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The use of supplementary materials for teaching children in EFL classes

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CERTIFICATION

Certifies that:

This research study has been thoroughly revised by the graduation committee.

Therefore, authorizes the presentation of this thesis which complies with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, Marzo 29 del 2012

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AUTORSHIP

The thoughts, ideas, opinions and the information obtained through this research are the only responsibility of the author.

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DEDICATION

This thesis is dedicated to my family who has supported me all the way since the beginning of my studies.

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ABSTRACT

This study called “The use of supplementary materials for teaching EFL classes” analyzes and determines the type of supporting materials used by teachers in the learning process.

This research was carried out in Quito, during the 2010-2011 school year in a private school, where English is taught with the same intensity as Spanish. The sample consisted in ten class observations applied to 4th, 5th and 6th grades; and the materials taken into account were visuals, audio, audio-visual, realia and on line ones.

A qualitative method was applied to investigate and evaluate the supplementary material in order to see how pertinent, appropriate and qualified it was for each class. Direct observation was carried out inside the classrooms to retrieve real information on the way the material was used. Next, surveys were applied among teachers and students to identify their perceptions in the learning process. Finally, frequency of use was determined with a quantitative analysis.

After completing the corresponding analysis, it was determined that teachers in this school use supplementary materials in EFL classes.

INTRODUCTION

Teaching English as a foreign language has been considered a challenging process in education, where methods and deep analysis of the methodology used by teachers are under constant study and research. In addition, the teaching process requires attention to the development of several components such as vocabulary, grammar, the four skills of language learning and the culture behind the second language. All of them need to be taken into account in language instruction. In this complex process, the use of supplementary materials for teaching children in EFL classes is a very important aspect in motivating students and showing teachers capacity for innovation. Thus, researching this aspect has considerable importance.

Given the importance of this aspect in the teaching process, this research paper has posed the following specific objectives:

- To identify and analyze supporting materials used for teaching children in EFL classes.
- To describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence, appropriateness and quality.
- To determine the frequency and variety of the supplementary material used in the observed classes.

It is significant to identify, describe and analyze the use of supporting materials in the classroom, as well as, their pertinence, appropriateness and quality. It is also, necessary and important to determine the frequency of use of these additional materials when planning a lesson and fulfilling its objectives and when applying different teaching methods and techniques.

According to Peacock (1990), in his study on the effect of authentic material on the motivation of EFL learners, when authentic materials are used, levels of on-task behavior and self motivation either increase or decrease significantly.

He found out that when learners were using these kinds of materials they increased their concentration and on task behavior 86 per cent of the times compared to 78 per cent when using artificial materials. The limitations found in this research were given by the small scale of the study and its concentration in a learner population of a beginner level only. Also, the activities and materials used did not vary much; hence, there were not enough stimuli for the students.

On the other hand, Al-Fadda and Al-Yahya (2010), in their study about having students use web blogs as a tool to encourage pre-class reading and post-class reflection for promoting collaboration, showed that students were familiar with using blogs and that this activity encouraged them to read the assignment posted on the blog for its later discussion in class. Even though the results were positive, the most important limitation was the little frequency students actively participated in a blog discussion.

Furthermore, Adeyanju (2001) shows how teachers perceive the effects and use of learning aids in teaching, investigated their relevance, quality and types, as well as the ways teachers used these materials in their classrooms. The study demonstrated that students did understand new concepts better when teachers used supplementary materials extensively and these materials helped reinforce certain topics already taught. It seemed that the student-teacher used more additional material in class because they needed to be evaluated in order to get a certification. This did not happen with qualified teachers who were less motivated.

The conclusions of several studies demonstrate that supplementary materials increase students' performance and knowledge. Furthermore, these materials reinforce students' motivation for acquiring better learning habits. Hence, it is important to mention that both teachers and students –in whole Ecuadorian educational system- could benefit from the strong recommendation this investigation makes, in the sense of using supplementary materials for improving their language learning process.

That recommendation is stated on the basis of the literature reviewed and on the results of the observations. After completing this investigation, the researcher considered that the objectives were accomplished by an 80%. It was demonstrated that supplementary materials enriched children's knowledge and improved participation in class.

Furthermore, the results of this study can specially benefit UTPL, because they show the way some Ecuadorian schools have been trained to use additional materials inside the classroom. In that way, UTPLs' curriculum could be modified in order to implement teaching methods supported by the use of new, supplementary materials.

It is also important to mention that this study had some limitations. One of them was the number of observations. The researcher should have had the opportunity to observe more classes in which teachers used other types of materials. Another limitation was the concentration in some grades and ages. Expanding the study to other grades and ages will show, for example, how younger children react to different stimuli and how teachers manage to choose different additional materials for them. Every study should have had a larger number of samples in order to obtain more extensive results to compare and analyze.

METHODOLOGY

In order to begin this study, a theoretical framework has been drafted based on information about several topics related to the teaching and learning processes of a foreign language. Furthermore, the supplementary material on which schools and teachers count to improve education inside the classroom, by making it more interesting and amusing provides enjoyment and movement in the learning process. Some theories, studies, techniques and concepts considered in books and websites have been reviewed, so that to provide a scientific foundation for this research.

Setting and participants

A private school accessible for medium to high socioeconomic class students was visited. It is located in the north part of Quito, Ecuador. The observed groups consisted of eight, nine and ten-years-old student(4th, 5th and 6th grades) who attend classes during the morning. These students have twenty-five hours of English classes per week, including reading-comprehension, science, computers, grammar and social studies -all taught in English. They have an intermediate to advance English level and the number of students per class varies from twenty to twenty four and most of them have the same number of girls and boys.

Procedures

This study was based on ten direct observations made by the researcher in each grade. She also applied two surveys handed to the teachers and to the students after each observed class. While the observations were done, the researcher used two instruments to register the way teachers organized their class, as well as the way supplementary material was used. These instruments were two observation forms.

In addition to the forms, the researcher used five charts that were filled out after the observations were performed. Chart number one indicated whether the

supplementary material was used during each class. The researcher classified the information on observed classes in charts number two, three and four to show pertinence and appropriateness of the materials used by the teacher. Appropriateness was defined according the objective of the class, the English level and student's age. Finally, chart number five indicated the frequency in the usage of the material in each grade.

Qualitative and quantitative methods were used in this study to analyze data gathered from the investigation inside these classrooms. The researcher also briefly analyzed teachers' considerations when they planned their lessons and identified the materials to be used in the classroom. In addition, the researcher evaluated teacher's attitudes towards the different learning styles of the students.

DISCUSSION

Literature Review

Teachers utilize what is available for them to teach a foreign language. Therefore, supplementary materials are used by teachers as instruments that aid their teaching methodology. The correct use of different materials will be either positive or negative for students acquisition of appropriate knowledge, skills or attitudes about the target cultures.

This section provides theoretical support for the use of supplementary material in the English learning process. Hence, this section includes topics such as ESL methodology (for children), learner profiles, learning styles, teaching contexts, and the use of supplementary materials in ESL classrooms.

Teaching a foreign language

When teaching a foreign language, experts have to take into account the way in which the brain experiences this process, so as to identify the appropriate way to approach the class. Tokuhama (1990), in her investigations, declares that “children from zero to nine months have the facility to become proficient bilinguals” and regardless of the language combination they are learning, babies are not able to determine which language is easier. When learning a new language, the brain uses seven areas that help the beginner understand and use new information coming directly from bilingual parents, initially; or from teachers, later on at school. Scientists have proved that people who learned a second language earlier in life have more advanced grey matter because of that constant different stimulation they received from that input.

In addition to the way the brain works, it is important to talk about what teaching a foreign language means. Eckes (1990) thinks “language is learned best

when the student is surrounded by real language used for real purposes by real people”. What this author means is that this learning experience should resemble as much as possible an exiting life experience. Therefore, everything that surrounds the students should be arranged as naturally as possible: the classroom, the materials, the topic and the lesson objectives, because children perceive everything: they are “open” to new information all along, provided it is exciting and fun. Additionally, Eckes declares that “ ... communication is a two-way-street; there is a speaker who has something to say and a listener who wants to hear it”. Using the foreign language to plan everyday activities will help the learner develop good vocabulary in context through simple conversations. Also, at this point, teachers should consider the possibility of introducing children to native speakers, so that they will develop a native-like accent.

Parents are in charge of their children’s education: they will decide what the best path for their future is. But what happens when they have grown up and decide that they want to learn a new language? Harmer (1991) explains that people may have some reasons to do it. Although Eckes argues that the environment for learning is very important, what counts for adults is their professional development and curiosity. Adult expectations may include improving their resumes to get better jobs and salaries or travel and being able to interact with other communities. Moreover, adults may learn a foreign language to acquire proficiency to teach it to others and help others reach their goals.

Eckes and Harmer approached this topic by explaining ways to handle kids when teaching a foreign language and which reasons an adult may have to learn it. Moreover, Woodward (2001) identified the language skills teachers should acquire and learners must learn in the language learning process. This author states that

there are four skills: listening, speaking, reading and writing that together will enable the students to use a language properly. First, he talks about listening. About this skill, he says that learners need to have the opportunity to do sufficient listening activities so as to enlarge their vocabulary and acquire good pronunciation. The second skill Woodward mentions is “Speaking”. This skill is connected to listening, as communication is a two-way process. In other words, communication between the teacher and the student inside the classroom flows back and forth. Next, the reading skill refers to gain information from all the text materials the teacher provides to the students. Children will soon be able to distinguish different kinds of readings and will use important techniques such as skimming and scanning. Moreover, with this skill, students learn to give personal opinions. Finally, students will provide physical evidence of their performance through writing.

