				
	dialogues			√	√																
	stories																				
	tales													√	√						
Audiovisual	videos									√	√										
	movies															√	√	√	√		
	documentaries																				
	data projector																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Author: Mercedes Chamba

Source: 5th (9 years old approx.) grade

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Chart four: Pertinence and Appropriateness of the supplementary material used to teach children.

Variable	Indicators	1 st class		2nd class		3rd class		4th class		5th class		6th class		7 th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visuals	flash cards							√	√												
	PowerPoint presentations																				
	maps																				
	pictures	√	√			√	√							√	√			√	√	√	√
	charts																				
	handouts			√	√																
	posters															√	√				
	words cards																				
	white/black board					√	√	√	√							√	√	√	√	√	√
	gesture/books									√	√	√	√								
Audio	songs																				
	dialogues					√	√	√	√			√	√					√	√		
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)													√	√						
Online	websites																				

Author: Mercedes Chamba

Source: 6th (10 years old approx.) grade

Chart five: Frequency and use of supplementary material.

Variable	Indicators	4th grade	5th grade	6th grade	Total	Percentage
		F	F	f	F	%
Visual	flash cards		1	1	2	5.26
	PowerPoint presentations	1			1	2.63
	maps					
	pictures	2	1	5	8	21.05
	charts	1			1	2.63
	handouts		1	1	2	5.26
	posters			1	1	2.63
	word cards					
	white/black board	2	2	5	9	23.68
Audio	songs					
	dialogues	2	1	4	7	18.42
	stories					
	tales		1		1	2.63
Audiovisual	videos		1		1	2.63
	movies	2	2		4	10.52
	documentaries					
Realia	objects (toys, plants, fruits)			1	1	2.63
Online	websites					
Total					38	100%

Author: Mercedes Chamba

Source: 4th (8 years old approx.) 5th (9 years old approx.) 6th (10 years old approx.)

Description, Analysis, and Interpretation of Results

Descriptive Analysis

This section contains a detailed analysis of all the supplementary materials used in the 30 observed classes. The analysis involves both a qualitative and quantitative analysis. The qualitative analysis was carried out taking into consideration pertinence, which refers to the importance of the material used in relation to the content of the class, appropriateness and quality, which refer to the elaboration of the supplementary material related to the students' level and understanding. On the other hand, the quantitative analysis includes the use frequency of the supporting material used in each class and the teacher and student surveys. Furthermore, the learning styles that teachers used in their classes will be taken into consideration.

The supporting materials that were used in the observed classes were the following: flash cards, PowerPoint presentations, pictures, charts, handouts, posters, whiteboard, dialogues, tales, videos, movies, and realia, all of which will be analyzed one by one keeping in mind the characteristics stated before.

Qualitative Analysis

4th Grade/ 8 Years Old

Pictures

In the first observed class the topic was family members. For this class the teacher used pictures as supplementary material to accomplish the objective of the class, which was to help students to remember the correct word to refer to each member in the family. First, the vocabulary words related to family members were introduced in spoken form. Next, the vocabulary was written on the board for the students to copy. Then, the students were asked to

label the pictures using this vocabulary. Among the pictures were photos of a father, mother, brother, sister, uncle, aunt, cousin, grandfather and grandmother.

This supporting material was pertinently used because it was related to the topic of the class, and it was used as a post-task activity, which let students practice what they had just been taught. Also, it was a good idea to use pictures to get students focused on the lesson and therefore, accomplish the objective of the class.

In addition, the material used was appropriate in relation to the students' age and knowledge level because by labeling the pictures the students were able to put into practice the vocabulary they had just learned and the teacher was able to determine if students understood the topic.

With regard to quality, the material used was adequate because the size of the pictures was normal and the students were able to identify and label the pictures easily. The pictures were also engaging because they were colorful and in good condition.

In the tenth class pictures were also used as a warm-up activity to review the present progressive tense. In pairs students had to look at the pictures and say what they thought the people in each picture were doing.

This material was suitably used as it was related to the topic and helped the students to focus on it. Students were focused on the picture and enjoyed guessing the correct words to express what the people were doing. The teacher gave the students a few seconds to look at the picture and then elicited some ideas from them. The teacher also helped them with vocabulary.

The material was appropriate for the students' knowledge level since it was easy for them to guess the correct word to express what the people in the pictures were doing.

In my opinion the material used in this class was prepared and applied creatively. There was variety among the pictures and they were used to focus students' attention and produce the language.

Whiteboard

In the first observed lesson the whiteboard was used to introduce the most common names of family members and their diminutives. The main objective was to introduce vocabulary in written form so that students could learn the correct spelling of the words and become involved in the lesson by helping the teacher to match each name with its corresponding diminutive. The whiteboard was also used to write the directions for some of the activities that students completed during the class and to write directions for the homework.

The whiteboard was aptly used in this class because all the vocabulary that the teacher wrote on the board was first introduced orally in order for the students to familiarize themselves with it. What is more, it was the best way to teach spelling because students were able to read the words and take notes.

Another reason the whiteboard was used appropriately was that all the students were focused on the lesson and participated in class by helping the teacher to match the names written on the board and also by asking questions. Moreover, it was easy for them to understand what they were supposed to do because the directions were written on the board, and they were able to read them again if they did not understand them the first time.

Regarding the quality of the material, it was good because the information on it was well organized and clearly written, so students were able to read and copy the vocabulary from the board. Furthermore, students were able to re-read directions any time they so desired.

In the fourth class, the teacher introduced a list of vocabulary words about animals in written form on the whiteboard. Then, the meaning of each word and its pronunciation was explained and finally students repeated its pronunciation orally. The objective of this lesson was to increase students' vocabulary by teaching them words related to animals in both written and spoken form. Furthermore, the whiteboard was used to complete a task after they had listened to a dialogue.

The whiteboard was used fittingly because all the information on it was well presented; therefore, it was easy for the students to copy it from the board. The board was also used after a listening activity to write a list of statements that were in the dialogue they heard. Then students went to the board and, using different colored markers, wrote (T) for the statements that were true and (F) for the statements that were false according to the dialogue.

This material was aptly used since the teacher used different colors to present the information; therefore, it was easy for the students to read it and, at the same time, learn its meaning and pronunciation. The material was also of high quality because students were able to read and participate in class by going to the board and completing the true/false activity.

The whiteboard was also used in the tenth class to write down all the sentences, including the wrong ones, that students said about what people in the pictures were doing and then to correct the wrong sentences with the class.

The use of the whiteboard was apposite because students were able to see the corrections on the board and were able to take part in the lesson by helping the teacher to correct the sentences. Moreover, it was used in accordance with the students' age and knowledge because the topics presented in the sentences were familiar to them. The quality was fine because the

information on the board was clearly written and the corrections were made with a different color, making it easy for the students to distinguish them.

Dialogues

In the first class observed the teacher also used a dialogue. At this stage of the lesson students listened to a dialogue that used most of the vocabulary they had just learned. The main objective of this task was to enhance students' listening skills by having them listen to the conversation and seeing the vocabulary they had just learned used in context. To accomplish the main objective of the class, students listened to the conversation and selected the words regarding family members.

This supporting material was fittingly used because most of the vocabulary the students had just learned was actually used. Furthermore, the conversation was easy to understand and the students were easily able to identify the words they were supposed to check.

In addition, the material was appropriate for the students' level of knowledge because the vocabulary used in the conversation was easily understood. The material was of superior quality because the people in the dialogue spoke at a completely intelligible speed.

In the fourth class, once students had learned a list of vocabulary words concerning animals, they listened to a conversation about dolphins and whales. The objective of this activity was to have students listen to the vocabulary they learned and hear its correct pronunciation.

The content of the conversation was pertinent because it had some (but not all) of the words that students were taught. On the other hand, the material was appropriate for the students' age and knowledge level because the vocabulary being presented was very basic.

With regard to the quality of the material, students were able to understand the dialogue easily because the vocabulary used in the conversation was relatively basic and the speakers

were children, something which aroused the students' interest. Nevertheless, after the conversation, the teacher had students repeat the dialogue and every statement was translated into Spanish. In my opinion, even though students were motivated by the material and activity, the teacher should not have translated it because it is at this age that students should start thinking and speaking in English.

Movies

In the second and third observed classes, the students saw a movie in the school's lab. The name of the movie was "Chihuahua" and it was about a dog's family. The objective of the class was for students to become familiar with the pronunciation of vocabulary regarding family members and to see the vocabulary, which was learned in the previous class, being used in a real context.

This supporting material was pertinently used because the vocabulary related to family was repeated constantly; this was beneficial for the children because they had the opportunity to hear and see the language used in a real-life situation.

