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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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CERTIFICATION

Mgs. Carmen Benitez Certifies that:

This research study has been 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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DEDICATION

As it is known to study at a Distance Learning Program is not an easy issue to deal with. Due to the complexity of the job the at a distance student has to manage with a series of difficulties as: lack of time, lack of direct assistance from the teachers, the job the student has, and the time the student has to give to his or her family.

Sometimes these aspects make somewhat difficult to work as it is desired. This thesis report has been prepared by both of us facing all of the previous mentioned aspects; and our families sometimes became affected because we needed to take precious time out that should have been dedicated to take care, and enjoy with them. That is why we both want to dedicate this modest thesis to our spouses and children since they were always who gave us the necessary emotional support, and the inspiration to try to get better expectations as professionals.

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CONTENTS

ABSTRACT

In this study, the use of supplementary materials for teaching children in English foreign language (EFL) classes will be researched with the idea of identifying, and analyzing the type of supporting materials used for teaching children in EFL classes.

This research was conducted in a school in the city of Milagro in 2011. For the investigation it was necessary to observe 10 classes of three EFL teachers, from grades 4th , 5th and 6th, the data was collected through observation forms, questionnaires, and surveys. The general approach of this study was both qualitative and quantitative.

To get the information, thirty classes were observed. The data obtained was tabulated and then qualitative and quantitative analysis was done. This analysis permitted us to tell how appropriate and pertinent was the material used as well as the variety and frequency in its use.

Results show that, from the five variables proposed on the project only visual and audio ones were considered, and from these two variables the only materials used were: pictures, flashcards, whiteboard, and songs; being the whiteboard the prevailing one as complement of the textbook.

INTRODUCTION

One of the basic elements in teaching English as a Foreign Language is the methodological component, which means we need to consider the used method, the techniques, and applied resources to get good results in the teaching-process. Therefore it is known that teachers do not make their job alone to reach their goals. They need different kinds of aids and sources to succeed. These aids could be useful if they are usedpertinently that means paying attention to the topic, objectives and content of the class; and appropriately that is taking into account students` needs and quality of their use. The project also wants to analyze these aspects in terms of the frequency teachers use the aids to get all or almost all the learners` attention and make them to learn more effectively. That is why the UTPL took this project into account to make their students understand the importance of the use of other materials as company of the text book.

For completing this research work some objectives were set and they are: to identify and analyze supporting materials used for teaching children in EFL classes. Describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence, it means in relation to the content; appropriateness that is in relation to students´ needs, and quality and finallydetermine the frequency and variety of the supplementary material used in the observed classes.

In order to achieve the objectives it was necessary to do a long research on books, e-books, journals, web sites and on-line magazines, it was also necessary to include some previous studies related to the topic such as the one of Chwo, Jonas, Tsai, & Chuang(2010) who wanted to seek if supplementary materials can be adopted to

enhance college EFL learners` listening and speaking strategy use.This study concluded that there are significant differences between the contrasting groups, concerning listening and speaking proficiency results, those differences also exist within the groups in unit quiz and strategy performance results. They also speculate that with a foreign instructor in the class the students will increase their reliance on learning with others, but the authors did not report any limitations.

Also Zaid (2011) wanted to discover what the effectiveness of an instructional programme grounded in email exchanges and reading online on developing reading and writing skills among students of English is, and how the use of e-learning in this programme affects the students´ attitudes towards English. This researcher concluded that the results are promising for educators interested in effective IBI design strategies and models using web quests and e-mailing, especially when integrated with e-mailing and collaborative learning, all in a problem-solving inquiry-based learning environment. The present study is constrained by the following delimitations:

The sample of the study, which was only male students the IV level of writing,the instruments of the study and finally the statistical measures and instructional methods used.

FinallyMcdonough&Chaikitmongkol(2007) wanted to know if students will be able to use spoken and written English to makepersonal statements, participate in social interaction, and for personal enjoyment and enrichment.

As conclusion they assert they had made a modest contribution to understand teachers and learners´ impressions of the task-based EFL course, but a lot of more research is

necessary about it. This is another study which did not report limitations during the development of the research.

These studies assert thatfor future pedagogical implications, moreand a variety of supplementary materials can beencouraged in English Speaking and Listeningcourses besides standard syllabus to enhancestrategy use and facilitate learning results and a lot of questions to answer related to different instructional contexts.

This study has as the aim to highlight the use of supporting material to help teachers in their daily tasks of getting language competence in their students to whom the teachers will be able to offer a better learning environment; in this way the educational system in Ecuador will be also benefited as a result of the improvement in the area of English. At the same time educational researchers could find beneficial information for further implications in this field.

Method

Setting and Participants

To achieve the purpose of this study thirty classes in a primary school in a suburban area in Milagro Town were observed with the aim of knowing if teachers use supplementary materials and how they use them materials in order to enhance learning in their students. This observation was done in fourth, fifth, and sixth Basic Grades with eight, nine, and ten year-old students respectively.

Procedures

This study was done through a careful process of research. To find information related to the theme and obtain enough data to support the analysis and collection of the information, it was necessary to read books of some prestigious linguists for example Jeremy Harmer or John Haycraft. It was also necessary to make a careful research on the internet to find the required information on e-books, journals, websites and magazines, it was necessary to get information of five previous studies related to the theme and purpose of this study, as well.

Three instruments were used as it can be seen in annexes 5, 6, and 7. The first sheet, which is annex No. 5 was used to check whichmaterials of the variablesproposed were used in each one of the ten observed classes in each one of the three classrooms.

Annex No. 6 is a student`s survey to discover what ideas the students had about the material used by their teachers, and what materials they would like the teacher to use in future classes.

Annex No. 7 is a teacher`s surveyto interview teachers in order todiscover what they think of the use of supplementary materials in their classes, what they know about the learning styles, and what are the materials theirstudents would like them to use to do the class more interesting and understandable.

The information collected, classified, and organized in the corresponding charts in order to know which material was used, the frequency with which it was used and the most used materials.

With the results obtained qualitative and quantitative analysis were carried out, after that some conclusions were drawn to end the word with some recommendations.

DISCUSSION

Literature Review

With the aim of finding ways to improve some results or outcomes some learners perform in production of EFL, the focus of this study is to research how certain important factors for teaching EFL are not taken into consideration in the classroom especially in primary schools. One of these aspects is the use of supplementary materials for teaching children in EFL classrooms additionally to the use of the textbooks. Some studies recommend the use of other resources besides the textbooks provided by the institution; these materials will tend to make the classroom an enjoyable environment for children to learn English and therefore have a better performance.

This study has made use of some important ideas about teaching EFL expressed by some highly recognized authors of books, articles, and magazines which are related to the topic to support the findings and conclusions of this research. *Teaching a Foreign Language*

In the past, English was taught as Latin was, as Richards, J. C., & Rodgers, T. S. (2001) explain that"Textbooks in Latin consisted of statements of abstract grammar rules, list of vocabulary, and sentences for translation, speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated"., but later it was discovered that children use contextual and situational cues to interpret utterances, and they use memorized phrases and routines in speaking, as Richards & Rodgers (2001) assert. As time went through, the teaching

process has changed for better. Now learning a foreign language is seen from different perspectives. An integral and necessary part of the learning process is interaction, where scaffolding is essential, for example Rivers (1987) claims students achieve facility in using a language, when their attention is focused on conveying and receiving authentic messages. In this way he defined the interactive perspective in language education, which is the necessary one to get learners production, so the teacher´s role is essential. Since he or she is who develops the necessary knowledge of language in the learner, to do so they are required to develop background knowledge, use gestures, pictures, and realia to give comprehensible input to them. This is explained in the way that even when students are not initially interested in it, as Harmer (2003) states thatteachers have to provoke interest and involvement in the subject.

An important aspect of it is how teachers manage their physical presence in class. It could be a good idea to consider what Harmer (2003)claims that it is almost impossible to help students to learn a language in a classroom setting without making contact with them. Thus Singh & Richards (2006) suggest that in the teaching – learning process counts the fact of discovering more about the skills and knowledge of language teaching, so the teacher`s job would be to manage the life of the course as a space, where learning is possible and sustained. Related to this idea Moran (2001) claims that: teachers can help learners bring their experiences to the class, take action and decide how to respond to the culture, gaining in this way an additional perspective and clarity. Thus teachers make students easy to understand as Ugilini (2009, p.1) suggests "learning any language should be a fun and enjoyable experience, and to this end, teachers and learners should employ many different methods to learn it".

Learners` age:

Children should be encouraged to use the target language as much as possible because they have a privileged enthusiasm for learning, and facility to acquire the sound system, so their first experiences should be enjoyable. On the other hand, adults are more receptive to grammar and translation, and when the teaching method doesn`t fit their expectations they could feel frustrated. They fit easily to a textbook, but with children teachers need other resources like games, pictures, and other fun activities. Summing it upyoung learners acquire language qualitatively different from adolescents and adults.

Children, adolescents and adults   Nowadays, parents are getting engaged with the idea of seeing their children learning a new language. Each day they are getting more aware that an early start to learn a new language tends to be seen as conducive to proficiency over time, supporting the idea of " the younger the better". This trend is sustained on the initiative that making an early start may benefit from advantages at an early point as Marianne (2009) asserts.

At this point, it is necessary to mention the Critical Period Hypothesis (CPH) for language; taking in mind what Feher (2006) argues Children like communicating, and teachers should encourage them to use the language they are learning as much as possible creating situations that help them use their imagination and gain confidence. On the other hand, according to Harmer (2003), when adults come to class they come with a whole of experience of failure or success, but adolescents do it in a lesser extent, owning their histories too. However, most of the time those histories do not cause any obstruction. What can irk adolescents is making them to look foolish in front of their

classmates. Although, there are other things that could make them vulnerable like shyness, which do not make them disable.

Teachers always have to be careful with losing control, when they do not know how to manage a lesson because the students do not like the subject or the teacher is not well prepared; they have a variable attention span, which the teacher has to be careful with. Adults are a kind of learners who are totally different to children, since at a higher age they are more analytical and tend to use translation to connect ideas and express themselves, as Wang (1999, p.13) claims. "They are likely to translate what they want to say in their L1 into an L2 that they are still struggling with". In addition adults are good learners because they bring their experiences to the class, and they do not cause disciplinary problems like adolescents, but sometimes they do not like to do homework or tend to arrive late because of their daily activities. With them it is not necessary to play or sing songs all the time to get their cooperation. Nevertheless, Harmer (2003) explained that when adults get bored for any reason it is not necessary to treat them like children, thus some of them could respond well in classes if they are involved with quizzes, puzzles, and the study of contemporary songs.