Learners

Learners are the most important component in the learning system and they are the main reason of the learning process. Tokuhama (1990) believes that although children, teenagers and adults nearly have the same brain size they learn in different ways because everything around their learning environment differs: their peers, methodology, materials and personalities. Literature demonstrates that if students are exposed to a second language earlier in their life, they will attain better proficiency than others. Hence, according to this author, the methodology teachers shall use with children is going to differ from that used with teenagers or adults because of the factors mentioned before. In this sense, Saville –Troike (2006) declared that after the first years of life, the human brain loses its plasticity. That means that the function of the brain that uses how to learn a second language properly becomes less flexible to acquire knowledge faster.

Furthermore, Eckes (1990) also believes that children learn differently from adults. For example, children accept whatever instruction the teacher may give with more flexibility, as they are less ashamed than adults about making mistakes. However, in terms syntactic and morphological development, the older group has an advantage over the younger one as adults have developed abstract thinking.

Saville-Troike (2006, p.86) share that opinion when they affirm that “Other advantages that younger learners may have are being less inhibited than older learners and having weaker feelings of identity with people who speak the same native language”. This author also mentions sex differences in learning. He says that females work better with verbal fluency and at memorization of complex forms while males organize information better in composition and speech.

Motivation is another factor that could differentiate the success a learner may have when learning a second language. Tokuhama (1990) believes that motivation is “a personal desire” that will push a person into the learning process according to his/her personal goals. She affirms that this driving force called motivation can come from different sources: internal or external, and in positive or negative forms. However, she emphasizes the most on the positive and intrinsic motivation the child can have at home with constant parental support. About this topic, Marzano, Pickering and Pollock believe that “abstract, symbolic recognition is more tangible than tangible rewards”. They base their opinions on several studies that proved that verbal praises expressed at the right moment were extremely influential in students. In this aspect, Woolfolk (1980) supports what Marzano, Pickering & Pollock call abstract, symbolic recognition. Woolfolk calls it “Intrinsic motivation” which is what a student obtains after feeling motivated to perform some activity merely because of the pleasure found in the activity itself.

Learning styles

The use of different ways of learning must allow students to develop and reach the objectives they have to improve their learning process. Woolfolk (2007) states that there are two learning styles or learning preferences: deep and surface approaches. The first one is based on understanding some underlying concepts or meanings and, the second, on memorizing the learning materials, not on understanding them. Both styles have different type of motivators that act as triggers for attracting students depending on their learning tendencies. While students who prefer to learn with a deep approach are happy enough to learn by the sake of it and do not expect their teachers' or peers' approval on how well they work, students with a surface approach are motivated by external issues such as grades or rewards and they need the others' approval.

On the other hand, Walker (2000), refers to three ways of learning: auditory, visual and kinesthetic. Students who learn more from what they hear are auditory learners, which means that they like to read and have no problems in school. These types of learners like to read out loud: they are good when they have to explain something and, they obtain outstanding oral reports. Visual learners are those who need a "mental model" they need to see things. Hence, graphic models are one of the instruments they need to learn properly. These learners prefer quiet spaces to study and some time before understanding what the teacher is explaining. At last, learners who learn through movement and touching are kinesthetic learners. This type of students needs to move: stand up, change places, go outside and so on. They also enjoy drawing, modeling and playing sports. In other words, they require all the activities that allow them to use their tactile senses.

Furthermore, information is stored in the temporal lobe in the case of the visual mode; in the occipital lobe, in the visual mode and the kinesthetic information is processed and stored as Walker (2000, p.17) says, “at the top of the brain in the motor cortex until permanently learned, then it is stored in the cerebellum”. Besides these two approaches, Woodward (2001) states that periphery learning will enable students to know things or concepts before they are said or happen. According to Woodward, periphery learning is also known “as unconscious acquisition, natural learning and learning by osmosis”. This means that without making any effort, at play-time or in resting time environment, children will learn better. The same happens with certain type of supplementary material with which students are already familiar. After children see it once, they will handle it easily. In sum, when the method employed considers the learning style, it will “speed up (learning) and improve the acquisition of the four skills”.

Teaching techniques

Teachers should then think about certain ways to satisfy their students needs, especially those of children. Also, they are in charge of creating an environment in which children can develop their abilities based on their intellectual needs. According to Freeman (1998), the best way to do it is by teaching them first the whole, as the sum of the parts. Freeman (1998, p.63) says, “The whole provides an important context in which the parts are naturally embedded”. In order to accomplish this, teachers should know how oral and written language is developed. Next, they should concentrate on context (which is the whole) and, at last on organizing curriculum through big clue questions aided by supplementary material.

Additionally, Jones (2007) suggested that teachers should participate more as facilitators rather than as instructors when classes are organized as student-centered.

The reason behind student-centered education is that in this type of environments students interact among themselves with greater respect, cooperation and willingness to help each other, when working in pairs or in larger groups or even as a whole class, than in a teacher-centered classroom. In addition, the teacher is available at all times and will help with advice whenever it is required. The facilitator will also be in charge of checking the students` needs in order to facilitate their work in their own learning pace. In that way, student`s self-esteem will be raised helping them become confident learners. Consequently, this technique is very practical for teachers and very enjoyable for children.

Furthermore, Watson (2006) mentions the therapeutic value of humor when it is applied inside the classroom. It can help in building a warm atmosphere, relieve stress and establish a better teacher-learner relationship. Class clowns are needed to provide laughter and cheerfulness to the human spirit. Research indicates that incorporating humor in pre-learning material may increase learner`s knowledge and students` openness to new information.

Different contexts for teaching

Another factor that must be taken into account in the learning process is the context where students are involved. The literature reviewed quoted reports that teachers should generate a healthy environment in order to feel comfortable inside the classroom. Furthermore, Rothstein and Trumbull (2008) talk about orchestration that refers to the warm, positive atmosphere students may experience during the learning process. Teachers should strive to find harmony in the activities that emerge as transitional ones and help students move from one subject to another.

Additionally, these authors say that motivation will make learners more committed to learn and behave positively in class.

DePorter, Reardon and Singer-Nourie (1999) also refer to orchestrating a positive classroom context when teaching and learning. They mention four aspects of the stage of learning: atmosphere, foundation, environment and design. When talking about atmosphere, DePorter, Nourie and Reardon refer to the need for a good relationship between teacher and students, to teacher's and students' optimistic attitudes in the classroom and towards the language that will be taught. About foundation it means a set of values, agreements and regulations that will apply to the classroom community. The third concept mentioned by these authors is environment, which refers to the way the classroom is arranged. Then, they mention design as a factor that refers to the way the teacher uses his or her knowledge in order to transfer it to the students.

Walker (2000, p.1) also agrees with Rothstein and Trumbull when he says, "environment is so important that none of the other techniques discussed will be effective unless the issues of enrichment and support are addressed first". It is important that teacher can make students feel relaxed when asking questions and communicating their thoughts and feelings. Hence, the classroom atmosphere shall be full of respect for everybody to experience a sense of community where all learners can increase their success and share it with others. Furthermore, Walker also states that there are three types of environment inside the classroom community that include the physical, social and personal environments. The three of them refer to the setting the teacher creates inside the classroom: the way it is arranged, the teacher-student relationships, and the personal attitudes involved.

Supplementary material

All researchers agree that using teaching aids in the learning process enables students to become confident along their school life. That is why teachers need to

look for sufficient sources in order to accomplish their tasks. Hence, supplementary materials become particularly significant in the teaching and learning interaction. Gower, Phillips and Walters (1995) refer to some of those teacher's aids instructors should take into account after drafting their class learning objectives. For instance, the board is a typical classroom aid that teachers can count on. Because it is so useful, nowadays it is a white board that facilitates writing and erasing information. Each teacher has his or her own methodology in terms of using the board. Another aid that these authors mention is the overhead projector, which is becoming a popular support tool for every classroom. It has many advantages that will help the students understand better the information the teacher is trying to convey. In addition, Gower, Phillips and Walters talk about the visuals aids used by teachers to create an effective learning environment when introducing new information, like new vocabulary words: when setting a scene for role-play or, when handing materials to the students to begin a debate.

Murphy (1990) also adds a description of other teaching materials such as cassette recorders, video recorders, computers and the course textbook. All of them are teaching aids on which experts have to make decisions of use based on the previous analysis of their teaching situation. For example, when deciding on a course book, the teacher must have some alternatives depending on the lesson. Moreover, according to Murphy, other supplementary material on which the teacher can count is a "resource room" that every school should have. This room shall be opened not only for teachers but also for students who require certain materials or need space to work.

Inside this teaching and learning setting, instructors have many options that will help them facilitate their work in class. Eckes and Law (1990) offer other

alternatives from which teachers can choose but should try not to overuse because the learning process may be negatively affected. Eckes and Law state that using games with children can set up a context for socializing and reinforcing language. Students feel relaxed and participate when they start to play, as they feel motivated. The same happens with songs and rhymes: both foster a state of joy for working while learning intonation, stress and pronunciation.

Furthermore, Walker (2000) considers that teachers should incorporate technology in their classrooms because it has the potential to motivate new student generations. Walker (2000, p.71) adds a good description of this experience by stating “Technology is the tool that will lead the way to make education equitable for all students, regardless of their background. The computer does not see race, wealth, gender or believes It is a great equalizer”. With technology, every student will have the same opportunities for learning; therefore, using technology will improve and increase access to education and will optimize classroom experiences. This process shall not be limited to the classroom. It should rather be opened so students and teachers could navigate anywhere around the world.

Some studies have been conducted to investigate the way supplementary material is used in ESL classes to facilitate the teaching process within the instructional system. In fact, one of these studies conducted by Huang (2009) in a Taiwanese EFL classroom was aimed at identifying the way teachers used flashcards according to the students’ level and involvement. The study was applied on students age 7 to 13 of an elementary school. The methods used consisted on classroom observations and individual interviews that allowed gathering information about the use of supplementary materials. Huang found that most of the students enjoyed the learning experience and most of them improved their pronunciation. On the other

hand, this study showed that there were students who did not improve their skills in connection to the particular course contents. That helped the researcher reflect about the materials that did not fulfill objectives.