Moreover, the movie was appropriate for the students' age and level of knowledge because the main characters were dogs; this captured and maintained the students' interest and curiosity. The students took pleasure in watching this movie because they had the opportunity to read and listen to the vocabulary related to the family. Since the students watched the movie with subtitles and wore headphones, they were focused on every detail in the movie.

Referring to quality, most children like dogs, so it was a great idea to have the students watch a movie about dogs. However, one aspect that appeared to not be taken into consideration was time. Since it was a two-hour plus movie and the class lasts only forty-five minutes, students had to watch the movie in parts and it took three days to finish watching it.

Power point presentations

In the fifth class, students were shown some sentences using the present progressive tense. The teacher explained the rules about each sentence one at a time using a PowerPoint presentation. Then, the students copied them in their notebooks. The main objective of this activity was to teach the present progressive tense in context.

This material was appropriately used because it helped the teacher to explain the grammar rules to the students in an easy way. In addition, the teacher saved time because the sentences were written beforehand.

The material was appropriate for the students' age because the sentences in the presentation were short and the vocabulary used was simple, making it easy for them to understand. Moreover, the rules for the use of the present progressive tense were highlighted in a different color and the sentences were well presented on the slide.

With regard to quality, the sentences were written using a large font, making it easy for the students to read and copy them. Also, the most important part of each sentence was highlighted; this helped students understand the topic of the presentation. However, I feel it could have been better if the teacher had included a picture for each sentence to help students understand what each sentence refers to. Additionally, the teacher should have elicited some oral examples from the class as a short post task activity to make sure students understood the topic.

Workbook

In the sixth class, the students were asked to individually complete an activity in their workbooks using the grammar rules from the previous class regarding the present progressive tense. The objective of this task was to discover whether the students had understood the grammar rules.

It was appositely used because the students had the opportunity to put into practice what they had been taught and the teacher had the opportunity to see if the students had problems using the present progressive tense by monitoring the activity and providing help when needed. Moreover, the activity was reviewed randomly, giving the students the opportunity to check their answers. Once they finished the first activity, which was to complete sentences with a verb in parentheses, the students were asked to look at the pictures in their workbooks and write down the correct verb to describe the action the people in the picture were carrying out.

The workbook was used appropriately because the students completed a post-task activity in it permitting the teacher to discover what students did and did not understand. Most of the students were busy working on their workbooks, while others were making noise and did not do the activity. On the other hand, the quality of the material was good because it had colorful and funny pictures that caught students' attention.

In the eighth observed class the workbook was also used. On this occasion the objective of using the workbook was to review everything the students had learned thus far before the class continued with the next chapter. Students used the workbook to complete different activities about topics they learned in that chapter.

However, the material was not suitably used because students were asked to complete four different activities at once; consequently, the students were not highly motivated. Also, it seemed that students did not remember the grammar and vocabulary taught in the previous classes very well. Once students finished completing each activity, they submitted it to the teacher for correction. In my view, this was not applied creatively because some students were faster than others at doing the activities and thus finished early. Hence, while the teacher was

checking the workbooks belonging to the slower students, the other students who had already finished were making a lot of noise, which was very distracting.

The activities in the workbook were appropriate for the students' age because the vocabulary used was simple. They were also appropriate for the students' knowledge level because the rules and the examples were easy to understand. Referring to quality, the workbook contained pictures and different colors.

Charts

In the seventh class, the topic of the lesson was animals. After the students listened to a list of words, they repeated them all together. Then, they were asked to find the words in a chart. Once they found the names in the chart, they drew the animals found in the chart on a piece of paper. Also, students were asked to color the picture they just drew. The purpose of this activity was to review vocabulary related to animals in an entertaining manner.

This material was suitably used because it was in relation to the topic of the class. It also caught students' interest; therefore, they focused their attention on looking for the words in the chart and then using their imagination to draw remarkable pictures. Furthermore, it was not only appropriate in relation to the topic but also appropriate for the students' age. The students enjoyed doing the activity; thus, they were neither making noise nor distracted by talking to each other.

The quality of the material used was outstanding because the charts were large and there were plenty of letters, permitting students to concentrate on the activity to find the words.

Data projector

The data projector was used in the ninth class to present the grammatical concept and rules about the simple past tense. The teacher typed some sentences, which instantly appeared on

a giant screen placed on the front wall. Both the teacher and students wore headphones. The teacher's headphones had a microphone for her to read the sentences. Therefore, the students were able to listen to the teacher reading the sentences through their headphones and at the same time read them on the screen.

This supplementary material was used pertinently because it presented and explained the grammar in a very entertaining way; because of this, students were very motivated and focused on the class. Moreover, it was used appropriately according to the students' age because they were able to listen to and read the sentences and rules explained by the teacher. Regarding quality, the vocabulary used was basic, which helped students to understand.

Learning styles

The material used in the 4th grade was prepared taking into account that students have different learning styles and thus it satisfied these learning styles.

The teacher used pictures, charts, the workbook, the whiteboard, movies, and PowerPoint presentations, the latter of which were preferred by the visual learners. The teacher also used dialogues and movies, which were good for the auditory learners. For instance, as stated by Harmer (2001), all learners react to several different stimuli such as pictures, sound, or music, but for most of them some things help them learn better than others. In other words, even though we all respond to stimuli, one or more of them has a more effective result in helping us learn and remember what we were taught.

Interestingly, in this grade two learning styles were considered in order to help students learn better. However, if the teacher had used more supporting material the quality of the learning would have improved and hence succeeded in achieving the objectives of the class.

5th Grade/ 9 Years Old

Workbook

In the first class observed, in the fifth grade, the workbook was used to complete different tasks immediately after the teacher explained the simple future tense from the grammar book. The main objective of this activity was for the students to be able to produce the language in written form using the future tense. Students completed a task from the book and then the teacher checked it as classwork. The teacher translated some words in the workbook to Spanish to help the students understand better.

The workbook was used pertinently as a wind up activity to allow the students to practice the grammar structure more. I consider it was used wisely because by the time the students used the books, they had already known the grammar that they were going to use in the book task. There was also a logical sequence of each activity in the class.

The material was also appropriate for the students' age because it had a lot of pictures and different colors. The activities were short, which made the students focus on them. However, in my view, the teacher should have explained the instructions for the task better to make sure everybody understood them before continuing with the class. There were some children who were distracted while the teacher was giving instructions and explaining directions to the whole class; consequently, they did not understand what they were supposed to do.

The quality of the material was good because some pictures caught the students' attention and helped them to further understand the topic.

Dialogues

In the second class, students listened to a conversation about activities a group of children will do in the future. The main purpose of this activity was to observe the use of the future tense

in a real situation. To accomplish the goal of this lesson, the students listened to the conversation and put the words in order.

The use of this supporting material was fitting because it helped the students to practice the grammar. It was appropriate for the students' age and level of knowledge because the examples were written on the board to show the students how they were expected to complete the task. Students were focused on the activity, but it was necessary to repeat the conversation more than twice for them to be able to complete the activity. The teacher asked the students questions and afterwards wrote the answers on the board. This aspect was interesting because all the students participated and were also able to correct their mistakes by looking at the answers on the board.

The quality of the material was also adequate and suitable for the students because the sentences were short and the speakers in the conversation spoke clearly; hence, the students understood it very well.

Flash Cards

In the third class the topic was based on vocabulary which was related to musical instruments. For this class the teacher used flash cards to introduce the vocabulary. The main objective of this lesson was to enhance students' vocabulary by teaching them appropriate words for musical instruments. First, the teacher taught the vocabulary by showing it on the flash cards, then asked the students questions regarding the correct word for each musical instrument, and finally taught them both the written and spoken forms.

This material was correctly used because it was related to the topic and objective of the class; thus, the learning process was more effective. The material was also appropriate in relation to the students' understanding because they were able to see both the pictures and the

words. It was appropriate in relation to the students' age because the pictures were appealing and entertaining. Furthermore, the material was applied creatively because before the students were given the flash cards, the teacher had asked some questions about the vocabulary they had learned relating to the musical instruments to make sure they still remembered it.

Regarding the quality of the material, the pictures were big enough and the flash cards were of the same size. Additionally, the pictures caught students' interest because they were in color.

Handouts

In the fourth observed class, the objective was to review the spelling of the numbers. Each student was given a handout of a puzzle, where they had to find words relating to numbers, which they had been taught. Students were given about five minutes to find the numbers.

The supporting material was well used in this class because it was related to the topic. This was a review and students used their knowledge to decide how the numbers are spelled and they circled only the letters that corresponded to the word given.

The material was appropriate in relation to the students' level because it was an easy activity. Since they already knew how to spell the numbers they had little trouble finding them in the puzzle. Also, students used different colored pencils to circle each number. The students had been taught to relate each number with a color, which helped them remember each number.