Learner differences

Talking about learner differences it is necessary to mention the age factor and the Critical Period hypothesis again, as Marianne (2009) states that young learners are easy to acquire languages in a qualitatively different way from adolescents and adults, and she goes on explaining that children are successful in acquiring a new language, while adolescents and adults tend to fail. Furthermore, Long (2005) says that some researchers find that this critical period occurs in different linguistic areas depending on the age. In

sum, teachers must notice that "young language learners use memory-based processes, whereas adult language learners rely on rule-based learning" Marianne (2009, p.7). In class children should be encouraged to use the language they are learning as much as possible, and this process has to be done before acquiring grammatical accuracy. While adolescents relate their learning with their personal experience and they are ready to learn the grammatical system, as they make a judgment of how their learning is increasing, but adults tend to use translation, and have some pre-concepts about the language they are learning, due to the failure or success they have had through their lives.   Enever, Moon, Sayne, & Roman (2009) claim that *motivation* plays an important role in the teaching-learning process. Students need to be motivated at any level, but the level of motivation varies depending on their ages. In young learners, motivation is intrinsic. They feel enjoyment, natural curiosity, and self awareness for learning new things. Thus it makes good sense the use of games, songs, play acting, and doing things to exploit the fun side of motivation to make them discover the success in their additional language. Related to this idea Heyderman (2006) adds that because of their intrinsic motivation teachers should create a good learning atmosphere, which nurtures motivation and takes advantage of the desire they have on pleasing others; like parents or teachers because they want to get good marks. As it has been stated, children learn a language in a different way from adolescents and adults. In other words in each one of the mentioned contexts there are different *learning styles*. Some linguists as Polard and Tann (1987) consider that a learning style is a way an individual typically approaches a learning situation, and it derives from a mix between an individual`s cognitive processes and

their personality. The combination of different elements of the learning process occurs differently in everyone like concentration, how to maintain it, and how to respond to it, or their natural processing style to produce long term memory and retention, as Pashler, Macdaniel, Rohrer, & Bjork (2008) claim. Additionally Dean (1999) says that there are four learning styles: attention seekers, intermittent workers, solitary workers, and quiet collaborators and he advises that teachers should study individual learning styles to know how to deal with individual children and encourage them to visualize as a way of helping them to remember, in agreement with the idea of Beech (1985) who says that a forty percent of primary children are visualizers rather than verbalizers. Moreover Woodward (2001) suggests that even children of nine or ten years old like to talk or write about their experiences they enjoy the most, relating in this way their learning situations with their emotions. Rehinehart(2010) agrees with this assertion as he quotes Gardner `s idea that children use their emotional intelligences and not all humans learn in the same way, and identifies seven different intelligences: visual, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical intelligences; also Darby (2006) mentions the naturalistic intelligence added as another one of Gardner`s.

Teaching techniques: Teaching children

Young learners are naturally motivated, and teachers should find the best techniques to keep it on. Based on this topic Halliwell (1996) explains that children come to the classroom with a set of instincts, skills and characteristics that help them to learn another language, by interpreting meaning without concentrating in individual words, learning indirectly, creatively, and with pleasure, they also learn taking

advantage of intonation, gestures, facial expressions, and actions. At this respect Gower, Phillips & Walters (2005) say that the idea exposed above must be considered by the teacher making children aware of how languages are learned and discover his or her own learning style, in order to decide by themselves which works best for them, making children independent and efficient learners. To do so Harmer (2003) suggests that teachers should use a teaching sequence like ESA (engage, study, activate), which consists on getting the class interested and engaged, then they study something, and finally students get activated by putting the language into production. In this way there are four things students should do: be exposed to the language, understand its meaning, its form, and practice it. At this point what teachers should find out is what García (2006, p.1) states, taking the educator Jerome Brunner´s idea "teachers should take the "three H´s" (head, hand, heart) into account; head-thinking, hand-doing, heart-feeling, and not only educate from neck-up". What it means teachers should see the world with children´s eyes. In that respect Nikolov, M. (2009) also suggests, that teachers must be conscious on the fact that children may benefit from making an early start with advantages in their education, so English language learning (ELL) may also influence learners´ affective, cognitive and metacognitive development over the years. Lynne (2010) asserts that teachers must be alert in the way that learning a foreign language involves learning about another culture too. Additionally teachers must be aware of the fact that children unconsciously learn more about their body language before learning to speak to take advantage of it. Moreover, Watson (2011) argues that we can ask a young learner, if it is necessary to know all which concerns to a language and we will discover that what the learners need is to hear it and try it out.

Different contexts for teaching

As it is understood the contexts for teaching English are the different settings where instruction takes place, as Nikolov (2009) argues that when studies refer to foreign language programmes most of them tend to take in account second language context and not an educational context where the teaching of a foreign language is simply one of the school subjects, what is more no one guaranties that all children will attain native-like proficiency levels, since native accents are not completely accessible in second language contexts either. Mayo &García (2003) claim that we have to take in mind that the socio-cultural context is highly related to language socialization and therefore phonological acquisition is a necessary factor in the social level, where how much an individual acquires related to his or her foreign accent will depend on social conventions and personal predisposition. In this social convention we can quote Lynne (2010, p.1) "it is worth learning, understanding any underlying cultural or regional attitudes can help you learn how to understand and use body language to improve your communicative abilities".

Other contexts are small or large classes, small classes are easier to manage and monitor than large classes like in high schools where teachers feel self-conscious, nervous, and uncomfortable and as Hall &Hewings (2000) say, it can be tiring to be the focus of more than 100 eyes, large classes have disciplinary and class management problems, where the noise must be reduced, and it is difficult to evaluate the oral or written work with too many learners, and so the teacher assumes that because of the lack of attention, very little learning takes place. Cultural setting is another important

setting and consequently nowadays a culturally authentic context is the use of technology in the classroom, about this context Kramsch& Andersen (1999) assert that today`s teachers are frequently urged to use technology to teach foreign languages, through the use of computers learners have access to authentic video footage and other cultural materials; getting in this way a real sense of the socio-cultural context in which the language is used.

Supplementary *material*

Supplementary material is all pieces of material used in addition to the text book in order to support learning and teaching, so it should be carefully designed to fit people and the teaching process. Edge (1996) claims that, the teachers` purpose is not to teach material, but to teach students, and to use the material with students.

With EFL material we can introduce a real world to children and make them familiarize with the different contexts we want to make them notice to learn in a better way. The use of technology, realia, television, newspapers, handouts, the internet in the classroom, etc. is very important; even students can be used as materials. This entire whole helps teachers get a better performance, therefore Edge (1996) advices teachers must be aware that they are in the classroom to help students to learn and that they learn in many different ways, without authentic material students will not feel secure about what they are doing. How careful the teacher is to choose materials must be very important because students absorb what they are expected and something else about the material. So choosing it appropriately teachers can attempt to hardness periphery learning, related to this idea Mishan (2004) adds that teachers also could design their own materials and use them without having a plan for each piece of material.

Furthermore Watson (2010) argues that a class should be fun rather than a chore. So including authentic materials, relevant according to age, gender and context in which the class is developed is of a great importance. Nowadays what is a trend is the use of websites, due to its appealing characteristics, in this way the new technology offers mobility and efficient storage of interesting topics or tools as Ugilini (2009) asserts. He also advises, it is a good idea to make students write short stories and post them on a website to feedback from readers via comments and ratings, which can improve their writing   skills.

Tomlinson (2008) suggests that what really supplementary material does is to connect the real world to the classroom, and what the teacher has to do is to know how to use it having in mind that learners come to the classroom to learn how to speak a foreign language. Supplementary materials introduce interesting people and their views and opinions from different ethnic groups in novels, articles, news reports etc. thus supplementary material provides innovative ways of fulfilling the cognitive level either for young and adult learners with limited language ability to become accurate and fluent, and also it helps them to become appropriate and effective communicators by giving them production activities if teachers give outcome and related feedback by making use of the supplementary material.

The best way a teacher can build up the context orally is with the help of *visual* aids and elicitation from the students, this can be done with pictures showed in flash cards to illustrate meaning and to establish a context of the target structure, to support it Gower, Phillips, & Walters, (2005, p.138) suggest that "in addition to illustrating meaning, visuals can be used to check understanding" because a visual reminder such as

a picture or diagram helps make as many cues as possible when committing the vocabulary item to memory. They also claim that visual aids can be used when we have a complex use of language and so a generative context is needed. One example as Tomlinson (2008) says, are newspapers, which are the most available and accessible of the news media, and they offer topical and cultural information provided in a single issue, a newspaper also offers a panoramic or close up view of the culture.

Teachers should have a great amount of visual aids to perform their classes, such as pictures in first order showed by flashcards, posters, photos, etc.

Related to audio, having comprehended that there are different types of learners, teachers should think in the listeners, it could be a good idea to use a good language laboratory, thus according to Haycraft (1997, P.113) "the language laboratory is a useful teaching aid, just as a blackboard and flashcards are", the difference is that it could be expensive, and requires a great space. Another useful audio aid is the tape recorder or CDs, which bring other and different kind of voices, so the students listen to a great variety of English different from the teacher´s. Another audio aid is radio even though television as Tomlinson, B. (2008) mentions has usurped its role as an entertainer, but it is in everyday´s life, since it is a distraction, that in fact could be the only medium where many of today`s learners actually practice listening skills. Even cell-phones are mentioned by this author where practice with voice messaging and picture messaging is possible apart from music and songs.

At using audiovisual materials teachers have to be careful, they should not only take them as a way of showing that the school has technology as Edge (1996) mentions, becoming this tools a high-tech way of passing the time he goes on. Teachers need to

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engage students cognitively and affectively with the material, and this could be done with audiovisual aids like television, as Tomlinson (2008) argues. It is the medium with which today`s learners are probably the most familiar with. Audiovisual aids have advantages and disadvantages that the teacher should discover. There is a problem with all screen-focused media being used for learning like computers or radio, that by themselves do not force viewers to concentrate on the spoken language in order to follow what is happening. With these aids the teacher is using periphery learning, Enever, Moon, & Harman (2009) contribute with this idea claiming that it is unconscious learning or natural learning and learning by osmosis. A film, a song, a cartoon, a video, or a story make you relax and concentrate in new words, patterns, cultural information without working too hard.

One of the best techniques teachers should use is realia. Due to the fact that when we want to have a good experience we consider the nearer the better, that is why Haycraft (1997, p. 7) says, "that the nearer language teaching can come to real life, the more interesting it could be". He explains that more people react better to feelings than to abstractions, sorealia is a useful tool in teaching EFL in classrooms, the word realia means items found in everyday´s life. Palmer (2010) mentions that using realia helps make English lessons memorable by creating a link between the objects and the word or phrase they represent. Only our imagination can limit the use of realia, it could be used in almost every subject, with it the teacher involves the senses to encourage creativity, it saves time because the teacher elicits words or ideas by holding up the object. Palmer (2010) says that realia brings vocabulary into mind and students can easily remember the words, for example if you want to teach the word biscuit, it is better to make students

remember it by tasting, touching and smelling of the object, the same author goes on explaining, realia is not limited to food, it includes tickets, toys, timetables, newspapers, clothes, ….even the same students can be used as realia in the classroom, really any object can be used as a teaching aid.