An additional study was performed in urban and rural areas of Winneba District inside primary and secondary schools. It was conducted by Adenyaju (2001), who wanted to identify the quality and types of materials teachers used for teaching their lessons. It consisted on a questionnaire elaborated by experts from the educational department. They were researching how and how often teachers use relevant supplementary materials in their teaching process. The results showed that eighty to ninety percent of the teachers were taking advantage of what was available, arguing that students comprehend easier when teachers used them. The study also demonstrated that instructors were using applicable materials for teaching. Those materials usually included boards, textbooks, real objects and charts. Consequently, this research comes up with some recommendations such as providing training programs for teachers in order to improve their teaching skills by increasing their general knowledge and orienting them to use supplementary materials. Another recommendation indicates that instructors should expand the use of technology with their students. Therefore, schools must replace outdated material with state-of-the-art material.

Within the same context a similar study was carried out by Peacock (1997). It was applied to two beginner-level classes at a South Korean University EFL institute. Students were 20 years old (18 males and 13 females). The purpose was to identify the way motivation either increases or decreases when authentic materials are used for teaching. Data was collected from twenty class observations, while teacher alternated the materials between authentic and artificial ones, and students

worked in groups of three. To implement this research project, the researcher designed three data collection instruments: one to quantify learners on-task behavior, another to evaluate the extent to which the whole class participated and enjoyed it and finally, an anonymous questionnaire to determine the degree to which the material motivates each student. The results showed that the use of authentic materials was almost ten per cent more motivating than their absence and that they also increase “on task behavior” further than artificial materials. Consequently, the investigator recommended the use of authentic materials whenever possible. Most of all, teachers should take into account the way students behave with all the materials they use in order to use those materials more often if the teacher considers that it motivates and improve students’ learning.

Akdemir and Basoglu (2010) did a study about the effect of Mobile Phones and flash cards at a Public University located in the Black Sea region of Turkey. The purpose was to investigate the way those electronic devices helped students enhance their vocabulary. In order to perform the study, sixty students from the Undergraduate Compulsory Preparatory Program were selected. They were separated in two groups from which one would use compatible mobile phones and the other, the control group, would use flashcards.

After the required time, the researcher found that the students who used the mobile phones increased their level of vocabulary. This study also demonstrated that these students had better achievement levels than the control group. Additionally, the qualitative analysis showed that students of the first group were motivated by mobile phones because they proved to be very useful in their learning process. Although the results were remarkable, the researcher explained that the study was performed when

these students had their final exam. Consequently, they were highly motivated to participate in the investigation and did their best effort in a testing environment.

Nowadays, technology is born with children: they know how to use everything. Furthermore, in some cases they teach adults how to use some electronic devices. Consequently, the use of mobile phones for improving any language skill in children depends on the way the teacher approaches the learning process. Children just need a guide to do it properly.

All the studies mentioned are beneficial to society because they add knowledge to humanity. In this last interesting study, Al-Fadda and Al-Yahya (2010) investigated how the use of web blogs promoted pre-class reading and post-class reflections. Five ESL graduate students and ninety software engineering students participated in this research project. In addition, a blogging word-press tool and two more blogs were created for the ESL course and one for the SW engineering course were used. Students were supposed to use the blogs for reading an article, for posting questions or commentaries. Then, all students proceeded to have a discussion on a specific topic. Next, they were supposed to post their reflections concerning the whole class experience. By using the blog, students were able to navigate through English websites, which facilitated their acquisition of knowledge in all senses. For example they learned new vocabulary for expressing their thoughts and feelings. Finally, they felt motivated to read articles, which promoted this type of interaction.

After the research was performed, Al-Fadda and Al-Yahya showed that the students had prior knowledge of using blogs and it was easier for them to accomplish the different tasks. This added a sense of success to the research because it encouraged students to participate more in pre-class reading activities and post-class reflections. Even though the study was successful the researcher shared some

recommendations that include the following: the teacher should be more involved in checking the way students work in their activities, and the level of reading assignments and time assigned must be appropriate for learners to develop tasks.

Results showed that -in all cases- the supplementary material used by the researchers changed the learner's attitude and behavior and raised their degree of motivation towards the learning process. These innovative materials stimulated learner's attention, which in turn raised student participation inside and outside the classrooms. Furthermore, teachers learned to use the materials available for their teaching activities in appropriate ways, for example, to clarify and reinforce what the instructor is teaching.

Results

Qualitative tabulation

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

Variable	Indicators	1st class		2nd class		3rd 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 point presentations																				
	maps																				
	pictures					x	x										x	x			
	charts																				
	handouts	x	x							x	x										
	posters			x	x																
	word cards																		x	x	
Audio	white/black board													x	x					x	x
	songs												x	x							
	dialogues																				
	stories																				
Audiovisual	tales																				
	videos																				
	movies																				
Realia	documentaries																				
	objects (toys, plants, fruits)							x	x												
Online	websites																				

Author: Ma. Cristina Gándara
 Source: 4th (8 years old approx.) grade

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

Variable	Indicators	1st class		2nd class		3rd 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	x	x							x	x											
	power point presentations			x	x							x	x									
	maps																	x	x			
	pictures																					
	charts																					
	handouts					x	x										x	x				
	posters																					
	word cards																					
Audio	white/black board							x	x					x	x					x	x	
	songs																					
Audiovisual	dialogues																					
	stories																					
	tales																					
Realia	videos																					
	movies																					
Online	documentaries																					
	objects (toys, plants, fruits)																					
	websites																					

Author: Ma. Cristina Gándara

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

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

Variable	Indicators	1st class		2nd class		3rd 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 point presentations											x	x								
	maps																				
	pictures																				
	charts																				
	handouts							x	x								x	x			
	posters																				
	word cards																				
Audio	white/black board					x	x											x	x		
	songs																				
Audiovisual	dialogues																				
	stories																				
	tales																				
Realia	videos																				
	movies			x	x																
	documentaries																				
Online	objects (toys, plants, fruits)	x	x												x	x				x	x
	websites									x	x										

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Source: 6th (11 years old approx.) grade

Quantitative tabulation

Chart One: type of supplementary material used to teach children

Variables	Indicators	Yes	No
Visuals	flash cards	x	
	power point presentations	x	
	maps	x	
	pictures	x	
	charts		
	handouts	x	
	posters	x	
	word cards	x	
	white/black board	x	
Audio	songs	x	
	dialogues		
	stories		
	tales		
Audiovisual	videos		
	movies	x	
	documentaries		
Realia	objects (school supplies, personal belongings,)	x	
On line	websites	x	

Chart five: Frequency of use of supplementary material

Variable	Indicators	4 th grade	5 th grade	6 th grade	Total	%
		Frequency	Frequency	Frequency		
Visual	Flash cards		2		2	6.67%
	P.P.Presentation		2	1	3	10%
	Maps		1		1	3.33%
	Pictures	2			2	6.67%
	Charts					
	Handouts	2	2	2	6	20%
	Posters	1			1	3.33%
	Word Cards	1			1	3.33%
	White board	2	3	2	7	23.33%
Audio	Songs	1		1	2	6.67%
	Dialogues					
	Stories					
	Tales					
Audio	Videos					
Visual	Movies			1	1	3.33%
	Documentaries					
Realia	Objects	1		3	4	13.33%
Online	Websites					
	Total	10	10	10	30	100%

Description, Analysis and Interpretation of Results

In this section, important data has been analyzed through the scientific methods indicated in the theoretical background. It includes the analysis of the way different kinds of supplementary material are used by teachers, during the thirty observed classes in 4th, 5th, and 6th grades. The procedure was designed to describe how well the teachers used visual, audio and audiovisual materials; realia and online materials during their English classes by identifying their pertinence, appropriateness, quality and frequency and through the application of qualitative and quantitative analysis.

In the first place, pertinence refers to the importance of the material used in relation to the content of the class; second, appropriateness explains whether the material is consistent with the student's level. Finally, quality describes the design and elaboration of the supplementary material. With regards to the quantitative analysis, it shows the frequency of use of supplementary materials.

Qualitative Analysis

A qualitative analysis is used to describe the supplementary material and comprises eighteen different indicators that are included in the charts. This type of analysis will help explore some characteristics including pertinence, appropriateness and quality.

4th Grade/8 years old

Handouts

In the first class observed, the teacher used handouts with a variety of pieces of information related to fairies. The name of the lesson was "my fairy tale" and its purpose was to expose students to fairy tales and have them focus on different

aspects that needed to be considered later in their own writing. The week before, the teacher had read some tales to her students, so they had had the opportunity to take a look at the books.

For this lesson, the handout that the teacher had prepared was appropriate for the children's age and level of understanding because instructions were clear and there were also drawings that guided them to create their own fairies. Furthermore, the students had to complete sentences, connect ideas and finish the story. For this activity, students worked independently. Then, they shared their writings with other classes. Handout's quality captured student's attention because they were well organized, had white spaces where children can write; also they could colored the different drawings.

In the fifth observation, handouts were also used to reinforce the students' narrative writing and the strategies involved in creating the beginning, middle and end of the narrative. The name of the lesson was "learning to be creative", and the material prepared by the teacher consisted on guidelines to improve narrative writing. Compositions were read in turns by the students, with pauses to clarify some concepts and to give examples of topic sentences, details and concluding sentences. The teacher also provided the students some linking words to help them with the process of creating paragraphs.

The teacher divided the class in pairs, so that students could start working on some examples of paragraphs by following the directions provided in the handout. While they were working, the teacher was moving around the class to see if they needed additional information.

The material was appropriate because children felt comfortable with it and they stayed on task. These handouts were well organized, had bullets, only one font

and a clear uncluttered layout. The students mentioned that it was not so enjoyable to work with the handouts, but acknowledged that this material helped them reinforce what the teacher had taught. Appropriateness was observed when one of the students asked for some information and another classmate instructed him on the way the task had to be completed.