The quality of the material used was good because the puzzles were interesting, so students were motivated by the activity and tried to finish it quickly; however, it took them some time to find the numbers because the puzzles were big and it was easy to get confused.

Video

In the fifth class, students watched a video called "Magical English" in which the ordinal and cardinal numbers were used. The objective of this class was to help students find the differences between these two types of numbers.

This material was used aptly because it was to review numbers, so it was easy for most of the students to differentiate between the numbers. The material was appropriate for the students' level because they had already known this subject and it was not new for them. Moreover, before they started watching the video the students were told that the video would mention some numbers and they were supposed to write down the numbers mentioned in the video.

The quality of the material was good because the sound and images in the video made it easy for the students to understand the numbers mentioned. The pictures used in this video captured the students' interest; therefore, they did very well on it. In addition, they wore headphones which helped them to hear clearly.

Whiteboard

In the sixth class, the classroom whiteboard was used to review some vocabulary relating to numbers. The teacher wrote a list of numbers on the board. In the left column, the numbers were written in words. On the right, they were written as numbers, and not in the same order as the corresponding words on the left. Then, the teacher asked different students to come to the front of the class and draw a line to match the numbers with the words. Finally, the class checked the activity using a red colored marker.

Furthermore, the material was suitably used because it was related to the topic. It was appropriate for the students' level because they had already learned numbers. Moreover, the teacher used her imagination to prepare this activity, which was a good way to review a topic the

students had been taught. The students were interested in the activity though they did not like the idea of coming to the front of the class, but it was a good way to get them to actively participate in the lesson.

Regarding the quality of the material, it was adequate because the information was well organized on the board and the teacher used different colored markers.

In the tenth class, the whiteboard was used to review some grammatical structures. The teacher used the whole whiteboard to write sentences in different tenses. Then, she asked students to come to the front of the class and write a question for each given answer. She also told the students that they would get a sticker for writing one correct question for a given answer. While some students were writing on the board other students were called by another teacher to present the study notebook that they completed during the course of the school year.

The material was appositely used because the teacher first explained to the class what they were supposed to do by giving them an example. Then, she elicited some answers from the class to make sure they understood.

Also, it was appropriate in relation to the students' level because the vocabulary used in the statements was simple and easy to understand. In addition, the sentences were short, which made it easy for the students to understand and thus write the corresponding questions. Students were highly motivated and most of them wanted to participate because they wanted to receive a sticker.

The quality of the material was good because the sentences on the board were written clearly and there was enough space between each sentence for the students to write the questions.

Tales

In the seventh class a tale about Snow White was used. In this class, a number of students participated in retelling the Snow White Story. The main purpose of this activity was for the students to use the simple present tense whenever possible.

The supporting material was suitably used because students had already known how to use the simple present tense, so it was their opportunity to put it into practice. Each student was assigned to the name of a character in the tale and was supposed to act it out in a play. The day of the play the students presented acted out the tale in the auditorium in front of teachers and students from other grades. The presentation had been prepared beforehand and on this day, students wore costumes to make it more realistic and entertaining for the audience. Also, they used a house, artificial trees, and among other props and decorations. Music was played and microphones used by the students in order to make it easier for the audience to hear them.

It was appropriate in relation to the students' level because they had learned the grammar that they were supposed to use before the final performance, and it was also appropriate for the students' age because students like tales. The students who participated in the tale were very motivated and the ones who were part of the audience enjoyed watching the presentation. In my view, all the students should have been able to participate in the tale even as trees or any other role so that some students in the class would not have been excluded.

The quality of the material was good because everything was well prepared and the audience took pleasure in watching the presentation. All the material used for the presentation was prepared with creativity and was of good quality. For instance, the students made some small paper houses and used a beautiful tiny bed.

Movies

In the eighth and ninth classes, students went to the lab and watched a movie. They watched the same movie as the 4th grade students had watched. The purpose of watching this movie was to accustom the students more to listening in English.

The materials used in these classes were easy to acquire. The students already knew the vocabulary and verb tenses used in this movie, so this in essence served as a review and was a good chance for the students to witness what they knew being used in a real context.

The material was appropriate for the students' age because the main characters in the movie were dogs, permitting the students to maintain their level of interest; most students were eager to see what was going to occur next in the film. The quality of the material was good because the vocabulary used in the movie was easy to understand and the pictures were entertaining.

Learning Styles

The supporting material used in the 5th grade helped students to learn and practice the language in an entertaining manner and enhanced the teaching-learning process. Most importantly, this material tried to satisfy students' different learning styles.

The teacher used the workbook, flash cards, handouts, whiteboard, and movies which fulfilled the visual learners' interest. The teacher also used dialogues and movies which were preferred by the auditory learners. Finally, the teachers used a tale which was preferred by the kinaesthetic and visual learners.

According to Griggs (1991), it was demonstrated that all people have a learning style. She mentioned that if people's learning styles are well suited to an activity, the level of productivity could increase.

Therefore, in this grade, three learning styles were considered in order to fulfill students' different learning styles and help them to achieve their objective.

6th Grade/10 Years Old

Pictures

In the first observed class, students were asked to look at pictures of people. Then the teacher introduced adjectives to describe people by pointing at each picture and saying the adjective that described that person and then writing the adjective on the board. All the adjectives used to describe people were introduced in the same manner. After the adjectives were introduced, the teacher pointed randomly at different people in the picture and asked the whole class to describe these people. The main objective of the class was to describe people's appearance using adjectives.

The material used in this class was used appropriately because it helped the teacher to explain the topic better and the students to understand. Also, since the material was used to introduce the topic, it caught the students' attention and therefore focused on the class.

It was also pertinent for the students' knowledge level because, by seeing the pictures, they were able to remember most of the adjectives. The quality of the material was good because the pictures were cut from magazines which made the class more real and interesting for the students. Also, the pictures were big enough so that all the students were able to see them clearly.

In the third class, the teacher used pictures to review vocabulary concerning clothes. The teacher posted two large pictures on the board, one of a woman and the other of a man. They were wearing some articles of clothing, the words for which the students had already learned in one of the previous classes. Then she called on volunteers to come to the front of the class, pick one piece of paper with a word of an article of clothing written on it and then post it on the part of the body that it corresponded to. The objective of the class was to review words related to clothing.

The material was again appropriate because it was used to review vocabulary. This activity was also pertinent because it allowed the teacher to know whether the students had learned the words. Besides, it was good practice for the whole class. One way of improving or making this activity more entertaining could have been to divide the class into two teams and make it into a competition. In this way, students could have been more focused on the task.

The quality of the material was first-rate because it was easy to recognize the different articles of clothing in each picture. It had also been put together with elaborate creativity which made it easy for the students to identify and label each item.

The teacher also used a picture in the seventh class to give students more practice with the vocabulary regarding containers. Students were asked to look at a picture of two people in a drugstore and then were asked to give the names of the containers the man was buying at the drugstore. Students liked the activity, but it was quite difficult for them to guess the names of the containers because they were illustrated differently from the ones they were shown in the class. However, they tried to guess the names and they attained some correct answers.

The material was used adequately because it provided students with enough examples, and this activity was relevant to the class because the students had the chance to see the containers in their true context. Moreover, students were focused on the activity and participated in the class. Afterward, students listened to a dialogue and discovered the names of the containers the man was buying. At this point students listened to the conversation and labeled each container in the picture. Finally, the activity was checked among the students randomly. The teacher wrote the names of the containers on the board so the students were able to see their correct spelling.

The quality of the material was good because in the picture there were a lot of containers and each container was labeled; however, the pictures were somewhat small, making it difficult for the students to read the name of each item.

The teacher also used pictures in the ninth class. The topic of this lesson was sports and the objective of this activity was to increase students' vocabulary by teaching them words related to sports equipment. For this task students looked at pictures of some of these articles and wrote down the name of the sport that the object is used in. The teacher helped students identify the articles when they had difficulty doing so. After the activity was checked randomly, the students were asked about what sports they and their family liked to play the most.

This material was used aptly because students had to use logical reasoning while labeling the pictures. Some pictures were somewhat hard to identify, so it was not an easy task for most of the students.

Talking about pertinence, this materal was pertinently used in relation to the students' age because students are generally exposed to sports every day; thus, they are familiar with the names of most of the sports that they discussed in class. The students also had the chance to participate in class by sharing their everyday experiences. Students enjoyed talking about sports and especially about the ones that they like to play. As regards quality, the pictures were not clear, so it was not easy to identify the items.

