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The use of supplementary materials for teaching children in EFL classes

Research done in order to achieve the
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as a Foreign Language

Author:

Hernandez Argudo, Christian Eduardo

Advisor:

Dra. Burneo Burneo, Rosario Maria

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CERTIFICATION

Dra. Burneo Burneo Rosario Maria, Thesis Advisor.

Certifies that:

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

Loja, March 2012

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Author

DEDICATION

With all my love and affection, I dedicate this thesis to my God who gives me the opportunity to live and have a wonderful family; to my parents and my aunt Laura who were always present during this hard way. Besides, the culmination of this thesis would not have been possible without the unconditional and constant support of my brothers, my fiancée Alexandra, and all my family; for this reason, I also dedicate this achievement to them.

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ABSTRACT

The topic of this research is “The use of supplementary materials for teaching children in EFL Classes”, its purpose was to find out whether or not English teachers use supplementary materials, and if they do, how pertinent, appropriate and qualified those materials are. This work was developed in a public elementary school in the city of Cuenca, Ecuador.

The methods used for this study were qualitative and quantitative to observe ten classes in 4th, 5th, and 6th grades. The instruments used were charts, direct observation forms, and questionnaires.

The results obtained from the analysis showed that the supplementary material mostly used by teachers was the whiteboard. Visual and audio materials were used sometimes; realia was almost never used, audiovisual and online materials were not used at all because the school does not have those implements.

The main conclusion reached is that supplementary materials have a big influence on EFL learning. Thus, the teachers have to choose the correct supplementary materials according to students’ learning styles and set off strategies to improve the teaching-learning process.

INTRODUCTION

In general terms, teachers of a foreign language tend to use several materials in order to make their classes more enjoyable to students. According to the surveys of this research, language teachers like supplementary materials because they motivate learners to bring the real world into the classroom, contextualizing language naturally and enabling learners to experience authentic language in a controlled environment. It is a well-known fact that supplementary materials are a great help in stimulating and facilitating the learning of a foreign language.

As supplementary materials make the class more interesting and enjoyable, they help to promote comprehension. Therefore, students like learning language through the use of these tools.

Through the use of Visual, Audio, Audiovisual, Realia, and On-line materials, it was possible to reinforce the different learning styles. Consequently, all these materials made a positive contribution to language learning as long as teachers used them in the right way.

The main goal of this research was to determine the frequency in which teachers use supplementary materials, and how important they can be in the classroom.

Related to this purpose the specific objectives for the research were

- To identify and analyze supporting materials used for teaching children in EFL classes.

This objective was completely achieved because in the description and analysis of results, supporting materials were identified and classified according to each variable: visual, audio, audiovisual, realia, and online.

- To describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (context), appropriateness (students' needs), and quality.

This objective was also accomplished because according to the results of the research, supplementary materials were analyzed taking into account their appropriateness, pertinence, and quality.

- To determine the frequency and variety of the supplementary material used in the observed classes.

This objective was fully achieved since the frequency and variety of supplementary materials used in the classrooms were determined.

One of the motivations to carry out this research was to become aware of the different supplementary materials teachers can use in their classrooms, and how pertinent and appropriate they can be for students in the learning process.

The previous studies have shown how important supplementary materials in EFL classrooms are.

For instance, a study was carried out by Houston (2000) that shows the impact of video as a supplementary material on students' attitudes and motivation. The test group demonstrated positive attitudes to the lesson in the classroom by using video; moreover, this study indicates that, the experimental group was more prepared for the next class; it was a good factor to their motivation and learning not just in the classroom, but outside the classroom too. Fortunately, the author did not find any limitations to this study.

A second study made by Krashen (1982) determined how important pictures can be as supporting materials in the classroom. This study shows that the use of pictures as a supplementary material helps students' response in the comprehension of

text; also, students enjoyed the new experiences reading (comic book); in addition, this technique motivated students to read more; finally, students had a better understanding. The author found one limitation – in order to know the new vocabulary, students had to go to their dictionaries, becoming a frustrating experience for them.

An additional study to be mentioned was made by Kelson (2009). It explored the use of YouTube in an EFL situation by surveying students' attitudes towards using it to study English to make classes more interesting, being beneficial to language learning, motivating students to learn in class, and motivating students to use this material to learn English outside of class. Most students' comments were supportive of using YouTube as a supplementary material in the classroom, ranging from, "I love it" to "It is wonderful". Other responded with comments such as "I can learn more natural English", "It lets English be more interesting", "It is funny to see something out of a book". The author found few limitations; first, the questionnaires were only written in English; therefore, it was difficult for students to fully understand them; and second, participants came from the same department, what means that the results cannot be extrapolated to the general student population.

Through these studies, both students and teachers can see how a beneficial using supplementary material in the classrooms is in order to apply them in any EFL classrooms.

The main conclusion reached from this research is that supplementary materials have a big influence on EFL learning. Thus, the teachers have to choose the correct supplementary materials according to students' learning styles and set off strategies to improve the teaching-learning process.

METHODOLOGY

Setting and Participants

The field research was developed in a public elementary school in the city of Cuenca in the province of Azuay. It is a school with approximately 170 male and female students, in which English is considered as one of the most favorite subjects of the students.

The participants of this study came from: 4th grade (8 years old approximately); 5th grade (9 years old approximately); and 6th grade (10 years old approximately).

In 4th grade, there were 12 male and 8 female students; in 5th grade there were 16 male and 11 female students; and in 6th grade there were 14 male and 11 female students.

It is important to point out that in general terms, every grade possessed a high level of English.

Procedures

In April 2011, the elaboration of the literature review started, as well as the steps to collect the information, which were developed in the following way:

First, the bibliographic research was carried out in order to have the scientific basis, mainly focused on finding information related to the use of supplementary materials for teaching children in EFL classes. The information was gathered from several important books, encyclopedias, and the Internet.

Second, the literature review was carried out including information regarding teaching a foreign language; learners (age, differences, motivation); learning styles; teaching techniques (teaching children); different contexts for teaching; supplementary materials (definition, importance, role, variables). The variables it contained were Visual, Audio, Audiovisual, Realia, and On-line materials.

The Scientific Method applied during this step was the Bibliographic in order to gather the scientific material necessary for the scientific background of this field research.

The field research started after selecting the participants. This process consisted on the observations in 10 classes for each grade; 4th, 5th and 6th. Within this period, two students were chosen from each class to fill out a questionnaire; moreover, one questionnaire also was filled out by the teacher of each grade. After the collection of data, they were tabulated, described and analyzed,

On the other hand, the techniques used were reading, note-taking, and survey. All the information was obtained using instruments such as data collection cards, observation formats, tables, and questionnaires. The materials utilized were books, flash memory, computer, notebook, and didactic material.

The next stage to follow was to distribute and tabulate the information obtained in the field research, which was included in charts designed by the university.

Finally, the description, analysis and interpretation of results were made both qualitatively and quantitatively. The qualitative analysis consisted on determining if the supplementary materials used in the class were pertinent, appropriate, and qualified for the students; and the quantitative tabulation consisted on pointing out how often supplementary materials were used it in the classrooms.

DISCUSSION

Literature Review

This literature review includes topics related to foreign language education with special focus on the use and importance of supplementary materials used to teach a non-native language. As it is known, when teaching a foreign language, there are several aspects to consider for a better learning of the students: the teacher, the methodology used, and of course, the materials he/she might use to make the classes more motivating

The topics to be discussed are Teaching a Foreign Language, Learners, Learning styles, Teaching Techniques, different contexts for teaching, and Supplementary Materials. Finally, this literature review also includes previous studies concerning the use of supplementary materials used to teach a foreign language, will be a guide during the development of this study.

Teaching a Foreign Language

Educators who teach a foreign language must have to be in capacity of providing their students good sources so they can become successful learners. The following authors describe how teaching a foreign language is developed, and the sources a teacher may use for improving the teaching-learning process.

For instance, Richards & Rodgers (2001) state that there are several methods to teach a foreign language, but the most important things we have to know as teachers is that teaching is guiding and facilitating learning to enable students learn; also, teaching helps students learn how to do something by giving them instructions and providing them with knowledge. Consequently, it is important that teachers must understand how learners learn to adjust their teaching style, approach, methods, and techniques to the students learning styles. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to

be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach; an approach is axiomatic, a method is procedural, within one approach, there can be many methods. A technique is implementation, which actually takes place in a classroom; it is a particular trick, stratagem, or contrivance used to accomplish an immediate objective, techniques must be consistent with a method, and therefore in harmony with an approach as well.

On the other hand, Harmer (1998) suggests that teaching a foreign language differs according to the age of the learner. In his opinion, teaching a foreign language to children can be easier than teaching adults because they can learn in a natural way; this means they can learn the foreign language exactly as they learn the native language. For adults, conversely, it can be difficult because they may have troubles with pronunciation and grammar due to language interference which is not a problem for children. Harmer also points out that children and adults can share similarities when they learn a foreign language, they can share their learning with other students even if they understand more or less. All students (children and adults) can be motivated to learn a foreign language depending on their reasons to do it, and they can have the opportunity to communicate and demonstrate their learning. Therefore, teachers have to be aware of the teaching-learning process and students have to be aware of the way they learn because it is not only a process in which teachers explain and students understand. Besides, teachers have to know what is either right or wrong. Teaching a foreign language is a process in which students must be exposed to the new language, its meaning, its form and practice.

In Carrol's opinion (2001), teaching a foreign language is an important process, in which teachers have to follow different guidelines thinking about the best way they can teach a lesson. For instance, Carrol states that language is primarily what is said and

secondarily what is written; in this first stage, the ear and tongue are trained without use of the written language, pronunciation should be developed with native phonology structures and intonation. Therefore, spoken form before written form is considered to be the natural order, as it was the order in which the mother tongue was learned. The author also explains that correct responses are learned better if students immediately reinforced them by motivation. Finally, Carrol says that in order to stimulate learning, dialogues should be essential for automatic responses in different situations with free use of the foreign language with student's control of structure and vocabulary. As a result, teaching a foreign language is a progressive experience as well as the progressive acquisition of a skill to enlarge the students' horizon through the introduction to a new medium of communication and a new culture pattern.

Learners

Teachers of a foreign language must take into account several aspects of the students in order to make their classes successful. One of the most important to take into consideration is the type of learners he/she will be in charge of.

For example, Skehan (1996) stated about learners that when teaching a foreign language, there are several factors to take into account. For instance, the age and motivation of students may not always be the same. Talking about age, the teenage brain is significantly different from that of a child or an adult. During the approximately 11 years from early adolescence to young adulthood, this teenage brain goes through evolutionary changes that starts with a heightened re-activeness to emotion, social connection and issues of self- and group identity. At the other end of the maturation process, the young adult brain is finally able to reason, control impulses, and organize and prioritize information. Now, referring to learner differences, students differ in intelligence, socioeconomic status (SES), culture, and gender, each of which influences

learning. Certain combinations of these factors place students at risk of not being able to take full advantage of their educational experience. Culture also helps determine the attitudes, values, customs, and behavior patterns a child brings to school. Concerning motivation, the author states that as teachers, we have three major goals. The first is to get students productively involved with the work of the class. The second and longer-term goal is to develop in our students the trait of being motivated to learn. And finally, we want our students to be cognitively engaged-to think deeply about what they study.

Harmer (1998), on the other hand, expresses that age is not a detriment to language learning, and by all accounts, learning a foreign language actually keeps the older language learners mind active. People of all ages can benefit from learning languages. About learning differences, the author states that the social framework in which a language is learned may determine that a person can be successful or not. For instance, emigrant children are more efficient than their parents because they are more adoptive of the new social framework which they encounter. About motivation, Harmer says that the desire to learn can come from many causes. Perhaps the students love the subject or are simply interested to see what it is like. On the other hand, they may have a practical reason for their study. They want to learn a language, so they can watch American television or work with English people. But whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all.