The researcher considered that the way the teacher organized information on these handouts created a more positive attitude toward learning while students were developing their ability to find pertinent information quickly. In addition, in the researcher`s view, the handouts reinforced vocabulary and writing skills.

Posters

In the second observed class, the teacher used some travel-related posters in order to introduce the lesson “let`s make a trip”, where the objective was to introduce new vocabulary through planning an adventure trip to a destination of the students choice. Then, the student had to create a poster advertising the trip. Also, new vocabulary with meanings was included throughout the posters and the children were able to use those words in sentences. To accomplish the tasks, the students counted with many travel magazines gathered from different travel agencies by the teacher.

The posters students had to make for this lesson were covered with images of adventure activities and pictures of some not so common destinations, to get students involved and interest them. Hence, students worked creatively on this task at all times. Students were asking questions, moving around to find information, talking to each other and so on. Watching these children work using different learning styles while accomplishing the teacher`s objective was interesting to observe.

The material used in this class was appropriate for the children`s age and level because it was clear and full of visual stimuli. They shared the material and felt

excited about creating their adventure posters. At the end, they had the opportunity to present it to the class and hang it on the central patio. To carry out this task, the students needed three class periods. The teacher felt very proud of the students' work. Elaborating posters is something children liked to do, so that she had planned this activity several times during the year.

Pictures

For the following class, the third one of a set, the teacher had asked students to bring pictures of the different rooms of their houses to the class in order to make a house-sale advertisement as they were supposed to be moving to another country. The name of the lesson was "I am a real state person", and the objective was to acquire new vocabulary.

Before the students started to describe their houses, the teacher had written ten new vocabulary words on the whiteboard, with their meaning and a sentence with the words. Then, she proceeded to check the sentences so that students were able to use them later in their task. As soon as students reviewed the new vocabulary, they were ready to use their pictures to complete their advertisement.

Pictures motivated students to use new vocabulary words and to work actively during the entire period. In addition, this material helped the teacher to present each stage of the lesson smoothly. Students considered that making an advertisement using their pictures was fun, because they were happy to show their houses. The researcher considered that teacher was very creative when planning this lesson and the expectations were fulfilled.

Another lesson in which the teacher used pictures was the eighth one. In this class, the teacher asked the children to bring a picture of their brothers, sisters, parents and grandparents. The aim of this lesson was to reinforce speaking by

preparing a description of their families including what they do for a living, their hobbies, their favorite food, etc, and present the information to the class. The name of this lesson was “the people for whom I care the most”.

For attaining the goal of this lesson, the teacher prepared a short interview with five questions that her students were supposed to ask to each of their relatives. The students wrote the answers on their notebooks and used that information to work in class; their teacher guided them to put their ideas in order and she also provided them a set of connecting words to work.

Children felt motivated with the interview and also with the way the teacher went about to meet the aim of the lesson by planning a suitable task. Student’s opinion about this material was very positive because they felt proud when referring to their family; at the same time, the teacher had the opportunity to get to know their families better.

On both lessons, pictures reinforced students’ learning styles. Researcher found that children received and processed information through their senses and in that way, they increased their academic achievement.

Realia (toys)

In this next observed class, the teacher asked her students to bring a toy of their preference. Boys brought helicopters, soldiers and racing cars whereas girls brought mostly dolls. The objective of the lesson was to reinforce their speaking skill by asking her pupils to create a short speech on their toy and present it in front of their class. The teachers’ decision was great because her students were stimulated to bring their toys and they started to work on the task. The name of this lesson was “my favorite toy”.

The teacher told her students to take a look at the list of adjectives that she had hanged around the class and make sentences that would describe their toy. Their performance was supposed to start with a greeting to the audience. Then they should start the presentation. Asking the children to bring to class something they like was very appropriate for their age because it motivated them to be very expressive in front of their classmates. Children loved this lesson as it was an opportunity to play with their toy inside the classroom. The researcher found that this was a productive way to achieve positive results from students. Most of them were able to understand the material in order to complete the task.

Audio (song)

In the sixth third-grade class observed, the teacher used a song for reinforcing fluency in the students. The name of the lesson was “yellow submarine”, that was the song the teacher chose to fulfill her objective.

For that particular class, the students worked in groups of three in the computer room. There, they conducted a search in You Tube to find the song “yellow submarine” with its lyrics and copied it on their notebooks. Then, back in the classroom, the teacher asked them to start creating a short choreography in which they had to sing and dance. This took place in two class-hour periods.

The children really enjoyed this lesson. They liked popular songs as the one the teacher had chosen. They continued to sing the song even during recess time. The topic was appropriate for this level and age, and it was easy to read, understand, and learn. The researcher realized that when learning through songs, students enhance their pronunciation, rhyme, and some grammatical structures while in a relaxed atmosphere.

Whiteboard

The topic of this sixth observed class was “learning about possessives” and the teacher’s goal was to practice and reinforce the use of possessives in sentences. For accomplishing this, she used the whiteboard to encourage her students to complete some exercises she had prepared in advance and were modeled on the board.

While she wrote the answers on the board, she explained the use of these grammatical forms. Hence, students had a clear idea of the way to solve the exercises. These examples helped students work on their textbooks while the teacher monitored their work. Students felt more confident because the teacher used the material in an organized way and used an adequate handwriting size. Therefore, the teacher captured her students’ attention with the use of the whiteboard.

There was another lesson called “try to find me” where the objective was to learn how to look for similarities and differences. The teacher used the whiteboard again to write down a comparison chart of two characters from a story the instructor had read in the previous class. This was the tenth observed class.

The teacher drew the chart before the students arrived to the classroom. The chart was well designed, with four different colors and clear handwriting. She divided the class in groups of three students who were asked to start writing similarities and differences between the two characters of the story on a piece of paper. After fifteen minutes, she called the students one by one and asked them to give their answers. She proceeded to write them on the board.

This exercise made the students realized that each person has a different point of view and appreciates life situations in different ways. The way the teacher presented the lesson was suitable to her students’ level and stage of maturity. She captured student’s attention because everybody was interested in participating.

The researcher noticed that the fourth grade teacher used the whiteboard to have her students process visual information more effectively. For accomplishing her objectives, she combined an effective whiteboard presentation with an enthusiastic delivery of information that captured the students' attention.

Word cards

In this ninth observed class, the material used for this lesson was word cards the students had made the day before in order to practice vocabulary related to the different things that can be found in the jungle: wild animals, wild plants, animal sounds, tribes, trees, etc. The teacher managed to motivate children to construct several sentences with these words. The topic of the lesson was "getting to know the jungle" and the objective was to practice the new vocabulary.

To accomplish the class objective, the teacher divided the class into groups of four students and asked them to read the vocabulary words. Then, students found word meanings in a dictionary and wrote a sentence for each word on their notebooks. After that, they had to pick their four best sentences and read them in front of the class. Finally, the teacher wrote students' sentences on the board so that everybody could see them.

The topic of the lesson was new for the students so the words used to prepare the word cards were interesting and appropriate for their age and level. In order to use these word cards again, the teacher motivated the students to decorate them and later she laminated the material. At some point, the teacher asked the children whether they had visited the jungle so students had the opportunity to talk about their experiences and practiced the new words. The students' perception of this material was positive, because they participated and pronounced the new words frequently during the class.

Learning styles

The observations carried out in fourth grade showed that the teacher used a variety of supplementary materials in order to consider the different learning styles of her students. That demonstrated her concern for constantly motivating children in their learning process. For visual learners who, according to Walker (2000), need mental models, the teacher created several appropriate learning opportunities. The different strategies the teacher used improved their academic performance and showed that she counted with many hours of professional training. Also, she was conscious about what her students needed so as to be effective with her teaching strategies: she used materials that stimulated kinesthetic, visual, tactile and auditory students.

5th Grade/9 years old

Flash cards

The teacher used flash cards appropriately during this first observation of “a problem of mine,” in which children were supposed to share a personal issue and talk about abstract concepts. Students were told to find a flash card with a picture that represented their feelings at that precise moment. This material helped them speak fluently using new vocabulary while expressing different types of emotions.

For that lesson, the teacher used pictures of people and cartoons that showed different kinds of emotional stages that were easy for the students to compare with their feelings at that moment. She also chose the most important emotional concepts so children would not get confused in face of too many concepts. She divided the class in groups of four students who would share a box with several flashcards. Children were supposed to check the whole set and pick one. Then, they proceeded

to talk inside their group and, later, in a “community circle” where everybody had the opportunity to share their feelings.

The flash cards had the picture on one side and the abstract concept on the other side. Furthermore, they were printed in bright colors and were laminated in order to capture the children’s attention. Students had a good attitude and were ready to participate actively.

Flash cards were used for a second time, in the fifth observed class to teach the use of adjectives in written compositions. The objective of the lesson was to teach the usage of a grammar structure both in English and Spanish. These materials were wisely used because the teacher had previously organized her activities and materials. Adjectives were displayed on flash cards of different colors and with a readable font size. Students were supposed to grab one and sit in a group of desks that had a sign of that color. In that way students would work in random groups.

When everybody was sitting on their new places, students had to start working on making four different sentences using their adjectives. Also, they had to try to relate all the sentences to a common topic. Next, they would put them together in order to make a short paragraph. After they had finished, they identified word order difference in English and Spanish. Later, they shared their work in front of the class.

Students showed interest in this lesson at all times because everything was well organized and there were enough flash cards for everyone. They commented that they liked the way the teacher used this material and the possibility they had to work with different classmates.

In both cases, flash cards were used appropriately in accordance to children’s age and level. The cards also showed pertinence in relation to the objectives of the lessons. Being able to observe these two classes gave the researcher different ideas

about creative ways of using that supplementary material. Flash cards have the potential of stimulating every student, especially those who are visual learners.