In the last class the teacher used the pictures to catch students' attention and introduce adverbs of frequency. First, students looked at pictures of people and guessed how often these people play sports. Each student took turns sharing his idea, and after that the teacher presented the grammar on the subject of adverbs of frequency. Once they knew all these adverbs, they had to state how often they played any sport.

The material was appropriately used because it introduced the grammar differently. It was pertinent in relation to the topic of the class because the students used the sports vocabulary to practice the grammar. Since they used a specific topic about sports to practice the adverbs of frequency, it was easy for the students to put into practice these frequency adverbs that they were learning. Furthermore, it was appropriate in relation to the students' level because they were asked to mix vocabulary about sports with the adverbs of frequency they were being taught, which made it easy for the students to learn. Also, it was applied creatively because the teacher used pictures to introduce the topic.

The quality of the material was suitable because there was enough variety among the pictures and they were also clear, making it easy for the students to identify and make assumptions about the people in the pictures.

Handouts

In the second class, some handouts were used. For this class, the teacher passed out some handouts and the students had to put each word below each category in the chart. There were four categories: hair, age, appearance, and height. Students worked individually on that task, which was then checked on the board. The topic of the class was people's appearance and the main objective was to discover if students had remembered the vocabulary from the prior class.

The material was fittingly used because it permitted the teacher to observe what students understood. While the students were completing the activity, the teacher drew a chart on the board so, as soon as the students finished, they all checked the activity as a class on the board. Students were called randomly to come to the board and write one word under each category. When a word was written in the wrong place, the teacher asked the rest of the class if that word was in the correct place or not.

It was also appropriately used in relation to the students' level because the students already knew the adjectives that they were supposed to use in this activity. Besides, the adjectives were written at the top of the handout, so students had only to pick out each word and write it down according to its category. Students seemed to be motivated with this material because they continued working throughout and, even though it was not a competition, each one wanted to finish first.

Finally, with reference to the quality of the material, it was of high quality because the information in the handouts was well organized, the directions were clear, and there was enough space in each column to write down the adjectives.

Whiteboard

In the third class, the teacher used the classroom's whiteboard to complete the activity of labeling pictures. Students were asked to come to the front of the class and label each clothing item. Students did not like the idea of coming to the front of the class very much. It appeared that if they made a mistake, they would feel embarrassed. However, the teacher called on students randomly, and they came to the front of the class to complete the activity.

Furthermore, since the task was checked once it was completed, students who made mistakes did not feel embarrassed in front of the whole class. It caught students' attention to a certain extent because they were called on at random, but I feel it could have been improved. For instance, there could have been more variety among the items and the words to be posted could have been typed. In addition, the teacher should have congratulated the students upon completing the task.

In the fourth class, the whiteboard was used to introduce adjectives used to describe places. The teacher introduced the adjectives one by one writing them on the board, giving their

pronunciation, and explaining their meaning at the same time. Moreover, she gave students one example using each adjective, and then students were asked to also give examples. The students' examples, as well as the teacher's examples, were written on the board and then were checked as a class. A different colored marker was used to correct the mistakes. Most students paid attention to the teacher but some of them were distracted, so the teacher called on those students to produce examples of the adjectives that had just been introduced.

The whiteboard was used well because it was employed to teach the grammar by providing the class with enough examples. It was also appropriate for the students' age because they had the chance to copy the examples from the board and also ask questions when a word that they did not understand came up.

Moreover, the quality of the material helped the students understand the topic of the class. The board activity was applied creatively because it was well organized and well presented. The teacher copied onto the board all the examples that she had written in her notebook beforehand to use in class.

In the eighth class the teacher used the whiteboard to introduce adjectives to describe food in the written form. She wrote down a list of adjectives such as spicy, healthy, salty, rich, and bland and then explained the meaning of each adjective. She also gave them some examples of food using each adjective.

The material was used correctly because it presented the vocabulary and checked students' understanding. For instance, the teacher asked the students to make a list of food items using each adjective. To check the list of food items, the students came to the front of the class and wrote one food item below each category on the board. The activity was then checked as a

class and when a food item was placed in a wrong category, it was crossed out with an "x" and written in the correct category.

The use of the whiteboard was appropriate for the students' age because children sometimes like to write on the board. Also, the adjectives written on the board were apt for the students' knowledge level, so they were able to read and copy them. Moreover, the teacher gave students some time to copy the information from the board.

The quality of the material was good because it was used creatively and most importantly it had sequential order, which kept the students focused on the subject. Finally, the information was well organized on the whiteboard.

In the ninth class, the teacher used the whiteboard to write down vocabulary related to sports. First, the teacher told the students that they were going to talk about sports. Then students came up with some examples of sports and the teacher made one column on the board. After that, she introduced a list of sports that the students had not mentioned and wrote them down on the board, making another column. She also explained some unknown words related to sports. Finally, all the students copied this sports vocabulary into their notebooks.

The whiteboard was used appropriately because the teacher wrote down students' ideas and introduced the vocabulary in the written form on it, so students were able to copy everything.

Moreover, it was pertinent to the topic of the class because they learned only about sports in this class. Furthermore, since the teacher had students come up with the sports that they knew and she only introduced the ones that they did not know, students participated in the class and the class was not centered around the teacher. This activity also awoke students' interest, which was very important for the entire class.

The quality of the material was fine because it permitted students to copy this information for later review, and the information on the board was simple and well organized.

The teacher also used the whiteboard during the last class to post the pictures to introduce the grammar with regard to adverbs of frequency. Then, she used it to draw a line to the sentences that contained the adverbs of frequency. In other words, the board was used to explain the use of these adverbs.

The whiteboard was implemented appropriately because it was used at the beginning of the class together with pictures to help students understand the grammar. It was used creatively because the pictures were posted on it, so everybody was able to see them.

The material was pertinent to the students' knowledge level because all the information was found on the board so students were able to take notes.

The quality of the material was good because the grammar was well presented on the board and the teacher also used different colors to highlight the grammar she was teaching. Students paid attention to the class but were not highly motivated. To avoid this, it would have been a good idea for the students to participate in class by coming to the front to write their own examples.

Dialogues

The teacher used a dialogue in the third class. Students listened to a conversation between two people and wrote down all the clothing items mentioned in the conversation in their notebooks. The objective of this activity was to enhance students' listening skills by having them listen to the dialogue and write down the vocabulary about the articles of clothing.

The material was used appropriately because it was used as a post task activity. Students listened to the conversation twice to complete the activity. The speakers in the conversation were two people who were at a party. They described what the other people in the party were wearing.

The dialogue was pertinent for the students' knowledge level because they already knew the vocabulary used in the conversation. Students were focused on this activity and all of them paid close attention to the conversation to complete the task. Most of the students supplied the correct answers, but they had problems with spelling. When the activity was checked, many students asked how some of the words were spelled. This activity should have been checked on the board so each student could have chance to see the correct spelling.

On the other hand, the quality of the material used for this task was good because the pronunciation in the conversation was clear and the speakers used some humor. However, the speakers should have been children so the students would have related more to the dialogue.

In the fourth class the teacher used a dialogue. The objective of this activity was to have students listen to the adjectives that they were being taught in context. To accomplish the objectives of the class, a conversation that used most of the adjectives from the previous activity was played. In the conversation there were two speakers who were talking about a place that one of them had visited.

The dialogue was used well because it contained most of the adjectives to describe places. The dialogue was very entertaining, but the location where the dialogue took place was unknown. The students were asked to listen to the dialogue and find out the place the speakers were talking about. Then, it was played again and students wrote down the adjectives that the speakers used to describe the place.

The material was appropriate for the students' knowledge level because it used adjectives to describe places. It was applied creatively because students listened to a conversation that used the adjectives that they had just learned; consequently, they heard the adjective being used in a real situation. Additionally, the activities that they were asked to complete while listening to the dialogue were pertinent for the students even though the place the speakers were talking about was unknown to most of the students.

The quality of material was good quality because the conversation was short and the speakers used short sentences, making it easier for the students to understand. However, if they had talked about a place that students had visited, it would have been even more real for the students.

The teacher also used a dialogue in the sixth class to have students listen to the correct pronunciation of the vocabulary. Students listened to a conversation between two speakers who were talking about a health problem that the woman had, and the conversation took around four minutes. The students' task was to listen in order to learn what health problem the woman had. Most of the students were focused on the conversation and all of them found the correct answer. The dialogue was played once and the students found it interesting because they paid close attention to it. Moreover, the teacher asked the whole class to give the answer they thought was correct. They all responded to the teacher chorally which showed that they paid attention to the dialogue.

The dialogue was appropriately used because it was employed after the vocabulary was introduced. Therefore, the students already knew the new words used in the dialogue and focused their attention on it.