One of the most useful, and modern tools to teach English is using online because of the motivation it produces in learners. Therefore motivation is a must at teaching, so pedagogical considerations for enhancing learning with online sources is part of the teacher`s portfolio, now due to the value this tool has, for example Kelsen (2010) suggests that a lot of numerous interesting and insightful articles on the use of various websites have appeared due to the rapid spread of the internet. However, articles relating specially to the use of You Tube for EFL courses seem to be lacking. The author mentions that at using You Tube the teacher can make the class more interesting, more relevant to course material, beneficial to language learning and motivating to use the language inside and outside the class. In this way Kelsen (2010) mentions that You Tube videoclips help students be more motivated to develop these language skills, and in this way gaining a deeper understanding of content they willingly access on line. Another case Palmer (2010) says it is Handout Hub, which launched its revolutionary, intuitive, and cost effective approach to EFL/ESL that gives handout a bright future, since the increasing global supply and demand for English requires supplementary sources.

Up to this point the information about some author´s ideas related to the topic has been presented, and now some more information about it has been elicited from five studies related to the topic of the use of supplementary materials in EFL classes. Now that information is going to be presented in order of importance relating to the topic.

Chwo, Jonas, Tsai, & Chuang (2010) with their study want to seek if supplementary materials can be adopted to enhance college EFL learners` listening and speaking strategy use. They made four sophomore listening and speaking classes to participate in the study, two former classes served as experimental groups (EG) while the latter served as control groups (CG). They were required to complete both pre and post tests as well as pre and post Sill-surveys. As conclusions they obtained that there are significant differences existing between their contrasting groups, EG and CG, concerning listening and speaking proficiency results. Among them they also observed distinct difference within the groups in unit quiz and strategy performance results. Moreover, they also speculate that with a foreign instructor in the class the students will increase their reliance on learning with others. It serves as a positive factor not only for L2 input, but also for more interdependence and student-centered learning when supplementary materials are implemented. For future pedagogical implications, more and a variety of supplementary materials can be encouraged in English speaking and listening course besides standard syllabus to enhance strategy use and facilitate learning results.

Zaid (2011) wants to discover: What is the effectiveness of an instructional programme grounded in email exchanges and reading online on developing reading and writing skills among students of English? How does using e-learning in this programme affect the students" attitudes towards English"?. He develops a qualitative/quantitative study that involves one treatment group and an experimental group, data were analyzed using t-tests, mean scores, One-way Analysis of Co-variance (ANCOVA); other statistical methods used included averages, weighted percentages, Chi2 and qualitative

data analyses, qualitative analyses were done using students' e-logs and the instructor's diary.

Conclusions extracted from this study confirm previously established research findings. Given the authentic classroom setting in which this study took place, the results are promising for educators interested in effective IBI design strategies and models as the one in this study which merges web quests and emailing, especially when integrated with e-mailing and collaborative learning, all in a problem-solving inquiry-based learning environment. Attitudes towards learning English can be enhanced in IBI environments, especially when integrated with collaborative and enquiry-based learning.

Mcdonough&Chaikitmongkol(2007) objectives of this study by the end of the course were: students will be able to use spoken and written English to make personal statements, participate in social interaction, and for personal enjoyment and enrichment. They will also be able to use English to search, access and process information, and use learning strategies to extend their communicative competence.

In the study 35 learner participants between 17 and 19 years old were enrolled and 13 teacher participants who taught a section of the task-based course during the pilot testing phase. The learners completed a task evaluation at the end of each task, which had six open-ended questions about the aspects of the task they liked or disliked.

As conclusion they assert they had made a modest contribution to understand teachers and learners impressions of the task-based EFL course, but a lot of more research is necessary about it and they give a series of questions they tried to answer, for example the ones related to learner factors:How do L2 learners in different instructional contexts and from varying educational backgrounds respond to task-based teaching? How do

their beliefs about language learning affect their perception of and participation in task-based courses? What can teachers do to help learners recognize the learning opportunities available in task-based courses?

Another study is the one held by Min & Hsu (2008). These researchers` purposes were: to examine whether the combination of a reading class plus vocabulary-enhancing exercises could better increase foreign language teenage learners' vocabulary retention than a class devoted to multiple readings of the same theme. Specifically, the researchers sought to answer the following research questions: Do intermediate foreign language teenage learners acquire more vocabulary knowledge through reading plus vocabulary-enhancing activities and narrow reading activities? Which instructional context is more instrumental to vocabulary acquisition and retention over a 3-month period? What are the respective ratios of known words and unknown words on vocabulary acquisition and retention within and between groups? And among those known words, what are the respective ratios of receptive and productive vocabulary within and between groups?.

The participants were 50 male students, at an intermediate level of English proficiency, in their third year of study in a senior high school. Half of them received the reading-plus-vocabulary- enhancement (RV) instructional treatment: they read selected texts and also practiced various vocabulary exercises. The other half received the narrow reading (NR) treatment: they read thematically-related supplemental materials on the same topics presented in the selected texts.

The results showed that the RV group significantly outperformed the NR group on acquisition and retention tests and demonstrated significantly more productive

knowledge on the acquisition test and more receptive knowledge on the acquisition and retention tests.

Looking for another type of supplementary material for teaching EFLKelsen (2009) suggests the use of You Tube. The purpose of this study is to explore the use of You Tube in an EFL situation by surveying students` attitudes toward using You Tube to study English. It looks for connecting the students` perceptions of using You Tube with regular class materials, to make classes more interesting and relevant to course materials, it wants to do it beneficial to language learning, create motivation in students to learn in class, and the last one is to motivate students to use this material to learn English outside the class. The researcher took two sophomore conversation classes of 31 and 38 students respectively at a private university in northern Taiwan, who ranged from 19 to 21 years of age, both groups used the same materials; then were given a simple questionnaire to access to computers and experience using You Tube prior to this course. You Tube was used to supplement the text book and associated classroom material, all You Tube video clips were shown during regular class time using an in-class computer with a high-speed internet connection and projector.

The study concludes that the experience of using You Tube was interesting, relevant, beneficial and somewhat motivating in class, so it suggests that teachers and students can be involved in creative ways to incorporate You Tube in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Results

Quantitative Tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards	✔	
	Power Point Presentations		
	Maps		
	Pictures	✔	
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/blackboard	✔	
Audio	Songs	✔	
	Dialogs		
	Stories		
	Tales		
Audivisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Authors: Mr. Anibal Roberto Escobar Valdivieso and Mr. Pedro Julio Méndez Aguilera.

Source: 4th , 5th , and 6th Grades

Variable	Indicators	1st class Pert.	1st class Approp.	2nd class Pert.	2nd class Approp.	3th class Pert.	3th 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.
Visual	Flash cards																				
	Power points presentations																				
	Maps																				
	pictures																				
	Chart																				
	handouts																				
	Posters																				
	Words cards																				
	White/black Board	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Audio	Songs	✓	✓																		
	dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Realia	objects (toys, fruits)																				
Online	websites																				

Authors: Mr. Anibal Roberto Escobar Valdivieso and Mr. Pedro Julio Méndez Aguilera

Source: 4th Grade

Variable	Indicators	1st class Pert.	1st class Approp.	2nd class Pert.	2nd class Approp.	3th class Pert.	3th 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.
Visual	Flash cards											✓	✓	✓	✓	✓	✓			✓	✓
	Power points presentations																				
	Maps																				
	pictures	✓	✓																		
	Chart																				
	handouts																				
	Posters																				
	Words cards																				
	White/black Board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Audio	Songs					✓	✓	✓	✓												
	dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Realia	Objects (toys, fruits)																				
Online	websites																				

Authors: Mr. Anibal Roberto Escobar Valdivieso and Mr. Pedro Julio Méndez Aguilera

Source: 5th Grade

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

Variable	Indicators	1st class		2nd class		3th class		4th class		5th class		6th class		7th 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.
Visual	Flash cards																				
	Power points presentations																				
	Maps																				
	Pictures	✓	✓																		
	Chart																				
	Handouts																				
	Posters																				
	Words cards																				
	White/black Board	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Realia	Objects (toys, fruits)																				
Online	Websites																				

Authors: Mr. Anibal Roberto Escobar Valdivieso and Mr. Pedro Julio Méndez Aguilera

Source: 6th Grade

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4th grade	5th grade	6th grade	Total	Percentage
		f	F	F	f	%
Visual	Flash cards		4		4	11%
	Power points presentations					
	maps					
	pictures		1	1	2	5%
	chart					
	handouts					
	posters					
	Words cards					
	White/black board	10	9	10	29	76%
Audio	songs	1	2		3	8%
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	Objects (toys, fruits)					
Online	websites					
TOTAL		11	16	11	38	100%

Authors: Mr. Anibal Roberto Escobar Valdivieso and Mr. Pedro Julio Méndez Aguilera

Source: 4th, 5th , and 6th Grades

Description, Analysis, and Interpretation of Results

 After having done the bibliographical research an account of the results to state the analysis and interpretation of the collected data was done, for doing it, it was necessary to do a qualitative and quantitative analysis.

While the qualitative analysis contains a description of each one of the materials used to state the degree of pertinence, appropriateness and quality of these materials; the quantitative analysis refers to the frequency of the materials used in each one of the three grades.

<center>*Qualitative analysis*</center>

Fourth Grade/ 8 years old

During the observation in this class the supplementary materials used were the whiteboard and songs, the board was used in the ten observed classes while the songs only once.

The white board

In the first class in this classroom the teacher worked the theme: daily routines and the objectives were to talk about mealtime habits, and develop listening skills. The teacher started the class by making students to sing a song about greetings as a warm up activity. Afterwards, the teacher began writing some sentences directly on the board. Those sentences were about breakfast, lunch, and dinner.She went on explaining the students the meaning of the adverbs of frequency writing them on the board, such as always, usually,often, sometimes, and never.Then while doing a listening exercise, the teacher wrote some words related to the topic on the board.

Analyzing the way the teacher used the whiteboard to write sentences and vocabulary for students to read, repeat, and copy; it could be said that the use of the whiteboard as material was pertinent, since the class contained grammar explanation that was given on it. It also could be seen that the teacher used the whiteboard appropriately because at eight years old the students require to see what they need to copy and study. Another reason why it is said that the whiteboard was used appropriately is because the teacher used it to show contents related with the listening exercises that the text book contained. Talking about the quality of the whiteboard as material it could be mentioned that the teacher used it correctly because she always used different color markers to write the grammar structures and the size of the letter was big enough to be seen by all the students and allowed all of them to copy what they had to.