Power point presentation

In the second observed class, it was interesting to attend a power point presentation about “Native Americans: cooperative learning activities”, where the objective was to learn the way these people learn responsibility with respect to their community. Students had to understand this information and establish differences between Native Americans’ with life style and their own. Finally, they had to make several presentations in front of their classmates.

There were twenty-four different slides that were projected in front of the class. This slide presentation showed several duties that men and women were supposed to undertake inside their community in order to exercise responsibility. From the different activities students observed, they had to choose at least three, and relate them to their personal lives.

The slides were appropriate, easy to understand and children were able to figure out easily what the natives were doing. There were two or three points per slide, only with key words that children will remember easily. Colors and font size were also well selected. While each slide was presented, teacher explained it to the class and asked questions for everybody to follow the information. At the same time, children had to write down the ideas they considered they would use for their work.

The second time the teacher presented a lesson with the support of a power point presentation was during the sixth observed class. He had prepared fourteen slides to improve the use of the past tense in written composition. Students demonstrated that they understood the concepts by answering questions and by

explaining the use of structure to other classmates. The topic of this lesson class was “let’s see how irregular verbs change in the past tense”.

The slides were very well designed. The information was clear and the teacher used a variety of regular, action verbs in past and present tenses. He also had sentences written in the present tense and had students change them into the past tense. Then, he asked a couple of students to write a sentence on the whiteboard and checked it for mistakes.

Next, he asked the students to identify the verb in the sentence and explained the meaning of a regular and irregular verb. In addition, students had to explain the uses of complements of speech that could help them support their sentences, such as complements of time (yesterday, last week, last month). All of this information was on the slides so the class was fully interactive and students were participating by asking and answering questions.

Powerpoint presentations are used by teachers because they are a neat way to present information and an easy way to carry data from one place to another. The researcher considers that the teacher used this resource wisely with a proper amount of information that stimulated especially visual and auditory learning styles.

Handouts

In order to review different parts of speech such as nouns, adjectives, pronouns and verbs the teacher presented a short story called “The princess and the pea”. This was the third observed class. It was presented in handouts that explained the importance of the parts of speech the way to put them together in order to make a sentence and the way to identify them on a text. Each student had his or her own material to work.

The organization of the material was appropriate. For example, the information and the story were consistent with the children's age and language level, thus, they participated actively in class by generating ideas and discussing issues, which reinforced their knowledge about parts of speech. First, students had to read the story silently. Then, they had to identify the different parts of speech by using different colors. Next, they prepared a chart classifying words under different categories for parts of the speech.

This lesson introduced more detailed information than that a teacher can write on the whiteboard. After reading the story and organizing the words in a chart, the students had to create their own story using the words they had found. By counting with this material, children found this task easier. The teacher was always giving support to his students, moving around the class and monitoring that children were working.

Handouts were also used in this grade to reinforce prepositions of place. This was the eighth observation to fifth grade and the objective was to learn how to establish a relation between two or more parts of speech using prepositions. The handout given to the students was clear, had plenty of blank spaces where children could record their notes, and included step-by-step instructions to solve a ten-sentences exercise.

The teacher began his class by introducing the prepositions that were on the handouts and started making some suggestions on how they could be used. Then, the students were told to take turns to read the additional information on the use of prepositions and made brief pauses for the corresponding teacher's explanation. Finally, children worked in pairs, to learn the concepts on the sentences provided on

the handouts, by taking turns. The researcher considered that this activity was carried out successfully because of the way the supplementary material was designed.

Whiteboard

In the fourth observed class, the teacher introduced the present continuous using the whiteboard. The objective was to practice and understand the verbs in this tense. At the beginning, he asked the students to tell him some action verbs and wrote them on the whiteboard. Then, he called a student and told him to jump. While he was jumping, the teacher asked the class: “What is he doing?” And the class answered “he is jumping, dancing, crying, running, etc” according to the action performed. Complete sentences were written on the board so students were able to visualize the way the verb changed in the present continuous.

The teacher used the whiteboard to catch the attention of the class and also to motivate students to participate actively in the use of the present continuous. Students were actively participating by raising their hands and answering the questions. The way the teacher used the whiteboard was appropriate so that when he used this visual aid, he elicited the response of his students. Kids felt confident when they saw their teacher using the material in an organized way, writing neatly, and using an adequate size in his handwriting.

In the next class the teacher used the whiteboard to present the new vocabulary related to the unit Our Pets. The purpose of the lesson was to reinforce vocabulary already known and to add a new set of words related to pet care, the food and the environment pets need to be healthy. The teacher started his class drawing a chart on the board and filling it with students’ answers about the animals that can be considered pets, those who can live close to humans and the kind of food and shelter they require.

All the answers were written on the board in suitable handwriting size so students could copy the chart. He used different colors for each animal so that children could identify information easily. This seventh observed lesson was very interesting, suitable for the student's age, and the information it provided was easy and fast to acquire. Finally, the teacher asked his students to write one sentence with six of the new vocabulary words and share it with the class. Children were making suggestions, generating ideas and making connections at all times.

For the tenth observation, the teacher used the whiteboard again to practice subject and verb agreement. In this class the main objective was to understand the correct use of verbs in relation to the subject. For attaining this goal, he used some pictures of people alone, in pairs or in groups or pictures of animals or things. Those pictures were attached to the left side of the board and the teacher asked the students to name some verbs and write them on the right side. After that, he explained how verb agreement works to attain grammatical meaning.

As additional practice, the teacher asked the students to write three sentences on their notebooks using the pictures and the verbs that were on the whiteboard and share one of the sentences with all the class. At that moment, teacher wrote on the board only the subject and the verb; then, he reviewed with the class whether it was correct or not.

In conclusion, it was observed that the material was appropriate for the children's age and level because students were participating and communicating their creative ideas. The class also showed enthusiasm while working because of the manner the teacher was handling his voice, body language and eye contact.

Maps

In order to encourage the students to improve their speaking skills, the teacher presented a lesson called: “lets spent some time at the beach”. To accomplish its aim, the teacher designed a very well designed map of the country with several cities, highways, dirt roads, short cuts and small towns, and hanged it in front of the class. The task was to come up with a simple role-play between two students who decided to go to the beach.

The map that the teacher designed was very creative and appropriate for his students because it could easily catch their attention with its colorful design, its many drawings, names, distances from place to place, and with other information.

Students were able to move around the class searching for information that would help them act out their role-play. Then, they had some time to practice the act. They were asking questions, expressing creative ideas and exploring different options. Finally they presented their projects to their classmates.

Learning styles

In relation to the learning styles students have, the teacher managed to use auditory, visual and kinesthetic styles so that all of his students felt stimulated and the teacher was able to improve the learning process. While he was using flash cards, or power point presentations, white board or maps, he organized the activities in various ways so that every student would be listening and learning through active participation.

In that way, the teacher was organizing his classes as Walker (2000) suggested in his studies: in relation to learning styles, namely to the kinesthetic mode, by which learners need to be moving, changing places and modeling. In this case, students had the opportunity to do some activities such as role-play, reading

aloud, map drawing, slide watching and so on. They also had the opportunity to work with many types of objects so their senses were stimulated and they felt alert all the time.

6th grade/10 years

Realia

In this first observation, the teacher used three collections of objects that were placed in three different bags. These objects were related to specific places: the beach, the mountain and the jungle. Her objective was to make her students write a short story by using these objects students pick from one of the three bags. The name of this lesson was “describing a situation”.

She divided the class into three groups and gave one of the bags to each one of them. The students had to find a place inside the classroom, take out the objects one by one, and analyze them without making any comment or noise. Next, they had to make a list of those objects on their notebooks and returned to their places in order to begin writing about them objects in a specific situation.

The way the teacher organized her lesson was very appealing for her students. They kept on task at all times and they felt motivated because it was a “secret” thing to develop. The students were very creative when writing their stories, which were presented later to the class. The teacher knew that her objective was accomplished because, as students mentioned later on their surveys, the material increased their interest on the topic of the lesson. Although it is difficult for the students to keep quiet at all times, they behaved properly and elaborated very good compositions.

Other class in which the teacher used realia objects was on the seventh observation, where she also prepared three bags with a collection of objects, but this time they were related to a specific time in human history: the cave man, the

crusades and World War II. As they had reviewed some of these aspects in social studies the students were ready to recognize these objects.

In order to implement this exercise in a way slightly different, from that in the abovementioned exercise, the teacher prepared cards with numbers (1, 2, 3). Then each student picked a number and went to the bag with that number. The bags were located in three different places in the classroom. Then, they proceeded to open the bag and decode the meaning of those objects. Finally, they made a list and started writing their story.

Similarly to the first time, students felt motivated to complete this project so the task was appropriate to their level and age. The name of the lesson was “the time line” and the objective was -once again- to reinforce descriptive writing.

There was a third observation in which the teacher used objects. This time, the teacher used plastic bottles to teach her students to write a message. Her aim was to encourage her students to be creative and use language the best they could with well-elaborated grammatical forms. The name of the lesson was “sending a message in a bottle”.

The teacher told her students to imagine that their ship sank and they had to swim to an island. In order to be rescued, they had to write a message and put it inside a bottle. The message should include data on their identity, the place where they were going and the place where they began their trip. Also, it should contain information about the place where they were, its climate, the animals they had seen, the type of vegetation and the way they were surviving. For carrying out this task students counted with maps that the teacher had hanged on the wall since the beginning of the year.

The same as with the other two lessons with realia objects, this one was very appreciated by the students: it motivated them to write and keep on task throughout the lesson. All the bottles were put in a big box and each student grabbed a message and read it in front of the class by taking turns. The teacher was accurate with her instructions and provided the information children required. As a result, the material and procedures were appropriate for these students' age and level.

Real objects help teachers to review any subject presented earlier during the year. Students can physically interact with their learning by using a "manipulative" technique that reinforces concepts. Furthermore, these objects reach students whose learning styles are sometimes ignored (as kinesthetic, tactile). In these three opportunities, the teacher was very creative when picking the material.