It was also appropriate for the students' age because some of the health problems that students had recently learned were used in the dialogue and, so they were familiar with the topic. However, it could have been more interesting if there had been more than two speakers. They should have also mentioned more health problems, so it would have been more challenging for the students to find the correct answer.

Regarding the quality of the material, the topic was interesting and the speakers spoke clearly and used some humor.

In the ninth class the teacher also used a dialogue. The objective of this material was to have students listen to a conversation using the vocabulary that had just been explained. The material was used appropriately because students were able to listen to the vocabulary being used in a real setting.

The material was pertinent to the students' age because the vocabulary used was simple. Students listened to the conversation carefully and wrote down in their notebooks what the woman and man in the conversation liked to do. They listened to it once and then checked the activity as a class. Students paid close attention to the conversation and consequently had very few mistakes. This activity was appropriate for the topic because by the time this dialogue was played, they already knew some vocabulary about sports, so it was good practice to hear the vocabulary being used in a real context and to listen to its correct pronunciation.

The quality of the material was excellent because the speakers were native English speakers and their pronunciation was clear.

Flash cards

In the fourth class the teacher also used flash cards. The objective of this activity was to have students produce the language using adjectives. Each pair of students was given one flash

card of a place in their country. They looked at the flash card carefully and wrote down sentences describing the place in their notebooks. The flash cards were utilized well because they were used to reproduce the language. The teacher walked around the class offering help when needed and making certain everybody was working on the given task. Since some of the students were faster at doing the given activity, the teacher gave them another flash card, so they would be busy until the others finished. Once the task was completed, the teacher collected the pieces of paper with the sentences.

This activity was not only appropriate in relation to the topic but also in relation to the class objective, which was to review adjectives to describe places. Moreover, the activity was produced and applied in a creative manner.

Finally, the quality of the material utilized was good because all the flash cards were shaped correctly and all were in color.

Workbook

In the fifth class, the teacher used the workbook to review everything they had studied up to that point. This time the students' book was used to fill out different activities related to the chapter they had just finished. First, students completed a written activity individually and then checked it randomly. Next students worked in pairs to complete a spoken task. They were asked to talk about the two questions in the workbook. After this, the teacher asked some volunteers to share their answers with the class, but there were none. Since nobody wanted to volunteer to share their answers with the class, the teacher called on specific students.

The workbook was used appropriately because the activities in the students' book were good to practice and review; however, the teacher should have modified the activities to make them more relevant for the students.

Also, the material was pertinent to the students' knowledge level because the activities were simple and easy to understand. There was one example for each activity to help students understand what they were supposed to do. Regarding quality, the workbook was engaging because it had pictures and different colors.

Gestures

In the sixth class, the teacher used gestures to introduce vocabulary related to people's health problems in order to enhance students' vocabulary in this area. To accomplish the class goal, the teacher acted as if she had these health problems, and the students were asked to guess what these problems were. If the students guessed the correct health problem, she wrote it down on the board; otherwise, she explained the symptoms of that health problem to them to help them guess it. Then, if the students still had problems guessing, she told them the word. Once all the vocabulary was introduced, the students continued on to another activity that helped them practice the vocabulary they had just learned.

The gestures were used appropriately because they helped students understand and remember the new vocabulary. The gestures were pertinent to the students' knowledge level because it was easy for them to guess what health problem the teacher was talking about. Moreover, the quality of the material was appropriate because the gestures were used together with sounds to help students understand.

Objects

In the seventh class the teacher used a great variety of realia to fulfill the objective of teaching vocabulary related to containers. To accomplish this objective, the teacher brought several objects such as a box, a bottle, a pack of tissues, a jar, and a bag, among others.

This supporting material was used appropriately because it helped the teacher present the vocabulary differently. The teacher first told the students that they were going to learn vocabulary about containers and then she put a bag on the teacher's desk and took out the containers one by one, and asked the students to name each of the containers. Most of the students tried to guess the name of the containers but could not find the right word. At the end of this activity, the teacher asked the whole class what other products came in the containers she had just taught them the name of. The students mentioned many ideas, but the teacher chose only the correct ones and made a list on the board.

The material was also appropriate for the students' age and knowledge level because the objects used in the class were objects that people use every day; thus, students were familiar with the different containers.

With regard to quality, the material used was in good condition, and the name of each product was on the container which helped the students learn the correct word for each container.

Posters

The teacher also used a poster in the eighth class to talk about the ingredients of some food. The topic of the class was food and the objective was to teach students vocabulary related to ingredients.

The material was used appropriately because students had the chance to look at the pictures of food on the poster. The poster was used to introduce what the food on the poster was made of. She told the students the main ingredients of each type of food in the poster, made a list of all the ingredients on the board, and separated the ingredients in terms of flavor.

The material was appropriate in relation to the topic of the class because it was used to introduce different types of food that most of the students were familiar with. In short, it was a

good idea to use a poster to introduce food because students had the chance to see pictures of the real product, which would help them remember the vocabulary.

In addition, the quality of the product was good; however, if the pictures of each kind of food had been somewhat bigger, the entire class would have been able to have seen them clearly. Since the class was large, it was difficult for some of the students to identify each picture in the poster.

Learning Styles

In the sixth grade the teacher used a variety of supplementary materials to meet students' learning styles and help them succeed in learning the language. For instance, the teacher used pictures, flash cards, handouts, the whiteboard, and realia, which were preferred by the visual learners.

Additionally, the teacher also used dialogues which were preferred by the auditory learners. In short, it can be inferred that the visual and audio learning styles were considered to teach English as a foreign language, which is essential to get ahead in a teaching- learning process. For instance, Conner (2008) added that learning styles are the ways people choose to deal with new information. She also added that being aware of one's own style can help us understand that others may face the same situation in a different way from ours.

Even though there was not a huge variety among the supporting materials used for teaching English as a foreign language in primary schools, it was determined that students really love when their teachers use other supplementary materials than a course book. According to the observed classes, it was known that visual materials such as flash cards, PowerPoint presentations, pictures, handouts, and whiteboard were used as supplementary material. Moreover, among the audio materials, dialogues and tales were used. Also, videos and movies, which are considered audiovisual materials, were used. Finally, teachers also used realia such as objects to teach vocabulary about containers.

The frequency of supplementary materials used to teach children in EFL classes in the three different observed levels are shown in the following graphics.

Graph 1
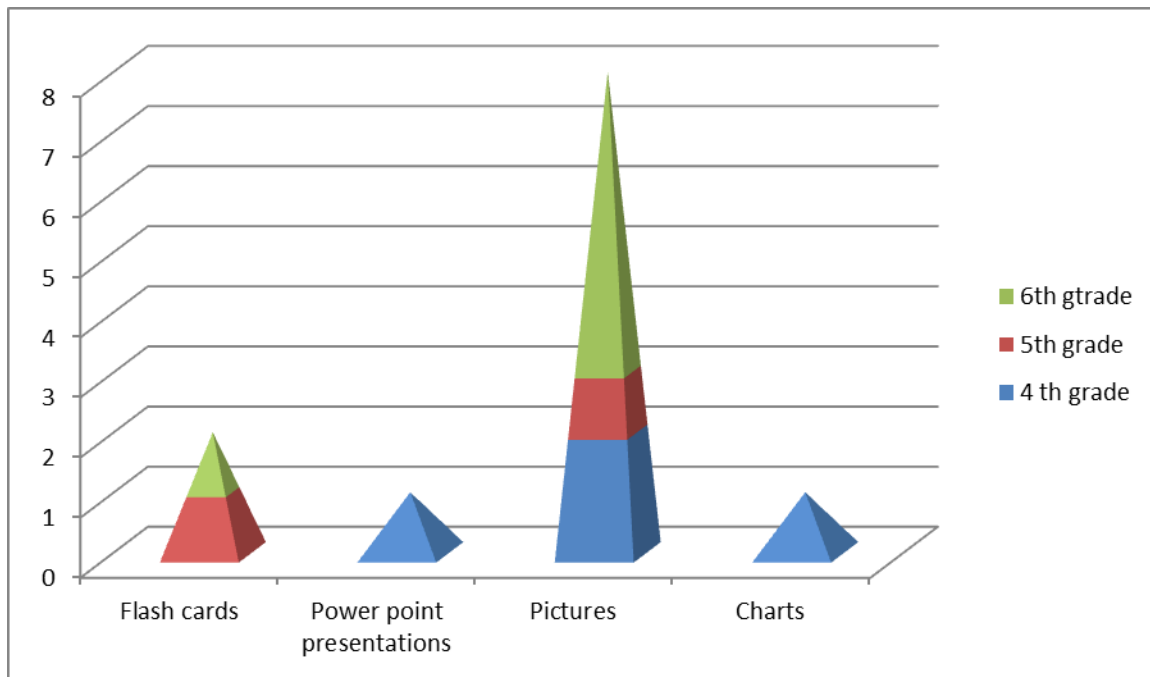
The frequency of supplementary materials used to teach English as a foreign language in the three different grades was limited. Among the materials, which are considered visual the

following were used: flash cards were used twice, PowerPoint presentations once, pictures seven times, charts once, handouts twice, posters once, and whiteboard eleven times.