About learners, Spratt, Pulvemes & William (2005) explain that the greatest obstacle to older adult language learning is the doubt in the minds of both learner and teacher, that older adults can learn a new language. Most people assume that “the younger the better” applies in language learning. However, many studies have shown that this is not true. About learner differences, the authors suggest that teachers have to

know the right way to identify the student's interest and differences with a correct method for teaching with activities that students enjoy. It is possible then to organize a class around activities in which all students can participate and contribute at their own learning process, during the class. Lower level students perform using simpler vocabulary, but higher level students are expected to demonstrate a better use of language. No matter what if students have more or less potential for learning a new language, the point is teachers have to know. Motivation, on the other hand, is the most important single factor in success or failure at language learning. Well motivated students are active in class; they pay attention, do the activities and homework. Motivation certainly has a deep influence in learning effectiveness.

The next topic included in this literature review is learning styles. Learner's style has to do with how the students like to learn, and how the students learn best. Then the most important aspect is that students have to identify their styles because if they are aware about their learning preferences, success will be almost guaranteed.

Learning Styles

About learning styles, Woolfolk (2008) comments that learning styles refer to the way a person approaches learning and studying. As said by Snow, Corno, & Jackson (1996) individuals who have deep-processing approaches see the learning activities as a means for understanding some underlying concepts or meanings. They tend to learn for the sake of learning and are less concerned about how their performance is evaluated, so motivation plays a role as well. Students who take a surface-processing approach focus on memorizing the learning materials and not understanding them. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others.

In Dudley's opinion (1998) learning styles are factors that affect the extent to which an individual is visually, aurally or kinesthetically oriented. Visually oriented learners need to see words to remember them and will read and write a lot; auditory oriented learners can recall pronunciation and meaning from hearing only. Kinesthetic learners are stimulated by touch and movement and benefit from learning through games and drama. It is then needed to activate and build on the learning styles and strategies which have been developed through the specialist field; that is, through the academic and professional culture. If observation and deduction are central to the learning style of scientists then in helping them to learn language we can attempt to activate those same processes.

Spratt (2005) expresses that Learning Styles can be defined as "The ways in which a learner naturally prefers to take in process, and remember information and skill. Our learning styles influence how we like to learn and how we learn best". Then it is important that students identify their styles because if they are aware about their leaning preferences, success will be almost sure. Learning styles are dynamic. This means that students may use more than one learning style, and these may change or adequate through time. Besides, students have an opportunity to work on those styles identified as weak, and improve them. As learning styles become an individual matter, teachers should identify and take into their students' learning styles to help them grasp the concepts taught.

Teaching techniques

A foreign language teacher must be able to determine the best techniques to teach. Different techniques are proposed by experts, which some of them are explained below.

Maley (1998), for example, states that teaching a foreign language can involve many different techniques, which have to be chosen in the correct way and in the correct order to be understood by learners. Some of the techniques mentioned by the author are the use of music and songs; these supplementary materials are used to provide students to manipulate in a personal relevant way. Music and songs can be used to engage students to learn English as a foreign language. This learning method can be effective in proportion to the way of its contact with the students' interests and the penetration into their emotional life, exploring their feelings, experiences, and thoughts. Students can make learning a foreign language more effective, they can learn better with a fun activity such as including music in the classroom, and it can be an excellent tool for teachers to motivate and facilitate language learning and acquisition. Likewise, it is up to teachers and students the type of music to be used and the techniques to apply; also, music and songs can be useful and sometimes more than conventional classroom supplementary materials.

Woolfolk (2008), on the other hand, states that the students in any class will vary greatly in both their cognitive development and their academic knowledge. Many materials and lessons can be understood at several levels and can be just right for a range of cognitive abilities. Classics such as Alice in Wonderland, myths, and fairy tales can be enjoyed at both concrete and symbolic levels. It is also possible for a group of students to be introduced to a topic together, then work individually on follow up activities matched to their learning needs.

Mcgraw (1994) thinks that a good technique for teaching children is the use of supplementary material. He suggests tapes and records to accompany language textbooks supplementing the language course. They usually have adequate instructions for the teacher and need no further elaboration. Another option is making one's own

copies will take considerable time, and they may not be of the best technical quality. As his experience develops, the teacher will be able to introduce variations and original ideas to suit a particular class or problem and to explore more effective materials.

Different Context for teaching

According to Garces (1989), an important point we have to take into account is what context teachers can have in the classroom. For instance, when students use literature and drama procedure in a poem since they consider it is not only rules like rhyme, or meter, but also linguistic rules like semantic content, tone, and point of view. Also, when students make a dramatic script, they must understand the text and draw as much information as possible as well as conclusions. This is a kind of activity for students' involvement; re-writing the activity encourages students to think of how they can make sense of the text. This is used as a role-playing activity in which students are required to integrate the four skills: Listening, Speaking, Reading and Writing. In addition, drama brings life to the narrative discourse and activities outside the classroom. It makes language learning more real, and enjoyable, consequently, by using drama as an alternative in the English foreign language classrooms, teachers stimulate students' imagination, intellect, interaction and integration.

Mckay (1999) suggests that a way to organize a course is to consider the context, such as housing and health care, in which the students will need to use the language. Instruction is then organized around themes arising from these contexts. Where teachers have the choice, thematic organization has certain advantages. Organizing instruction around themes ensures the learners' interest and motivation because these topics are related directly to their lives. Within each theme the class builds a body of common knowledge, vocabulary, structures, and functions, which provide a sense of security and

continuity over time. Gains in fluency and accuracy occur while the students focus on content.

On the other hand, McKay continues saying that to work with context, a teacher has to answer: First, what content, structures, functions, and vocabulary should be included? Second, what is the best sequence for teaching the material? Third, what activities can be the best? Finally, teacher has to plan the lesson with a variety of activities; moreover, in planning a class, teachers should be sure to include activities that integrate the skills (Speaking, Reading, Writing, and Listening). These activities that encourage students' participation can be done individually, in pairs, or in groups.

Carroll (2001) states, "The study of a foreign language is a progressive experience" as well as the "progressive acquisition of a skill enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern". Therefore, teaching a foreign language should aim increase student's knowledge in communication with the new culture. The final topic of this first part of the literature review has to do with Supplementary Materials. As it will be observed, such materials become a must in any foreign language classroom as said by the following authors.

Supplementary Materials

According to Dudley (1998), for instance, Teaching English as a foreign language is a process in which teachers have to bring different techniques and different context for teaching, also understand differences between learners, and have the possibility to motivate them with an interesting and fun classroom activities, therefore, supplementary materials are part of the roles of teaching English as a foreign language that meet specific needs of learners. The supplementary materials are Visual: flash cards, maps, pictures, charts, posters, word cards, and the board. Audio: songs,

dialogues, stories, tales. Audiovisual: videos, movies, documentaries. Realia: different objects. Technology: computers, websites. Teachers can use these materials that are available and adapt it to students' needs, but sometimes it is more appropriate to use the authentic materials that learners can provide.

In contrast, Dudley states that supplementary materials provide simple structures to be used with any content of interest of the students that teachers can teach. Supplementary materials also bring the opportunity for communication that is reflected in a natural situation in the classroom. These materials have the advantage that teachers spend less time in writing materials and more time in planning the use of them.

In addition, Dudley expresses that supplementary materials have to be flexible, provide explanations, and be separate, this might bring the opportunity to have fun in class, provide variety for teaching and get students interact.

On the other hand, Dudley also states that there are many factors to consider when choosing supplementary materials. First, teachers have to considerate whether the materials are appropriate to students and the course, children might like puppets for example, but adults will feel insulted to work with that material, they would prefer the book; it is important to look carefully at the content of the materials. Therefore, teachers can think if the supplementary materials they are using are relevant and interesting to their students.

Spratt, Pulverness, & William (2005) state that supplementary materials can be defined as "books and other materials used in addition to the course book." These resources are those sources which provide information concerned with the language and teaching process. Supplementary materials try to cover the lacks that course books cannot. Besides, publishing houses try to facilitate teachers' work by creating and selling this sort of materials in the market. Then, teachers should be careful when

buying this sort of resources; otherwise, those materials may not be convenient. The author expresses that the use of supplementary materials help students because, they are real, are intrinsically more interesting and motivating and they give students confidence when they understand them.

A group of supporting materials are visual materials, which include pictures in the course book, flashcards, well charts, film strips, slides, and videotape. It is very important to distinguish between visual which can be used for teaching an item such as a new verb form (e.g. visual depicting a series of actions in progress and then complete) and visual which serve only as illustration, to make the page look more attractive. On the other hand, technology offers the possibility of alternative materials and classroom interaction. After audio and video cassettes, the next major technology change is the use of computers and the opportunities for Computers-Assisted language Learning. Finally, the internet is bringing further changes as courses can now be downloaded from all over the world.

About supplementary materials, Long & Richards (1995) state that where the classroom is the primary source of language, the materials also need to maximize exposure to the language, for instance, by providing additional material: not everything needs to be studied in detail; interested learners will use it for their own learning practice. Another source of language in materials is the rubrics (instructions).

Where English is a foreign not a second language; materials then play a crucial role in exposing learners to the language, which implies that the material need to present real language, as it is used, and the full range that learners require.

Some equipment to be used in the classroom is the board that can be used for anything (writing, drawing, sticking things on, and projecting overhead transparencies). For instance, computers are useful because students can sit round a screen and put together a

text. Also, CDs attached to courses with workbook-type exercises, film clips, and interactive listening materials. Pictures and Cards, which can come from a variety of sources; drawings, magazines, professionally published material, postcards, and photographs.; teachers can use as prompts for controlled language work as an alternative to holding up objects like pens as aids for speaking activities or writing tasks, as a focus for description and discussion. Tape recorder that can be used for playing textbook tapes, tapes of people speaking, music tapes, Videos can be used at any level for language reinforcement and skill practice; video can take students into the lives and experiences of others.

The second part of this literature review includes several previous studies that show how important supporting materials are in the EFL classroom; how they can help teachers to a better understanding for learners in each lesson.

Previous Studies

The first study was developed by Houston (2000). The purpose of this study was to see the impact of video as a supporting material to students' attitudes and their motivation in the English as a second language, asking the question, Why the use of video has a positive effect on students' interest and motivation? For such study, two groups were selected. One was a control group and other a test group. The two groups had the same text material, but the test group has a video as an extra supporting material. At the end of this study, participants were asked questions about their using of the video. The results showed that the test group demonstrated more positive attitudes to the lesson in the classroom, and the study reported the extra supporting material can be motivating in the students learning because video was a good factor to their motivation and learning not just in the classroom, but outside the classroom too.

The purpose Chang's study (1999) was to determine what learning style can be better for a particular type of vocabulary annotations using three different methods; (text only, supporting materials only and both text and supporting materials), the supporting materials used in this study were: visual, audio, audio-visual, and technology. For the study the participants were 82 people who already finished 6 years of secondary educational level of English. The instruments for this study were two questionnaires and two tests. The conclusion of this study permitted to recognize how important supporting materials are since the students who received both text and supporting materials were better in recognition of task, than the other two groups with materials or text only.

Krashen (1982) developed a study whose purpose was to see how important a comic book can be as a supporting material for students in the classroom and outside the classroom. The study was carried out for one semester of an English class; participants attended a ninety-minute class a week, and the classes included pre-projects and post-projects. In the pre-projects, participants had a questionnaire they could answer according to their attitudes in reading; and in the post-project the participants had the same. In this process, participants used comic books as supporting materials; they were allowed to select their own reading and then were placed in groups to discuss their reading with each other after reading every book. The conclusion was that the use of comic books as a supporting material helped participants' response in the comprehension of text. Also, participants enjoyed the new experiences of reading comic books because it was chosen by them. In addition, this technique motivated students to read more.

Kern (1995) also developed a study designed for teachers to understand the use of computers as a supporting material in English as a second language and English as a

foreign language classrooms. This study examined the advanced in educational learning, and if computers are a supplementary tool in the classroom. In this study, the participants were ten English as a second language and English as a foreign language teacher from 25 to 45 years old. This study was developed during a semester, and each participant was interviewed one time for 50 minutes. The questions were related to language teaching and pedagogy and expectations about the use of computers in ESL/EFL classrooms. The conclusion of this study demonstrated that computers can be an alternative and optional tool because technology makes them more competitive in their work.