Audiovisual (movie)

In the next class, a new topic was introduced through the movie "The blind side" which the students had watched a week before, and the teacher aim was to expose her students to different accents so that they would appreciate different cultural backgrounds and learn about the true meaning of courage.

In this second observed class, the teacher had prepared some questions in order to test her students' comprehension skills. To make it more challenging she split the class into two groups that were going to compete to gain points. Then, a question was asked and the group got together and selected one student to answer it. The group that had the best correct answer won the points.

Both groups were very motivated to answer the questions the best they could, so that their responses were mostly accurate and careful. The movie, the organization and the questions were suitable for the students. The name of this lesson, "The blind sight", kept the whole class busy while the teacher generated good evidence of their

creative work. In sum, the material was properly used according to the class objective.

The researcher considers that teachers play a vital role in choosing films when they plan a lesson with a movie. This time, the teacher chose “The blind side” to expose students to the target language, to different settings, facial expressions, values and principles of life. All of these aspects can help improve the four skills in learning language.

Whiteboard

The objective of the reading comprehension class was to prepare the students for a test. The teacher projected an example of the test that had been scheduled for the following week on the whiteboard. Then, she proceeded to solve it on the board with her pupils.

As this way of taking a test was different from that the students were usually evaluated, the teacher planned this lesson to practice the exercises and to teach them how to read instructions. After reviewing the sample, students solved the exercises on the board and had the chance to write them on their notebook.

This activity lacked stimuli. However, students were participating because they knew that it was going to help them take the test. The following week, the teacher told the researcher that the students emotional state had improved and the teacher noticed that children felt more relaxed when they took the test. The way the teacher organized the lesson and the information on the whiteboard was helpful and appropriate for the students’ age and level.

On the ninth observation, the teacher used the whiteboard for a second time. She used it to explain how words were composed. The objective was to identify prefixes, roots and suffixes and the name of the lesson was “analyzing word parts”.

For accomplishing her aim, she had written a list of twenty-four words on the board, the meaning of some prefixes, roots and suffixes. Also, the teacher had obtained some dictionaries from the library for her students to use.

She began the class by explaining these three concepts and analyzing some examples with the students. Then, she divided the class into groups of four students and gave six words to each group. They had to analyze the words and identify the prefixes, roots and suffixes. Also, students had to write their meanings and create a drawing that would portrait meaning, if they could. Finally, they shared their work in front of the class by writing this information on the whiteboard.

The words that the teacher presented to her students were appropriate for their level and age, because they were familiar with them as they were able to analyze them. All the new information that ended up written on the whiteboard was clear and readable. Students learned how to make connections and explore options.

Songs

For this lesson called “properties: mass, volume and density” the teacher used the website www.youtube.com to find a song called “states of matter” so as to teach the difference between mass, volume and density. This song had a catchy tune that captured children’s’ attention right away. This was the fifth observation.

In the beginning of the class, the teacher asked the students to use their science textbook and asked them to read the units by taking turns. At some points, she stopped the reading in order to give additional explanations. Finally, she projected the video in front of the class and played the song. As soon as the kids became familiar with the lyrics they started to sing it and they understood the meaning of the words.

It is important to mention that Internet was very significant for the teacher to retrieve the appropriate information. Moreover, in this specific case, this song was suitable for the class topic and for the students' level. Children remembered the words easily and were happy to sing it. The researcher found out that teachers need extra time to plan their classes with originality so students can learn.

Nowadays, EFL instructors consider the possibility of using songs for teaching English because children can practice rhythm, stress and intonation. However, teachers should be very selective when choosing this material as it should not have any sign of violence.

Handouts

The teacher had prepared a handout in order to practice a reading comprehension lesson. It consisted of two readings: "how can stress affect our life?" and "planning a trip to the mountain". There were some pictures that described both readings, font size was appropriate and some parts were underlined so students put more attention. This was the fourth observed class and the students were familiar with this kind of task.

The teacher gave each student a worksheet and started reading along with the class. She asked students to read in turns so both texts were read in a few minutes. After that, the students had to read again and start answering the comprehension questions presented on the same worksheet. They had reasonable time to finish the activity. Finally, the teacher asked the students to answer the questions orally for all of their classmates to hear the answers.

Both readings in these handouts were clear and included enough information, which translated into the students' understanding and correct answers. The time

given for each part of the lesson was well calculated so that students could finish their work on time. Everything was appropriate for this lesson.

There was another opportunity in which the teacher used handouts to reinforce vocabulary; it was the eighth observation that was carried out in this grade. The name of this lesson was “visiting a travel agency” and the target vocabulary was related to making hotel reservations.

The teacher gave a set of handouts to her students and projected them on the board in order to work together. On the first page, they were instructed to match a word on the left with a picture on the right. It was a simple task and students were concentrated on it. On the second page, the students had to fill in the blanks. It was also easy and they were still working actively. Finally, the third page was a dialogue between a hotel agent and a customer, where the students had to follow the reading while the teacher read it. Finally, they answered some questions.

The activities were simple and children participated enthusiastically in them, using the handouts prepared by the teacher. This material reinforced their vocabulary and reading comprehension skill. The material used was consistent with their level and age. In this occasion, the researcher considered that handouts also reinforced students` knowledge on following step-by-step instructions. Nevertheless, teachers do not have to overuse this resource because students forget to take notes.

Power point presentation

In order to practice some reading and comprehension exercises with the students, the teacher prepared a power point presentation of ten slides. The name of the class was “New Orleans, a place to visit”, and this was observation number six.

On the first slides, the teacher introduced New Orleans and located it on a map. Then, she proceeded to give some introductory information in order to see whether children knew something about this State.

The following slides were well elaborated and had good quality. They showed important pictures with new information that children were asked to read by taking turns. On the last two slides, the teacher presented ten true or false exercises and some questions that had to be answered with complete sentences. Finally, the teacher showed some vocabulary words that had to be matched with their meanings. All the activities were planned to be finished in this period.

To meet the objectives of the last part of the power-point presentation, the teacher divided the class into two groups that had the opportunity to complete the exercises in turns and win points for their team. The students were amused when working on the different tasks that were presented in these slides: they participated and gave volunteer answers without hesitation. The material was appropriate to the students' age and level.

This school provides high technological supplies to their students. In this specific case the researcher believes that power point presentations are useful tools that are now being used inside the classrooms to meet every students needs. Teachers are fortunate to have this supplementary material available whenever they require it.

Learning styles

As students learn differently, the teacher directed her objectives and use of various supplementary materials towards effective teaching methods that improved the learning process in her students. This teacher applied different learning-style strategies that matched most of the learning needs of her students in the classroom. It was clear that this educator had many hours of training and experience. As she used

some supplementary materials repeatedly, it was observed that when students had already used them, they were able to handle them better in subsequent times. In other words learning was “they sped up” learning as Woodward (2001) states. The teacher manifested that most of her students were tactile learners, followed by a considerable group of kinesthetic learners and a smaller group of auditory learners. Knowing this, she was able to plan the correct activities.

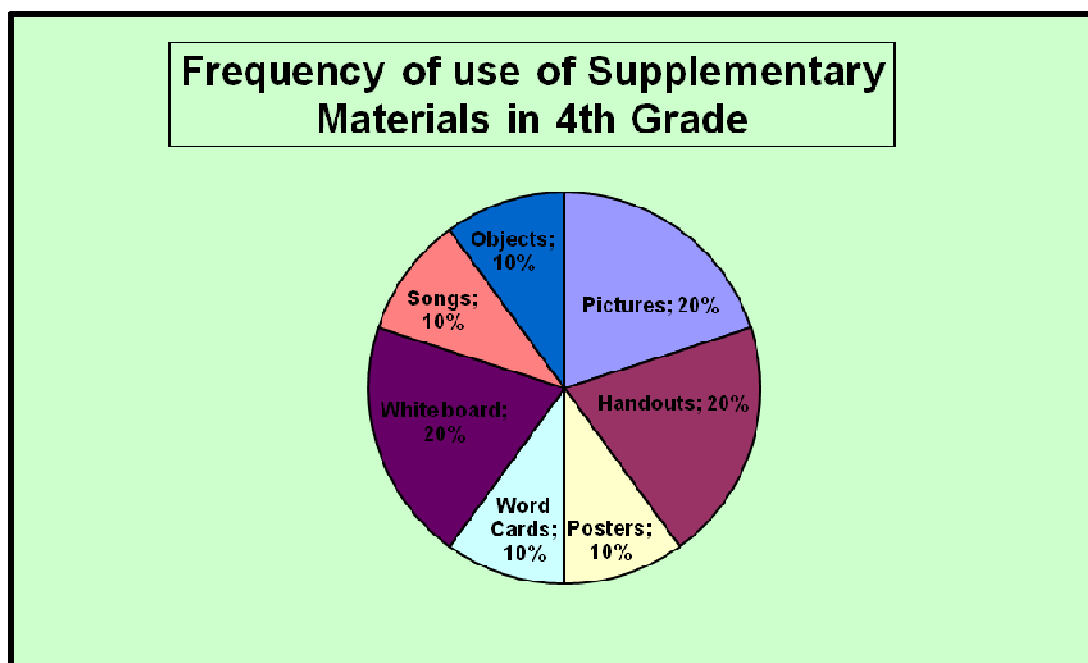
This qualitative analysis had determined that supplementary material helped teachers and students reinforce the learning processes in most of the classes. It changed learners’ attitudes towards learning, learners could work more independently and they interacted much more among them. On the other hand, teachers relied on all these special resources because they helped them fulfill their daily lesson objectives.

Quantitative Analysis

After completing the thirty observations to fourth, fifth, and sixth grades, it was demonstrated that teachers in this school employed – as a group - 66.67% of the materials that were proposed in the research project. Visual material such as flash cards, power point presentations, maps, pictures, handouts, posters, word cards and the white board were included the research. Also, audio and audiovisual materials such as songs and movies were employed in the learning process. Moreover, realia and online tools were included in activity planning. Teachers also manifested that they used the other materials suggested in chart number five such as charts, dialogues, stories, tales, documentaries, videos but in different times throughout the school year, and that the use of supplementary material in EFL classes is imperative so that students feel more confident and motivated in this learning process.

Considering the results of the use of supplementary materials by the teacher in fourth grade, the frequency of use is shown in the following graphic.

Graphic 1

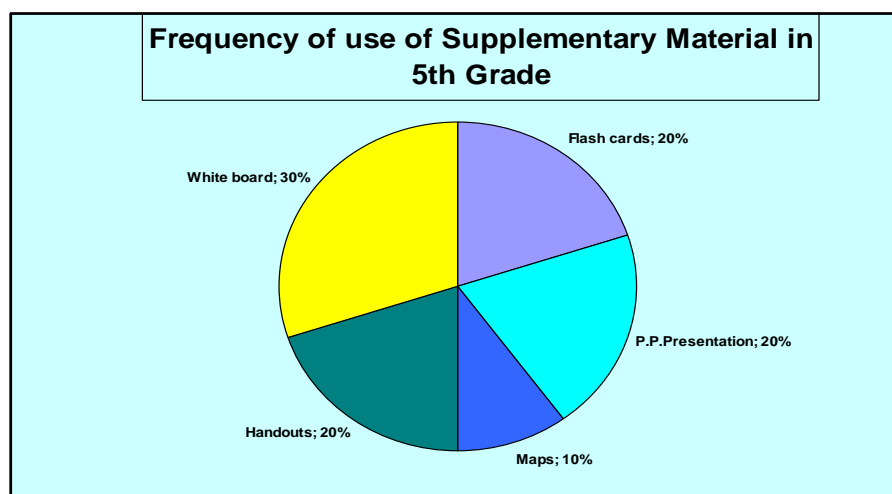


Data from this table provides information on the percentages of supplementary material used by the teacher during the ten observations in fourth grade. During this period of time, the instructor employed twice some pictures (20% of the times), handouts (20%), and the white board (20%), which represents the 60% of the total number of times. On the other hand, posters, word cards, songs and realia were used once each representing the remaining 40%.

The researcher asserted that these resources kept students engaged in the learning tasks, which included several strategies to develop different reading, writing, speaking and listening skills. Students were more imaginative when generating ideas, making questions and connections among different concepts.

Children stated that they liked the materials prepared for those lessons. Furthermore, students mentioned in the surveys that they would like to have more videos, movies, games and tales included in their classes. Also, they stated that, when those materials were used, they felt more relaxed and learned better. On the other hand, the teacher argued that supplementary materials improved learning levels because they reinforced learning through self-experience in contrast to learning through theory only.

Graphic 2



The graph above shows that the teacher in 5th grade employed fewer types of materials in relation to the other two grades that were observed. She used only five different types of supplementary materials from the total of eighteen, which represents 27,78% of the total possibilities. In this grade, flash cards, power point presentations and handouts were used twice, which represented 60% of the total possibilities. The white board was used three times corresponding to 30% and, finally, maps were used one, representing 10% of the possibilities. Nevertheless, the other materials were not included. Consequently, the variety of materials used was limited.

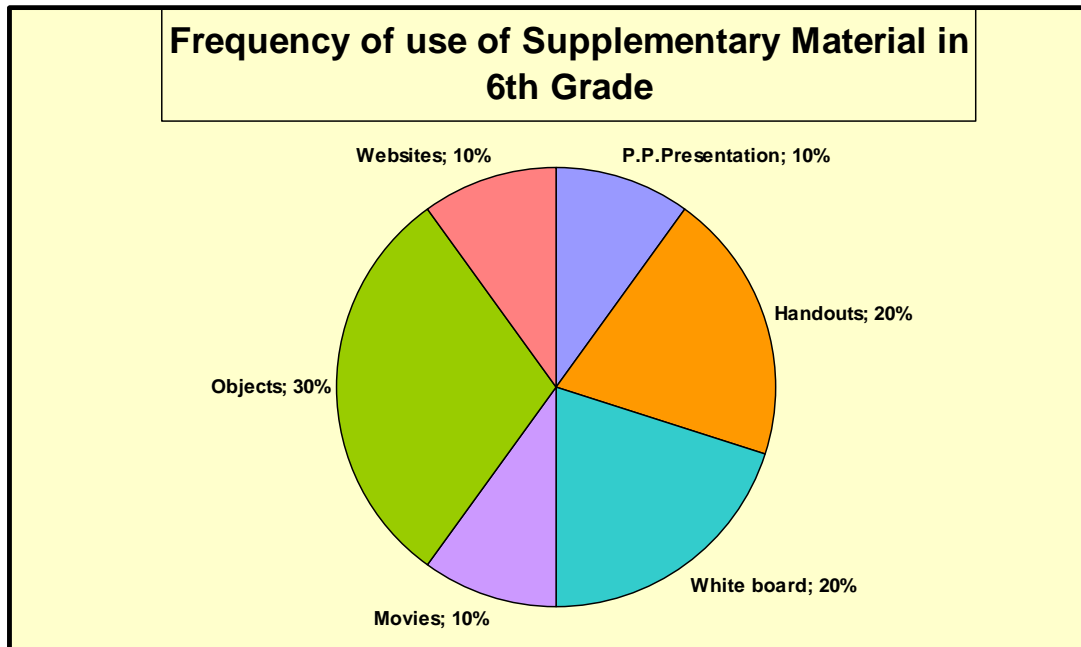
The researcher considered that it did not matter how many different materials the teacher employed and determined that the way the teacher used the supplementary materials during his classes was very professional and that classes were well planned and elaborated. The usage of these resources reinforced the effectiveness of the teaching and learning process.

This teacher used resources according to the student's strengths and weaknesses. Moreover, students' attention was engaged on the different resources their teacher used and they asked for more games, videos, movies and documentaries. Children learned to identify and explore different options in order to communicate their ideas.

The instructor believed that the use of supplementary material is highly important, percentage wise, because it helps grasping concepts and enhances concentration levels. Moreover, the researcher considers that the teaching aids used in these ten observed classes caused a significant impact in the learning process because of the results that the teacher and the researcher observed after each class

where students were participating actively while acquiring knowledge. There was a balance between learners, teacher and resources in the classroom.

Graphic 3



It is interesting to observe from these data that the sixth grade teacher used different realia objects three times, demonstrating her creativity in the qualitative analysis. The three occasions represent 30% of the times. The teacher stated in her surveys that this material was considerably helpful to increase student's vocabulary, participation and self-confidence. On the other hand, the researcher considered that teachers should find a balance in the use of these resources because if they are overused, the learning process may be negatively influenced.

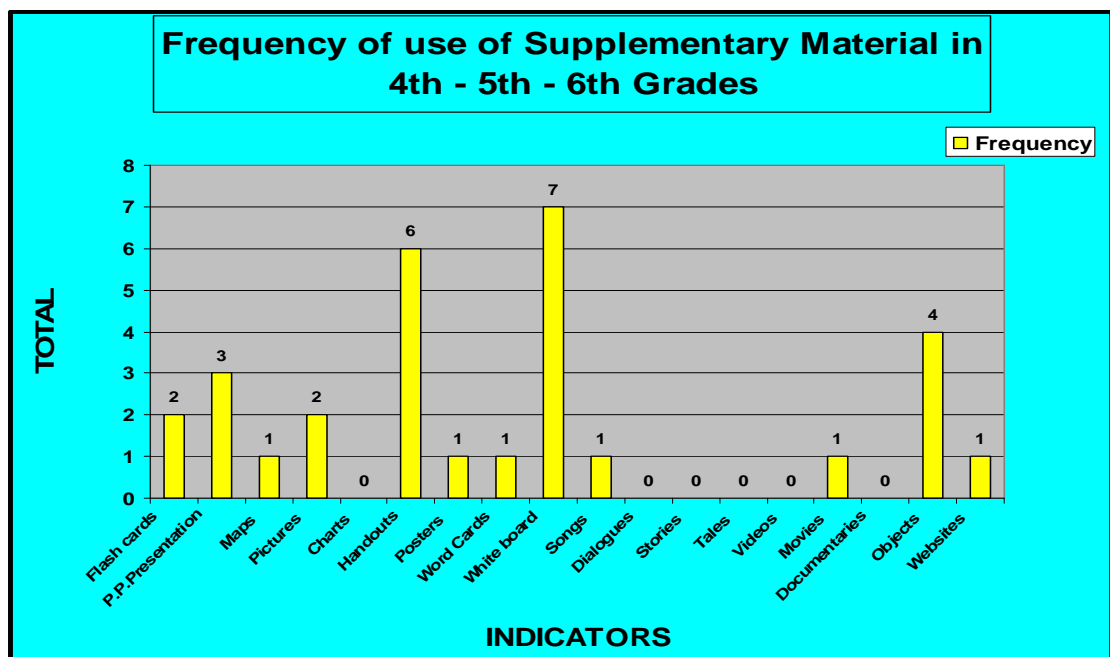
Handouts and the white board were used twice each one, each one representing 40%, and; power point presentations (10%), audiovisuals (10%) and online resources (10%) were used once each which corresponds to 30% of the total possibilities.

The surveys that children filled out determined that they liked the way the teacher used the different kinds of materials and that she should use them more often. Students also requested more frequent use of board games, movies and videos. Students showed independence while working on the different tasks and between classes, and they collaborated more extensively with the teacher. They communicated what they thought participated in discussions and made suggestions.