A second day came, and so a second class to be observed. The whiteboard was again the most important part in the teacher`s repertoire of material used to try to get some understanding. The teacher started with the same song asthe previous class. The theme was also the same daily routines andthe objective was to practice simple present statements. Nowthe teacher explained the students that they had to go ahead completing the textbook exercises, copying what she was going to write for them on the board. The teacher started the class writing questions related to routines on the whiteboard for the students to answer then she called volunteers to answer the questions written on the whiteboard. Next, she wrote the answers to the questions the student´s book contained for the students to copy. When the teacher made that process what she did was to use pertinently the whiteboard as material because she explained the use of the adverbs of frequency using words, questions and sentences, and also the objective of the class was

reached when students practiced on the whiteboard and wrote sentences in simple present. It also could be considered that the material, in this case the whiteboard, was used appropriately as she made the students to copy what she wrote on the whiteboard because at that age the students need to copy the content directly from the board not by taking dictation; the teacher also used different color markers for questions and answers for the students to recognize the type of sentences.

By using different color markers the teacher was also including a good use of the whiteboard as material.All the students were able to see her writing from their seats, too. Another good aspect of the use of the whiteboard is the fact that the teacher made her students to go to the board and write the answers to the questions; in this way she provoked interest and involvement in the subject as Harmer (2003) states.

In the third day, the class had as topic Daily Routines again, and the objectives were to write sentences about daily routines and practice intensive writing using daily routines and vocabulary. As it occurred in previous classes the teacher started writing sentences and drawing pictures related to daily activities on the top of the board, which then were used as a guide for the students to write in turns on the space left on the board for that purpose, after that she asked students to pass to the board and write at least one idea about what the students do every day and the teacher then used some conjunctions to give sense to what was written.

Using the board in that way, it can be argued that it was pertinent in relation to the content and objectives as well given the fact that one of the objectives was to do intensive writing about daily routines, and so she made them to write a lot on the board.

Considering what was said before it could be thought that theuse of the whiteboard was appropriate related to the students´ age and level because they were asked to state any idea about their daily routines on the board helped by the information the teacher wrote on the top of the board, considering that according to their age and level it was not possible for them to write complete paragraphs yet.

Furthermore the quality of the used material was excellent because as it was already said the fact that the teacher had written some information on the top of the board it successfully helped the students to write their ideas about daily routines and because the students passed one by one to write something on it the development of the class was very nice based on the good use of the board.

The next class was number four, in which the topic was typical foods, and its objectives were talking about typical foods in Ecuador and practicing intensive reading. The teacher started the class asking students what foods they eat, and so some students said they eat for example rice with chicken and beans etc., stating in that waywhat kind of food was typical in Milagro town, after that the teacher draw some pictures on the upper left side of the board and wrote sentences on the upper right side of it, all of them related to typical foods,on the bottom part of the board she rewrote a short passage from the book, then the teacher continued asking questions about typical foods as much as she could to the students to make them participate a lot as it was one of the objectives talking about typical foods, the next activity was to make the students read with her the short passage on the board. With this procedure in mind it could be claimed that the use of the whiteboard as material was pertinent to the topic and objectives of the class as the theme was to talk about food and the objective for intensive reading was also fulfilled

because students needed to read a reading passage about typical food around the world that the teacher wrote for them on the board.

Considering the appropriateness of the use of the board; definitely this characteristic was present in the class because the teacher used the board to drawpictures,write sentences and a short passage the students needed to practice speaking and read to fulfill the objectives according to their age and level of knowledge.

Additionally the quality of the use of the whiteboard as material was good since she divided the whiteboard in three sections; one for pictures, the second for sentences and the third one for the short passage, even the quality could have been better if she had made the students write their own ideas on the board.

In the fifth class the topic was a recipe from Germany, and the objective was to practice sequence words, and intensive writing.

The teacher asked students to read a reading passage related to a recipe of a black forest cake in Germany that was in the book. Next she wrote the list of ingredients and the steps for preparing it on the left side of the board and made the students repeat the steps, after that the teacher elicited from the students many sequence words and wrote them on the right side of it, finally the teacher made the students use the information and the sequence words written on the boardto write a short passage on it, so it could be claimed that the use of the whiteboard during this class was pertinent in relation to the topic and objectives of the class, as she guided the students with the sequence words for them to rewrite the passage.

Using the whiteboard as it was already said, it could be said that it was appropriate because when the teacher wrote the sequence words and the ingredients to make the

recipe on the board she helped them to visualize what they needed to use to rewrite the passage considering their age and level of knowledge.

It could be also said that as a tool that teachers use every day the whiteboard was used with certain quality, as she organized the information elicited from the students in a way they could use it to facilitate their participation.

During the sixth observation the topic of the class was animals. The objectives were to practice listening and pronunciation. The teacher used the whiteboard to write a lot of words related to animals on it, she used two color markers, a red one for the first letter and a black one for the rest of the word. She also drew a picture for every word, after that she made the students repeat the words focusing on the correct pronunciation.

The level of importance of the whiteboard as material in relation to the content was high because the students practiced listening andpronunciation as those were the objectives of the class, obviously they did it by using the pictures drew on the board by the teacher.

The use of the whiteboard was appropriate becausethe teacher used the vocabulary together with a picture on each word to make the class enjoyable and easy to understand by giving visual information as the pictures drawn on the board were for students of that age and level, also it helped them easily recognize the animals as she made the students to use the sounds each animal makes relating their names with the pictures on the board at the same time.

The aspect described above gave quality to the use of the whiteboard giving the students the chance to practice the words by pronouncing them, and at the same time it could be said that the students were well motivated trying to recognize the animal as they listened to the sound while they could visualize them on the board.

Class numberseven came on,the teacher taught the topic demonstrative pronouns this and that and the objectives were to practice vocabulary and to teach grammar structures related to singular nouns.

The teacher began to write this and that on the left side of the board and explained the difference in the use of each one of them; she helped herself by using pictures next to the singular nouns as she drew a hand pointing with its finger the objects that were close to it for *this* and the one a little far for *that*, then the teacher made the students practice with objects saying for example this book or that pen using the pictures on the board as reference guide.

Using the board in the way the teacher did was pertinent because she explained the grammar use of *this* and *that* on the board as it was one of the objectives, when grammar is explained it is necessary to use the whiteboard specially with young children, so it could be considered that the use of the whiteboard as material was appropriate to the students´ age and level because the teacher drew pictures to illustrate the grammar use of *this* and *that* as it was explained above. At the same time the teacher gave quality to the use of the whiteboard when she was able to apply what Haycraft, J.(1997, p.101) suggests that "use the left hand side for current work and the right for keeping a record of the work done during the lesson. Correct spelling and punctuation are obviously essential".

It was time to observe class number eight, now the topic was demonstrative adjectives*these* and *those*, and the objectives were to use demonstrative adjectives for practicing vocabulary, and teach grammar structures related to plural nouns. At the beginning of the class the teacher explained that it was the turn to learn how to use *these*

and *those*, she divided the board in two sides again, but now using only the right side of it, on that side she drew some pictures and used them to explain the use of *these* touching the pictures she drew, and the same process was done with those pointing to the pictures drawn on the board a little far from them. With the details mentioned above it is suitable to think that the use of the whiteboard was pertinent in relation to the content and the objectives of the class because the pictures were used to explain these and those.

Going ahead it also could be asserted that the use of the whiteboard as material was appropriate in relation to the students` level and age as the teacher used the whiteboard to draw the pictures which were used to illustrate and explain the class.

Overall the aspects stated above showed that the quality of using the whiteboard was good taking into account that she divided the board as it was required.

Going ahead it was time to observe class number nine in which the teacher had to handle the themedemonstrative adjectives*these* and *those* again and the objectives were to use *these* and *those* to talk about plural nouns, and recognize the use of them in context.

The teacher started the class with a song, which was always sung when she approached the classroom as a warm-up, thus she drew and touched some pictures on the board to elicit the use of *this* and these differently. The same procedure was done with *that* and *those* pointing to some pictures to elicit distance in the use of those words. At doing this process the teacher`s aim was to teach grammar use, therefore the use of the whiteboard was essential, in this case, it could be claimed that the use of the whiteboard was not only pertinent, but also appropriate because the best way the teacher can build up the

context orally is with the help of visual aids as the pictures she drew on the board for that purpose, the pictures were drawnto illustrate meaning and to establish a context of the target structure, as stated by Gower, Phillips, & Walters, (2005, p.138) "in addition to illustrating meaning, visuals can be used to check understanding" because a visual reminder such as a picture or diagram helps make as many cues as possible when committing the vocabulary item to memory.

Since one of the objectives was to teach grammar structures it could be claimed that the board was correctly used, due to it the whiteboard was divided into two sections and because the teacher drew pictures on it to illustrate meaning.

It was the turn of the last observation in this grade, it was class number ten and again the same process and the same topic, demonstrative adjectives were presented. The objective was writing sentences using demonstrative adjectives.

During the development of this class the teacher drew pictures on the top side of the board and asked students which demonstrative adjectives she should use, the teacher made the students write sentences on the board using the demonstrative pronouns according to the picture he or she chose. Doing it the teacher realized that some of the students had some problems with the grammar structure and she made a feedback of those points.

Pertinence could be observed in the use of the board as material as she used it to make students be aware of the difference between the use of the demonstrative adjectives by drawing pictures on it to touch or point to them; and she also made the students go to the board and write their examples using demonstratives.

It could also be observed that the board had an appropriate use, since pictures were drawn for the students to use as a guide for writing their sentences.

The whiteboard was used with quality since pictures were drawn on the upper part of the board leaving space under them for the students to write their sentences in relation to the chosen picture.

Songs

This kind of material was used in this classroom only once. The theme was daily routines and the objectives were to talk about mealtime habits, and develop listening skills.The teacher played the song many times and the students sangtogether with the song, at that time the teacher wrote some words related to daily routines on the board.

The song was about daily routines, so it was suitable for the class. With this idea it might be asserted that the use of the song was pertinent to the content and objectives of the class, since the song had a lot of vocabulary related to daily routines such as lunch, breakfast, dinner, get up, eat, etc., the tape recorded with the song themselves were used correctly according to the students` age and level because young learners are well motivated at using music with them. The use of this kind of audio material was good because the teacher played the song step by step and explained the students what it said and made them repeat and listen attentively. It made the process of the class much easier for the teacher, and enjoyable a lot for the students and the volume the teacher used was correct as well, and she also made them work with mimic.

Learning Styles

Using only the whiteboard during the ten classes is the preferable medium a teacher uses to achieve his or her goal. A teacher needs to notice the differences his or her students have and take advantage of those differences to prepare the class taking into consideration those aspects. What could be observed in this grade was that the teacher did not know how different her students were because the only class, which was prepared taking into consideration at least a different kind of learners was class one as the teacher used the song for musical learners and the whiteboard for visuals and also for linguistics.