Finally, Kelson (2009) made a study whose purpose was to explore the use of YouTube in an EFL situation by surveying students' attitudes towards using YouTube to study English. In Particular, it wanted to gauge students' perceptions of using YouTube as a supplement to regular class materials with regard to: (i) making classes more interesting; (ii) being relevant to course materials; (iii) being beneficial to language learning; (iv) motivating students to learn in class; and (v) motivating students to use the materials to learn English outside of class. The students who participated in this study came from two sophomore conversation classes (31 and 38 students, respectively), from 19 to 21 years of age, 52 were male and 13 female. The same textbook and materials were used in both classes. This conversation class was their only English language course for the fall semester; the instructor gave the students a simple questionnaire regarding their gender, and materials from YouTube website was used to supplement the textbook; all YouTube video clips were shown during regular class time using an in-class computer with a high-speed internet connection and projector. Finally on the last day of class, the students were given a follow-up questionnaire with questions that had to do if the use of YouTube was interesting, relevant, beneficial, and

motivating. The results from questionnaire given on the first and last day of the class show that, generally speaking, students found the experience of using YouTube to be interesting, relevant, beneficial and somewhat motivating in class.

RESULTS

Qualitative Tabulation

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

Variable	Indicators	YES	NO
Visual	flash cards	X	
	power point presentation		X
	maps	X	
	pictures	X	
	charts	X	
	handouts		X
	postres	X	
	word cards	X	
	white/black board	X	
Audio	songs	X	
	dialogues	X	
	stories	X	
	tales		X
Audiovisual	videos		X
	Movies		X
	documentaries		X
Realia	objects (toys,plants,fruits)	X	
Online	websites		X

Author: Hernandez Argudo Christian Eduardo

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

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									X	X										
	power point presentation																				
	maps											X	X	X	X						
	pictures					X	X									X	X				
	charts																			X	X
	handouts																				
	postres																	X			
	word cards							X	X												
	white/black board	X	X	X	X	X	X			X	X			X	X	X	X	X	X		
Audio	songs	X	X																	X	X
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects(toys,plants,fruits)																				
Online																					
	websites																				

Author: Hernandez Argudo Christian Eduardo

Source: 4th (8years 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																				
	power point presentation																				
	maps																				
	pictures								X	X	X										
	charts	X	X																		
	handouts																				
	postres																				
	word cards					X	X														
	white/black board			X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Audio	songs							X	X												
	dialogues														X	X					
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects(toys,plants,fruits)												X	X							
Online	websites																				

Author: Hernandez Argudo Christian Eduardo

Source: 5th (9years 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 presentation																				
	maps																				
	pictures								X	X								X	X		
	charts																				
	handouts																				
	postres												X	X							
	word cards																	X			
	white/black board	X	X	X	X	X	X	X	X			X	X	X	X	X	X			X	X
Audio	songs																				
	dialogues	X	X																		
	stories								X	X											
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects(toys,plants,fruits)											X	X								
Online	websites																				

Author: Hernandez Argudo Christian Eduardo

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

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4th grade. (8 years old approx.)	5th grade. (9 years old approx.)	6th grade. (10 years old approx.)	Total f	Total %
Visual	flash cards	1	0	0	1	2
	power point presentation	0	0	0	0	0
	maps	2	0	0	2	4,3
	pictures	2	2	2	6	2,8
	charts	1	1	0	2	4,3
	handouts	0	0	0	0	0
	postres	1	0	1	2	4,3
	word cards	1	1	1	3	6,4
	white/black board	7	8	8	23	48,9
Audio	songs	2	1	0	3	6,4
	dialogues	0	1	1	2	4,3
	stories	0	0	1	1	2
	tales	0	0	0	0	0
Audiovisual	videos	0	0	0	0	0
	movies	0	0	0	0	0
	documentaries	0	0	0	0	0
Realia	objects(toys,plants,fruits)	0	1	1	2	4,3
Online	websites	0	0	0	0	0
Total					47	100

Author: Hernandez Argudo Christian Eduardo

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

Description, Analysis, and Interpretation of Results.

In this section, qualitative and quantitative analyses are carried out on the information collected in the field research. The quantitative analysis determined the materials used, as well as, their pertinence, appropriateness and quality. On the other hand, the quantitative analysis includes information about the frequency of use of supplementary material in each class. In addition, this analysis includes information about what supplementary materials students like more.

The supplementary materials were divided into the following categories: Visual, Audio, Audiovisual, Realia, and On-line.

Qualitative Analysis

The following qualitative analysis describes the types of supplementary materials used in 4th, 5th, and 6th grades, and how pertinent, appropriate, and qualified they were for each class.

4th Grade / 8 years old

In this grade the supplementary materials used by the teacher were flash cards, maps, pictures, charts, posters, word cards, white board, and songs.

Flash Cards

The flash cards were used in the 5th class, whose topic was “Parts of the body”. The objective proposed by the lesson was to recognize the parts of the body and make sentences with them. The flash cards were used to convey the meaning of the words and dialogues; this supplementary material was useful to identify the different parts of the body, increasing vocabulary with terms like legs, hands, arms, feet, nose, and eyes;

These tools were pertinent in relation to the topic of the class because they helped to make a visual lesson designed and based on the objectives.

The flash cards used in this class were appropriate to the student's age and level because with these supplementary materials, students were able to see the parts of the body with their names; in that way, they learned better and faster.

This colorful tool caught the students' attention; the elaboration of this material was good and easy, with an excellent presentation; as a result, students had a perfect lesson class increasing their knowledge in EFL.

Maps

This supplementary material was used in the 6th and 7th classes, chosen in an appropriate way for the topic of the lessons.

In the 6th class, the theme of the lesson was "My city", and the objective proposed for the topic was to identify the names around the city like hospital, hotel, church, stadium, park, and toy store.

The map in this class was used for the presentation and introduction of the new topic, catching students' attention and increasing their vocabulary with the new words printed on the map. Consequently, this material was pertinent for this lesson.

In this class, the use of the map was presented according to the students' age and level; they liked the way that the teacher presented the map; in addition, students were very motivated because their teacher presented it in an excellent way; similarly, students seemed to enjoy learning with this supplementary material because they participated all the time focused on it, asking questions to the teacher, and answering the teachers' questions; consequently, students looked happy learning with this tool.

The map used in this class was considered of good quality for the reasons that it was chosen correctly for the topic. Students like visual supplementary materials because they can learn better and faster, and it helps the teacher to create different activities using only this material like asking and answering questions about what students can see on the map.

Similarly, a map was used in 7th class. The theme of this lesson was “English Speaking Countries”. The objective of this class was to identify countries in which English language spoken. At the beginning of the class, the teacher stuck a map on the board and started to ask questions like, “In which countries do you think people speak English?”, and “In which countries do you think people do not speak English?” With the help of the map, students practiced their speaking skills when they answered the questions.

In addition, this supplementary material chosen by the teacher was great because students started to give ideas about what they saw on it, and then those ideas were used in developing the topic using the book, and they practiced even more using the board; all in all, the class concluded successfully because the teacher brought a good supplementary material, easy to understand by the students. Therefore, this material was pertinent to the lesson and objectives of the class.

The teacher motivated students by showing the map, the level of the students was good; therefore, this visual supplementary material encouraged students to give important and excellent ideas related to the topic; consequently, the map in this class was used in a perfect way in order to catch the students’ attention in the lesson. They practiced their speaking skills, increased their knowledge, and created a good environment in the classroom.

For this class, this implement used by the teacher was colorful and big enough, which helped students to enjoy the class and to learn in a better way.

Pictures

These tools were used in two classes. The first one was in 3rd class with the theme “My Family”. The objective of this class was to identify all members of the family, and to increase students’ vocabulary like father, mother, brother, sister, grandmother, and grandfather. Moreover, this supplementary material was used at the beginning of the class to help with the process of teaching in an appropriate way by practicing the reading and writing skills. In this class, students had to take a picture, read the word printed on it, and write sentences on the board; after this, they had to fill in their workbook. In addition, all the pictures showed in the class helped students to recognize each member of the family, to practice, and to learn better.

In this class, all pictures helped students to recognize each member of the family increasing their vocabulary; therefore, this supplementary material was pertinent to the class and used according to the grammar that students were learning helping them understand in a better way, and increasing their vocabulary.

With the help of these classroom materials, students learned the new words in a perfect way because these tools were nice, easy to understand, and they were elaborated very creatively; as a result, students were motivated, and had an excellent learning process. Therefore, this material was appropriate for their age and level of understanding.

The second class in which the teacher used pictures was in 8th class, whose topic was “What did you do last week?” The teacher focused on the simple past to teach this topic. The objective related to this lesson was focused on using expressions (I like, I

liked / I do not like, I did not like) to express what they liked or what they did not like to do in their free time.

In this class, the teacher used pictures to accomplish the objective related to the topic. At the beginning of the class, the teacher showed different pictures related to activities people can do or did like iron-ironed, learn-learned, and memorize-memorized. After the teacher read a short dialogue on the book she told to the students to recognize the picture that was showed before, and complete the exercises on their books. At the beginning of the class it seemed to be a little complicated for the students, but when they started to participate in the activities proposed by the teacher, it changed to be easier for them to understand and learn the topic.

It was noticed that students in this grade had problems with the verbs, but this supplementary material was used in a good way by the teacher since it was appropriate to this level; therefore, during the class the topic was not complicated for the students, finally, when the class was over, students felt comfortable and motivated. Of course student made mistakes when they create some sentences, but they participated during the class acquiring the new knowledge.

Pictures were well made in cardboard. They were big enough so students could see them clearly.

Charts

This kind of supplementary material was used in the 10th class. The topic of the lesson was “Things we like doing”. The objective of this class was to recognize the different activities children can do, and create sentences on their own related to the topic. The charts showed different verbs people like to do such as cook, dance, enjoy, fish, and imitate.

This supplementary material was used in a perfect way, since they were given to the student after reading a story related to the topic on their books, in which students had to write different things they like doing; indeed, these tools were focused on things that children can do, and activities that other students like to do. Therefore, it was pertinent to the topic of the class.

This supplementary material was also appropriate in relation to the students' age and level because in the last classes they were learning verbs too; as a result, they had already learned the meaning of some of these verbs; in addition, all students in this grade liked to learn by looking something, using visual implements; in this case, the charts caught students' attention; consequently, they had a better understanding since they were big enough, nice, and clear. The teacher elaborated an excellent material going along with the story in the book; accordingly, the students learned new words in a better way. The classroom was in an excellent environment because those tools were a great motivation for all the students.

The charts were a very good supplementary material for this class, they were made of cardboard of good quality, helping the students' learning process because by the end of the lesson students could create their own sentences including information about the things that they can actually do.

Posters

A poster was used as a supplementary material in the 9th class with "Working with animals" as the theme of the topic. The objective of this class was to familiarize students with wild animals, to increase their vocabulary, and to practice listening skill, talking about animals' abilities. In the classroom students looked at a big poster about wild animals. This material showed also their names such as tiger, lion, elephant, and panther; therefore, students were able to learn their names as well as the habitat in

which they live. The activities in this class were writing sentences on the board, reading and fixing mistakes by the other students, and practicing what they learned on their practice' books. Consequently, this material was pertinent to the topic and objectives of the class.

However, the topic of the lesson was a little too easy for the students' level because all the students had a high level of English; consequently, students were not interested enough because they already knew almost all the answers to the questions that the teacher asked.

The poster was made of paper; it was very colorful, and big enough; therefore, every student could see it. The use of this tool was according to the students' age because they liked to learn looking at the big poster, but it was an easy topic according to the students' level. In fact, teacher had to follow the book.

Word Cards

In the 4th class, the teacher used word cards as a supplementary material. The topic of the lesson was "Friends on an ordinary day". The objective was focused on identifying and pronouncing the basic vocabulary in the daily routines.

Working with these materials in this class, students had to create phrases with new words such as good morning, good afternoon, good evening, and good night. For this activity, the teacher created six groups; each group had a word card in which they had to create a sentence; therefore, the teacher was able to check students' comprehension and correct mistakes; in addition, students could practice all the structures and new words that they learned; indeed, these tools could be considered as pertinent for this class. Moreover, they were used all the time in this class.

Besides, this supplementary material was appropriate in relation to students' age because they could learn through these word cards, and they could use their imagination to create new sentences. Also it was appropriate for their level because they could develop the four skills (listening, speaking, reading, and writing).

The teacher used the word cards in a way that the students did not have to write the sentences on their notebooks; they formed sentences on their desks by using the word cards, instead; in fact, they liked to learn through this type of activities that awoke their interest.

The word cards were small and made of cardboard. However, the words included on them were big enough; as a result, students were able to read them without any difficulties.

White board

The white board was the mostly used supplementary material in the classroom, helping the teacher to write sentences related to the topic, new vocabulary, and as an aid for other supporting materials (pictures, posters, maps).

In the 1st class, the topic of the lesson was "The alphabet". The aim of this lesson was to recognize and pronounce the alphabet. The teacher used the white board in order to make the students be familiar with the letters of the alphabet.

Through this supplementary material, students wrote the letter told by the teacher increasing their spelling techniques. Consequently, the whiteboard was used in a pertinent way, taking into consideration the objectives of the class.

According to the students' level and understanding, this supplementary material was utilized appropriately, creating a good environment in the classroom; consequently, students got involved in their knowledge, learning better and faster. Moreover, the

board used in the class was designed to reinforced writing skill, also, to make activities on it; as a result, students could read, write, and make sentences by their own.

In the 2nd class, the topic of the lesson was “Let’s play”. The objectives of this lesson were to learn new words using in structures; to describe differences between toys and games; and to increase the students’ vocabulary. In this class, the white board was the only supplementary material used by the teacher.

The whiteboard was used in order to present new vocabulary and grammar structures related to the objectives of the topic; in that way, students acquired the new language unconsciously and they focused their knowledge on the message given on the board by the teacher.

Related to the students’ level and understanding, this tool was conducted in a way that students could practice reading, writing, and speaking skills, as well as, grammar structures. Moreover, students participated in activities proposed by the teacher in which they had to interact and get involved into the topic.

In the 3rd class, the topic of the lesson was “My family”, whose aim was to recognize all the members of the family. In this class, the white board was used by the teacher to write the new words to be learned with their correspondent meaning in Spanish. After doing this, the teacher made up sentences according to the new vocabulary practicing writing and reading skills; finally, students had to write their own sentences on their notebooks with the word that the teacher said.

Similar to the other two classes, the board was used according to the students’ level and understanding because through this material, they practiced the four skills, and with the help of this tool, students did the activities they liked to do it (writing on it).

In the 5th class, the theme was “Parts of the body”. The objective was related to recognize the parts of the body and make sentences with them. This supplementary material was used firstly, to support other material like flash cards, and secondly, to write words by the teacher and sentences by the students, and finally to write homework like in all the classes.

As it noticed, this kind of supplementary material have the quality to teach in different ways such as writing, reading, and speaking; as a result, it was appropriate to the students’ level and understanding. Moreover, through the board having in a perfect condition, students can be motivated to learn creating a good environment in the classroom.

In the 7th class, the topic of the lesson was “English speaking Countries”. At the end of this lesson students were be able to learn information about the languages spoken in the United States. This tool was used in order to introduce the lesson, writing the theme on it, and different sentences according to the topic; therefore, the students could be involved in the class.

This supplementary material showed the students, different grammar structures they could used in the target language. During the class, students wrote their own sentences using the new words on the white board. As a consequence, this material was pertinent to the objectives of the class.

This material was appropriate for the students’ level and age. Its use was interesting because all the students liked to do this kind of activity. It was seen because they wanted to participate by writing their own sentences on their board, and they felt confident doing this activity in front of the class.

In the 8th class, the topic of the lesson was “What did you do last week?” focused on “Simple Past”. The objective was to use expressions (I liked, / I did not like,). This supplementary material was used to write the new words to increase the students’ vocabulary (played, ate, went, did); with their meaning, and to write new sentences using the grammar structures. Through the use of the white board, the students could copy on their notebooks the information shown there.

The board was appropriate related to the students’ level and understanding because through this tool, they could be familiar with the verbs in simple past and simple present, having the opportunity to copy the grammar rules that the teacher wrote on it.

In the 9th class, the theme of the lesson was “Working with animals”. The objective was to be familiarized with wild animals, increasing their vocabulary and skills. The white board was used after showing other supplementary material (posters); consequently, students were ready to use the board for writing sentences using the new vocabulary such as “I play with my dog every day”, “I like pets but my parents do not”; in addition, the teacher used this tool to create a game in which students had to answer the questions that the teacher made.

As a matter of fact, this tool help the teacher to teach with other supplementary materials; also the game written on this class using the board created a good environment in the classroom; consequently, this material could be appropriate to the students’ level.

As it is possible to observe, the white board was the most common supplementary material that teachers used in 4th grade, and it was used in all the opportunities taking into account the students’ age and level.

With this supplementary material, the teacher was able to create different activities in relation to the topic, teach the grammar structures, and correct the mistakes that students made specially in writing skill. On the other hand, the use of the board can become a little boring for students when teacher do not use other supplementary materials.

In the seven classes in which the white board was used, it was possible to notice that the teacher had to create interesting activities for the students because when the activities were not motivating the class became boring and tiring; meanwhile, the white board was used by the teacher in different ways in almost all the classes, and it was also supported with other supplementary materials such as pictures, posters, and maps; consequently, that helped the teacher to create a good classroom environment because this tool was in perfect conditions and big enough; also the markers were new; therefore, the students saw and understood everything that the teacher wrote.

Songs

This kind of supplementary material was used in two classes. In the 1st class, the topic of the lesson was “The alphabet”. The objective of this lesson was to recognize and pronounce the alphabet. This tool proposed by the teacher was used to make the students be familiarized with the letters of the alphabet.

The song was used at the beginning of the class, which was called “The alphabet”; consequently, the students could realize the different pronunciation of the letters. The students also realized that there were some letters that there are in the Spanish alphabet but not in the English alphabet. Subsequently, the song was played three times for a better students’ understanding. Thus, this material was used in a pertinent way.

This tool was chosen in a corrected way according to the students' age and level. The song was appropriateness to the students' understanding; therefore, they had a funny time singing the song and learning English at the same time. As a matter of fact, students were still singing the song after the class finished.

In the 10th class, a song was also used. The topic of the lesson was "Things we like doing". The objective was to recognize the different activities children can do, and create sentences on their own with the new vocabulary.

The class started when the teacher played the song "Go Go eating", creating a good environment in the classroom. The lyrics of the song included the names of the activities students were supposed to learn in that class. As a result, this material was pertinent to the topic and objective of the class.

Students were motivated to learn. They sang the song, and they had a god time learning the new language at the same time, it was nice and easy for the students to sing, played three times during the class. This teaching material was chosen in an excellent way bringing the real world into the classroom; the students felt comfortable, and they demonstrated they wanted to learn with songs. The teacher used this kind of supplementary material to motivate the students, and her objective was fulfilled because students were motivated to sing the song by themselves; consequently, students demonstrated that they liked to learn when the teacher used songs.

In both classes, this implement was played loud enough; consequently, students could listen to them perfectly. As a result, their quality was excellent.

Learning Styles

In fourth grade, the teacher opted for activities to reinforce the visual and auditory styles. The visual style was applied when the teacher used the following materials: the white board, which was used in most of the classes for different functions.

One of them was to write the vocabulary to be used as well as the grammar point to be learned. Besides, the board was used to practice exercises with the students, who had to go to the board and fill in sentences. Finally, this tool was used as an aid for other materials; for instance in order to stick posters, maps, or pictures on it.

Other supplementary materials to encourage the visual learning style were the pictures, charts, posters, and the word cards. All this material was use efficiently and according to the objectives, age and learning level of the students of the fourth grade.

The teacher of the fourth grade also reinforced the auditory style; however, she did not use as many materials as she used for the visual style. In fact, the only time in which she included audio material was with a song in the first and tenth classes. But then in the other classes, there was no reinforcement of the auditory style.

None of the other styles, such as the kinesthetic was taken into consideration. Perhaps the professor thought that students learn in a better way through the visual style.

5th Grade / 9 years old

Regarding 5th grade, the supplementary materials used by the teacher were pictures, charts, word cards, white board, songs, dialogues, and toys. The teacher had an excellent method to teach through this supplementary material; therefore, it was conducted in a good way and it was appropriate in all the different lessons; as a result, students felt comfortable, having a faster understanding and better learning process. The white board was the mostly used supplementary material by the teacher, but she also used other visual and audio material, as well as realia.

Pictures

Pictures were used in the 5th class, whose topic was “Wild animals”. The objective of this lesson was to name all the animals, their abilities, and the climate they

live in. The teacher introduced the class by showing some pictures to the students related to the topic such as the animals' names and abilities; moreover, students had to use the board to write sentences about the pictures they choose practicing the writing skill.

The material was pertinent to the class since the teacher used the pictures in order to teach them the new vocabulary, which was related to wild animals.

However, in this class, the students reviewed the same topic of the 4th class; consequently, the students knew the topic of the lesson as a result, the topic was a little easy for students. These kinds of materials were used in a perfect way to increase the students' motivation because it could be seen they were interested in learning with the help of these tool; as a result, they had a better learning process and a faster understanding of the topic.

The pictures were made of plastic. They were big enough so students in the class could see them in a perfect way. Also they were colorful in order to catch the students' attention.

In the 6th class, the topic of the lesson was "Colors and figures". The objective was to learn some figures and practice the four skills (reading, writing, listening, speaking). The teacher started the class reading the book with the students; then she stuck many pictures on the board.

The pictures were related to colors such as red, black, white, and blue; and figures like square, triangle, and circle. The students had to name those pictures and create sentences using grammar structures properly; consequently, this supplementary material was used in a correct way by the teacher, focusing on the objective of the topic.

The topic of the lesson was not complicated for the students because they knew almost all the new vocabulary; as a result, it was not used in relation to the students' age because the topic was easier compared to the students' level; this occurred because the teacher had to follow the book, and she had to choose the correct supplementary material according to the lesson of the class.

In both 5th and 6th classes, the topics were easy for the students. The teacher chose the correct supplementary material to teach these topics. The pictures in both classes were elaborated with creativity and originality. These supplementary materials were big enough, and very colorful; therefore, the students enjoyed the class and wanted to learn more; as a result, students had an excellent learning process, increasing their knowledge.

Charts

A chart was used in the 1st class. The topic of the lesson was "My hero" paying close attention to "Personal Pronouns". The objective of the lesson was to replace the personal pronouns by nouns and vice versa. The chart was the only supplementary material used in this class used by all the students to form different sentences related to the topic. After that, the teacher formed groups of four or five students to develop an activity with the sentences that the students wrote. This supplementary material helped them to replace the personal pronouns correctly in different sentences. The chart also provided a better understanding of the topic.

This supplementary material chosen by the teacher was according to the topic and used appropriately in relation to the students' age because the students already knew the pronouns and the singular and plural nouns; therefore, the teacher just helped them to use their knowledge correctly; in addition, it was used appropriately in relation

to the students' level because they already started writing short sentences by their own in different context.

The elaboration of this tool was original, and it was focused on famous and popular people. It was more interesting for students to be able to replace the names of their favorite actor/actress or superstar with the correct pronoun, creating a good relationship between the students and the topic.

Word cards

The supplementary material used by the teacher in the 3rd class, was word cards. The topic of the lesson was "Good friends" paying attention to "Pluralization of nouns". The objective was focused on identifying the nouns and their pluralization through the application of rules.

This material was pertinent because it was used to introduce the topic in a good manner since students were able to create different nouns using word cards. The teacher used this supplementary material in a practical form, teaching the pluralization of nouns during the class in a dynamic way to create sentences individually to form a story with them.