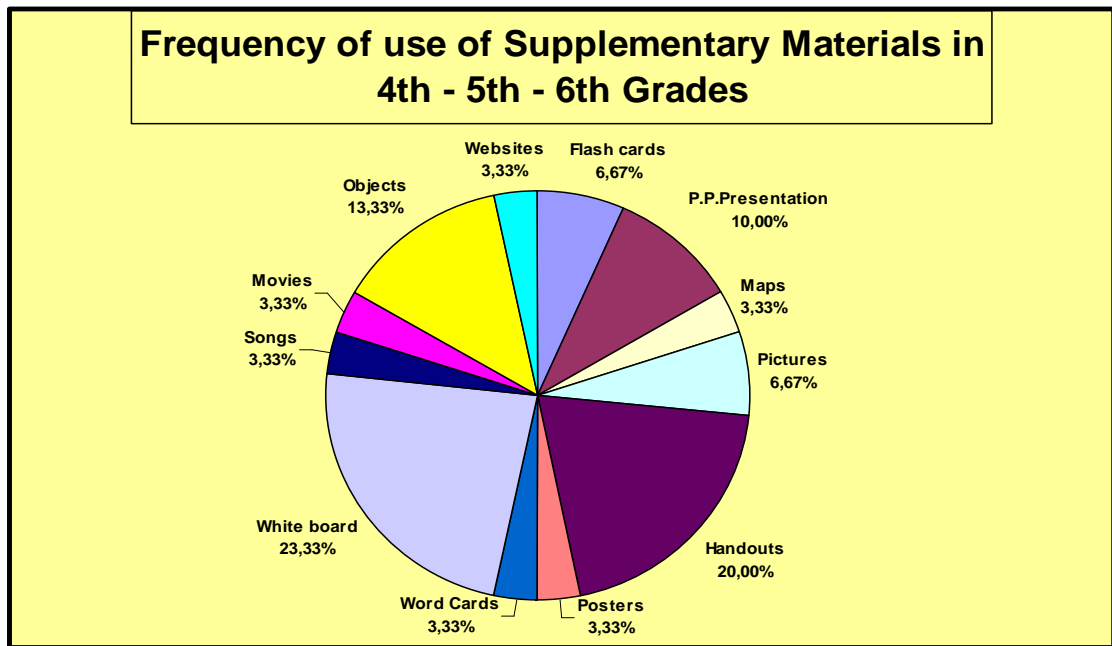
In addition, the teacher favored 90% of the times the use of supplementary material, considering that in this age children acquire better knowledge by motivating them with it. The materials on which the teacher counts, were resources that facilitated her teaching process.

Researcher considers that teachers play a key role in selecting the supplementary material for attaining their goals. This teaching and learning process relies on a balanced interaction among students, resources and teachers. All of these three components should be considered for an effective work in the classroom.

Graphic 4



Graph 5



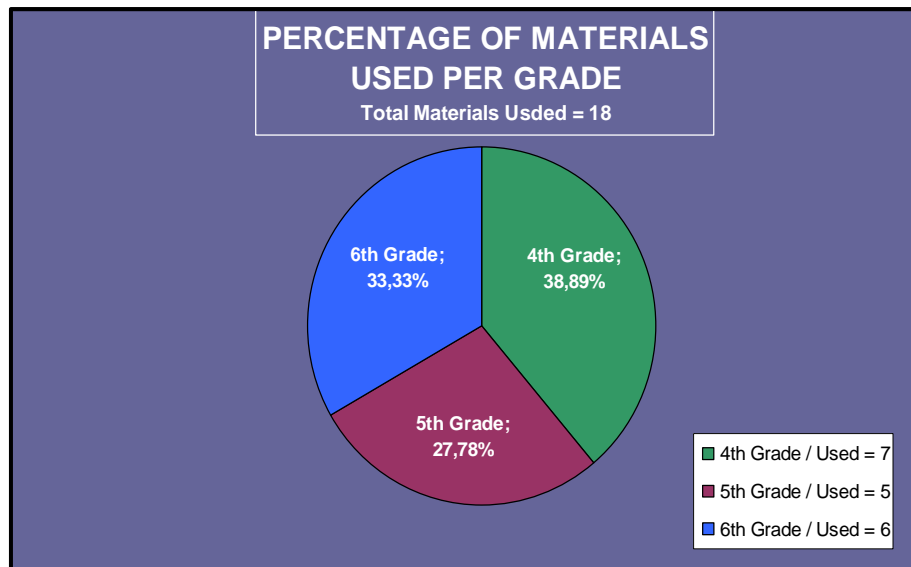
Graphics 4 and 5 indicate the total frequency and percentages in the use of supplementary materials in grades to 4th, 5th, and 6th grades. It can be observed that the material that was used the most was the white board with seven times representing 23,33% of the usage followed by handouts with six times, which represents a 20% of the usage and objects, used for four times representing 13,33% of the total times.

The whiteboard is a very accessible resource on which teachers can count. In the observations made by the researcher, the teachers used it very wisely and were cautious not to over use it. In the case of handouts, teachers prepared these materials several days before the classes in order to edit the information for the students. Using different types of objects in every class was very creative.

There were three classes in which teachers used power point presentations, which represents 10% of usage, followed by flash cards and pictures that were used

twice, representing the 6,67% of the times. Finally, maps, posters, word cards, songs, movies and websites were used once (33.3% of the times).

Graphic 6



Graphic number 6 shows the number of materials that were used by the teachers in each grade out of eighteen materials suggested by the UTPL in thirty observed classes. In the case of the 4th grade, the teacher employed seven different supplementary kinds of materials which represents 38,89%, followed by the sixth grade teacher who used six different resources representing 33,33% of the times and the 5th grade teacher who used five different materials representing 27,78% of all possibilities. According to the teachers' surveys, the three teachers preferred to use a variety of resources in order to capture their students' attention and they also considered the different learning styles when choosing materials.

Conclusions

- This research demonstrated that the use of supplementary materials increased participation and production of language in students while they interact in different activities, since these materials stimulated the students' senses. As a result, the learning process became a sensorial experience.
- In this specific study, the different learning styles were targeted with the use of the appropriate supplementary materials. Teachers used a variety of visual and audiovisual materials, realia and on-line materials that met the different learners' needs.
- This research proved that teachers used relevant instructional materials. The materials involved characteristics such as pertinence, appropriateness and quality. These three factors increased students' comprehension, motivation and interest in the learning process.
- Evidence from this study suggests that teachers of the school where the observations were made employed a variety of different supplementary materials with a medium to high average of frequency.
- This analysis proved that effective EFL activities, language skills, student's motivation and levels of on-task behavior could be increased through the use of technology.
- The whiteboard was the supplementary material that the teachers of fourth, fifth and sixth grades used more frequently in their English classes.
- Besides the whiteboard, teachers used many other resources such as handouts, real objects, power point presentations, flash cards, pictures, maps, posters, word cards, songs, movies and websites. These authentic materials motivated learners of fourth, fifth and sixth grades because they are

intrinsically more interesting and stimulating when they are meaningfully prepared.

Recommendations

- Further work needs to be done to establish whether the students need to be exposed to many different supplementary materials or not in order to improve their knowledge, which will enable them to read, speak, write and listen better in English. On future investigations, the students can take a preliminary evaluation that will enable the teacher to identify the way supplementary materials raised their knowledge after using them.
- Further experimental investigations are needed to estimate how often teachers use supplementary materials inside the classroom and which ones provide better results. On future research, additional surveys should be handed to students in order to obtain a greater degree of accuracy in connection to the level of usage of these resources.
- It would be interesting to compare experiences of students of other schools within the same grade levels and age groups that have been using different supplementary materials for the same subject or topic, so as to compare the results in the learning process.
- Future research should concentrate on the investigation of the frequency with which teachers are trained in the application of different methodologies for using supplementary materials inside the classroom and which methods provide better results. Therefore, in order to improve English teaching methodologies, English coordinators should reinforce training and organize workshops conducted by those more experienced, senior teachers.

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ANNEXES

Annexe 1

FICHAS PARA RECOLECCION DE INFORMACIÓN BIBLIOGRÁFICA

Para temas del contenido del marco teórico

Theme	Pg. N°	Information	Form N°
Teaching a foreign language			
Title (book, journal, magazine): Citation, in APA format			
Teaching a foreign language			
Title (book, journal, magazine): Citation, in APA format			
Teaching a foreign language			
Title (book, journal, magazine): Citation, in APA format			
Relevance to your proposed topic?			

Annexe 2

Para estudios previos

Title of the Study:		
Citation, in APA format:		
Item	Information	Form N°
Research question(s) or hypothesis:		
Subjects or participants:		
Setting or place:		
Methods:		
Results:		
Author's /Author's Conclusions & Recommendations:		
Limitations identified by the author(s)		
Relevance to your proposed topic?		

OBSERVATION SHEET**TYPE OF INSTITUTION: PUBLIC () PRIVATE ()****DATE:** _____ **CLASS N°** _____**GRADE:** _____**TOPIC OF THE LESSON:** _____**OBJECTIVE(S):** _____

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

Visual	Flash cards	
	Power point presentation	
	Maps	
	Pictures	
	Charts	
	Handouts	
	Posters	
	Word cards	
	White/black board	
Audio	Songs	
	Dialogues	
	Stories	
	Tales	
Audiovisual	Videos	
	Movies	
	Documentaries	
	Interactive material	
Realia	Objects (toys, plants, fruits)	
Online	websites	

Annexe 4

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, activities 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 N°** _____**GRADE:** _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar en clase?					
¿Con qué materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
Flash cards	()	Canciones	()	Objetos: (juguetes, plantas, frutas, etc.)	()
Diapositivas	()	Diálogos	()		
Mapas	()	Historias	()		
Gráficos o fotos	()	Cuentos	()		
Tablas u organizadores gráficos	()				
Posters	()	AUDIOVISUALES		ONLINE:	
Tarjetas con palabras	()	Videos	()	websites	()
Pizarrón blanco o negro	()	Películas	()		
		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 SURVEYS

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** _____

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 materials 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?