In that class the students showed how interested they were on working with music, so, she could realize that the musical learning style is the one with which most of the students learn, but unfortunately she did not observe it again for the coming classes, that kind of encouragement could be used in all or almost all the classes to make the teaching atmosphere more enjoyable, and learning a pleasant experience for her students. The way the teacher worked in most ofher classes did not create motivation because most of the classes were prepared thinking on linguistic and visual students only. The other learning styles as: interpersonal, intrapersonal, spatial, logical- mathematical, and bodily-kinesthetic, were not observed.

At working in this way the teacher is in agreement with the idea of Beech (1985) who says that a forty percent of primary children are visualizers rather than verbalizers, but the teacher did not explore the other kinds of learning styles. It is necessary to mention the importance of taking into account the different learning styles to include all students in the learning process, and make all learners learn in a better way. Related to this aspect there are some linguists who give us a better perspectives of the way the teacher should

manage the class depending on those differences, for example Dean (1999) says that there are four learning styles: attention seekers, intermittent workers, solitary workers, and quiet collaborators and he advises that teachers should study individual learning styles to know how to deal with individual children and encourage them to visualize as a way of helping them to remember the studied information better. Rehinehart (2010) agrees with this assertion as he quotes Gardner `s idea that children use their emotional intelligences and not all humans learn in the same way, and identifies seven different intelligences: visual, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical intelligences; also Darby (2006) mentions the naturalistic intelligence added as another one of Gardner`s.

5th Grade/9 years old

In this grade the materials used during the ten observed classes were: flash cards, pictures, white board, and songs which are described next in terms of pertinence, appropriateness, and quality.

Flash cards

This kind of material was used in four of the ten observed classes. During class number six, which was used to teach about Indonesia, had as objectives of the class to introduce new vocabulary, and practice pronunciation. The teacher showed some flash cards with pictures of crab, starfish, dolphin, shark, etc. to relate the vocabulary of the lesson with its objectives and theme. The teacher used this material to ask students about the kind of sea food they like, in addition he related this kind of food with Indonesia, explaining that people in that country eat a lot of it, and he also explained the students

the importance of learning the meaning of these words because they were going to study them during the process of the unit.

Since the objectives of the class were to introduce new vocabulary related to sea food the material used was pertinent, given the fact that children are encouraged to use vocabulary through the use of pictures. Also this kind of material was used appropriately due to the interest they feel at using pictures. In other words they were intrinsic motivated as Enever, Moon, Sayne, & Roman (2009) claim that in young learners, motivation is intrinsic. These learners feel enjoyment, natural curiosity, and self awareness for learning new things. And so in this way the teacher took advantage of the flash cards as a tool to enhance learning, and he also gave good quality on the use of flash cards, even though they were used only at the beginning of the class. Furthermore the flash cards were drawn in different colors and big enough to be observed by each one of the studentsas Haycraft, J. (1997) asserts that flash cards should be big enough to be seen clearly by every student in the class, and healso advises that they should be simple and effective, but at the same time they require careful thought and preparation in advance.

The next class in which flash cards were used was class number seven, where the teacher explored the topic countries` flags, having asobjectives for that class to practice intensive pronunciation, names of countries, and colors.

The teacher showed some flash cards, each one containing a different country flag to elicit colors, names of countries and nationalities, thus the teacher made a pertinent use of the flash cards at making students repeat the name of the country by

looking at the pictures and its colors, in this way the students practiced pronunciation and vocabulary.

In addition the flash cards were used appropriately, since young learners are well encouraged if the teachers use a great amount of visual aids to perform their classes, such as pictures showed through flash cards, posters, photos, etc. Concerningthe quality of the flash cards it could be said that they were not asgood as hoped because they were not big enough to be observed and get the attention of the students at the back of the classroom, and therefore some of them did not show interest in working actively in class; in addition the former motivation was abandoned by the teacher by using the flash cards only at the beginning, and the rest of the class she was interested in working only on grammatical points, so the process of activation totally disappeared from the class after some time.

Another class where the teacher used flash cards wasclass number eight; the theme of it was Nationalities and had as objective to practice statements and questions with *be* in short conversations, again the teacher showed the same flash cards of the previous class, each one containing a flag of a different country to elicit the names of the countries to be studied, at this time he handed out the flash cards to some students to ask and answer questions about nationalities, trying to encourage them to use the verb to be.

The use of the flash cards as material was pertinent because the teacher related the flags of the countries they representedwith the questions when he asked a student, Are you Peruvian? And the student answered. No, I am not, I am Canadian while showing the other students the flash card containing the Canadian flag; and the same procedure was done with the rest of the flashcards.

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Taking into account that the students get more interested with visual aids at any age, it also could be said that the use of the flash cards were appropriate as the teacher made the students use the nationalities, relating them to the flash cards.At doing so, the teacherwas doing what Watson (2011) said that the teacher has to make students use full of the language in the classroom "what the learners need is to hear it and try it out".

In relation to the quality, what could be said of the flash cards is the same idea from the previous class that they should have been done bigger to be observedeven for the students placed at the back of the classroom.

The last class where flashcards were used was class number ten, this time the teacher managed the theme nationalities and he made use of the same flash cards again, but now with the objectives of practicing Whquestions with be and practicing capitalization.

The flash cards were used pertinently because by usingthem in this lesson the teacher encouraged the students to ask question as: Where are you from? What is your first language? and so on. In this way he was doing what Edge (1996) claims that the teachers` purpose is not to teach materials but to teach students, and so to use the materials with students.

The use of the material was appropriate to the age and level of the class due to the natural interest the students showed at being encouraged correctly with visual aids.

Again the flash cards needed more quality as in the previous class was stated, they needed to be bigger to be seen by all the group of students and from different angles of the classroom, therefore the teacher should try to take advantage of them as a source

of motivation during the whole process of class, but not only at the beginning of it as it was.

Pictures

This kind of material was used only in class number one. The theme of the class was*some* and *any* and the objectiveswere: to ask and answer questions using *some* and *any*, understand and apply the use of them andrecognize countable and non-countable nouns. The teacher started asking questions about the kind of foods the students like, to lead them to fruits specifically. Then he showed some pictures of fruits he had cut down to be used in the class like: watermelon, grapes, apples, bananas, cherries, and strawberries.

It could be said that the use of thosepictures as material was pertinentbecause when the pictures were shownthe teacher also used the whiteboard making the students repeat sentences in affirmative or negative form, eliciting in this way the use of countable and non-countable nouns together with*some* and *any*, after that he made repetition drills of questions and answers, which were written on the board, having in this way the students use the grammar structure unconsciously. As a result of it the students were able to show that they understood the difference in the use of *some* and *any*by writing on the board some sentences in which these two adjectives were used.In that way he did what Richards & Rodgers (2001) assert that the students use memorized phrases and routines in speaking,due to their age and level of knowledge the students let the teacher lead them to get good results;this allowed himto engage them in the teaching process as Harmer (2003) states that teachers have to provoke interest and involvement in the

subject. Based on these quotes it could be said that the use of the pictures was appropriate.

As it was one of the aims of this research to also find information about the quality of the material being used, it could be said that the pictures were of goodquality, since the teacher showed colorful and well-sized pictures, which enhanced the interest of the students.

Whiteboard

Going ahead with the fifth course it is the turn of talking about the whiteboard, considering the idea mentioned byHaycraft, J. (1997) that the board is one of the most important visual aids, commonly available and inexpensive. It seems that this fact is taken too seriously in some institutions where the whiteboard is the most common of the entire whole of materials to be used in the classroom and this school where this study was done appears not to be the exception.

The whiteboard was used in the ten observed classes, so now an account of the use of it in each one of the classes is given. In class one, in which the teacher managed with the topic the use of some and any, and therefore the objectives of it were to ask and answer questions using some and any, understand its use, and recognize countable and non-countable nouns. The class was supposed to be a grammar one, the teacher drew pictures of food like fruits on the board, and then he started to explain the grammar structureswhile writing sentences for the students to read and recognize on the board in order to make them aware when to use some or any.

Using the whiteboard this way what the teacher did was to use the material, in this case the whiteboard with pertinence, as he used it to make students visualize what they

needed to learn about grammar, he also drew a chart to explain the difference between countable and non-countable nouns.

Talking about terms of appropriateness it can be said that it fulfilled this aspect because students at that age require to receive information in a visual way, and he also asked some students to go to the board and write answers to the questions he wrote for them on the whiteboard, at doing so he got students involved in the job of learning.

In terms of quality sometimes the whiteboard was not used correctly, since the teacher stood upforlong time writing on the board with his back to the class while students were doing nothing, when the teacher was drawing the pictures on the board,some students,specially boys were bothering the classmates next to them, as a consequence of not having visual contact, at this respect Harmer (2009) claims that it is almost impossible to help students to learn a language in a classroom setting without making contact with them.

Now, it is time for the second class where the whiteboard was used in a row, and the teacher had to handle the theme uncountable nouns, the class objectives were to differentiate the uncountable nouns from the countable ones, and use countable nouns to talk about mealtime habits. At the beginning of the class the teacher used the whiteboard to play hangman with students to elicit words related to food in general, in other words he was eliciting vocabulary related to the unit. After the game the teacher wrote some sentences on the board for the students to copy using the words previously used in the game.

Depending on the information stated it is possible to say that the use of the whiteboard as material was pertinent as a result of the elicitation of different nouns

theteacher previously made from the students.Furthermore, the teacher explained the grammar structures on the board during the whole process of the class and he related his examples with the ones in the student´s book.

Considering the age and level of the students the whiteboard was used appropriately, because the teacher made them work in groups of two to write sentences on the board, one group wrote sentences using uncountable nouns and the other wrote sentences using non-countable nouns. In fact if the class is a grammar one the use of the whiteboard is essential.

Now, talking about the quality of the use of the whiteboard as material in class, it was obvious that the teacher used it with some quality as he got the students` attention by playing the game and relating the words with the students' emotions and also combining the grammar structures, but the only bad aspect was that the teacher was not interested in obtaining oral production from the students using the information on the board to make them talk.

Going ahead, it is the turn of the third class, in which the whiteboard was used again. The theme was: Sentences and questions with there is and there are, and the objectives were: to practice statements with there is and there are, practice the sounds /ð/, and /Ө/. The teacher started the class making the students to sing a song containing there is / there are as an engagement exercise, and he wrote some sentences of the song on the board. After that activity he went directly to the explanation of the grammar points; he divided the board in three parts, the upper left part was used to explain "there is", and the upper right part to explain "there are" leaving the bottom of the whiteboard to

explain the "th" sound of those words and the teacher asked volunteers to pass and write sentences using those structures, so it was pertinent.

In relation to the appropriateness of the use of the whiteboard itwas used in a good way because of the necessity the students have of watching what they are being taught, it also was used at the right moment of the class; in fact, in this way the teacher was in agreement with the idea of Beech (1985) who says that a forty percent of primary children are visualizers rather than verbalizers.