These tools used by the teacher were according to the students' age and level of understanding; in addition, they were colorful, big enough, and attractive created especially for the students of 9 to 10 years old; therefore, the teacher had these implements as an instrument for students to enjoy and have a better understanding of the topic because they felt motivated creating sentences related to their good friends. This supplementary material was didactic, enjoyable, and original; It was applied in such a way that all students practiced and learned the topic; in addition, all the students were happy, and enthusiastic; as a result, they participated asking questions, raising hands, and working together with the teacher.

In conclusion, the word cards were chosen in a high quality and used as a basic element related to the topic creating a good environment in the classroom.

White board

This kind of supplementary material was used in eight classes during the observation in 5th grade.

In the 2nd class, the teacher used the white board to introduce the topic “Weather”, focused on identifying the weather in different countries as the objective of the topic, and practicing the four skills (reading, writing, listening, and speaking). This supplementary material helped the teacher to write the new words and ask students for their meaning. This tool was also used to write some sentences with one word missing; therefore, the students had to complete those sentences with the correct word.

Related to the students’ level, this tool had the power to conduct the students’ learning process in a good way –learning the new vocabulary, and practicing writing; as a result, the board was appropriate for the students to increase their knowledge.

In the 3rd class, the topic of the lesson was “Good friends” paying attention to “pluralization of nouns”. The objective was to identify the nouns and their pluralization through the rules. This class material was used to write the nouns, teach their pronunciation and the grammar structures, increasing the students’ reading and writing skills, as well as improve grammar learning process.

According to the students’ level and understanding, this supplementary material was appropriate in their learning process because it helped them to practice their reading and writing skills; as well as, their grammar rules, and most of the time correct mistakes.

In the 4th class, the topic of the lesson was “Friends in the Universe”. The objective was focused on learning English through elements of our universe. In this class, the white board was used to write the new words such as start, planet, sun, moon, and galaxy, and sentences that the students heard at the beginning of the class by using the song as the other supplementary material. During the class, the teacher made a few activities in which the students had to read the sentences that other students wrote, and found their mistakes on it; in addition, students learned how to write the words they heard on the songs, learning the regular and irregular verbs.

Consequently, this supplementary material was appropriate to the students’ level and understanding for two reasons. First, it was used to support other tool, the song in this case; and second, to increase the vocabulary; as a result, students had an excellent learning process.

In the 5th class, “Wild animals” was the topic of the lesson. Its objective was to name all the animals and their habitats; also, to name the climate they live in. After the students practiced with the first supplementary material used in the class (pictures), the teacher wrote on the board some incomplete sentences that the students had to complete with the names of the animals, their habitats, and climates. This implement was used also to write the meaning of some words that students did not know such as wild, devour, and fraternize.

The board in this class was used exactly like in the other classes, this means to write new vocabulary and sentences, having the students attention, and it was conducted in an appropriateness way related to the students’ level and understanding; moreover the use of this tool helped in the teaching process with different learning styles because it is the most common visual material for teaching children in EFL classes.

In the 7th class, the topic of the lesson was “Parts of a car”, whose objective was to identify the general parts of a car. In this class, the teacher used the white board as well as the other classes, to write the new vocabulary, and grammar rules.

As a matter of fact, this supplementary material was used in this class to draw different objects by the students, forming sentences with those words, practicing their writing skill, and having a good motivation in the classroom increasing their knowledge.

In the 8th class, “City vs. Town” was the topic of the lesson, focused on “Comparison of adjectives”. The objective was to make comparisons using most common adjectives plus the word than; the teacher used the board to write the dialogues that the students were listening with the help of a CD player. This activity was enjoyed by the students because they loved to hear the CD and tried to understand everything that was in the dialogue. With the help of this activity, students increased their writing and listening skills.

Related to the student’ level and understanding, this supplementary material was conducted in an excellent way because during this class, it was possible to see that students could learn better when they wrote what they had heard because when some student made a mistake, other students could correct it.

In the 9th class, the topic of the lesson was “A healthy life”. At the end of this lesson students were be able to identify new vocabulary and use a new grammar structure taught by the teacher such as (I like healthy food, I do not like healthy food); (Do you like tomatoes? I do not like tomatoes). In this class, the only supplementary material used by the teacher was the white board, and it was focused on writing the new vocabulary and helping the students with the meaning of new words by writing sentences with the vocabulary learned like vegetables, spinach, healthy life, and healthy food.

Moreover, the use of this tool helped the students' learning process especially in their vocabulary, repeating the new words they could be familiarized with them; consequently, this material was appropriate and related to the students' level and understanding.

Finally, in the 10th class, the objective was to review some topics and get students ready for the final exam. This class material was used to help with some problems students might have like new vocabulary, sentences, and grammar structures; it was also used to write questions that the teacher could make in the final exam.

In fact, the board is the supplementary material that the teacher always has, and it can be used for different things such as writing questionnaires; therefore, this tool was appropriate to the students' level.

In the classes in which the white board was used, it was always taking into account the specific topics and objectives for the class; therefore, its use was in a pertinent way in every class when it was used.

Moreover, this supplementary material was used according to the students' age, and level of understanding. It was used to write words, drawings or sticking different things on it like pictures, maps, or posters related to the topic; also, different colored pens were used to highlight grammar structures or pronunciation, writing what the student said, or explaining the topic in all the classes, practicing different skills such as reading, writing, and speaking; in addition, with the combination of other supplementary material, all the students were involved in their learning process. Consequently, the board was appropriate for every class in which it was used; as a result, students could focus on one point and work together at the same time.

It is important to notice that only three out of the eight classes in which the board was used, it was the only supplementary material that the teacher utilized. However, in the other five classes, the teacher used this tool in combination with other supplementary material like pictures, posters, and maps. They were used to have a better teaching process, and because sometimes students felt bored when the teacher only used the board in the whole class. Therefore, the teacher had to create activities in which the students could be involved to have a better understanding of the topic, and it was shown because of the dynamic participation students demonstrated during the class.

Songs

During the observations, a song was used in only one class, specifically in the 4th class. The topic of the lesson was “Friends in the Universe”. The objective was focused on learning English through elements of our universe increasing students’ vocabulary. In this class, this supplementary material was used in the following way: the teacher introduced the new vocabulary through the song whose name was “People in the Universe”; besides, students practiced the correct pronunciation of the new words. The song was played two times. During this time, the teacher could check the correct pronunciation of the new words while the students were singing. After the song was played twice, the teacher started to correct some new words written on the board that the student could not pronounce such as solar system, moon, orbits, and the sun.

The learning style used by the teacher in this class was focused on the auditory style. Students loved learning with songs because they participated and enjoyed the class; as a result, students were able to achieve the objective of the class that was learning about the universe. Thus, the material used by the teacher was pertinent to the class, and the proof was that the students still sang the song after the class was dismissed.

With this class material, all the students were developing their listening skill, and they were improving their pronunciation; in addition, the students enjoyed the class because while the song was playing they were singing, reading, and following the lyrics on the book; therefore, this supplementary material used by the teacher in the classroom was appropriate in relation to the students' level and understanding.

The tool in this class was of high quality because it was possible to see that all the students were able to hear the music perfectly, and they enjoyed moving their bodies while they were singing, and learning the new vocabulary pronunciation; moreover, the teacher did not have a hard time to prepare this class. The only thing she used was the CD that comes in the students' book.

Dialogues

A dialogue was another supplementary material that the teacher used in the 5th grade. This material was used in the 8th class, whose topic was "City vs. Town" focused on "Comparison of adjectives", and the objective was to make comparisons using the most common adjectives plus the word than.

The class started with a short dialogue played once. Then the teacher asked the students if they understood, but students answered that they had not been able to understand. After this, she played the dialogue two more times writing on the board the new words such as town, fields, crops, wood, and sunrise. Then the students were able to understand the dialogue. The class continued with the new vocabulary written on the board.

This supplementary material helped the teacher to explain the topic in order to get students involved into the class; also, they understood better and they could acquire the new knowledge; indeed, this material was pertinent to the class. The teacher had to follow the topics on the book; consequently, she had to use the class materials related to

the topics in the lesson she teach. The way in which the teacher conducted the class was interesting; as a result, students showed interest in the topic. It was demonstrated in two ways: first, they liked to discuss what they heard in order to share their thoughts with their classmates; and second, they acquired the knowledge in a funny and interesting way.

The dialogue came in the CD of the students' book; as a result, it was appropriate in relation to the students' level and understanding; in addition, students were able to practice listening and speaking skills.

As it was previously said, the dialogue came within the students' book; thus, the teacher only had to use it; in other words, she did not elaborate the material.

Realia (objects)

In the 7th class, the topic of the lesson was "Parts of a car". Its objective was to identify the general parts of a car; according to this topic. The teacher used an excellent supplementary material; in fact, she brought objects to the class such as car doors, card seats, and wheels (everything as toys).

This material was pertinent to the lesson because by using these tools, the teacher had the students' attention and she could relate the things with the topic. The class started when the teacher showed these kinds of objects and wrote the new words on the board. The teacher made an activity in which the students had to write the word on the board related to the object the teacher showed. For this, she formed four groups and the student who raised the hand first went to the board to write the word, and if the word was correct the group had a point.

This supplementary material was appropriate and related to the students' level and understanding because they felt interested by looking real things. It was appropriate as well because the students felt the real world into the classroom by practicing

speaking, and writing skills, and increasing their knowledge. Similarly, this class was prepared for different learning styles, some students liked to listen while others liked to observe.

Finally, the objects used as a supplementary material were of excellent quality and the students showed curiosity. Also they began to imagine how to change a flat tire; as a result, this class was creatively designed for the students.

Learning Styles

The supplementary materials used in the fifth class were used in order to reinforce both the visual and the auditory styles.

The visual style was reinforced through the use of the board, which was used more than the other visual materials. The teacher preferred to use this because it is handfull and ready to be used at any time. Also, it was noticed that the students were used to seeing the teacher write information on the board. That is why this was the main visual material she used. The other visual materials used by the teacher were picture, which were generally used to present new vocabulary; also, charts, word cards and realia, in order to develop activities after she presented the topic to the students.

In this case, the auditory style was reinforced through the use of a song and a dialogue. That is only in two classes audio material was used. A song was used in the 4th class, and a dialogue in the 8th class. In both cases, the teacher used a CD player in order to present the audio material. However, none of the other styles, such as the kinesthetic one was reinforced in this class.

6th Grade / 10 years old

The teacher of the sixth grade was different from the one that taught in both fourth and fifth grade. In fact, the supplementary materials that the teacher used in this grade during the ten classes observed were pictures, posters, word cards, white board,

dialogues, stories, and realia (toys). All these supplementary materials were used in an appropriate and pertinent way to teach children in EFL classes; subsequently, the teaching method used by the teacher in the 6th grade was not different from the teaching method used by the teacher in 4th and 5th grades, but the teacher in 6th grade used supplementary materials less than the teacher in 4th and 5th grades. As in fourth and fifth grade, the supplementary materials in sixth grade were used in an appropriate way according to the students' age and level; furthermore, they were applied in relation to the objectives of the topic.

Pictures

This class material was used two times. The first one was in the 5th class in which "New ideas" was the topic of the lesson. The objective of the class was to tell what they did yesterday, last Friday, and last month practicing past progressive.

The material was pertinent to the class because students were able to say for example: "I was eating pizza". The pictures in this class were only used to introduce the topic; besides, the students had to look at them stuck on the board to do different activities in groups of four or five like preparing a short dialogue, and then presenting it to rest of the class.

In this class, the pictures were appropriately used in relation to the students' level and understanding because these tools helped them understood the new topic; consequently, students discovered new words through these class materials; in addition, students felt interested to tell their classmates what they were doing on the past weekends; in addition, they wanted to express their thoughts. Students knew they were making mistakes, but they were not ashamed. They also learned to recognize some verbs; therefore, it was easy to form sentences using the new vocabulary.

The pictures used in this class were funny, clear, and expressed their content; also, the teacher helped the students to find the meaning using mimics and facial expressions. It was easy to see that the students loved to look at these implements; therefore, they felt interested in the topic. According to this, supplementary material students discovered new words, and they could use them to tell their thoughts; indeed, the pictures used in this class were presented in a short time but adequate to the topic.

The second opportunity in which the teacher used pictures was in the 9th class, in which “Home animals” was the topic of the lesson. The objective of the class was to recognize and talk about home animals using the new vocabulary. As in the fifth class, the pictures were used to introduce the topic at the beginning of the class; moreover, these pictures did not have any words on it. This tool was used to complete the activity using the other supplementary material (word cards).

In this class, the pictures used were appropriate in relation to the students’ level and understanding because the word cards helped in the students’ learning process; therefore, they were focused on the objective of the class. Students had an excellent learning process because they showed that they liked learning through the visual style.

In the 9th class, the topic was easy for the students. Pictures had an excellent quality of presentation. They were big enough, colorful, and related to the topic; as a result, students were motivated to learn.

Posters

A poster was used in 7th class. The topic of the lesson was “Traveling”. The specific objective was to learn vocabulary such as bus, train, airplane, beach, sand, and sea. Besides, they reinforced their listening and speaking skills. This supplementary material as other visual materials was proposed by the school. As soon as the class started, a big and colorful poster was stuck on the board. In this class, the teacher read a

short story in the book, and then the students had to look at the poster and describe what they saw. With the help of the vocabulary and this tool, the students had to complete the sentences on their book. After that, the students had to practice the new vocabulary while they were describing the images on the poster in front of the class like “this is a beach”, “my family and I go to the beach every year.”

This kind of supplementary material was appropriate to the students’ age, level, and understanding because the teacher wanted students to speak in the class and describe the poster using the new words; therefore, the students could form sentences to explained what they were looking; as a result, they could develop their listening and speaking skills. Like the other students in the other grades, they also liked to learn by looking something nice, big, and colorful like this tool in this class; consequently, the teacher knew what learning style she could reinforce (in this case visual) to have a good students’ learning process.

This interesting poster could be considered of high quality because it motivated the students to speak in class. The teacher asked questions and the students answered them; similarly, the students liked to speak and understand English. In fact, when they could transmit what they were thinking, they were happy and wanted to learn more; finally, with the help of this tool, the teacher could create different activities, such as games, conversations, or asking and answer questions.

Word cards

Word cards were used by the teacher only once, and it occurred in the 9th class, whose topic was “Home animals”. The objective of the class was to recognize and talk about home animals using the new vocabulary. This supplementary material was used after the teacher showed different pictures. Then the teacher handed in several word cards to all the students, and they had to memorize the words printed on them. After the

word cards were observed two times by each student, a student was selected by the teacher to go to the front and stick it next to the picture; finally, students had to write a short sentence related to the picture and the word card.

Moreover, this supplementary material was used in a pertinent way, in relation to the topic of the book; the students learned new words and increased their listening, speaking, and writing skills.

These class materials were used according to the topic and what the teachers' guide said. The topic however, was not appropriate in relation to the students' level, because it was too easy for them; however, the activities presented in this class made the lesson more complicated for the students.

The word cards used in this class were a little simple because they only had the word printed in the card; therefore, this material can be considered of low quality; on the other hand, the support of pictures used in this class during the lesson created an excellent activity that the students enjoyed and participated all the time; subsequently, with the combination of these two supplementary materials the students were motivated to learn, and these tools helped the teacher to teach in a better way creating a special environment in the classroom.

White board

The white board was used in eight classes. In two of them it was only used to stick pictures, maps, or posters; consequently, this tool can be considered as an aid for other supplementary materials too.

In the 1st class, the topic of the lesson was "Clothing and Accessories". The objective of this class was to identify countable and nouncountable nouns. The white board was used in order to put in context countable and nouncountable nouns; in

addition, the teacher wrote on the board which things could be countable and which ones could be uncountable.

According to the students' level and understanding, the board used in this class was appropriate for them because through the words written on it, the students could learn by using the visual learning style; in addition, this supplementary material helped the students in their reading and writing skills.

In the 2nd class, "Lions eat meat" was the topic of the lesson. The objective was to talk about animals that eat meat using wh-question in simple present tense, practicing the speaking skill. In this class, the white board was the only supplementary material used by the teacher in order to show the students new vocabulary; consequently, they were able to know the new words with their meaning. In addition, the teacher made an activity in which the students had to read what the teacher wrote paying attention to their mistakes to correct it.

Indeed, this supplementary material was appropriate to the students' level because they reinforced their writing skill; also, students had an excellent learning process through the activity that the teacher made like correcting the mistakes.

In the 3rd class, the topic of the lesson was "Time". The objective proposed for this class was to recognize and tell the time in different ways. In this class, the white board was also the only supplementary material used by the teacher, in which she showed the student what they have on their books. The teacher wrote the time on the board and the students had to read it; after that, the students came to the front one by one and wrote the time that the teacher said. This activity improved the students' learning process in listening and writing skills.

As it noticed, this tool motivated students to participate in the class, reinforcing their listening and writing skills, and bringing the opportunity for all the students to participate having a good learning process.

In the 4th class, the topic of the lesson was “Fruits”. At the end of this lesson students were be able to recognize the fruits by using new words to form sentences. As well as the two other classes, the board was the only supplementary material used in the class. In contrast, this class was short because the teacher had to correct a quiz that the students took the previous day; furthermore, this supplementary material was used to write different things students had on their books like new words, new sentences, and made a review of some grammar structures.

Similar to the other classes, the board was appropriate related to the students’ level and understanding because it helped them to learn the grammar rules, as well as, the grammar structures.

In the 6th class, “Things we like doing” was the topic of the lesson focused on “Present Progressive”. Its objective was to write sentences in the present progressive tense. In this class the white board was used to write grammar structures (ing), since the students had to write a sentence in present progressive increasing their writing skill.

Moreover, the board helped the teacher to write grammar structures; consequently, students could see everybody at the same time; as a result, they had the opportunity to ask questions related to the topic, and others students could assimilate better; for this reason, this supplementary material was appropriate related to the students’ level and understanding.

In the 7th class, the topic of the lesson was “Traveling”, whose objectives were to increase their vocabulary, and reinforce their listening and speaking skills. Like in almost all the classes, this supplementary material was used to write the new words related to the topic, and to explain the grammar structures or the rules.

Related to the students’ level and understanding, this tool was appropriate to them because they could learn EFL using the visual learning style paying close attention to grammar structures. As a matter of fact, students could have the chance to learn using only this material, without the necessity of other tools to have an excellent learning process because the teacher sometimes does not have enough time to apply other supplementary materials.

In the 8th class, “People around the World”, was the topic of the lesson for which the teacher paid specific attention to “Pronouns and the verb to be”. The objective was related to use the pronouns with the verb to be. The teacher only used this tool for this class; therefore, she asked the students to write the pronouns on it, and other students wrote some sentences using the pronouns and the verb to be; for example, she is a teacher, they are students.

This kind of activity proposed by the teacher was made thinking in all the students to participated on it; consequently, they had the opportunity to increase their writing skill; therefore, this supplementary material was appropriate to the students’ level and understanding.

Finally, the 10th class was a review of past progressive, in which the students had to reinforce this topic for the final exam. Also in this class, the white board was the only supplementary material used by the teacher. It was used in a normal way; thus, the teacher wrote the grammar structures, and the students created sentences in past progressive.

Related to the students' level and understanding, the board used in this class was appropriate for them because it can be the most necessary supplementary material teacher can use to make a review; in this cases, for the final exam. This could happen because teacher did not have too much time to teach with other tools, and the board brought the opportunity to for the students to practice the four skills.

The class material was used appropriately in relation to the students' age, level and understanding. It was the most common supplementary material that teacher could use in the classroom, and it was always pertinent and appropriate because the teacher used it to write new vocabulary, write sentences, grammar structures, as well as have activities such as correct the mistakes, write the words that are missing, or play games, in which the students participated individually or in groups; besides, the white board helped a lot to the teacher to support other supplementary material like pictures and posters; consequently, this tool used in the 6th grade was appropriate for the students; likewise, the teacher could see the students learning using this tool, of course correcting their mistakes.

The teacher had to design and elaborate good classroom activities when she used this supplementary material. In the 10 classes developed in this grade, the board was used as a unique supplementary material eight times; as a result, the teacher had to create interesting activities like she did. Besides, she had to motivate the students, and also interact in their learning process; all this process was developed by the teacher in the classroom; on the other hand, it was possible to observe that the students learned better and had fun at the same time when the teacher used different supplementary material in the same class.

Dialogues

This supplementary material was used in the 1st class, and the topic of the lesson was “Clothing and accessories” focused on “Countable and Uncountable nouns”. The objective was to identify countable and uncountable nouns. Similarly, the dialogue was used at the beginning of the class with the CD that comes on the students’ book. It told a story developed in a market. The dialogue was played two times, for a better students’ understanding; in addition, while the dialogue was played, the teacher was writing the countable and uncountable nouns on the board to identify which one was countable and which one was uncountable after the dialogue was finished.

This dialogue was used appropriately in relation to the students’ age because they were able to hear and understand short dialogues; moreover, it was appropriate to the students’ level and understanding because students in this grade had already practiced with dialogues in the last classes; consequently, they were able to understand a 90% of the dialogue; as a result, they could assimilate the countable and uncountable nouns proposed in this class.

In addition; it was a high quality supplementary material used by the teacher in the class, and it was related to the objective of the topic. In fact by using the dialogues, the students just acted mechanically to produce their own dialogues and learn the new words; therefore, the elaboration of this class material was related to the topic of the lesson, the objective, and the students’ age, level, and understanding.

Stories

This supplementary material came within the audio material of the students’ book they were using. A story took place in the 5th class, and the topic of the lesson was “New ideas” in which the teacher paid close attention to “Past Progressive”. The main

objective of the class was to talk about what they did yesterday, last Friday, and last month.

In this class the teacher used a story that came in the CD called “Joking around” which was played a few times. After that, she showed different pictures related to the topic, as the story was being played, the students followed it on their books. The teacher played it one more time without letting the students look at the book, and then the teacher asked them to talk about the story. She made different questions like. What was the story about? When and where did it take place?

This supplementary material was appropriate to the students in this grade for different reasons: they were able to hear some different stories they could understand; also, they could assimilate the meaning of the story; besides that, after students heard the story, they wanted to express their thoughts; as a result, the audio was a great help for all of them because they assimilated the topic better and increased their vocabulary and listening skill. As a matter of fact, when the class finished the students still talked about the story.

The teacher did not have to elaborate this supplementary material because it came with the students’ book; as a result, the teacher just had to follow the teachers’ guide; on the other hand, the activity related to this supplementary material was conducted in a correct way for the students’ learning process.

Realia (objects)

This kind of supplementary material was used in the 6th class. The topic of the lesson was “Things we like doing” focused on “Present Progressive”, by the end of the lesson the students were able to write sentences in present progressive. In fact, four different toys were presented to introduce the topic: a doll, a car, a soccer ball, and a cell phone. First, the teacher asked the student if they knew the name of the objects in

English; after that, the teacher made one sentence with the doll creating an example for the students; finally, the students had to create different sentences with those objects. This activity was developed in 15 minutes; as a result, the students assimilated the idea of what they had to learn.

In this grade, the teacher knew what the students liked – dolls for girls, and cars or soccer ball for boys. All the students felt happy and showed more interest to learn English through this supplementary material. From this experience, it is possible to conclude that toys were appropriate for the students' age and level, using the visual learning style.

Using realia as a supplementary material helped a lot to this topic; it created a good environment in the class; consequently, the students understood the topic of the lesson; in addition, these tools used in this class were creative and appropriate; as a result, student were motivated to participate in the class. Indeed, it was great for an efficient learning.

Learning Styles

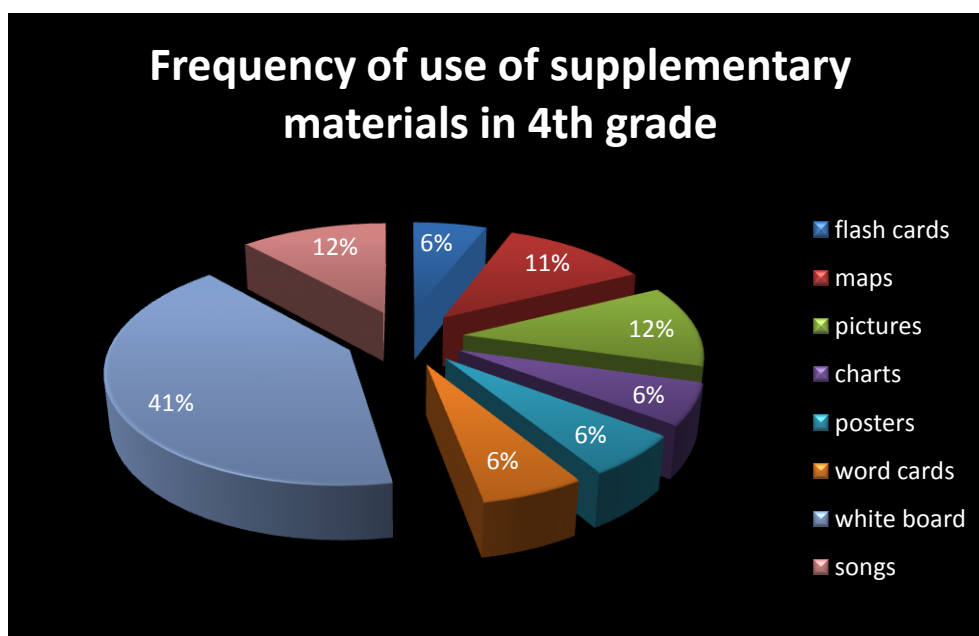
The teacher of the sixth grade was different from the teacher of the two other grades. However, the methodology used in this grade was similar to the one used in the other two grades. The teacher in this grade encouraged learning mostly through the reinforcement of the visual style. The main visual material used by the teacher was the board. It was used in almost all the classes during the ten observations. Other class materials used by the teacher were pictures, posters, and word cards, as well as real objects.

On the other hand, the auditory style was reinforce with dialogues and stories played by the teacher. Each one of these audio activities were developed only once in the class.

It is noticeable that the teacher in this class used more the visual style to teach the students. Perhaps it occurred because the children in previous classes have been used to learning through the use of this type of material; and also, because the results obtained in the class demonstrated that students were able to learn more with this style than with others. That may be the reason why probably the other learning styles were not encouraged in the class.

Quantitative Analysis

As we can see, the students who participated in this research learned English through different supplementary materials. The following graphs show the percentage that the teacher used in each grade: 4th, 5th, and 6th.



In the 4th grade, the material that was mostly used was the white board. This supplementary material was used in seven classes; in three of them, it was the only tool used by the teacher.

In general, the teacher of this grade preferred to use more visual material than auditory or kinesthetic.

In addition, pictures and maps were used twice; while, charts, word cards, and posters were used only once.

The audio material was used twice during the observations. The teacher played the songs in two classes 1st and 10th, but this was the only audio material used.

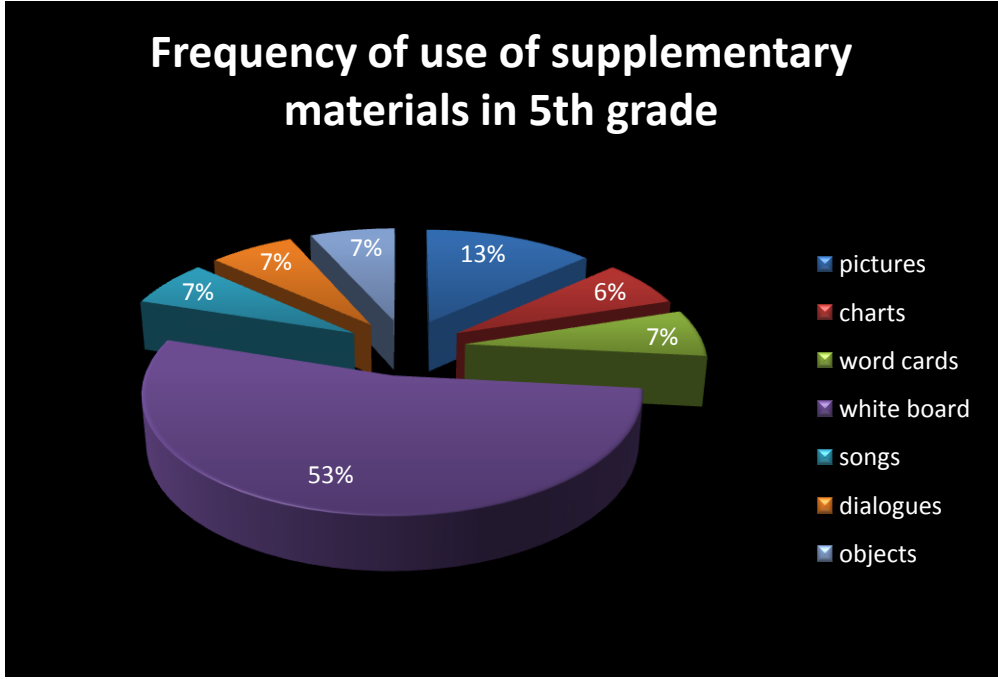
However, the audiovisual, realia, or online material was not used during the observation classes.

According to the survey applied to the teacher of this grade, the supplementary materials that were usually used were videos, stories, dialogues, body movements and realia.

Nevertheless, this information does not match what the teacher applied in her classes, since she did not use any videos, stories, dialogues objects or body movements, maybe because the school did not have them or the teacher did not have time to use them.

In the teachers' opinions, the materials which students prefer are videos, songs, and movies or other audiovisual materials. Probably, the teacher used them in other classes, and because the time of the academic period was getting over, she did not have enough time to use the materials she said she generally used, or maybe the school did not own such materials to provide them to the teachers.

Finally, the teacher said that 90% of the classes included the use of supplementary material. This information was confirmed in the observation classes because in every class, at least, one supplementary material was used.



In the 5th grade, the supplementary material mostly used was the white board. This tool was used eight times during the ten observation classes. This visual material was used to write information about the vocabulary and the grammar structures being studied. Also, it helped the teacher to develop certain activities with the students in which they had to participate like writing exercises, or writing the meaning of the new word; in fact, it was also used as an aid for other materials, such as for sticking posters or pictures on it.

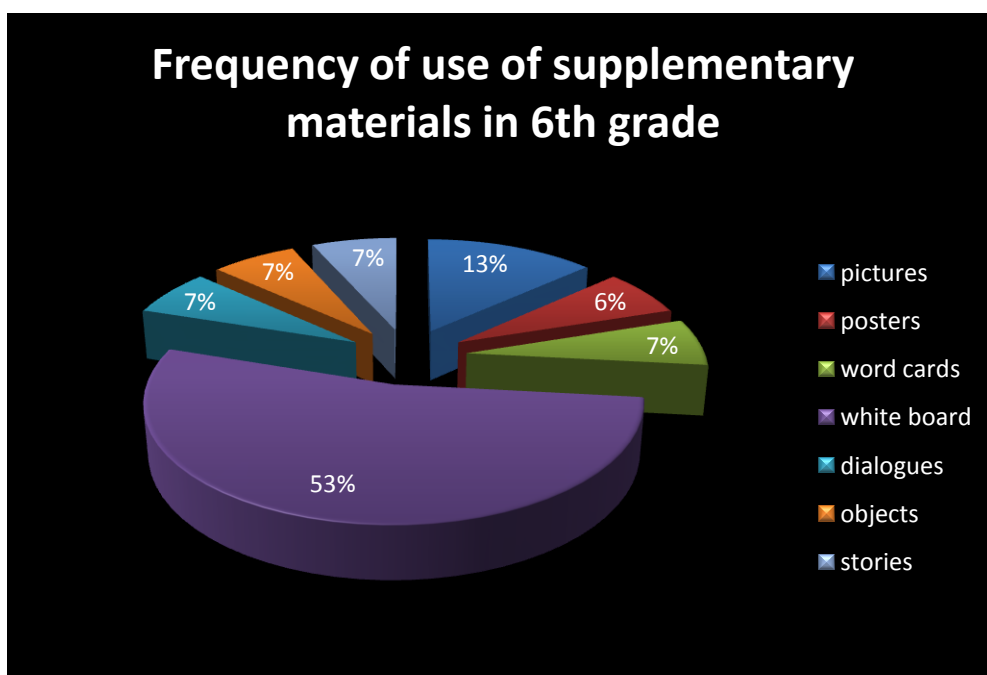
Pictures were used twice in this class. With them, students could reinforce their vocabulary learning. The other materials used were charts, and word cards; all these materials belong to the visual learning style.

Regarding audio material, the teacher used a dialogue and a song once during the ten classes. Audiovisual or online materials were not encouraged at all; however, the teacher could use realia once.

As the teacher of the fourth and fifth grades was the same, her answers on the survey were similar. She insisted on the fact that the material that she liked to use was

videos, stories, dialogues, and objects. But as well in the fourth grade, it was noticed that the results obtained from the observations did not match the information provided by the teacher, and perhaps as in the previous class, it might have occurred due to the lack of materials in the institution or because the teacher did not have enough time to apply them.

As well as in the 4th grade, probably the teacher did not have time to develop the activities students enjoyed because as the time of the class period was short, she only wanted to finish the school program.



Finally, in the 6th grade, the material mostly used by the teacher was the white board. It was used eight times during the ten observations. Then pictures were used twice; and posters, word cards, dialogues, and realia were used once.

As it is noticed, the material used in the classes was varied; however, its use was not as frequent as the use of the board. It may occur because the board is a

supplementary material which teachers do not have to prepare or carry to the class; it is easy and simple to use, and all the teacher needs is a marker and an eraser.

In the teacher's opinion, the material she used more was visual, realia, mimics, and body movements, but during the period of observations, only the visual material could be observed. She considered that the materials her students enjoyed more were songs, but the teacher never used this material in her classes.

As a conclusion, the material mostly used in all the classes in 4th, 5th, and 6th grades was the white board, with a frequency of 23. In second place, pictures were used with a frequency of 6. Songs and word cards had a frequency of 3, and maps, charts, posters, and dialogues were used twice. Finally, the materials that were used once were flash cards and stories during the development of the three grades.

Conclusions

After having finished with this research, and taking into consideration the findings obtained from it, I can conclude that:

- ✓ The most used supplementary material was the white board, which was used for different things such as writing new vocabulary, appliances grammar structures, and doing writing exercises by the teacher and the students as well.
- ✓ In addition, students found the experience of using different supplementary material interesting, relevant, beneficial, and motivating in class; as a result, they had a better understanding of the topic because they interacted, participated, and demonstrated their curiosity for the class.
- ✓ Regarding visual supplementary materials, most of them are proposed by the schoolbook series (CD); as a result, the teacher had the opportunity to use this tool in the class in an appropriate way.
- ✓ The exclusive use of the white board is boring and tiring for the students; consequently, the teachers mostly tried to use different supplementary materials in each class in order to keep students motivated.
- ✓ The results showed that flash cards were used in a 2%, maps in a 4.3%, pictures in a 12.8%, charts in a 4.3%, posters in a 4.3%, word cards in a 6.4%, dialogues in a 4.3%, stories in a 2%, and realia in a 4.3%.

- ✓ Finally, supplementary materials are resources that can facilitate teachers' work, especially when they take into account the different learning styles of the students; consequently, these materials help a lot in the students' learning process, increasing their knowledge.

Recommendations

- ✓ In few classes teachers only used supplementary materials to introduce the topic and went straight to the book; consequently, students did not feel motivated; as a result, they started doing something else like talking to their partners. I suggest, teachers have to use supplementary materials all the time during the class in order to have students' attention.
- ✓ Moreover, in some classes teachers only used the board. I suggest that if a teacher has to use only the board, probably their students could also participate by going to the front and develop some exercises asked by the teacher. In this way, they are not simple observers, but also participants of their learning.
- ✓ In addition, according to the students' survey, they would like to learn English through videos, movies, or websites. I suggest, schools have to provide some devices such as computers, televisions, and DVDs for the classrooms to have a better students' learning process.
- ✓ Finally, it is advisable for teachers to combine supplementary materials in one class. The variety of tasks in class awakes students' interest and motivation. Besides, it is important for teachers to be aware of the supplementary materials their children enjoy more; therefore, they can use them more often.

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Annexes

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 2 May

CLASS N° 4

GRADE: 4th

TOPIC OF THE LESSON: Friends on an ordinary day

OBJECTIVE (S): To identify and pronounce the basic vocabulary to

Tell the daily routines

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

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

DESCRIPTION OF THE USED MATERIAL:

Word cards _____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The students have to create sentences with new words that the teacher gives them, the Teacher will be able to check students' comprehension, and she will be able to correct mistakes

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

The teacher can check the students' comprehension and she can correct mistakes

Was it used appropriately in relation to the objectives of the class? Yes ___ no ___ Why?

Because the students can put in practice all the structures and new words that they learn

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

Because the students can learn through these word cards, they can use their imagination to create new sentences.

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

Because they can develop the four skills.

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

Because the students can think and make many sentences as they can

Were students motivated with the presented material? Yes ___ no ___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

They do not have to write sentences in their notebooks, they can use their word cards, this activity is very interesting for the students

How do you consider the quality of the used material?

It is very important especially for children who like to learner through activities that the teacher can provide

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 2 May

CLASS N° 4

GRADE: 4th

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 más en clase?				✓	
¿Con que materiales crees que aprenderás mejor el tema de clase?					
VISUALES *Flash cards () *diapositivas () *mapas () *gráficos o fotos () *tablas u organizador gráfico () *hojas con actividades () *posters () *tarjetas con palabras () *pizarrón blanco negro ()		AUDIO *Canciones () * Diálogos () * historias () * cuentos () AUDIOVISUALES *Videos () * películas () * documentales ()		OBJETOS REALES *Objetos: () (juguetes, plantas, frutas etc) ONLINE *Websites ()	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
Computadoras _____					
Fotos, posters, gráficos _____					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 18 May

CLASS N° 8

GRADE: 4th

TOPIC OF THE LESSON: What did you do last week

OBJECTIVE: (S): By the end of the class the students will be able to use Expressions (I like, I liked/I do not like, I did not like), to express what they like or Did not like to do in their free time

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

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

DESCRIPCION OF THE USED MATERIAL:

Pictures _____ board _____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Before starting the class, the teacher ask the students to look the pictures so they enjoy look them, then the teacher read the dialogues of the book, and she made the students try to understand the meaning making some mimics, she write some new words on the board and give the meaning.

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

Because children can identify the verbs when they see the pictures, so they realize what the words what to say just watch them.

Was it used appropriately in relation to the objectives of the class? Yes__ no ___ Why?

Because children get involved in their favorite's heroes, so they know what to do in their free time, children begin to think about what they like to do when they have free time, they can say I like to watch TV. For example

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

They are in 4th grade, so I think it is a little complicated to teach them verbs, But if the teacher explain about that, so the topic will be more easy to understand.

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

According to the age, I think it is complicated, it is an extensive topic but they can learn the more interesting using expressions t verbs.

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

First, the teacher ask to students to look the pictures, then they discover the meaning, teacher ask students, who likes to go camping? Rise your hand, who likes to watch TV? So, the teacher discovering what the students like to do

Were students motivated with the presented material? Yes ___ no ___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

When students look the pictures they feel motivated thinking about activities what they like to do, they want to express their ideas, they made mistakes, but they participate during the class.

How do you consider the quality of the used material?

About pictures, I think it could use other materials such as flash cards with games, however during the class it is so complicated because of the amount of children and the time that a class has, the teacher, need to control the class, need to check task, need to made all the students get involved in the topic, so the time is short.

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 18 May

CLASS N° 8

GRADE: 4th

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 más en clase?				✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
*Flash cards	()	*Canciones	()	*Objetos:	()
*diapositivas	()	* Diálogos	()	(juguetes, plantas, frutas	
*mapas	()	* historias	()	etc)	
*gráficos o fotos	()	* cuentos	()		
*tablas u organizadores	()			ONLINE	
gráficos	()	AUDIOVISUALES			
*hojas con actividades	()			*Websites	()
*posters	()	*Videos	()		
*tarjetas con palabras	()	* películas	()		
*pizarrón blanco negro	()	* documentales	()		
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
Computadoras y TV.					
Cuentos, mapas, tarjetas					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 6 May

CLASS N° 5

GRADE: 5th

TOPIC OF THE LESSON: Wild animals

OBJECTIVE: (S): By the end of the lesson, students will be able to name all the animals and their habitats and the climate they live in

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures, board _____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The pictures were watched by the students, the students written on the board in order for them to complete it with the names of the animals, their habitats, and climates

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

Because this topic needs a lot of pictures and sight, so the students had the instruments for a good understanding

Was it used appropriately in relation to the objectives of the class? Yes ___ no ___ Why?

Because according to the objectives at the end of the class the students knew the new words and they practice the reading skill

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

Because, in the class of fourth grade it was a similar topic, so I think, this lesson was to easy for the students of this age

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

Like I said the topic of this class was a little to easy for this level, the students learn new words, but they can did in the last level

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

Because the students enjoyed look at the pictures, this class was interesting and originality, the students were interesting in the activities

Were students motivated with the presented material? Yes ___ no ___ Why and How?

(For example, activates participation, awakes students' interest and curiosity)

Because the students also had to cut, stick and form a jungle with all the animals

How do you consider the quality of the used material?

It was very good, two simple materials the teacher created an interesting class, and students learned in a correct way

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 6 May

CLASS N° 5

GRADE: 5th

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 más en clase?				✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES *Flash cards () *diapositivas () *mapas () *gráficos o fotos () *tablas u organizadores () gráficos () *hojas con actividades () *posters () *tarjetas con palabras () *pizarrón blanco negro ()	AUDIO *Canciones () * Diálogos () * historias () * cuentos () AUDIOVISUALES *Videos () * películas () * documentales ()	OBJETOS REALES *Objetos: () (juguetes, plantas, frutas etc) ONLINE *Websites ()			
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
Películas _____					
Computadoras pero no tenemos					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 11 May

CLASS N° 6

GRADE: 5th

TOPIC OF THE LESSON: Colors and figures

OBJECTIVE: (S): students will be able to recognize the colors and figures

Names, and practice the four skills

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures _____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

The teacher start the class with reading the book with the students, then the teacher stick many pictures on the board, the students had to name that pictures and create a sentences

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

It was easy for the students because they knew almost every word, but it was appropriately in relation to the topic

Was it used appropriately in relation to the objectives of the class? Yes ___ no ___ Why?

Because the student reinforced their English, the material that was used help a lot in relation to the objectives of the topic

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

I think colors and figures was to easy for this age

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

Because the students in this level had a better English, than just colors and figures

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

The class was creativity and originality, no matter if the students know all the answer, The thing here is to created an interesting class that the students can have a good time And wanted to learn more

Were students motivated with the presented material? Yes ___ no ___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

Because the students interacted better when they see something interesting and when They know the answer for the questions

How do you consider the quality of the used material?

It was simple and easy but in the same time it was comfortable and excellent for the Students

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 11 May

CLASS N° 7

GRADE: 5th

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 más en clase?				✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES *Flash cards () *diapositivas () *mapas () *gráficos o fotos () *tablas u organizadores () gráficos () *hojas con actividades () *posters () *tarjetas con palabras () *pizarrón blanco negro ()	AUDIO *Canciones () * Diálogos () * historias () * cuentos () AUDIOVISUALES *Videos () * películas () * documentales ()	OBJETOS REALES *Objetos: () (juguetes, plantas, frutas etc) ONLINE *Websites ()			
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
Fotos, mapas, juguetes, gráficos, posters					
Tarjetas con palabras y gráficos					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 9 May

CLASS N° 5

GRADE: 6th

TOPIC OF THE LESSON: New Ideas

OBJECTIVE: (S): By the end of the class the students will be able to tell what they did yesterday or last Friday, last month, etc., they are able to say I was eating pizza for example

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures, story _____ (NAME OF THE SUPPELEMENTARY MATERIAL)

How was it used?

Before starting class, the teacher ask the students to see the pictures, then the teacher read the story, it talks about some activities of two sibling who were in the space for a weekend, then the teacher ask questions and students answer it by looking the pictures

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

Because the story t pictures talk about things that happened last time, so the students can understand that the activities already happened

Was it used appropriately in relation to the objectives of the class? Yes ___ no ___ Why?

After the teacher finish to read and understand the story, she tells the students what she did on weekend, and related to the pictures the students were able to ask questions and answers

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

Because students feel interested to tell their partner what were they doing on weekend, they want to express their thoughts, they made mistakes but they are not shame, they know to recognize some verbs, so it was easy to form short sentences

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

Because pictures were important in order that students can understand the new topic, they discover new verbs through the pictures

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

Because pictures were clear, funny and express their content, also the teacher help the students to find the meaning using mimics and facial expressions

Were students motivated with the presented material? Yes ___ no ___ Why and How?
(For example, activates participation, awakes students' interest and curiosity)

Because students love to look pictures, so they feel interested in the topic. According to the pictures they discover new verbs and they can use them to tell their thoughts

How do you consider the quality of the used material?

High quality, the pictures were presented adequate to the topic and to the story, it was an excellent choose

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 9 May

CLASS N° 5

GRADE: 6th

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 más en clase?				✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES *Flash cards () *diapositivas () *mapas () *gráficos o fotos () *tablas u organizadores () gráficos () *hojas con actividades () *posters () *tarjetas con palabras () *pizarrón blanco negro ()		AUDIO *Canciones () * Diálogos () * historias () * cuentos () AUDIOVISUALES *Videos () * películas () * documentales ()		OBJETOS REALES *Objetos: () (juguetes, plantas, frutas etc) ONLINE *Websites ()	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
Fotos, gráficos, objetos. _____					
Tarjetas y cuentos					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 25 May

CLASS N° 9

GRADE: 6th

TOPIC OF THE LESSON: Home animals

OBJECTIVE: (S): At the end of this lesson students will be able to recognize and talk about home animal using the new vocabulary

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

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

DESCRIPTION OF THE USED MATERIAL:

Pictures, word cards _____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Pictures were introduced at the beginning of the class and all the students looked at it, then the teacher showed the students different word cards, so they had to memorizing the words.

Was it used appropriately in relation to the topic of the class? Yes ___ no ___ Why?

Because through the pictures and word cards at the end of the class students talked about the topic with the new words they learned

Was it used appropriately in relation to the objectives of the class? Yes ___ no ___ Why?

Because, the activities in the classroom were focus, on the objectives, so the teacher created an activities related to the objectives

Was it used appropriately in relation to the students' age? Yes ___ no ___ Why?

Because, I think this topic was a little to easy for this student age, the new vocabulary was an easy words that can be teaching in first or second grade

Was it used appropriately in relation to the students' level? Yes ___ no ___ Why?

The topic of the lesson was making for students in the low level, so I think it was easy for this level

Was it elaborated and applied with creativity and originality? Yes ___ no ___ Why?

The teacher had an excellent activities that the students can enjoyed the class and participated all the time

Were students motivated with the presented material? Yes ___ no ___ Why and How?
(For example, activates participation, awaked students' interest and curiosity)

The teacher talked to the students in a great way, so the students be motivated all the time and the materials help a lot to this motivation

How do you consider the quality of the used material?

High – quality, it was easy for the students, but it was having an excellent presentation

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: 25 May

CLASS N° 9

GRADE: 6th

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 más en clase?				✓	
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
*Flash cards	()	*Canciones	()	*Objetos:	()
*diapositivas	()	* Diálogos	()	(juguetes, plantas, frutas	
*mapas	()	* historias	()	etc)	
*gráficos o fotos	()	* cuentos	()	ONLINE	
*tablas u organizadores	()	AUDIOVISUALES			
gráficos	()				
*hojas con actividades	()			*Websites	()
*posters	()	*Videos	()		
*tarjetas con palabras	()	* películas	()		
*pizarrón blanco negro	()	* documentales	()		
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
<u>Objetos, posters.</u>					
<u>Historias, cuentos</u>					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					