Graph 2
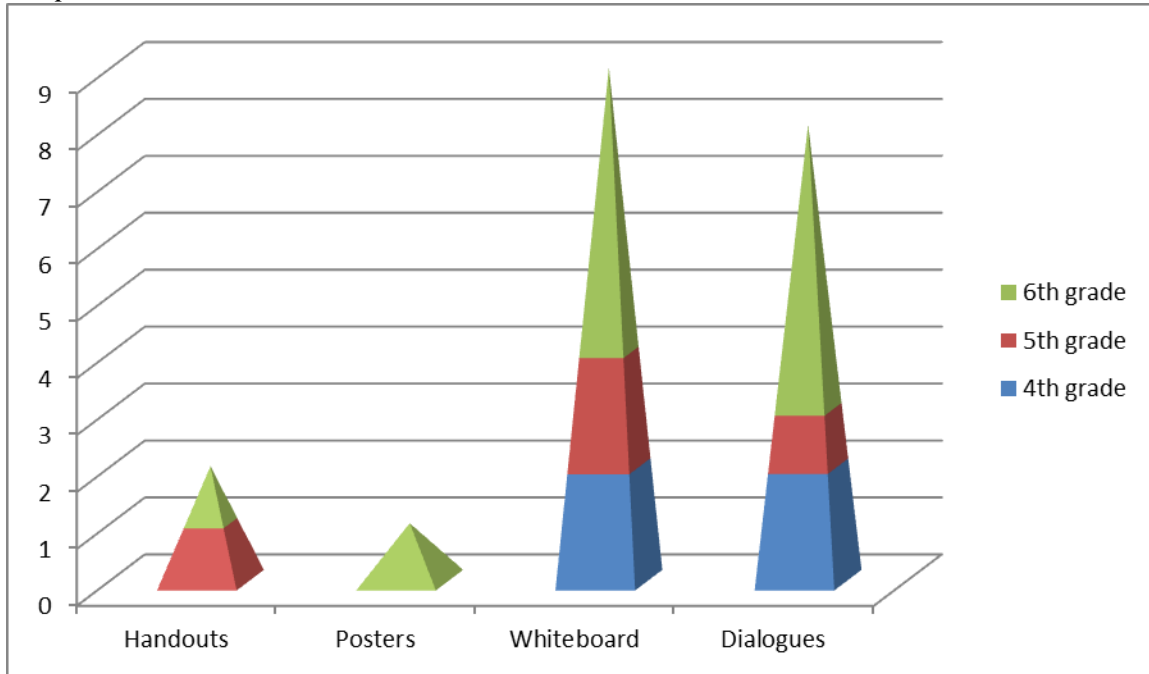
As it is stated in the charts one and two, the supplementary materials that are used with more frequency are pictures and the whiteboard.

Graph 3
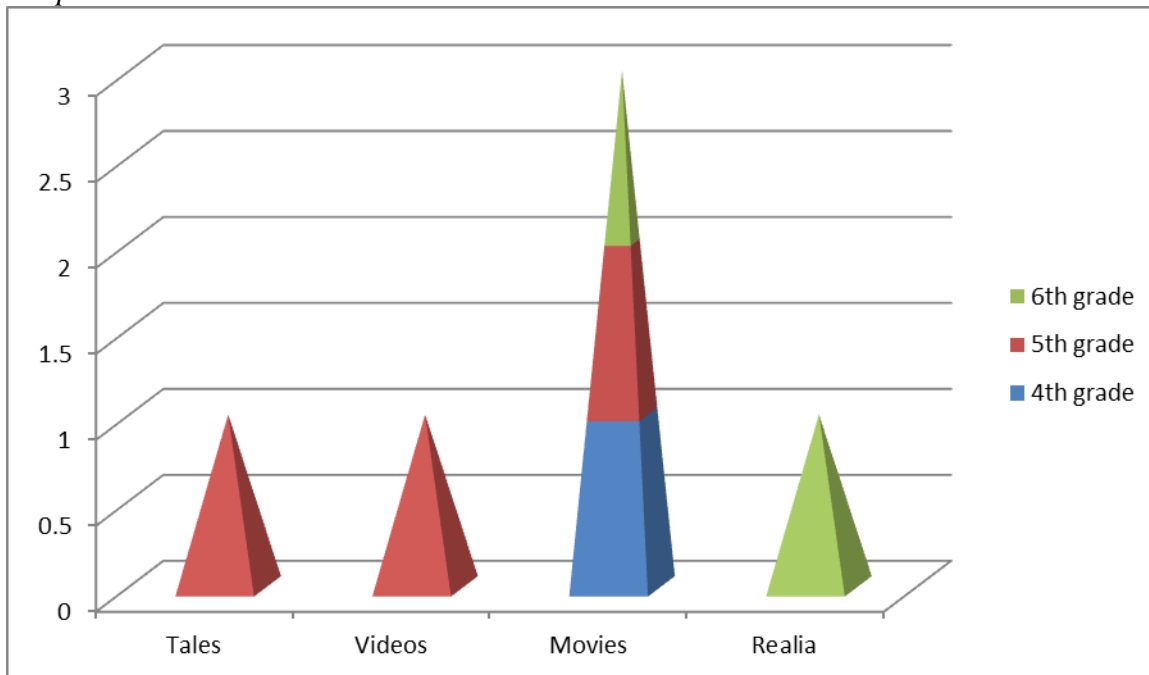
On the other hand, among the audio materials, there were used the following; dialogues seven times, and tales once. Moreover, some audiovisual materials were also used. Among them, videos and movies were used. Finally, realia was also used to teach vocabulary.

Graph 4

According to the students' survey the supporting materials that they will learn better with are the following
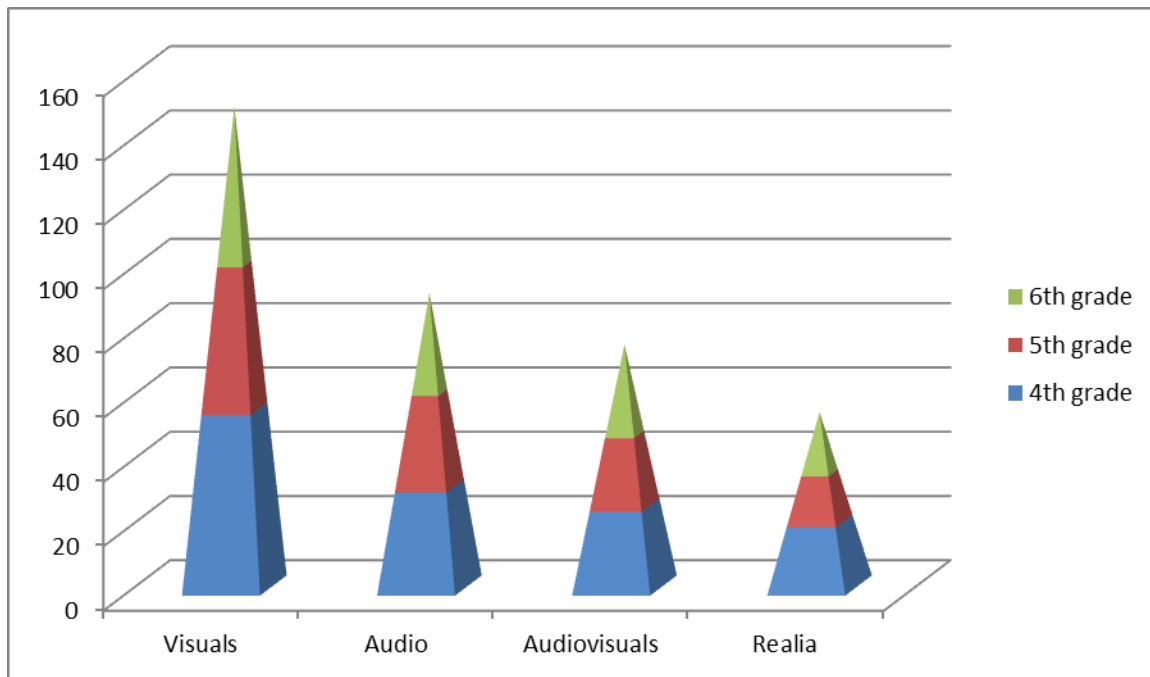
Based on the opinions from the participants of the three observed levels, it is obvious that students prefer the use of visual aids in the classroom. Additionally, the participants expressed that the visual materials such as flash cards, handouts, pictures, posters, and PowerPoint presentations are the supporting material that would help them learn better.

Besides, according to the participants' opinions on the audio materials, it can be inferred that they would also learn better with supporting aids such as songs and stories. On the other hand, regarding the audiovisual aids, the participants said that they would learn better with the help of movies and videos.

Lastly, the participants expressed that realia and the Internet would be other types of supporting materials that would help them learn the language better.

Graph 5

Frequency of use of supplementary materials that students would like teachers use in class
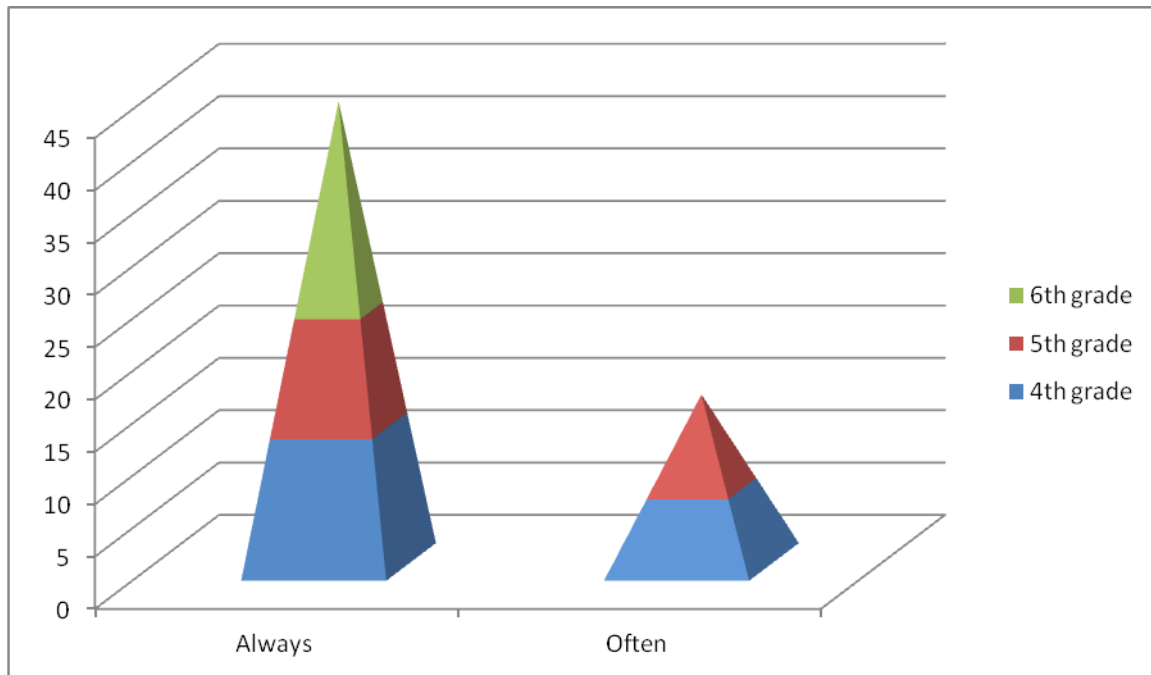
The participants expressed that they would like supplementary materials were always used in class. For instance, thirteen students from the fourth grade mentioned that supporting materials should be always used. Eleven students from the fifth grade also said that supplementary materials should be always used. Finally, all the students who were interviewed in the sixth grade said that supporting aids should be always used in class.

According the teachers' surveys on whether or not supplementary material motivates students to learn English, most teachers believed that supplementary material definitely motivates students to learn English. Also, some participants had a belief that
if there is not something new in the class, students get bored easily; therefore, supporting materials should be used to awaken their interest and enhance their knowledge. Moreover, other

teachers stated that students need to be motivated to learn; otherwise, learning a language can be dull. Also, it was pointed out that extra resources in the class reinforce the grammar in the textbook and if students are active and have new stimulation from other material than a textbook they will learn better and with more enthusiasm.

Furthermore, based on the teachers' responses to the supplementary that they usually use, it was found that teachers use supplementary materials such as documentaries, movies, videos, songs, games, posters, flashcards, word maps, handouts, charts, pictures, drawing activities, and PowerPoint presentations. According to the teachers' answers, it can be concluded that they use these types of supplementary materials to make the language more real to the students and provide students with authentic ways to practice the grammar from the textbook.

Graph 6

Cosidering the different learning styles when designing and elaborating material
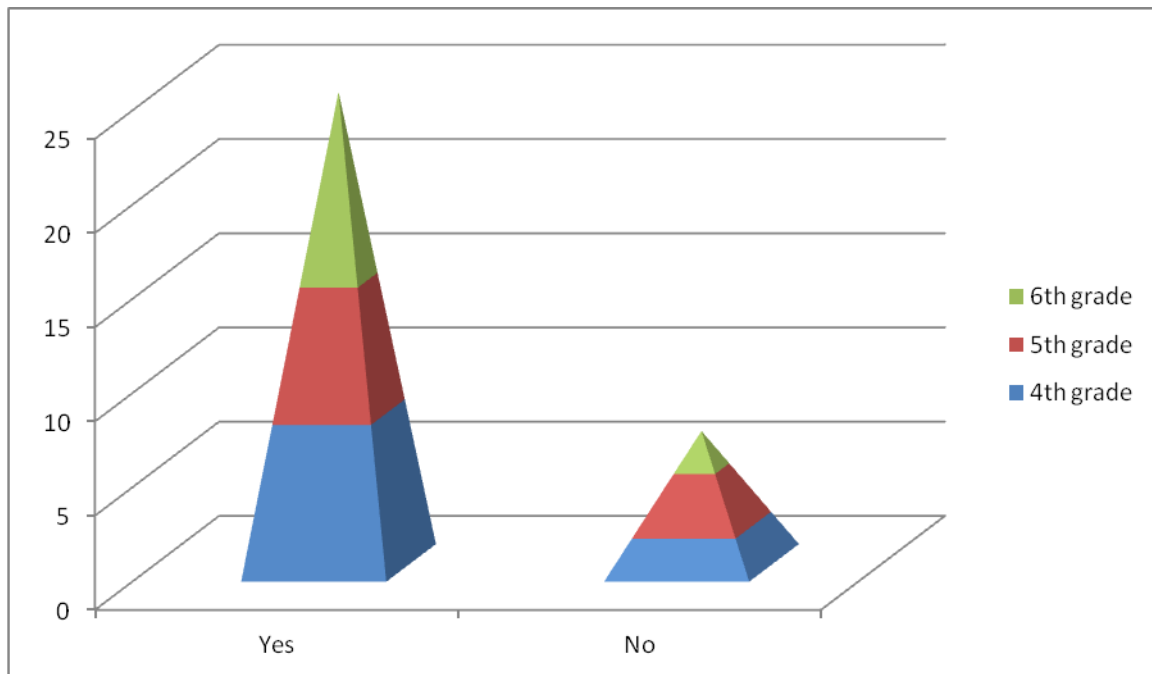
When the teachers were asked if they take into consideration the different learning styles upon designing and elaborating the supplementary material for the students, about 85 percent of

the teachers said yes because the best approach is to give lessons that teach the same thing in several ways, so all the students, whether their individual learning style, will be given lots of practice with the topic and the chance to see it through different lenses. Furthermore, 10 percent of the teachers said that they prefer a mix of activities. For instance, a mix of visual learning with active learning, as well as listening with reading, and so on; thus, students whose learning skills are different from others can still understand and learn with the help of mixed activities. On the contrary, the other 5 percent said that they do not take into consideration students' learning styles because it takes a lot of time and makes it difficult to prepare activities that fulfill every student's leaning style.

Moreover, based on the teachers' opinions on the type of supplementary materials that students prefer, it is assumed that students prefer materials and activities that call for their own participation and creativity. Students prefer movies and songs because they are able to have fun and learn at the same time. For instance, students are able to learn vocabulary and how to pronounce words. Also, students prefer pictures and flash cards because they can understand the language in a better way. Finally, students also prefer games and jigsaw activities because they like being competitive and interacting with each other.

Graph 7

The teachers' opinions on how important the use of supplementary material in the class is can be

seen in the table below
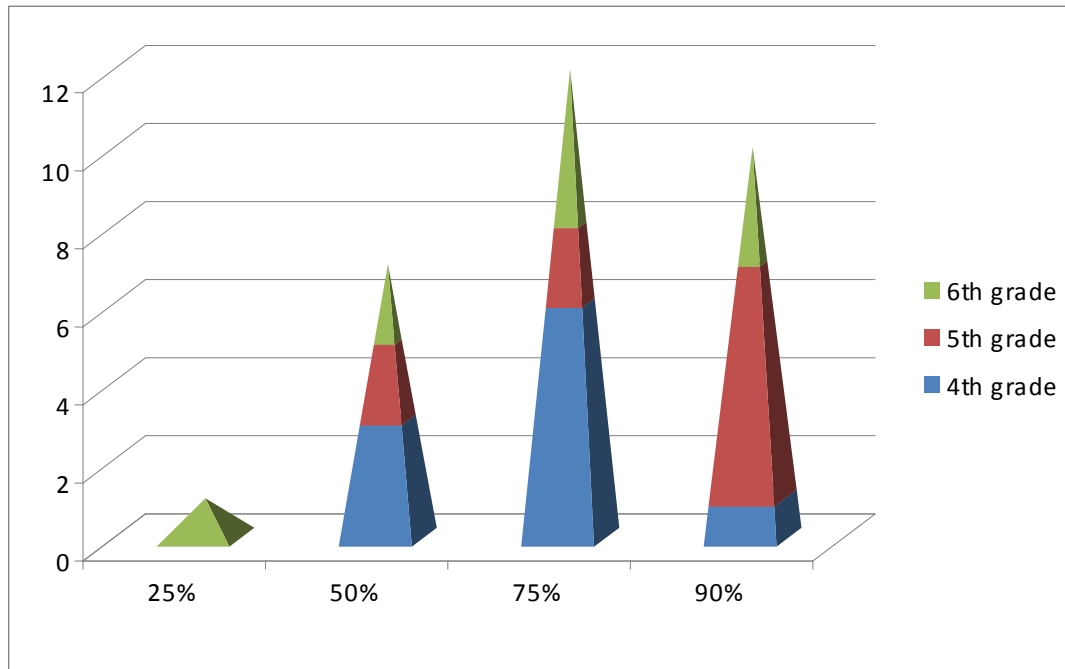
Regarding how important the use of supplementary material is, the participants believed that supporting aids are important in a 75% and 90% range. Also, teachers expressed that classes are a base for language learning but they need supplementary material to put it into practice. Furthermore, from the teachers' answers it can be inferred that it is very important to use supplementary material in EFL classes because of the need to bring more variety into the classroom and keep classes more fun and dynamic for the students. In addition, it was stated that some students do not learn very well from textbooks alone. For this reason, it is necessary to use a variety of activities and supporting aids which cater to different learning styles.

Conclusions

➢ This study documents the use of supplementary material for teaching English as a foreign language. In the process of finding out what supporting materials were used, it was understood that teachers do not use supplementary material at all. They use a very few variety of materials.

➢ Almost all the teachers use a coursebook and follow it. Teachers focused on the activities of a course book and tried to do every single activity based on it because their main objective is to prepare the students for achievement tests that are often administered.

➢ Since the time for teaching English was short, teachers tried to teach what was more relevant and what students should know. The activities that were done were the ones that could provide immediate feedback for the students.

➢ Most of the materials were used in relation to the topic, objectives, and content of the class, except when they used movies and videos. It was expressed that it is very difficult to find movies and videos related to each topic of the class. That is why they use them just to make students get accustomed to listening in English.

➢ Not all the activities were in relation to the students' needs instead they were related to what they need to learn for tests. However, some teachers tried to use topics and materials that catch students' attention and fulfill their needs.

➢ Finally, it was perceived that students enjoy when their teachers use other materials besides the coursebook because they allow them to interact with each other, have fun, and learn at the same time.

Recommendations

➢ Teachers should use a wide variety of supporting aids to make learning more interesting for the students; thus, they will learn better.

➢ Students should be motivated to participate in class and by using more supplementary material students will have new stimulation; therefore, they will be more likely to take part in the lesson, get encouraged about the classes, do greatly on tests, and most importantly become attentive in class.

➢ Students' learning styles should be taken into consideration while choosing the materials to be used in the class because every student processes information in different ways.

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Annexes

Chart one: Type of supplementary material used to teach children.

Variable	Indicators	Yes	No
Visual	flash cards		
	PowerPoint presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	word cards		
	white/ black board		
Audio	songs		
	dialogues		
	stories		
	tales		
Audiovisuals	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Chart two: Pertinence and Appropriateness of the supplementary material used to teach children.

Variable	Indicators	1 st class		2nd class		3rd class		4th class		5th class		6th class		7 th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visuals	flash cards																				
	PowerPoint presentations																				
	maps																				
	pictures																				
	charts																				
	handouts																				
	posters																				
	word cards																				
	white/black board																				
	workbook																				
Audio	songs																				
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
	data projector																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Chart three: Pertinence and Appropriateness of the supplementary material used to teach children.

Variable	Indicators	1 st class		2nd class		3rd class		4th class		5th class		6th class		7 th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visuals	flash cards																				
	PowerPoint presentations																				
	maps																				
	pictures																				
	charts																				
	handouts																				
	posters																				
	word cards																				
	white/black board																				
	book																				
Audio	songs																				
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
	data projector																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Chart four: Pertinence and Appropriateness of the supplementary material used to teach children.

Variable	Indicators	1 st class		2nd class		3rd class		4th class		5th class		6th class		7 th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp	Pert.	Approp
Visuals	flash cards																				
	PowerPoint presentations																				
	maps																				
	pictures																				
	charts																				
	handouts																				
	posters																				
	word cards																				
	white/black board																				
	gestures																				
Audio	songs																				
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Chart five: Frequency and use of supplementary material.

Variable	Indicators	4th grade	5th grade	6th grade	
		F	F	f	Total
Visual	flash cards				
	PowerPoint presentations				
	maps				
	pictures				
	charts				
	handouts				
	posters				
	word cards				
	white/black board				
Audio	songs				
	dialogues				
	stories				
	tales				
Audiovisual	videos				
	movies				
	documentaries				
Realia	objects (toys, plants, fruits)				
Online	websites				

OBSERVATION SHEET

TYPE OF INSTITUTION: PLUBLIC ( ) PRIVATE ( )
DATE: _____   **CLASS Nª**
GRADE: _____

TOPIC OF THE LESSON: _____
OBJECTIVE (S): _____
_____
_____

SUPPLEMENTARY MATERIAL USED TO TEACH THIS LESSON: (Check √ the ones that have been used)

Visuals	flash cards	
	PowerPoint presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/ black board	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____
_____
_____

Was it used appropriately in relation to the topic of the class?   Yes____ no____ Why?

_____
_____
_____

Was it used appropriately in relation to the objectives of the class? Yes _____no ____ Why?

_____
_____
_____

Was it used appropriately in relation to the students' age? Yes _____ no____ Why?

_____
_____
_____

Was it used appropriately in relation to the students' level? Yes_ no ____ Why?

_____
_____
_____

Was it elaborated and applied with creativity and originality? Yes _____ no____ Why?

_____
_____
_____

Were students motivated with the present material? Yes _ no ____Why? Why and how?
(For example, activates participation, awakes students' interest and curiosity)

_____
_____
_____

How do you consider the quality of the used material?

_____
_____
_____

STUDENT'S SURVEY

TYPE OF INSTITUTION: PLUBLIC ( ) PRIVATE ( )
DATE: _____   **CLASS Nª**
GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudo a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clases?					
¿Con que materiales crees que aprenderías mejor el tema de la clase?					
VISUALS • flash cards • diapositivas • mapas • gráficos o fotos • tablas u organizadores gráficos • hojas con actividades • posters • tarjetas con palabras • pizarrón blanco o negro	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	**AUDIO** • canciones • diálogos • historias • cuentos **AUDIOVISUALS** • videos • películas • documentales	( ) ( ) ( ) ( ) ( ) ( ) ( )	**OBJETOS REALES** • objetos: (juguetes, plantas, frutas, etc.) **ONLINE** • websites	( ) ( ) ( )
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional? ( ) siempre ( ) de vez en cuando					

TEACHER'S SURVEY

TYPE OF INSTITUTION: PLUBLIC ( ) PRIVATE ( )
DATE: _____   **CLASS Nª**
GRADE: _____

Do you think the use of supplementary material motivates students to learn English? Why?

_____

_____

_____

What type of supplementary material do you usually use? Why do you use them?

_____

_____

_____

Do you take into consideration the different learning styles when designing and elaborating the supplementary material for your students? Why?

_____

_____

_____

What type of supplementary material do your students prefer? Why?

_____

_____

_____

According to the following percentages, how important is the use of supplementary material in the class?

25% ( )   50% ( )   75% ( )   90% ( )

Why?

_____

_____

_____