The quality of the use of the board was excellent, since the teacher used the whiteboard dividing it into three parts to explain grammar and pronunciation of the two sound patterns produced with (th) as well.

It was a new day to continue with class four, this time the theme of it was: Big breakfast, now managing the following objectives: to practice using adverbs of frequency, ask and answer questions about mealtime habits using adverbs of frequency.The teacher used the songof the previous class three times and encouraged the students to move while singing, and again he went on writing words related to the class on the board, to compare eggs of hen, and eggs of ostrich, to remind students the use of there is / there are, and include the new topic that was frequency words. He made students work with their books to read about breakfast with eggs of ostrich in Australia, as he asked them questions about the content of the class and wrote the elicited answers on the board.

At making this process he was using the whiteboard with pertinence with the theme and aims of the class. He also wrote the answers to the questions in the book for the students to copy them in their book. Evidently the teacher used appropriately the board as material because of the need the students have at this age of copying directly from the

board. It could be said that the teacher used the whiteboard with quality, since he used it clearly and knew how to engage the students with the topic to develop.

The next day during class number five only the board was used. The theme was related to food again, which was a new lunch, and the objectives were: to ask and answer questions with there is and there are, and read about some common foods for lunch in different countries. The teacher began the class directly writing on the board some questions in singular at the right side of the board and in plural at the left side, thenhe explained the students that they were going to learn how to ask and answer questions withthere is and there are. The class was designed to be a full grammar class that is why it could be said that the use of the board was pertinent with the class and the objectives of it. At the same time the use of the board was appropriate, as it is necessary to give the students the explanation of the grammar structures on the board for the students to copy and study for future lessons.

Again talking about quality using the board as material the teacher used it correctly, since he used different color markers to differentiate the two rules and he also divided the board as it was mentioned before.

In class number six the teacher used the whiteboard together with flashcards as it was explainedbefore. Now concerning the whiteboard, during the class the teacher managed the theme Indonesia, and the objectives were; to introduce new vocabulary, and practice pronunciation.

The pertinence of the use of the board derives onthe idea that the teacher used the whiteboard to write down words and ideas elicited from the students as for example

crab, starfish, dolphin, shark, etc. which were then used to make the students practice pronunciation as it was one of the objectives of the class.

At using the whiteboard in that way the teacher also made an appropriate use of it as material because healso drew the charts from the book on the board and they werecompleted with the students´ help.

In relation to the quality,the board was not used correctly given the fact that there was a lot of information which the students had to copy. Using the board to make students copy almost all the content is not the best way to obtain better results, at this point evidently the teacher does not used what Raimes, A. (1983) argues that "in the classroom, we can make copying useful if we ask our students to copy down some information that they will then really use"so what the teacher did is to get the students accustom to the technique of copy, which could be a good idea to apply in writing classes specifically.

Another class where the board was used was class seven where the teacher repeated the same process of the previous class; he combined the use of the whiteboard with the flashcards.The topic was flags of countries, and the objectives were to practice intensive pronunciation, practice names of countries, and the colors.

The use of the board as material was pertinent as the teacher wrote the names of the countries that the flashcards contained on the board, and made students to practice pronunciation with him, having in mind that the objectives of the class were to practice pronunciation patterns, colors, and names of countries.

In addition,it was used appropriately because the teacher used different colors of markers to explain pronunciation and the meaning of the words. In relation with the

quality of the board,it was used adequately since the teacher made his studentsto practice vocabulary and sentences clearly and easily based on the information stated on it.

Going on, in the eighth class the theme was nationalities again and its objective was to practice statements and questions with the verb to be in short conversations. As it occurred in class number seven, the teacher used the whiteboard and the flash cards to elicit the names of the countries each flash card represented, and wrote the names of countries using a red colour marker, and the nationalities with a black colourone.

Evidently the use of the whiteboard as material was pertinent because it was used to state the information that will be used as a guide during the practice of short conversations using the verb to be.

In classes like this one it is a must to make visual some aspects of the class which help the students practice with confidence the conversationspecially for beginners as they are, taking into consideration the age of the students and level of English they have.

Consequently it may be said that the use of the whiteboard was appropriate because of the aspect previously mentioned, and due to young learners learn better if the teacher uses some visual cues to help them remember the content to be taught during the learning process.

Considering the aspect of quality of the board, it was used correctly as a result of the division the teacher did to work with grammar structures and different color markers at the same time to differentiate those structures.

It was the moment to observe class nine, in which the theme was the use of some and any again, the teacher did a feedback about this topic because he used it in some of the previous classes, the objectives for this class were: to practice listening, practice

vocabulary with some and any: countable, and non-countable nouns and practice intensive writing. The teacher wrote some names of fruits to encourage students to use some and any, whileat the top of the board he wrote the sentences produced by the students orally and used a red colour marker with the countable nouns and a black colour marker with uncountable noun, next he called some students as volunteers to write their own sentences under the right side of the board.

Considering that one of the objectives was to practice writing, the teacher made a pertinent use of the whiteboard as material when he made the students write their own sentences on the board and making them differentiate between countable and non-countable nouns. These students are nine years old and the level they have could be considered very low, that is why the school and the teacher consider it is necessary that the students copy all the content to be explained from the board. Thus unquestionably the teacher made an appropriate use of the whiteboard.

The quality of the material was considered good given the fact that the board was used with different ink color to facilitate the student's comprehension in an easy way as it was stated before.

Finally class number ten was about the theme nationalities. Again the teacher came back to the topic worked previously, but this time following the process of the students´ book, and the objectives to achieve were to practice(Wh) questions with be and practice capitalization. Using the same mechanism of class number eight, the teacher made use of the flash cards to remind the students the names of the countries and nationalities. At this time he emphasized the use of capital letters, for instance, he always wrote the first letter of the country with a red colour marker and in capital letters,

and the rest of the words with blue colour, which means that the use of the white board was pertinent with the theme and objectives of the class.

And as it was mentioned in previous classes, it also presented appropriateness to the age and level of the students because at this age and level students learn better if they are visually motivated than doing it orally.

It could be seen that the use of the board had quality because the teacher used it to make students aware of capitalization patterns using the red color as it was already said and wrote the answers for the questions in the students´ book to be copied by the students from the whiteboard.

Songs

This kind of material was used in two classes, class number three and class number four. In class number three, the teacher used a song to help himself with the topic that was: sentences and questions with there is/there are, and the objectives of the class were: to practice statements with there is and there are, and practice the sounds /ð/, and /Ө/. First the teacher taught the spelling of some words related to the song. Then he repeated the sequence of the song three times andmade the students to stand up and sing the song, moving according to the rhythm.

It could be considered that the song had a pertinent use related with the theme and objectives, as a result of the words to be studied in relation to the grammar points and pronunciation patterns to be explained, he made the students notice the difference in pronunciation between the two sounds making them repeat the sounds when they appeared in the song.

Next, talking about appropriateness with the age and level of the students, the song was used correctly because with audio materials the teacher can get students engaged with the class making the tape recorder or CDs useful audio aids, which bring other and different kind of voices, so the students listen to a great variety of English different from the teacher´s. Furthermore, the teacher made a great use of the song at using it as a medium to get students motivated and making them to remember the parts of the song that contain the content to be explained, thus the teacher used the song with quality not only as a warm up activity but as a tool to maintain the flow of the class.

Another class where the same song was used was class four,the theme was: big breakfast, the objectives to be achieved were to practice using adverbs of frequency, ask and answer questions about mealtime habits using them. Again the song was used at the beginning of the class to elicit words related to the class, in this case with food.

This activity was pertinent with the theme and objectives of the class for the use the teacher gave to it as a source of elicitations of words like always, usually, often, sometimes, and never.

It was also used appropriately as a result of the great enthusiasm they feel at working with music. At any level students are easy to work with any subject if the class includes music, alternatively the teacher used mimic and made students to move with him while singing.

The teacher gave quality to his work with the song, as he used it to introduce the grammar content to be taught, and not only to make students to have fun.

Learning styles

As it was previously claimed, three grades were observed and so the job of three teachers, but the teacher who worked inthe fifth grade did observe some of the learning styles in a better way because he showed to have a better idea that the learners` minds and bodies gather information in different ways and from all around them.

 At using some flashcards and pictures together with the whiteboard, he showed that for example one person might struggle with written information, but understand it immediately in an illustration. Another might have problems with the picture, but not with the written text.Considering the use of songs he also showed to be concerned of other kind of learners who need to move, listen, and share their knowledge to get the information being taught.

The technique of using different materials like pictures, flashcards, and songs in combination with the whiteboard agrees with some linguists´ theories as Polard and Tann (1987) who consider that a learning style is a way an individual typically approaches a learning situation, and it derives from a mix between an individual`s cognitive processes and their personality.

6thGrade/10 years old

As the observation process went ahead it was the time of observing the sixth grade. During the development of the classes for this grade the white board was the most usedsupplementary material through the ten classes, besides the teacher used pictures, but only for the first class additionally to the whiteboard. Next, the observation is explained, taking into accountaspects as pertinence, appropriateness, and quality of the material used in the classroom.

Pictures

As it was previously said, only in the first class pictures were used. The topic of the first class was comparative adjectives and the objectives were to use comparative adjectives, to describe people, different situations, and objects.

Some pictures made on cardboard were shown for the students to make comparisons. The teacher elicited the characteristics of the objects, animals and people in an oral wayshowing the pictures to the students.

 Thinking about terms of pertinence the use of the pictures was of great importance, because the teacher used them to introduce the topic, to compare objects, animals, and people with the other ones, when she presented a picture of a lion she wrote the sentence*the lion is big*, next she also presented a picture of an elephant and explained the students that the elephant is bigger than the lion. After making this orally introduction the teacher wrote the different classes of adjectives on the board and explained its functions. Then after having made her students understand the use of comparatives with the other pictures on the cardboard,the teacher went onexplaining them how one, two, and more than two syllable-adjectives work.

Using pictures to develop this class was quite appropriate, firstly because students at this age are willing to participate when they visualize what they are learning, and so it was the case in this class. Students reacted positively when they saw the pictures and participated better than when the teacher used only the whiteboard. Secondly, this could be said because students at this level of knowledge need something to relate with what is being explained to them. So in terms of pertinence and appropriateness the use of pictures was an excellent idea, and therefore they were used in concordance with

whatGower, Phillips, &Walters, (2005, p.138)suggest that "in addition to illustrating meaning, visuals can be used to check understanding"because a visual reminder such as a picture or a diagram helps to make as many cues as possible when committing the vocabulary item to memory.

The pictures used as material in this class presented a good quality since they were big enough and well drawn to get the students´ attention, they also were used in the right moment to enhance motivation in the students with the pictures.

White board

As previously was stated the white board and pictures were the only type of materials used during the ten classes observed in the sixth grade. So it is time to go on talking about the whiteboard. During class one after the introduction with the pictures the teacher continued the class using the whiteboard. As it was said above, the class was about comparative adjectives and its objective was to use comparative adjectives to describe people, different situations, and objects.

First of all, according to terms of pertinence the use of the board was correct, because the teacher used it to draw a mind map and explain students the different classes of comparatives and how one, two, and more than two-syllable adjectives work, she used either red and black markers to make the students differentiate the various classes of comparatives.

The use of the board was appropriate because as it was already said the teacher used the white board to illustrate and explain the theme, and it is also well known that at this age the students need to visualize what they are learning.

Talking about quality, it could be said that only one aspect was not considered by the teacher becauseshe stood up next to the board writing almost all the time, what the teacher could do was to use the whiteboard in combination with realia to make the students get into the topic by making them practice with real objects according to the subject instead of being writing a lot,at this respectPalmer (2010) says that "realia brings vocabulary into mind and students can easily remember them", for example if you want to teach the word biscuit, it is better to make students remember it by tasting, touching and smelling objects, the same author goes on explaining, "realia is not limited to food, it includes tickets, toys, timetables, newspapers, clothes, ….even the same students can be used as realia in the classroom, really any object can be used as a teaching aid"

During the second class the teacher went on using the white board as her unique type of supplementary material to teach the next topic which was describe your favorite animal. The objectives wereto use adjectives to describe the qualities of animals, and to recognize the adjective position at describing things.

The use of the whiteboard was pertinent, as an elephant was drawn by the teacher on the board to be described using adjectives,and she elicited some sentences from the students using different adjectives to describe the elephant, writing down what the students said on the board,in this case it was used to write the main ideas and vocabulary provided by the students,as big, fat, strong, etc..

This information gave appropriateness to the use of the whiteboard as material provided that the teacher encouraged students to write their own sentences using one of the adjectives written on the upper part of the board andit is certainly useful for students of this age to copy on their notebooks the information that will be usedagain and again.

Qualitatively talking the teacher made a correct use of the whiteboard considering that she used different color markers to highlight the adjectives which described the animal qualities and the position of them in relation to the noun.

The third class wasa grammar one, the theme of it was adjectives and comparatives, and the objectives wereto recognize the use of adjectives, and use adjectives to compare different kinds of nouns.

The use of the whiteboard was pertinent as she encouraged the students to write sentences with the adjectives proposedsuch as good, tall, beautiful, pretty, ugly, etc. while she was helping them. After that she explained the comparative form of those adjectives and so the students continued writing sentences on the board after the explanation provided.

In that way she did an appropriate use of the whiteboard as material because children at this age and level need to be encouraged to write on the board for the teacher to have an idea of what kind of feedback she could prepare, and also to do what Haycraft, J. (1997) suggests "the teacher should keep the students involved by getting them to read and repeat parts of what you have written. You can also get them to write on the board for you, and test their spelling this way".

The board as material was used correctly because the teacher used it for writing some adjectives on the left part of the board with red color, which the students used as a reference for writing their own sentences next to each adjective written by the teacher with a different color marker.

In sum, it could be argued that the teacher tried to make her best effort to manage the board as a material in a good way with the participation of the students.

In the 4th class again the only supplementary material used was the whiteboard, in this case the teacher worked the theme wild animals in Ecuador, and the objectivewas to recognize the different forms of comparatives.

The use of the whiteboard as material was pertinent because the first thing she did was to draw some animals on the board and she also drew their names below. The teacher made the students practice using the comparatives taught in class number three, so she tried to make students compare the different characteristics of the animals drawn on the board, for example she made the students compare a Galapagos turtle with an iguana and encouraged them to use the different kindsof comparatives making a chart of them on the board.

The board also had an appropriate use because with the pictures and sentences written on the board they could understand and recognize the correct use of comparatives as the teacher made the class visual for them and it is necessary to remember that young learners need to see what they want to commit to their minds.

Talking about the way the teacher divided the board, the chart she drew on it to explain the different grammar structuresfor the use of the adjectives, and the use of different color markers to highlight them, it could be said that it was used in a good way.

The fifth class of the sixth grade went on and the theme was comparatives again and the objective was practicing comparative adjectives.

During this class the use of grammar was emphasized, sothe use of the whiteboard was pertinent in relation to the topic and the objective when the teacher used the board to write some adjectives which were then used to elicit comparative sentences

from the students, then theywere randomly asked to pass in front of the board to write a comparative sentence using the adjectives written by the teacher for that purpose on it.

The use of the whiteboard also presented appropriateness,given the fact that when they observe what they are learning, learners could better remember the presented information, and at the same time they are practicingwhat they had been learning previously. An important percentage of students understand better when they visualize the information that when they only listen to it asBeech (1985) claims"that a forty percent of primary children are visualizers rather than verbalizers".

Talking about quality of using the material, it could be said that the whiteboardwas somewhat well used as the teacher used different color markers to emphasize and differentiate the comparative form of the adjectives, but there was too much information written on it, which made students feel a little bit bored.

It was time to go on the sixth class with the topic The Ocean Life and the objectives were to introduce new vocabulary, practice intensive listening, and practice pronunciation. Vocabulary related to ocean life was written down on the board, using different colormarkersto differentiate the capital letters on each word.

It is important to stress that the use of the whiteboard during the development of the class was pertinent as the teacher wrote each word together with an ocean life animal picture drawn on the board, then she made the students to practice the pronunciation of the words by observing the pictures drawn for this purpose, using the technique "look and say" and pronouncing after the teacher. At this respect the comment for the use of the whiteboard during the sixth class is rather positive because the students were high

motivated and all of them wanted to go in front of the class to draw pictures related to ocean life.

Additionally, using the whiteboard to draw pictures related to the vocabulary been studied was appropriate given the fact that children learn better if they have images to visualize during the learning process, againGower, Phillips, & Walters, (2005) also "claim that visual aids can be used when we have a complex use of language and so a generative context is needed".

Finally the quality of the whiteboard for this specific case was of a good relevance because it was used to draw the pictures related to the ocean life vocabulary, which were drawn on specific places on the board and big enough to be seen by all the students, becoming a thought-provoking tool to enhance learning. As a result of it, the whole class wanted to be in front of the board drawing pictures related to ocean life.

The topic for class seven was superlatives and its objective was to use superlatives for making comparisons, in other words the grammar construction of superlatives.

The use of the supplementary material for this class was pertinent because the information stated on it was in relation to the topic, it was used to explain the formation of different kinds of adjectives to form superlatives, the teacher drew a chart on the whiteboard to explain the ways the superlatives are formed, for instance a one or two syllable adjective; tall – tallest, a two or more syllable adjective; delicious – the most delicious, an irregular adjective; good - the best and so on.

Considering that the teacher only used a chart for this specific class it could be asserted that the use of the whiteboard as material did not present appropriateness due to the fact

that young learners are better motivated when the teacher uses pictures and make them be active during the process of learning.

On the other hand the qualityof the used material was quite good because the chart was drawn clearly and well explained, and with letters big enough to be observed even for the last student at the back part of the classroom.

It was timeforclass number eight, the topic was describe your favorite animal, the objectives wereintroducing and practicing the use of the modal verb *can* to express ability, introducing and practicing have/has got. The teacher really liked elephants because she again drew oneon the board to use it for making the students to express their ideas, to brainstorm sentences about what animals have and can do.

Regarding to the content and objectives of the class the use of the whiteboard was pertinent because it helped the students to visualize the information, which they had to use to make sentences to describe animals. First the teacher elicited ideas about what the elephant has in its body, for example the elephant has a long trunk,then she elicited what the elephant can do from the students such as: an elephant can swim. She went on brainstorminginformation about other different animals, stating what they have and can do while writing that information on the boardusing different color markers to distinguish the pronoun with the verb can or do. After having enough information on the board the teacher asked students to go to the board in front of the class one by one to write down a short sentence on it, either about what an animal has or can do.

Besides the use of the board was also appropriate because with the help of the picture drawn on the board it was easier for the students to understand the use of *can* and *do*, the students also used the information provided by the teacher on the board to copy on their

notebooks in order for them to check it later and to be sure that what they wrote was correct.

Qualitatively speaking, unfortunately there was a great amount of information on the board that caused some difficultyfor the students to continue writing sentences provided that there was not enough space, so the whiteboard used as material in this class did not present a great quality even though the teacher used different marker colors when writing on the board to facilitate comprehension from the part of the students.

It was the turn of the ninth class in which the topic was superlative adjectives and the objectivewasto write sentences using the superlative adjectives already learned. The teacher started the class making a review of adjectives and comparatives.

Theteacher drew some pictures to guide the students in using sentences about superlatives, then she elicited the adjectives as much as possible from the students, after that the teacher wrote on the board somesentences using superlatives related to the picturesdrawn on it which then were used as examples for students to continue writing.

Consequently it can be said that the use of the whiteboard in this class was very important in relation to the content.

Furthermore, it can be considered that the use of the board was appropriate given the fact that at that age students need to be guided as much as possible, and it was what the teacher did when she wrote the sentences on the board to guide them.

The quality of the used material was of a great importance,since the teacher wrote some sentences using different marker colors to differentiate both the adjective and the superlative form, those sentences were writtenon the upper part of the board, which then

the students used as a guide to continue writing their own sentences in the space that the teacher left for that purpose on the board.

Finally, classten came on, it was the last but not least class observed in the sixth grade, the topic of this final class was superlatives again, and the objective wasto practice the grammatical function of superlatives.

The use of the whiteboard was pertinent becausethe teacher wrotethe rules of superlatives step by step on the board such as: with long adjectives of two or more syllables usethe most + adjective, e.g. pizza is the most delicious kind of food. With short adjectivesof one syllable or two syllables ending in –y add est. e.g. Dinosaurs were the tallest animals in the world. With the majority of adjectives only add –est. e.g. old, oldest, etc, etc.

The use of the whiteboard during this class was absolutely necessary because at explaining grammar rules it is mandatory to use it.Otherwise, it will be impossible to keep in the students` mind what has been taught previously.

 Also the way the board was used was appropriate because it allowed them to understand the content better,to copy it as a reference guide to be checked during the process of learning and alsobecause the students could visualize and differentiate one type of adjective from the others.

 Finally the teacher made her best effort to use the board as better as possible to make the class clear and understandable for the students, considering that she used the upper part of it for writing the grammar structures and the lower part of it for the students to write they own sentences, and she used a good size of letter that was seen by all the

students, with this information stated above, it could be said that thewhiteboard was used correctly.

Learning styles

At the beginning of this report it was said that, three grades were observed and therefore the participation of three teachers. In relation to the sixth grade, it could be reported that the teacher considered some multiple intelligences also known as learning styles, but not all of them. Sometimes students need to be explored with other methods to make them understand the class in a better way. Maybe the reason for not applying the learning style for each student could be relied on the fact that there is not enough time to apply them with every student or perhaps it occurred as a result of lack of awareness or knowledge from the part of the teacher concerning the learning styles.

The teacher did her best effort to develop the classes as good as she could,perhaps unconsciously she applied the visual, intrapersonal, and the linguistic intelligences. At this stage it is very important to consider what Dean (1999) advises that "teachers should study individual learning styles to know how to deal with individual children and encourage them to visualize as a way of helping them to remember".

Quantitative Analysis

Now it is necessary to do a quantitative analysis of the obtained results taking into account that one of the objectives of this study is to determine the frequency and variety of the supplementary material used in the observed classes.

In the previous analysis an account of the pertinence, appropriateness, and quality of the used material was done. In thisquantitative analysis the aim is to analyze what was the

rank of frequency of the use of the supplementary material in the three grades: Fourth, Fifth, and Sixth.

Comparative chart of the used materials
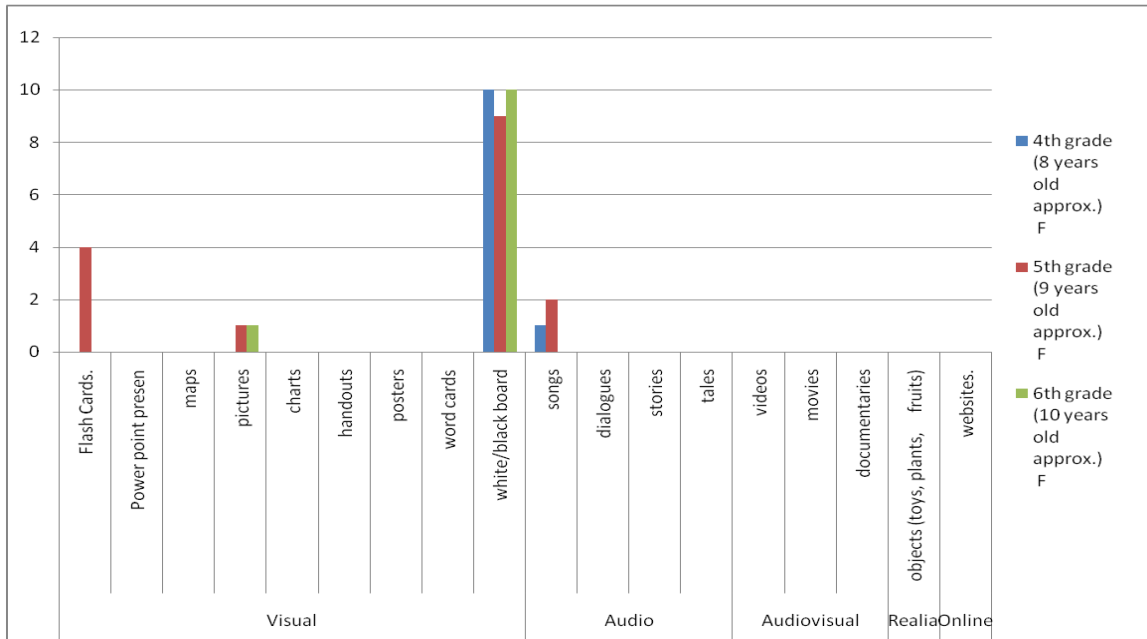
These supplementary materials used in the school where the research was done were from different variables as in the qualitative research has been observed. In chart number one, five variables were analyzed and eighteen materials needed to be observed in their use, but in the three grades it could be seen that the teachers only used materials of two of the variables: *visual* and *audio*. In the visual variable the material used was: flashcards, pictures, and whiteboard. Within the audio variable the only supplementary material used was: songs. The rest of the variables and their materials were not taken into account in the observed classes.

Talking about the frequency of the mentioned supplementary materials used, it could be observed that *flash cards* were used in *four classes* in the fifth grade. The next material used was *pictures* which were used *only once* in the fifth grade and *once* in the sixth grade.

The next material to be analyzed was *black/whiteboard* which was used with a frequency of *twenty nine times* in thirty observed classes. In the fourth grade this material was used in each one of the ten classes, in the fifth grade it was used in nine of the ten classes, and finally in the sixth grade this visual aid was used again in the ten classes.As it could be observed in the qualitative analysis the whiteboard was the preferred visual aid used by the teachers in the school where the research was done. Another used material was *songs,* which were used *three times* in two of the three grades to be observed. In the fourth grade it was used only once, and in the fifth grade the teacher used songs twice.

Concluding the analysis of frequency of use of supplementary material, it could be observed that in the school the four materials were used 38 times in total. The percentage for each one of the materials was: for flash cards 11%, pictures 5%, Whiteboard 76%, and songs 8%. With this data of the quantitative analysis it can be deduced that the preferred material to be used was the whiteboard.

As it can be seen in annexes 6, which is a survey to the students at the school where the study was held, the students asserted that the material helped them to understand the class better, and to be more concentrated in the class. They also claimed that they would like the teachers to use more visual, audio, and audiovisual materials, a lot of them also showed interest in real objects to be used by the teachers in the class. Besides the mentioned materials they also said that they would like the teacher to use computers. About the frequency of the use of the materials they answered that they would like the teacher to always use them.

Analyzing the results of the survey done with annex number seven to the teachers, they asserted that the use of supplementary material in fact helps students to learn better and to the teachers as well because they can plan and give their classes in a better way. They also said that the most common materials used by them were: the radio, pictures, flashcards, postcards, videos, and songs.On the other hand as it was observed during the process of their thirty classes it can be concluded that they nor support the ideas they gave about the importance of the supplementary material neither they use all the materials mentioned by them because they prefer the whiteboard to be used in order to develop their classes. They answered this because they thought that supplementary material helps them to make students participate more actively, because the teachers do not need to only talk and the students to only listen to them and copy from the board. Another aspect researched in this survey was the consideration of the learning styles to plan the class and design the material based in the learning styles they think their students have, but the problem at this school was that the teachers did not have any idea of what a learning style is. As a result of it they did not prepare their classes taking into consideration this aspect, so their classes are not prepared using a variety of materials. In sum, the teachers did not work in function of the learning styles their students could have. With the analysis done above it can be seen that the teachers in the school where the research was done do not know what the importance of the use of supplementary material to teach EFL classes is.

Conclusions

Having completed the data collection process some conclusions should be stated.

➤ From thefive variables proposed,it could be observed that only twowere applied.They were: visual and audio.

➤ The material most used in all the observed classes was the whiteboard, which reports a frequency of 76% of use

➤ The materials the teachers used were pertinently and appropriately used. Most of them were related to the content and objectives of the class and also they were relevant for the level of the students.

➤ It could be asserted that there was no variety in the use of the material, as it can be seen the material that was mostly used was the whiteboard followed by flash cards.

➤ The observed teachers did not know how important the use of supplementary materials for teaching English in EFL classes is, that is why they based their explanation of the class in only using the whiteboard most of the time.

Recommendations

✓ Teachers should be aware of the necessity of using other kinds of aids besides the textbook as supplementary materials in their classes, since that material is what is going to ease their job, not to get it complicated as some teachers tend to assume.

✓ Teachers should be aware about the necessity of using supplementary materials in their EFL classes as a great tool to make their classes more interesting, and so more motivated in order to improve the educational system.

✓ It may be suggested that teachers should work in a creative way incorporating a varietyof classroom activities and aids to enhance learning outcomes, providing in this way a positive classroom environment; that is why it is essential for them consider aspects like pertinence, related to the topic, objectives and content of the class, and appropriateness in relation to the students age and level when choosing the material to work with.

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ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC (   )   PRIVATE (   )

DATE: _____   CLASS No. _____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE: _____

_____

_____

SUPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓the ones that have been

used)

Visual	Flash cards	
	Power point 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 presented

material? Yes ___ No ___ 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: PUBLIC (   ) **PRIVATE** (   )

DATE: _____

CLASS No. _____

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 clase?		

¿Con que material crees que aprenderías mejor el tema de la clase?

VISUALES		AUDIO		OBJETOS REALES	
Flash cards	( )	Canciones	( )	Objetos: juguetes,	
Diapositivas	( )	Diálogos	( )	plantas, frutas etc.)	( )
Mapas	( )	Historias	( )		
Gráficos o fotos	( )	Cuentos	( )		
Tablas u organizadores gráficos	( )				
Hojas con actividades	( )	**AUDIOVISUALES**		**ONLINE**	
Posters	( )				
Tarjetas con palabras	( )	Películas	( )		( )
Pizarrón blanco o negro	( )	Videos	( )	Websites	
		Documentales	( )		

¿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: PUBLIC (   ) PRIVATE (   )

DATE: _____ **CLASS No**. _____

GRADE: _____

Do you think that 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?

_____

_____

_____

Quantitative Tabulation

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

Variable	Indicators	Yes	No
Visual	Flash cards		
	Power Point Presentations		
	Maps		
	Pictures		
	Charts		
	Handouts		
	Posters		
	Word cards		
	White/blackboard		
Audio	Songs		
	Dialogs		
	Stories		
	Tales		
Audivisual	Videos		
	Movies		
	Documentaries		
Realia	Objects (toys, plants, fruits)		
Online	Websites		

Authors:

Source:

Qualitative tabulation
Chart two: Pertinenceand Appropriateness of the supplementary material used to teach children

Variable	Indicators	1st class		2ndclass		3th class		4th class		5th class		6th class		7th 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.
Visual	Flash cards																				
	Power points presentations																				
	maps																				
	pictures																				
	chart																				
	handouts																				
	posters																				
	Words cards																				
	White/black board																				
Audio	songs																				
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, fruits)																				
Online	websites																				

Authors:

Source:4th. Grade

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

Variable	Indicators	1st class		2ndclass		3th class		4th class		5th class		6th class		7th 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.
Visual	Flash cards																				
	Power points presentations																				
	maps																				
	pictures																				
	chart																				
	handouts																				
	posters																				
	Words cards																				
	White/black board																				
Audio	songs																				
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	Objects (toys, fruits)																				
Online	websites																				

Authors:

Source:5th. Grade

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

Variable	Indicators	1st class		2nd class		3th class		4th class		5th class		6th class		7th 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.
Visual	Flash cards																				
	Power points presentations																				
	Maps																				
	Pictures																				
	Chart																				
	Handouts																				
	Posters																				
	Words cards																				
	White/black Board																				
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentaries																				
Realia	Objects (toys, fruits)																				
Online	Websites																				

Authors:

Source:6th. Grade

Quantitative tabulation

Chart five:Frequency of use of supplementary material

Variable	Indicators	4th grade	5th grade	6th grade	Total	Percentage
		f	f	F	f	%
Visual	Flash cards					
	Power points presentations					
	maps					
	pictures					
	chart					
	handouts					
	posters					
	Words cards					
	White/black board					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	Objects (toys, fruits)					
Online	websites					
TOTAL						

Authors:

Source: