



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

DISTANCE SYSTEM

The use of supplementary materials for teaching children in EFL classes

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

AUTHORS:

LOJA COCHANCELA MERY EULALIA

PALACIOS REYES ANA CRISTINA

ADVISOR:

Mgs. CASTILLO CUESTA LUZ MERCEDES

UNIVERSITY CENTER CUENCA

2012

CERTIFICATION

Mgs. Luz Castillo Cuesta

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 international requirements of the Universidad Técnica Particular de Loja.

Loja, March 2012.

Mgs. Luz Mercedes Castillo Cuesta

Thesis advisor

CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

Nosotros Mery Loja C. y Cristina Palacios R. declaramos ser autores del presente trabajo y eximimos expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaramos conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o que el apoyo financiero, académico o institucional (operativo) de la Universidad”.

Mery Loja C. - Cristina Palacios R.

Autores

AUTHORSHIP

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

March, 2012

Mery Loja C. – Cristina Palacios R.

Authors

DEDICATION

I would like to dedicate this thesis to my beloved son Alexander for being my inspiration and motivation to do this project and for understanding that I could not be with him in many occasions when he needed me. Also, I would like to dedicate it to my family, for all their unconditional support and encouragement in my career and in my life.

Mery

I would like to thank my family for all their love and encouragement, and in memory of some of them who are not here with me to share this achievement. For my loving son Brandon for his tolerance and enthusiasm and my dear and patient husband Franklin whose faithful support during the stages of this thesis is so appreciated. I could not have completed this effort without their assistance.

Last but not least I would like to thank my cherished friend and partner Mery who has been a great support for me.

Cristina

ACKNOWLEDGMENT

First, we want to thank God for blessing us all the time, for providing us this opportunity and for granting us the capability to proceed successfully.

Also, we want to thank the teachers of the Universidad Técnica Particular de Loja who have always supported us to our personal and professional development. Our gratitude and appreciation to our thesis advisor Mgs. Luz Castillo Cuesta, we appreciate her guidance and help to make our project a productive and stimulating experience in our lives.

This thesis would not have been possible without all people who have assisted us for our work. We wish to extend our warmest thanks to them.

CONTENTS

PRELIMINARY PAGES

Certification.....	ii
Contrato de Cesión de Derechos.....	iii
Authorship.....	iv
Dedication.....	v
Acknowledgment.....	vi
Contents.....	vii
ABSTRACT.....	1
INTRODUCTION.....	2
METHOD.....	5
DISCUSSION.....	8
Literature Review.....	8
Results.....	24
Description, Analysis e Interpretation of Results.....	29
Conclusions	71
Recommendations	73
REFERENCES.....	74
ANNEXES.....	78

Abstract

In the present study we investigated the use of supplementary materials for teaching children in EFL classes and the main purpose was to determine and analyze the type of supporting materials used for children in EFL classes.

This study was conducted in Cuenca. The participants were three experienced teachers and 83 students, 45 female and 38 male ranging in age from 8 to 10 years old. The students were attending to 4th, 5th and 6th grades at a private elementary school.

The instruments were two surveys, one observation format, one questionnaire and three charts. Over a period of three weeks, 30 classes were observed, 10 per grade. During the classes, the observation and description sheets were completed. After each class two volunteer students completed a survey. When the observation process concluded a survey was also administered to teachers.

The information collected was analyzed using qualitative and quantitative approaches. This research demonstrated that in EFL classes supplementary materials are used frequently, being the visual ones the most used and the teachers applied them properly in terms of pertinence, appropriateness, and quality.

Introduction

There are three main components that should be considered when teaching English as a foreign language. First, the socio-cultural component that is constituted by the educational and historical context in which the learning process takes place must be considered; the second element is the selection of the bibliographical component chosen by the instructors; the third and the most important aspect to be considered is the methodological component which involves a diversity of elements such as the method, the resources, and techniques applied, that together cooperate in the teaching-learning process.

The context of the learning process implies not only a teacher working alone but also making use of varied approaches and materials that can be beneficial for accomplishing a teacher's purpose if they are used appropriately. One of the multiple options is the use of supplementary materials, a topic perhaps a little neglected in the past, but one that can be a very important source to simplify the teaching-learning process.

It is said that supplementary materials enliven the classes by stimulating learners' motivation and making the learning process more enjoyable and therefore much more interesting and engaging to the students. However, choosing the right material and using it adequately is essential for a successful class. There are some aspects of great significance when selecting specific material for example, pertinence (topic, objectives and content of the class) and appropriateness (students' needs).

There are several supporting materials available for teaching; they can be categorized in visual, audio-visual, realia, and website materials. The present research aims to prove the assumption that some materials are not being used

properly or even not being used at all while teaching children in Ecuadorian EFL classes. The purpose of this study is to find out whether or not teachers use supplementary materials, and if they are used, how pertinent, appropriate, and qualified those materials are for the specific teaching-learning environment.

The specific objectives of this research are the following, identify and analyze supporting materials used for teaching children in EFL classes; describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality; and determine the frequency and variety of the supplementary materials used in the observed classes.

Some studies regarding the use of supplementary materials have been conducted, each of which has contributed to the educational field. Akbari (2008) researched the effectiveness of teaching vocabulary items through pictures and contextualization to EFL students. The limitations in this study were that only concrete and not abstract vocabulary could be taught by using pictures. Also, the majority of the participants were male.

On the other hand, Li & Brand (2009) investigated the influence of songs in vocabulary acquisition, language use, and meaning for adult ESL students. In this study the restraints were that the participants represented one culture only, and a limited time (that is, just nine hours of treatment) was spent with the materials.

Besides, Shiao-Chuan & Tun-Whei (2002) presented a report in which the main purpose was to analyze the way teachers can effectively help students to learn English through ESL websites offered on the Internet and how students get English learning through these websites. The limitations for this study were the self-reported nature of the data collected because one of the researchers was the teacher of the

class; the fact that the study was conducted in a relatively short period of time; and the fact that the study was done with only a class of students in a college which may limit the generalization of the results.

This study is of paramount importance because it will benefit both teachers and students, the former because they will keep abreast of new options to teach English and students because they will be the recipients of new teaching techniques. Additionally, it is a contribution to the educational domain as a valuable source of scientific information for future research.

One of the limitations we can mention is the lack of openness by many principals who refused to allow us to observe the classes, so we had to visit many schools until they accepted our request to carry out the observations. In view of this we recommend that the University should partner with the different educational institutions throughout the country for educational research.

Another limitation was the period we had to observe classes. It was almost the last month of classes, and the scholar period was ending. As a result, there was not enough time to observe the classes in intervals, and thus we did it consecutively. Therefore, the topics and objectives may appear repetitive. Hence we can suggest that the observations should be done in the middle of the scholar year to get better and more realistic results.

Method

Setting and Participants

This research was done in a private elementary school in the city of Cuenca. The sample was drawn from teachers and students. The teachers sample included three individuals, one for each grade of students. All of them were experienced EFL female teachers; one of them held a degree in language teaching, another was an undergraduate student in a university and the last one did not have a degree but she had extensive experience and had been teaching for 12 years.

The students' sample was three classes. There were 24 students in the 4th grade, 29 students in the 5th grade, and 30 students in the 6th grade, totaling 83 students attending the private elementary school. Their ages ranged from 8-10 years old; 38 of the individuals were male and 45 were female. Their EFL level was beginner, most of them were native speakers of Spanish, and all of them were of high socioeconomic status. The participants had 5 periods of English classes per week, each hour consisting of 45 minutes.

Procedures

This process started with the search of scientific information as a basis of the investigation. The information was obtained from a lot of available sources such as internet, journals, scientific articles, Google books, books provided by the UTPL University, encyclopedias and others. The methodology applied in this study was Qualitative and Quantitative analysis by means of which we evaluated the information.

The instruments and techniques used for this study were two surveys, one observation format, three charts and a questionnaire. During a period of three weeks that comprised the two last weeks of May to the first week of June, the observational

data was collected during ten classes in each grade. The observations consisted of filling out the observation sheet (Annex A) by checking the items corresponding to the material that the teacher used in the course of the class. When the classes finished, a survey (Annex B) was administered to two students randomly selected from the group. The survey included three yes/no questions, one multiple choice question, one question referring to their preferred materials and one question related to the frequency of use of that material.

We completed a questionnaire (Annex C) as investigators with a detailed description of the materials that were used. In the description, aspects such as pertinence, appropriateness, and quality were taken into account. The same procedure was repeated in each of the 30 observed classes.

When the process of observation finished, a survey (Annex D) was administered to the teacher of each grade (three teachers). In that survey they could express their opinions regarding the use of the supplementary material and some other aspects associated with this issue. In the investigation process we took note of every detail of the classes including both teachers' and students' performance.

All the data from the observation sheets were classified in chart 1 (Annex E), and with the same information from the sheets, we calculated the percentages, and then the resulting information was placed in chart 5 (Annex I). With the data from the description sheet which was related to pertinence, appropriateness and quality, we proceeded to complete the charts: 2 (Annex F) corresponding to the 4th grade, chart 3 (Annex G) corresponding to the 5th grade, and chart 4 (Annex H) referring to the 6th grade.

For qualitative analysis chart 2, 3 and 4 were taken into account. This means that the analysis was organized grade by grade and material by material. Points of

evaluation used were the pertinence, appropriateness and quality of the materials. In contrast, charts 1 and 5 were used for quantitative analysis in which the frequency of use of the aids in each grade was measured.

DISCUSSION

Literature Review

Teaching English as a foreign language has always been a continuous challenge for teachers. Therefore, in the search for adequate resources for teaching, the use of supplementary materials in English classes has become an effective way to solve this issue. Supplementary materials have facilitated the language learning process because they have allowed teachers to use another material different from common textbooks. In this way, classes may become interactive preventing students from getting bored with typical textbooks and losing interest in the class. In addition, students evolve different skills such as thinking, making inferences and giving opinions about the material presented in class. Hence the use of these materials has increased through the last several years in EFL classes.

This section will cover the following topics: teaching a foreign language, learners (age, differences, and motivation), learning styles, teaching techniques (teaching children), different contexts for teaching, supplementary material (definition, importance, role, visual, audio-visual, realia, on-line); and previous studies about the use of supporting material in EFL or ESL classrooms. All of these topics are important to grasp how different aids and factors are related and contribute to second language acquisition, improving the manner of teaching and learning.

Teaching a Foreign Language

Satya (2008) states that TEFL involves teaching English to learners whose first language is not English. Teachers of EFL use a variety of materials such as course books, formal exercises, visual and audio-visual aids. Susuki (2010) proposes that lately English is considered as the International Language which means that learners can communicate and negotiate appropriately with people from different

language and cultural backgrounds, and that English is used worldwide as a Lingua Franca. English as a foreign language is focused on teaching and learning American and British standard forms. Another point of view from Kramsh (1993) states that learners of a second language necessarily become learners of its culture because of the necessity of understanding the cultural context to interact with and use that language.

Another explanation for the current topic is the following:

There are many different goals for learning and teaching a foreign language. First and most obviously is to foster the ability to communicate with people of other languages. Going along with that is the appreciation of other races and cultures. Some teachers teach second languages with the belief that being bilingual increases their students' self-awareness and maturity. Many literary enthusiasts feel that knowing another language increases appreciation of serious literature. But the number one goal of teaching languages is brain training. Brain training has been proven to not only better people's logical thinking skills, but it has shown that people who know more than one language usually think more flexibly than those who only speak one language. (Cook 1986: 5).

Learners

Who are the learners? They can be divided up into three groups: children, adolescents, and adults. *Age* is of paramount importance when teaching a foreign language. Harmer (1991) affirms that children are curious so they need to be engaged in varied activities, and also they need

a teacher's approval. Adolescents are difficult to manage, and teachers have to involve them in the process. Additionally, the positive attitude of the teacher plays a vital role in each student's motivation.

All the groups have cognitive and psychological differences in second language acquisition (L2A). Children are better learners, while adolescents and adults are more disciplined in their study habits which facilitate the acquisition of a L2. The difference in the acquisition process demands different approaches to instructing learners of different age groups. Children generally don't have the disposition to learn language and tend to put their interest towards things that are easy for them to understand according to Hong & Morgan (2004).

Referencing Piaget's theory of cognitive development stages, children get languages through sensory experience and young learners receive more concrete input. The adolescent's way of learning is influenced by feelings of self-consciousness about how the individual appears and what image is projected or perceived, and this can result in anxiety per Lightbown & Spada (1993). However, in many ways adults are better than children as learners, since they have cognitive maturity, learning strategies and study habits. Adults have goals, a longer attention span, the ability to make associations, and better short-term memory according to Hammerly (1991).

Considering Learners *differences*, Kimura (1992) focuses on the differences among learners based on sex. Investigations have shown different results, such as that women are better in fluency and men are better in speech. Saville-Troike (2006) argues that aptitude also is part of differences which are measured in contexts, both in naturalistic and formal instruction in classroom, although this is one of the many differences that can influence the end results of any teaching program. Finally, Ellis

(1994) states, language learning can be influenced by individual learner's differences such as beliefs, affective variables, learning strategies, and cognitive styles. Also, there are four factors as age, sex, social class, and ethnic identity; these factors interact among themselves but they do not determine L2 proficiency. He highlights that the learning depends widely on the setting.

Regarding *Motivation*, Harmer (1991) states that it can be split into two forms, *intrinsic* that takes place within the classroom and *extrinsic* which happens outside the classroom. He concludes that students who are quite motivated are easier to teach than students without motivation. However, Woolfolk (2006) defines motivation as “an internal state that arouses, directs, and maintains behavior”. Woolfolk also states that intrinsic motivation is closely related to internal and personal factors such as interests and curiosity, meaning that people do something because it is rewarding. In contrast, extrinsic motivation points to external and environmental factors such as rewards, social pressure, and punishment, so people do it without interest in the activity itself. In summary, the activities can be fully self-determined or determined by others.

Otherwise, Saville-Troike (2006) indicates that individual motivation can be a factor in why some students achieve a better learning outcome than others; that motivation can be differentiated into *integrative* that incentivizes the learner to be part of the L2 community and *instrumental* which is the perception of a practical value for learning a L2 as a path to power, prestige, business opportunities or accessing technical information. It is important to mention that this information is the result of data collected with questionnaires and it is uncertain due to its basis on self-reported opinions. All the same, studies point out that the process of acquisition of a L2 is

controlled by neurological mechanisms that influence/determine how we respond, Schumann (1997, 2001).

According to Rodiki's (2006) point of view, motivation is difficult to explain. The concept means many things and it can be influenced by cause, behavior and outcomes.

Learning styles

Not all individuals choose to learn in the same way. Learners adopt characteristic approaches commonly known as *learning styles* which allow them to get skills and knowledge. Felder & Henriquez (1995) postulated that learners have different manners of learning such as seeing, hearing, acting, memorizing, etc. Also, teaching methods vary. The method that the individual uses to get the information is collectively defined as the individual's *learning style*. Richards & Renandya (2002) support the importance of different students' preferences when learning. For instance there are students with *analytic style* that learn by contrastive analysis, rule learning, and dissecting words and phrases, while *visually oriented* learners prefer listing, word grouping, and so on. In contrast, *auditory style* learners work with tape exercises and practice aloud.

Page & Page (2011) classify learning styles as visual, auditory and kinesthetic. Visual learners process information through the observation of pictures, diagrams, handouts, and demonstrations. Auditory learners prefer spoken instructions such as songs or speech. Kinesthetic learners benefit from manipulating things, physical movement, or practical hands-on experiences. It should be noted that there are many multimodal learners that use a meld of the already mentioned learning styles.

Additionally, Stafford (1993) states:

Children enter Kindergarten as kinesthetic and tactual learners, moving and touching everything as they learn. By second or third grade, some students have become visual learners. During the late elementary years some students, primarily females, became auditory learners yet many adults, especially males, maintain kinesthetic and tactual strengths throughout their lives”.

Teaching Techniques

There are a variety of techniques that teachers can apply in the classroom as a way to integrate theory and practice. Those techniques should be implemented taking into consideration the different groups of learners of a foreign language. When teaching children, Feunteum & Vale (1995) indicate that it is better to provide them an integral process focused on language development and it is important to not only value the children’s work but also allow them to work on their own. Additionally, they recommend teachers to allot children whole learning/ whole language experiences so they are able to learn language as part of a whole learning experience.

Otherwise, Heyderman (2006) highlights motivation as a decisive element in teaching children due to their love for learning. Overtime they become more abstract and motivation is difficult to maintain, thus a learning atmosphere that generates motivation is the teacher’s task. He points out that the classroom activities should be intrinsically or extrinsically motivating. Finally, Hernani (2008) stresses the importance of activities such as pair and group work, chain drills, chorus, repetition, individual repetition, backward build up, dictation, and cloze exercise as valuable aids for teaching children.

One technique to teach adults is CTT (the cognitive therapy technique) which emphasizes the importance and necessity of allowing the learners to know elementary aspects of language learning. Such teaching methods express interest in the person and not simply in their intellect. They offer to provide a blend of the cognitive and affective way of teaching in EFL/ESL classes. There are many similarities and differences between adult and younger learners. Perhaps the greatest difference is that the former come to class with a long history of learning experience, according to Harmer (1999).

Adult learners have some characteristics which can sometimes make learning and teaching troublesome. In some cases, unfamiliar teaching patterns and groundbreaking activities may make them feel uncomfortable since their previous learning experiences have predisposed them to be critical of these teaching methods. This more critical mindset is a contrast to the more open minds of children, though both groups appreciate dynamic and interactive elements of classroom study.

Different contexts for teaching

Wong-Fillmore (1985) analyzed teachers in ESL classes; examining and realizing how the teachers use language in a suitable context trying to make use of the prior knowledge and experiences of students with the new one serving as a context. The findings of her studies have shown that context is greatly related with socio-cultural context and each context might call for different approaches. In addition to context, Kachru (1983) identified outstanding features in non-native English contexts that are worthy of taking into account as well-founded variations due to the fact that they are part of the communicational necessities of non-native speakers. Those variations help users interact in specific socio-cultural context.

Supplementary Material

Educational materials are *defined* as elements of quality which bring educational messages by Tanca (1999). Moreover, he states that those materials should be used to develop cognitive strategies, enrich the sensorial experience, and facilitate the development, acquisition and focus on learning. They help students by stimulating their imaginations, saving time in elaboration of concepts and generating activities for learners.

Based on the *importance* of supplementary materials, Allwright (1990) argues that materials may help teachers and students in the teaching/learning process by giving ideas for activities; from her point of view, books are inflexible to use directly as instructional material. On the contrary, O'Neill (1990) argues that supplementary materials may be appropriate for teachers' purposes and students' needs but textbooks can help students to review and prepare for their lessons. Textbooks are effective in relation to money and time and sometimes they permit adaptation and improvisation.

The discussion continues between the authors: Allwright upholds that learning and teaching are controlled by materials. On the other hand, O'Neill states that they help in the process but that teachers and students trust mainly in textbooks. These influence the methods of learning by controlling the content; as a matter of fact, students learn what is shown in textbooks.

An important point to be taken in consideration is the *role* that materials play in language learning. Kitao & Kitao (1997) explain that lately the teaching approach has changed to a system focusing on learners rather than teachers; therefore, all materials should be created to adapt to the students' needs. Although learners are the most important element in the classroom, sometimes materials become important too

given that teachers and students need them to complement the textbooks designed for classrooms. Teachers should carefully choose the materials and make changes if necessary. In this way they can monitor and evaluate students.

Within the supplementary materials employed in EFL classrooms are a variety of visual, audio, audio-visual, realia, or online materials. *Visual* materials can include: white/black board, flashcards, power point presentations, maps, pictures, charts, handouts, posters, or wordcards. Regarding the use of the board in classrooms Dobbs (2001) states that the board can be used to record messages, to write what students say, and to introduce new information. Students can do active, public and physical activities while using the board. At the same time teachers can see the students' production and read their body language. Additionally, Dobbs highlights the importance of using the board because not only visual but also hands-on and kinesthetic students can benefit from its use.

Another commonly used type of material is *Audio* which provides native speech modeling. For example, songs are "a kind of bridge between universality and culture-boundedness" as Shaw (1992) stated. Additionally, dialogues, stories, tales, chants, rhymes, can be used as audio materials inside classrooms.

Audio-visual materials are effective when used as an integral part of a course Richards & Renandya (2002). Also, they suggest that these kinds of materials should be compatible with the global aims of the course and that these materials can be used to present or extend a determined topic. The most commonly used audio-visual materials in classes are videos, movies, documentaries, and so on.

Another kind of supplementary material is *Realia*. It includes objects (toys, plants, fruits, food, puppets, etc) which, according to Colombo & Furbush (2009),

are used frequently with younger learners. This permits students to use all their senses, though with higher levels the use of realia tends to decrease.

An additional popular aid in teaching is *Online* material. Currently, technological advancements have influenced the second language learning environment such that computers play an important role; this is confirmed by Kyeung (2008) who asserts that although the integration of Computer-assisted language learning (CALL) into the classroom was not quite used in early stages because of the absence of knowledge about computer technology by teachers, it is in use now. As the internet is widely used nowadays, the integration of CALL in ESL/EFL environments is a general practice. Furthermore, Chappelle (1990) and Fox (1998) agree that “the use of computers in the process of learning have influenced positively, specially emboldening learners to be problem solvers and creative.”

Now that the main topics related to language learning have been discussed, some studies will be analyzed in order to complement the previously mentioned information. Each of the following studies has demonstrated the different alternatives in materials to be chosen for EFL/ ESL classes. In the same way, the teacher’s and learner’s perceptions about the materials after using a determined type of material have been explored in some of the studies, providing relevant results in this field.

It is believed that music is effective in language learning. Li & Brand (2009) conducted a study to analyze the influence of songs on vocabulary acquisition, language use, and meaning for adult, university-level ESL students. In their study, the sample was made up of 105 university graduate students, whose average age was 23. They were enrolled full-time in a prestigious university and they were at the upper intermediate ESL level. Pre-test, post-test, delayed post-test and classic rock songs

were used as instruments. The treatment consisted of grouping the subjects in three classes of 35 each group.

These three groups were then randomly assigned as follows: Group 1 was designated as an all music class, group 2 was designated to half music in the class and group 3 was to use no music. Each of the three groups was taught identical English language content by the same experienced instructor. For the music and half music groups, some American and British pop songs were used for developing listening comprehension, reading comprehension, pronunciation/speaking practice, and the learning of grammar and stress patterns.

The duration of the treatment consisted of six 90-minute classes for a total of nine hours of instruction. The pre-test, consisting of 30 test items, was administered before the instruction started. The post-test was administered immediately following the instruction, with a delayed post-test administered three weeks after the experiment. During these three weeks, the time between the end of instruction and the administration of the delayed posttest, there were no ESL classes.

The results showed that the subjects who were exposed to the most music obtained higher post-test scores as well as higher scores on the delayed post-test. In terms of attitudes toward learning English, the group who had worked with the most songs had a more positive attitude toward their learning of English and greater confidence in their ESL instruction. Thus, the author concluded that music may be more effective with ESL students when it is used intensively and far less effective when used on an intermittent basis.

Vocabulary has been the subject matter of many studies, but just a few have exposed effective techniques. As a result, it is very important to find the most effective techniques of vocabulary teaching.

Akbari (2008) proposed to show an effective technique for vocabulary teaching, and to get some steps closer to find a solution for the poor vocabulary knowledge of elementary EFL learners. The procedure was carried out with 96 elementary male students within the age range of 12-15 who were studying English. The instruments used were a general test of language proficiency, a pre-test, and a post-test. The general test was a standard and validated test, and the aim of the test was to divide the students into three almost homogeneous groups (two experimental and one control). The pre-test was a vocabulary test consisting of 90 vocabulary items, in which one part was considered as the pre-test, and the other one as the post-test. Their aim was to reveal the efficacy of the treatments provided to the experimental groups during the semester of research. The new words were presented to the students through two methods of contextualization and pictures.

The general test was administered to 160 students. After the test, 96 students were selected and divided into 3 groups. The first group was placed into one of the experimental classes and labeled the contextualization group. The second group was placed in another experimental class designated as picture group, while the third class was designated as the control group and taught with definitions and synonyms. At the end of the semester the vocabulary development of the students in all three groups was tested using the post-test and the differences were statistically significant. The author's conclusion was that the picture group performed better than the other groups proving that pictures are more useful and can play an important role in teaching vocabulary items.

Researchers and teachers both have claimed that authentic materials elicit learner motivation and serve as motivators in foreign language classes. To prove these subjective impressions, Peacock (1997) carried out a report on research about

authentic materials, to see if they truly enhance the motivation of learners, a common belief that has rarely been tested. Subjects that participated were 31 beginner-level students in two classes of which 18 were male and 13 were female. Their average age was 20, with an age range from 18 to 24.

The instruments used in this study were two observation sheets and a self-report questionnaire, two poems, some television listings, two short articles, and an advice column from a local English-language newspaper, an American pop song and some English-language magazine advertisements. The information was collected over a seven-week term. Authentic material and artificial material were used alternatively with both classes; however, the teachers and activities were the same. The activities consisted of working in groups of three with a given topic to be discussed.

The results indicated that while on-task behavior and observed motivation increased significantly when authentic materials were used, self-reported motivation only increased over the last 12 of the 20 days of the study. The author concluded that authentic materials are less interesting than artificial materials due to the differences in motivation levels. Learners were more motivated with authentic materials, but not because they were more interesting.

Another factor to be considered is technology since it has influenced many aspects of education, especially Internet use. Shiao-Chuan & Tun-Whei (2002) investigated the way teachers can effectively help students learn English through ESL websites freely available on the Internet and how students can get English learning by means of these websites. For this study the participants were a class of 49 (10 male, 39 female) and their age range was from 17-18. The participants were all

students whose first language was Mandarin Chinese and their level was high beginner.

The instruments used were five websites, an anonymous questionnaire, a homework assignment, a 4-item Likert scale anonymous questionnaire and a questionnaire with open-ended questions used in a follow-up study. The students were divided into two groups and each group was given the same 50-minute training session. After the training section, the students worked in pairs on the computers at a learning center. Before the training session started, the students were asked to fill out an anonymous questionnaire in their native language inquiring about their computer usage habits (experience using the web, frequency of web usage), and their familiarity with websites that they could use to practice their English skills.

Afterwards, they were instructed to use the five websites on which they had to complete some homework activities over a period of two weeks. At the same time, the students were told to join a discussion thread and also were encouraged to play some of the language games found at the different sites. At the end of the training session the students had to hand in their assignments and complete an anonymous questionnaire concerning their perceptions of the experience.

One year after the previously described program, a follow-up study was conducted with the same group of students. The students were asked to complete a questionnaire with open-ended questions regarding their memories of the program and their current use of the Internet resources presented. The results of this study affirmed that students consider the Internet a useful tool to supplement in-class instruction. The students deemed it appropriate to learn English through teacher-recommended ESL websites. However, students needed instruction regarding where the sites were and how to use them effectively.

The main conclusion was that despite the difficulties encountered, students had an overall positive attitude to using the teacher-selected websites in their learning of English. The students found that learning English through ESL/EFL websites was interesting and that the teaching strategies used by the teachers were effective and necessary. A follow-up study was conducted a year later after the initial study and the results supported the original findings.

Computer-assisted language learning (CALL) has been integrated into classroom practice and has become a common teaching practice. Although teachers' experiences have not been investigated deeply when they use this approach, to provide a better understanding about this issue Kyeung (2008) examined in his study the ESL/EFL teacher's impressions of the role of computer technology in their classrooms. The individuals that participated in this study were 10 teachers, all graduate students who enrolled in both a teacher education program for TESOL instructors and an advanced certificate of educational technology program (ACET). Their age ranged from 25 to 45 years of age. Interviews consisting of semi-structured questions that lasted 50 minutes were used as instruments in this study. Data collection took place over one semester.

During the interviews participants described their views regarding computer technology, gave examples of the benefits of CALL, and provided descriptions of sample lessons using computers. All interviews were audio-taped and transcribed later. The findings presented a narrowly constrained set of teacher's perceptions about CALL in terms of time, frequency, content, language skill, and context.

The teachers' views of computer technology revealed considerable teacher-centeredness. After reviewing these results, the author came to the conclusion that the role of the computer was limited to considering it as a supplemental teacher's

tool. Similarities such as computers as a resource, a tool for tutoring, communication, presentation and writing, a motivator, and an as optional tool were found amid the teachers' perceptions. These similarities promote the use of CALL as an instructional tool, not as a learning tool for students.

Results

Chart 1: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards		X
	power point presentations		X
	maps		X
	pictures	✓	
	charts		X
	handouts	✓	
	posters	✓	
	wordcards		X
	white/black board	✓	
	cutouts	✓	
Audio	songs	✓	
	dialogues	✓	
	stories	✓	
	tales		X
	chants	✓	
	numbers	✓	
Audiovisual	videos		X
	movies		X
	documentaries		X
Realia	objects (toys, plants, fruits)	✓	
Online	websites		X

Authors: Mery Loja and Cristina Palacios

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

Chart 2: 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	✓	✓																			
	charts																					
	handouts																					
	posters																			✓	✓	
	wordcards																					
	white/black board	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓							
	cutouts													✓	✓	✓	✓					
Audio	songs			✓	✓	✓	✓												✓	✓	✓	✓
	dialogues																					
	stories												✓	✓							✓	✓
	tales																					
	chants	X	✓			✓	✓								✓	✓			✓	✓	✓	✓
Audiovisual	videos																					
	movies																					
	documentaries																					
Realia	objects (toys, plants, fruits)							✓	✓	✓	✓											
Online	websites																					

Authors: Mery Loja and Cristina Palacios

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

Chart 3: 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																				
	handouts					✓	X										✓	✓			
	posters												✓	✓							
	wordcards																				
	white/black board	✓	✓			✓	✓						✓	✓	✓	✓	✓	✓			✓
Audio	songs																		✓	✓	
	dialogues																				
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentarie																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Authors: Mery Loja and Cristina Palacios

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

Chart 4: 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																				
	charts																				
	handouts																				
	posters																				
	wordcards																				
	white/black board			✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓
Audio	songs					✓	✓														
	dialogues							✓	✓					✓	✓						
	stories	✓	✓	✓	✓	✓	✓					✓	✓								
	tales																				
	numbers													✓	✓			✓	✓		
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																				
Online	websites																				

Authors: Mery Loja and Cristina Palacios

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

Chart 5: Frequency of use of supplementary material

Variable	Indicators	4 th grade (8 years old approx.)	5 th grade (9 years old approx.)	6 th grade (10 years old approx.)	TOTAL	PERCENTAGE
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures	1	6		7	13,21
	charts					
	handouts		2		2	3,77
	posters	1	1		2	3,77
	word cards					
	white/black board	5	6	6	17	32,08
	cutouts	2			2	3,77
Audio	songs	4	1	1	6	11,33
	dialogues			2	2	3,77
	stories	2		4	6	11,33
	tales					
	chants	5			5	9,43
	numbers			2	2	3,77
Audiovisual	Videos					
	movies					
	documentaries					
Realia	Objects (toys, plants, fruits)	2			2	3,77
Online	websites					
TOTAL					53	100%

Authors: Mery Loja and Cristina Palacios

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

Description, Analysis, and Interpretation of Results

In the following section, a complete description, analysis, and interpretation of the findings obtained in this study will be done. The observed classes will be described and analyzed using qualitative and quantitative approaches. In the qualitative analysis we will take into account the following aspects: appropriateness, pertinence and quality. On the other hand, the quantitative analysis will be based on the frequency of use of the supplementary materials in EFL classes.

Qualitative Analysis

This segment will present an exhaustive analysis of each one of the supplementary materials that were used in the observed classes of the 4th, 5th, and 6th grades of basic education. The analysis will cover aspects such as appropriateness, pertinence and quality. Additionally, it will describe the different learning styles that were taken into account by the teachers in the above mentioned classes.

4th Grade/8 Years old

In this grade the teacher used pictures, a white board, posters, songs, stories, chants, toys, and cutouts as supplementary materials; these were used appropriately according to the students' age and level. Material choices were clearly trying to embrace some of the students' styles.

Pictures

In the first class pictures were used. The topic of this class was "Describe People". The objective in this class was to develop speaking and writing skills. Regarding the pertinence of the material, it can be said that it was very relevant with the subject and the topic. The teacher showed the pictures and students had to describe features such as height, weight, and hair color, for the people in the pictures. Through description of the pictures, students practiced speaking skills while they

talked about the images; writing skills were developed when they wrote the different characteristics in their notebooks. The students were very interested in that material and the learning objective was achieved.

Considering appropriateness, the material was adequate because students could describe people in exercises they did while the teacher showed the pictures. They understood the instructions easily because the directions were given according to their level and age. Since they are children, the pictures drew their attention and they were eager to participate. Page & Page (2011) classify learning styles in visual, auditory and kinesthetic; and we can say that the students exhibited a visual learning style at this stage. Visual learners process information through observation of pictures, diagrams, handouts, and demonstrations, etc. This was a valuable material for this class specifically for helping the visual learners.

In reference to quality, the pictures were large and colorful and they were in good condition. The teacher stuck them on the board so the students could have a better view. Those pictures attracted students' attention and stimulated them, so we can say that the quality of use was good.

White board

The white board was used in the first class to explain the topic "Describing People". The objective was to develop writing and speaking skills. This aid was pertinent in relation to the topic, because the whiteboard is a versatile tool in a classroom. For instance, in this class the teacher used it for sticking up pictures and writing sentences about them. Then she asked to the students questions about the pictures and some volunteers wrote descriptive sentences on the board. The proposed activities along with the materials used by the teacher helped students accomplish the lesson's objective.

In relation to appropriateness, the white board was useful since the students could write descriptive sentences for people. Concerning writing skills, students developed their creativity when they wrote sentences on the board. In reference to speaking skills, students showed this when they answered after the teacher asked for descriptions of people. In this way students demonstrated good comprehension and interest in the topic.

Regarding quality the teacher used the white board neatly. She put the pictures on it and she used different color to write the sentences so it facilitated the students' view. Even students in the back could see the pictures and the information.

In the second class, the whiteboard was used again to teach about "Names of Animals". In that class the teacher aimed to teach their names, where they live and what those animals eat. According to pertinence, the board was an indispensable material for teaching that topic and achieving the objective. The teacher asked students for names of the animals and the places where they live and then the answers were written on the board. This shows that the aid was properly utilized regarding the topic and the objective of the class.

It was appropriately used because when the students saw the information on the board, they could learn more easily about the animals and their habitats. Also they were able to understand all the information which was according to their level of knowledge and age.

When mentioning quality of the material it could be said that the teacher utilized it adequately. She wrote the information with clear handwriting, everyone could see, and the students followed along easily with the material.

Additionally, the white board was used in the third class. That material was used as a support to explain the topic "Animals". The objective was to learn the use

of the modal verb can. It was one of the best ways in which the teacher could demonstrate the use of the modal verb can. The teacher wrote about the animals' habits. She wrote short questions on the board about the animal's features, and the learners were motivated to give answers. In view of this, the teaching aid was pertinent for this lesson.

The material was suitable for the children's age and level because through it they showed the dominance in the use of can-can't and expressing animal habits in an inductive way. In conclusion we observed that the material was appropriate for their understanding.

Referring to the quality of the use of the material, when using the board the teacher optimized the space well. She wrote the sentences with attractive colors and readable letters emphasizing the use of can and can't.

In the fourth class in which the white board was employed, the topic was "Animals" and vocabulary related to them. The objective in this class was to encourage students in giving a description of each animal and developing student's listening skills. The material was essential for writing the new vocabulary generated from the topic. When using the board the teacher could demonstrate to the students the correct spelling of the new vocabulary. She used this tool along with other materials as a support for increasing the students' participation.

The teacher asked students to come to the front of the class and describe one animal while all the information was written on the board. The use of this material was appropriate for the age and level of this group since the students gave good responses and grasped the topic of the class. As a consequence, the objective of the lesson was achieved.

In terms of quality, the teacher wrote a lot of information about animals and new vocabulary on the board so the children could see the information clearly on it. Also, the students could differentiate the information about each animal. As a result, we can say that the usage of the board was correct.

In the seventh class the white board was used too. The lesson was about “Clothes” and the goal was learning new vocabulary about the mentioned topic. This material was pertinent to the topic and objective because the teacher could use it as a support for the class activities. While students were looking at some drawings in the book, she wrote on the board some words related to clothes. She wrote about the character in the book “What is the Prince William wearing?”

The students looked in their books at some drawings about clothes and said their respective names. The material was appropriate because learners could conceptualize the new vocabulary and they learned spelling of different words about clothes.

Regarding quality we can say that it was not so good because there was some information about the previous class that the teacher did not erase. Consequently, the information was confusing for the students when they had to tell the difference between this subject and the previous one. This fact negatively affected the quality of the use of the material.

Cut outs

Cut outs were utilized in the seventh class. The topic of that class was “Clothes” and the objective was learning new vocabulary related to clothes. The material was pertinent because it contained illustrations about clothes. The teacher gave instructions so that students cut and paste the provided material in the textbook.

The teacher succeeded in that her students recognized and differentiated clothes easily. This showed us that the target objectives were achieved.

We observed that the students were very attentive and interested in doing the activities because it was a hands-on activity and the children felt the activity as a game hence all of them enjoyed doing this task. They also learned the correct pronunciation of the vocabulary. As a result, the cut outs were appropriately used in this grade because students' age and level were considered.

Regarding quality, we observed that the teacher gave the students colorful and attractive cut outs, when she distributed this material the class become more interesting.

In the eighth lesson in the fourth grade, the teacher also used cut outs. This was the only material she used in the class, whose aim was to "Identify Animals". The objective of the class was to learn the correct use of can- can't in question form. The aid pertained to the topic and objective. The teacher asked questions to the students about what can be done or not done by animals. These questions helped students to express actions with can, for the children it was easy to learn this grammatical part thanks to the association with animals in this activity. The children seemed to be always interested in animals and they enjoyed the activity.

The use of the cutouts was appropriate for their age and previous knowledge about that topic. Even though the discipline was difficult to manage in this grade, with the use of appropriate materials the students were attentive when the teacher asked them to cut, paste and write sentences about the animals. The material attracted their attention and it was easy for them to handle it. As a result, they worked diligently during the class.

The aspect and quality of the mentioned material was good and funny because it contained a lot of drawings. It was well applied by the teacher because she showed the cut outs and gave clear instructions, making the activity understandable for the students. We observed that the students enjoyed working with this material.

Posters

“Monsters Come to the Earth” was the topic of the tenth class in which the teacher used a poster as a teaching complement. The purpose in this lesson was to develop student’s listening comprehension skills. The teacher showed the poster in front of the class while the students were listening to a story about the monsters. Since the poster consisted of a sequence of drawings about a story of monsters, it helped to attain the goal of the lesson. Our perceptions were that the combination of the materials used in this class facilitated the learning and the teaching process.

We observed that the teacher used the material in an appropriate way for this level because the students had the chance to listen to the story and look at the poster. This was a good strategy to attract the students’ attention and make the classroom environment more enjoyable and animated.

The characteristics of the material were good such as color and size; the drawings were bright and big. We appreciated that the teacher held the poster while she pointed out the characters of the story on it, so this was helpful to link skills for the students.

Chants

A chant was a resource used in the first class. The theme of the class was “Describing People” and the goal was to improve writing and speaking skills. Talking about pertinence we can say that the chant was not related to the theme of the class because it was used just as a warm up activity.

We observed that the chant was appropriate for the students' understanding. They repeated the chant chorally while they mimicked the commands in the chant. The teacher was in front of the class singing and following the steps of the chant while the students observed and imitated her.

Talking about the quality of the chant, we saw that the teacher played the CD three times at a loud volume to make sure of the students' understanding. It was easy to listen to it and everybody could understand it in the class. The teacher did a good job using it.

A chant was used as a teaching tool in the third class to introduce the topic "Names of the Animals". The use of can/ or can't was proposed as the objective. The material was well applied by the teacher and it was closely related to the purpose of the class. The chant was about the animals and the description of what they can do, so the teacher mimicked the animals while the CD was playing. The teacher used it as a complement for the students completing a task in their books.

The chant was appropriate according to the children's knowledge and age. It aroused their interest and reinforced their prior knowledge about animals but it was even better for them to watch the teacher's performance.

The whole class could clearly hear the chant and the content was very interesting to the students. Thus, we can say it was of good quality and it was well used by the teacher.

The teacher used a chant in the seventh lesson to support the topic "Clothes". The objective in this class was to learn new vocabulary about clothes. The teacher played it three times, so the students had the opportunity to practice the new words by repeating them; it was a good way of memorizing the new vocabulary. In our opinion, the material was pertinent to the topic and objective.

The students repeated the new words chorally while the chant was played. The students performed that activity easily. It demonstrated that such material was effective and appropriate for students' age and level in that class because the learners grasped the objective and increased their vocabulary.

We observed that this material was well applied by the teacher who played the chant the necessary times, thus, the students could hear it loudly and got involved by the catchy rhyme of it. In conclusion the material had a good quality of use.

In the ninth class the teacher also applied a chant. The topic in the class was "Daily Routines"; the objective was to introduce Simple Present tense. The teacher applied a chant about common daily activities in a person's life, which means that it was pertinent to the topic and the objective because the chant included simple present tense in its content. The teacher played the chant and then she asked questions about it, specifically daily routines.

We can say that the aid was appropriate because the questions posed before were answered by the students without difficulty. The chant was designed in accordance with the students' level and their reaction to it was favorable; it was an adequate activity to reinforce the implied grammatical tense.

In terms of quality, the chant was clear and played loudly. The students clearly learned from the chant, improving the overall quality of the class.

In the tenth class a chant was used and the theme of the lesson was "Monsters come to the Earth"; the objective was to develop listening comprehension by means of this material. The chant was not associated with the topic because its content was a game about commands and parts of the body but with the objective which was to develop listening comprehension.

The teacher used it as a warming up activity just for holding students' attention and starting the class. We consider that it was effective since the teacher got students ready for the class.

The material was appropriate to start the class and get the students involved because they were a little tired from the previous class. The chant put them in a good mood and prepared them for learning.

In terms of quality, the chant was played twice to attract the attention of the whole class. Thus, we can say that the teacher used it correctly when she followed the commands by touching some parts of her body so that the students imitate her. The content was very interesting.

Songs

In the second class, a song was used as a supporting material for the lesson whose topic was "Names of the Animals", with the objective to learn where those animals live and what they eat. The content of the song was about animals and places where they live; therefore, it was closely related and pertinent with the topic and purpose because in the lyrics the animals talked about themselves. The instructions that the teacher gave before playing the song were clear; all the students had to stand up and sing the song. The students fulfilled the instructions at ease.

The song was appropriate for the students' level and age and it was quite motivating. The students listened to and sang the song. Since, in general children enjoy songs a lot, this teaching tool gradually strengthened their language learning.

The teacher played the song repeatedly during the class creating a funny environment, increasing their attention and improving their learning. As a result, we can say that it had great quality both in content and rhythm.

To familiarize the students with the use of Can/ Can't and with the topic "Animals", the teacher employed a song in the third class. The song was associated with the topic, because its lyrics emphasized what the animals can/can't do. The teacher took advantage of this tool to demonstrate the actions that can be done by each animal mentioned in the song.

Pupils could learn in a natural way through singing. Based on the observations mentioned beforehand we can realize that it was appropriate for the learners' level and age.

In reference to the quality, we think that the teacher made a good choice because the song was lively and added dynamism into the classroom; therefore, it was applied very well with a high quality standard.

In the ninth, class the topic of the lesson was "Daily Routines" focused on the objective which was to introduce Present Simple tense. The song was about the daily routines of a character from the student's book, making it pertinent. Using the song was helpful for the teacher because she was able to spark the students' creativity as they imagined the actions that the character of the book did.

The aid was appropriate for students because they are just 8 years old and songs are suitable teaching aids for children. Also, the students' knowledge was adequate for understanding the song. They clearly understood the actions by means of the funny rhythm facilitating their memorization. In this way, the students could remember the relevant information while they imitated the actions.

In terms of quality, the teacher used this material in a way that was easy to understand. The instructions were clear for the students to follow. Besides, the song had a captivating rhythm that made students enjoy the class.

For the tenth class in this grade a song was used, too. The topic of the lesson was “Monsters come to the Earth” and the objective was to improve listening skills among the pupils. It was well applied by the teacher to reach the objective and bound up with the topic. It was clear that the students enjoyed the listening activity a lot. The teacher used this teaching tool along with a poster and a story, by combining the above mentioned materials she avoided a lot of lengthy explanations in her class. Therefore, we can say that that tool was very pertinent.

We observed that the pupils were motivated and they could dance while the song was played so kinesthetic learners took advantage of that. We can mention that it was appropriate for the age and level of this group, not just for its content but also for the students’ motivation.

Regarding quality of the song, it was played loudly by the teacher so everyone could hear it. She played it and was attentive to the students’ responses. The song’s content was totally related with the topic of the lesson, improving in this way the class experience and engaging the students while they listened to it.

Stories

A story was another material used in this grade. The teacher used it in the sixth class to support the lesson about the use of Can/ Can’t. The goal was to improve students’ reading skills. The teacher used this tool to work along with the book. She played the story and then asked the students to link the story with the picture sets they observed in the textbook. In our view, it was a pertinent choice as a supplementary material for this class.

The students understood everything in a spontaneous way without too much explanation. They felt pleased in class, demonstrating that the material was appropriately chosen for their age and level of understanding.

The story had common and understandable words; it was evident that it had good quality. The teacher played it repeatedly so students had the opportunity to comprehend and heard it without any problem.

The topic of the tenth lesson “Monsters come to the Earth” was reinforced with an interesting story. The main goal of this lesson was to develop listening comprehension. The story was about monsters and the teacher applied it in order to develop listening comprehension in the students. She played the story and students were asked to pay attention when the song sounded; then, they were asked to act out as a monster. Also, the teacher assigned an activity in which the students had to draw what they liked most about the story. It was a pertinent material for the class because it directly addressed the subject matter.

The story was a good and appropriate resource used in that class according to the students’ age and level. As we mentioned before, the children enjoyed and paid attention to this kind of aid. By listening to that story the children were able to do the activities set up by the teacher and they associated each poster they were looking with the section of the story. As a result, they had a whole comprehension of the topic.

Finally, it can be said that the story was in good condition to be presented in class. It was the right quality for the lesson. The teacher used the tool well by playing the story at the adequate stage of the lesson. Also, the story was repeated twice.

Toys

Teddy bears were used in the fourth class for “Describing Animals”, learning new vocabulary related to animals, and developing listening skills as the goals. This material was associated with the topic and the objective because teddy bears were a faithful representation of the real animals, making them a pertinent teaching tool.

The teacher had previously asked students to bring their favorite teddy bear to class. In the class, the teacher provided examples then she asked the students to describe the toy in front of the class; and after their presentation the teacher asked some questions about that animal such as its color, what it eats, what can it do, and so on.

The students were capable of doing descriptions. Also, they were highly engaged and motivated when the toys were used, so it could be said that the material was appropriate for the students' age and level.

The quality of those materials was excellent, with a variety of shapes, colors and sizes. The toys motivated students to elicit new information. At the very beginning of the class the teacher gave examples in creative way by showing the toy and describing it.

In the fifth class, the teacher used an interesting teaching tool, puppets, to teach "Vocabulary about Animals". The goal of the class was to increase vocabulary and in the same way to enhance students' pronunciation.

The puppets were about animals; therefore, they were pertinent to the topic and the purpose of the class. The teacher brought to the class a bag with puppets, and then she showed a puppet and students had to say its name. After that, the teacher organized a contest in which students had to look for an animal the teacher asked for in the bag.

That material was a valuable resource, because children learn through playing so students got completely involved in the class, making it very appropriate for their age and level.

To mention the quality of the puppets we observed that they were somewhat old and dirty. However, considering the usage the teacher gave them, the quality was good enough to make the class lively and pleasing.

Learning Styles

In the course of these classes, the teacher used visual, audio, and realia as supplementary materials in order to make traditional classes more interesting and effective. As a result, their students had the opportunity to see images, drawings, and written words to learn vocabulary, and they acquired implied grammar in a real way while they enjoyed themselves in the class.

In this way, the teacher embraced the most common learning styles. She addressed visual learners when she used pictures, white board, cutouts, and a poster. She also addressed auditory learners when she used stories, songs, and chants. In the same way, she addressed kinesthetic learners by using toys. The already mentioned agrees with Page & Page (2011) who explained that visual learners process information through the observation of pictures, diagrams, handouts, and demonstrations. Auditory learners prefer spoken instructions such as songs or speech. Kinesthetic learners benefit from manipulating things, physical movement, or practical hands-on experiences.

5th Grade/ 9 Years old

The teacher of the 5th grade implemented the following supplementary materials for teaching: pictures, whiteboard, poster, song and handouts. Some of them, as we will describe, were pertinent and appropriate, while others were not suitable in relation to the age and level of this group of students.

Pictures

Pictures were used in the first class with the topic “Food” in order to generate new vocabulary. This material addressed the main objective of the class. The pictures were pertinent because they contained illustrations of food, so they were clearly associated with the topic. By using those pictures, the teacher created the necessity of using new vocabulary in her students. The teacher used the pictures at the beginning of the lesson and by showing this teaching aid she got the students’ attention. With the full attention of her class on the photos, she could ask her students some questions about the pictures and give them instructions for the following tasks.

We can say that the pictures were appropriately used as the students could practice the new vocabulary learned in the lesson. By working in groups they were able to do the assigned tasks while the teacher helped and monitored them. As a result, the material was appropriate for the students’ age and level.

Unfortunately, the quality of the pictures was not so good. They were not colorful as children need to enjoy a class. Nevertheless, the teacher made a good use of the pictures; she showed them at the beginning of the class and asked students to identify the images. Thus, she got excellent production of new vocabulary.

The teacher also used pictures in the second class to teach “Food” related grammar instructions. This class had as its objective to learn There is - There are. The pictures were closely related with the topic as they were pictures of fruit. The teacher used the pictures at the very beginning of the class as a warming up activity to elicit students’ responses. After that, the teacher explained the use of there is – there are and gave some instructions for students working on their books.

In terms of appropriateness, the pictures fit with the students’ level and age because the students could develop the activities set up by the teacher. The pictures

served as a guide but this material could have been used during the whole class to provide clearer examples in the use of there are – there are.

Regarding quality, the pictures were small in size and did not have enough colors. However, the teacher walked around the class making sure every student could see them. This served to compensate for the lack of image quality.

Pictures were used again in the fourth class to review the topic of the previous lesson, “Food” and to consolidate the use of There is – There are. The pictures were aligned with the topic and the objective of the class but they were not relevant to the students’ needs because that aid was presented in the same way and with similar activities as in the previous lesson. As a result, the students got bored and the teacher lost control of the class. In view of this, it is important to mention Harmer (1991) who affirms that children are curious, so they need to be engaged in varied activities.

As the students were not motivated enough by the teacher, in this lesson they were not interested in doing the activities even though, they already learned the use of there is – there are. They were distracted and did not do the activities. This proves that the material was not appropriate for this lesson nor was the overall low quality of the pictures enough to attract their attention.

While teaching “Daily Meals” in the fifth class, the teacher used pictures to help the students learn new vocabulary about food and enhance pronunciation. The clues were related to the topic but the teacher used the pictures in the same way as she had in past lessons, just showing the pictures and asking questions, evidencing lack of creativity. Thus, the teacher did not use the pictures pertinently. We know that the same pictures can be used in multiple lessons but we think that she should have used the pictures in a different and more interesting way.

The students were not totally engaged in the class but they had the opportunity to practice some pronunciation with the teacher as a model. Therefore, the aim of the lesson was partially reached.

The pictures were not big enough, so the back of the class could hardly see them. This detracted from the overall effectiveness of the lesson. Also, the paper used for the pictures was not very thick; the teacher could have stuck on stiff paper or laminated them to improve their quality.

During the seventh class, the teacher also used pictures to teach the use of “Adverbs of frequency Part I,” with the purpose of teaching students how and when to use the adverbs Always, Sometimes, and Never. The teacher showed the pictures, which were about food, and asked students’ likes and dislikes about food, generating language production. With this basis, the teacher set up an activity based on the book and gave some instructions so that the students develop it. Afterwards, to find out the students’ understanding she asked some questions individually while giving feedback. As a result, we can say that the material was pertinent.

We can say that those pictures were appropriate for the learners’ age and level of knowledge because the students were able to produce sentences using the three adverbs of frequency and they could develop the book’s activity. In this way, the teacher took advantage of this useful material for achieving the lesson’s objective.

The pictures were small in size; therefore, the students were frequently asking the teacher to show the pictures to them more closely. We think that the teacher could have used some bigger ones instead to reduce the difficulty for the students.

With the purpose of reinforcing the use of frequency adverbs, the teacher applied a set of pictures with the topic “Seasons” in the ninth class. The pictures she used were representations of seasons of the year, and they were effective for teaching

frequency adverbs. The teacher started with a brief description of the pictures and then she asked some questions about the pictures using the adverbs always, never and sometimes. In this way, the teacher fostered her students' imagination and got good students' responses; hence the material was pertinent.

As the students had previous knowledge about the adverbs always, never, and sometimes, their responses were right and the activities were easy for them. The aid was appropriate because it matched with the learners' age and level of understanding.

The pictures were from a calendar, they were colorful and big enough for everyone in the class to see. Those qualities and the way the teacher used them made this aid successful supplementary material for teaching.

White board

The teacher used the board in the first class in which the topic was "Food" and the purpose was to teach vocabulary about food. It is well-known that the board can be used for any kind of topic; therefore, it was pertinent for this class. After showing some pictures, the teacher wrote some food categories on the board. She worked in a parallel way to the course book by asking students the name of food items they could see in their books.

Students could say the items' name and the category to which that word belonged. In this way, students familiarized themselves with the different groups of food. For this reason, we can say that the aid was appropriate for students' level and age.

Considering the quality, the board was well organized by the teacher. She used different colors for writing the information, with one different color for each food category. This kept everything very clear for the students and enhanced their overall learning experience.

For the third class, the teacher used the board to teach “There is – There are - Some.” This was a class in which the main goal was to learn about singular and plural by using there is, there are, and some. As the use that teachers can make of the board is wide, it was applicable for the topic and purpose of the class. The teacher utilized this resource for writing specific examples of the subject matter, after that, students were asked to work in the course book.

Through the simple examples that the teacher provided on the board, the students were able to assimilate the lesson and to do the task in the book. It was considered a useful material for this class specifically for learners’ age and level.

When the teacher started using the board, its surface was erased completely, this condition allowed the teacher to work efficiently during the class. As a result, we can say that the quality of the board as a supplementary material in this class was high.

“Food” was the theme for the sixth class in which the teacher used the board to reinforce the use of there is, there are and some, a grammar structure previously taught. That tool was necessary in this lesson because the teacher also used a poster for this class. The teacher divided the board into two parts. The first one was used to hang a poster while on the second part the teacher wrote up a couple of examples for the students to follow. In our opinion, the teacher used the board in a pertinent way by holding the poster and writing the examples. In this way, she awoke her students’ interest and made the class attractive.

The examples displayed on the board and along with the teacher’s direction were effective. As a result, students were able to develop the tasks, both written and orally. It can be said that this teaching tool went according to the students’ age, level, and needs.

The teacher knew how to find a use for the board. The colors she used for writing and the poster made the board attractive and colorful. Besides, the size of letter that the teacher used for writing the examples was appropriate that all students could see them.

The board was used in the seventh class to explain the use of “Adverbs of frequency Part I” with the purpose of teaching how and when to use the adverbs Always, Sometimes, and Never. The board was used by the teacher to write up the adverbs along with some examples, and afterwards the students were asked to come out to the board and to write sentences based on some pictures about food that the teacher was showing them. Also, the teacher wrote up the homework on the board. Since the board is a basic piece of classroom equipment, it was necessary in this lesson for facilitating learning and teaching.

The students could write their own sentences on the board while the teacher corrected the mistakes when needed. The board was appropriate for students’ age and level because they were able to write the exercises and fully understand the topic.

The teacher used an appropriate size of letter for writing the information; also, she used different colors for highlighting the most relevant points. This reinforced the students’ understanding and was a quality material for them.

In the eighth class, the teacher supported her teaching by using the board. The topic for this lesson was “Adverbs of Frequency Part II” and it aimed to consolidate how to use the adverbs Always, Sometimes, and Never which were focused on third person singular in Simple Present. The teacher started with a review of the past lesson and presented the new grammar pattern that would be learned in this lesson. She wrote some samples on the board using “es” and “s” with third person singular. Also, she wrote some instructions in order to guide students’ work on handouts.

As it was a new theme, the students did not understand the teacher's explanations and looked a little confused; therefore, the teacher had to provide extra examples to improve the students' understanding. The students did not get the instructions at first and repetition was needed but at the end they could grasp the target objective. Therefore, this fact made that material appropriate for the age and level of this group of learners.

The teacher did not erase the board completely in this class and there was information remaining from another subject. It is important to remember that the teacher have to set an example for the students. If the teacher's work is untidy, the student's work will be untidy, too.

The last time that the teacher used the board was in the tenth class. The topic was "Weather" and it was focused on learning about types of weather and new vocabulary. The board was a suitable tool for teaching that topic and approaching the objective. The teacher made some drawings about a type of whether and to complete that drawing she asked students what elements could be added. In another part of the board, she wrote the new vocabulary and all types of weather. In this case, the teacher utilized the board in a different way, adding visual impact to the lesson so that the teaching aid was pertinent to the class.

With the drawing as a model, the task the learners had to do was to choose one type of weather and then to draw and color it on their notebooks. Since that activity was one of their favorite exercises, the students enjoyed doing this a lot. Then, the board was appropriate for students' age and understanding in this lesson.

Talking about quality, the teacher used only one color of marker. The graphic could have been made with two or three colors to make it more attractive. In general

terms, the teacher used the board adequately when she made drawings on it because it awoke the students' interest. Besides, she made a good use of the space.

Handouts

In the third lesson, the teacher applied handouts to teach There is - There are - Some with the aim of helping the students to learn the use of singular and plural There is, There are, and Some. The content of the handouts was related with the topic and the purpose of the class. The teacher presented the topic on the board by writing some examples; then, she gave instructions for students working on the handouts. As a result, we can say that the handouts were pertinent to the class.

Regarding appropriateness, we can say that those worksheets should be applied with higher levels because the exercise was difficult to do for students of this level and age. Instead of being a helpful experience, it became a boring and hard task for learners. Therefore, the students lost interest in the class and just walked around the class and talked a lot. For this reason, we feel that the material was pertinent but was not appropriate for this class. We can conclude that the teacher did not accomplish her objective because the students were not engaged and motivated with the use of this material. As Hong & Morgan (2004) state, children tend to put their interest towards things that are easy for them to understand.

The material was poorly elaborated. It had no colors or drawings; those were photocopies of bad quality and they contained a lot of exercises. A better quality copy or an illustrated handout would have been better.

“Adverbs of Frequency Part II” was the topic of the eighth class and its goal was to practice the previously acquired knowledge about adverbs and to learn the Simple Present using the third person singular. In view of the fact that, the topic was learned by the students in a past lesson, the teacher gave a short explanation and

wrote some examples on the board so that the students could develop the activities in the handout.

By completing the activities, the students had the opportunity to strengthen their knowledge; the handout was helpful because students were able to form statements with the adverbs although it did not contain exercises about third person singular. The students completed the worksheet without difficulties. The material was considered appropriate for the students' age and level.

The teacher elaborated this material leaving enough space for the students to do the exercises and including illustrations on it. That made the aid attractive to the students due to the fact that learners also had to color them, one of their favorite activities for this class. In general, the quality of the material was excellent.

Poster

"Food" was the topic of the sixth class in which teacher used a poster to reinforce the use of There is - There are and to learn new vocabulary. That tool was pertinent because its content was about food, thus it was an excellent resource for learning the use of there is and there are. The teacher hung the poster on one side of the board while on the other side she wrote the examples that learners had to imitate. We think that the teacher made a good choice when using the poster in that class because it allowed her to teach while saving time and helping to illustrate the target meaning in a direct way.

The students had to write in their notebook some sentences using there is and there are based on what they could see on the poster. The use of the poster helped students not only reinforce the use of there is and there are but also improve their vocabulary knowledge, hence it was appropriate for their age and level.

Assessing the quality of the poster, we consider it was excellent since it was colorful and included with good illustrations. The big size of the poster allowed students to see all its details, and the colorful illustrations kept their attention.

Songs

The theme “Seasons” and the objective to teach frequency adverbs was the programmed issue for the ninth class in which the teacher used a song as a teaching tool. The song was completely pertinent due to its content concerning seasons and adverbs. The teacher used the song along with pictures which were an excellent complement to reach the objective of the lesson. Moreover, by using the song, the teacher added more variety to the use of the materials.

Since the students could hear and look at relevant items, it was useful for reinforcing their prior knowledge about the topic. They could readily complete an activity set up by the teacher, demonstrating that it was appropriate for their age and level of knowledge.

The quality of the song considering the content was excellent; maybe there was a little problem in relation to the CD player which had low volume limits. However, the teacher compensated for this equipment quality issue by choosing a good quality song.

Learning Styles

The teacher used mostly pictures and the whiteboard as teaching tools in this grade, so we can say that the selected students were visually oriented learners. As Page & Page (2011) stated, such learners benefit from observation of pictures, diagrams, handouts, and demonstrations. However, Dobbs (2001) shows that using the board as a teaching tool is beneficial for both visual and kinesthetic learners because students perform active, public and physical activities.

Auditory learners were less frequently taken into account in this grade because the teacher used mostly the aforementioned materials. In our opinion, using a variety of supplementary materials could be helpful to the teachers so that the materials addressed all students' needs.

6th Grade/10 Years old

In this grade the teachers used different materials as a whiteboard, dialogues, stories, numbers, and songs that helped both teachers and students in the lessons. The materials were used in order to accomplish the objectives of the different lessons and illustrate the information presented. Most of the materials were appropriate and pertinent.

Whiteboard

To introduce the Simple Present tense, in the second class, the white board was an important resource regarding the topic and the purposes of conjugating verbs and improving reading and listening skills. It was observed that the tool was pertinent according to the purpose of the lesson, which was the correct conjugation of simple present in 3rd person. Since writing on the board offers benefits such as stimulating visual learners, the teacher used it to write the pronouns in 3rd person and some verbs to explain the correct use of "s" or "es" endings. In this way, the teacher could attract their attention in class.

The information written on the board helped students understand and remember the grammar patterns. As a consequence, it was easy for the pupils that were attentive and eager to learn the use of "s" or "es" in 3rd person. They were even pleased to act out some of the actions she wrote on the board. The material was appropriate for their age, level, and understanding.

The quality of the white board as a supplementary tool was good. The board was well used by the teacher who wrote some examples and essential information on it. One negative aspect was that she did not clean it completely.

In the third lesson, the topic was “Continents”. The aim was to learn about Arctic -Antarctic environments and the animals that live there. The white board was pertinent and optimal for this lesson because the teacher made a drawing that was suitable for the topic and helped students attain the objective of the lesson. Moreover, the teacher used the board to brainstorm about the continents. After that, she explained the Arctic and Antarctic’ environment. That material was effective for this grade and the issue could be understood by all learners.

The students expressed their previous knowledge, thus it was an appropriate review for them. Their interest in the material made them behave all through the class. Also, the use of this aid helped students understand the topic better; therefore we can say that it was appropriate for the learners’ age and level.

The board was well used by the teacher and she made the most of it in terms of space. Besides she used clear writing and made an interesting drawing to illustrate the meaning. Overall, we judged it to be good quality.

Another class where the white board was utilized was the seventh class. The theme was “Present Progressive-Going to” for future ideas, and it included a review of numbers. The use of the board was pertinent to the topic and objective because the lesson was about present progressive grammar structure and consequently the teacher needed the board to explain the subject matter. The teacher wrote on the board some sentences using -going to- in order to express future plans and asked the students to write their own sentences in their notebooks.

The examples were appropriate because the students had a good English level and knowledge so the information on the board was not totally new for them. Additionally, the students could form sentences using going to. As the learners were able to develop the activities we can opine that the material was appropriate also for their age.

The white board itself had good quality. However, the teacher wrote the information on it in a way that it could hardly be seen because of dry markers that were of poor quality. Although, the teacher used the space of the board adequately when she separated it in two parts with lines and wrote the model sentences in the first and important vocabulary in the second one.

The only supplementary material used to teach in the eighth class was the white board. The topic was information questions in Present, Past and Future. The goal was for the students to learn the questions' structure. The material was pertinent because the teacher wrote the information related to the topic and the students cleared up their doubts. It was an effective way for the teacher to review the grammar with the students.

We think the tool was appropriate because the teacher asked the students to come in front of the class and consequently, she could check when students wrote sentences concerning the topic on the board. The students felt happy and self-confident working with this material; hence it was according to their age, level, and understanding to develop the activity.

The board was well used by the teacher. She used appropriate size of letter and cleaned it periodically. This means that the quality of the material was good.

The white board was used in the ninth class in which the topic was "Types of Food" and a review of large numbers. The objective was to review vocabulary

related to those subjects. It was pertinent because the teacher used the board to write some words about types of food and large numbers so the students could learn the correct spelling of both vocabulary and numbers. Moreover, it was used as a support altogether with another material for that lesson.

The comprehension was achieved when the teacher started to write some examples on the board. Later on in the class the students participated actively by writing their own production. This demonstrated that the material was appropriate for their level of age and understanding. It was easy for them to handle that application of the white board.

The teacher used different colors for writing, one color for each theme; this fact made the board look attractive so the students could memorize the content. The surface was efficiently distributed. Therefore, the material reached a good quality.

In the tenth class, the topic was “Animals, Continents and Countries”. The principal objective of the class was to learn about some countries in each continent and the species of animals that live there. To aid with visualization, the teacher drew a map on the board and asked the students the names of some countries while she completed the map on the board also some volunteers were asked to draw animals that belong to each continent. This material was ideal and pertinently used by the teacher.

The appropriateness of the material was reflected when the students were able to place some countries in the map and draw the animals, too. The use of that tool was appropriate in relation with the students’ age, level, and previous knowledge.

The teacher used the board in an organized way. She explained the students where they should write to keep the order, ensuring that a good quality application of the teaching tool was maintained.

Dialogues

A good way of learning vocabulary for “Food” was a dialogue in the fourth class. The main goal was to learn vocabulary about food. It was pertinent because its content was closely related with the theme. The teacher played the dialogue three times so that the learners could understand it.

Through the use of the aid, the students had the opportunity to learn new vocabulary, practice the correct pronunciation of the unknown words, and enhance their listening skills. Some of the students listened to the dialogue attentively, but some students were distracted, so maybe that fact could be an indicator that the material was not engaging enough for them. However, overall we can affirm that the tool was suitable for the students’ age, level, and understanding because most of the students performed well using the material.

The teacher played the dialogue twice, this material had good content, it was easy to understand, and its sound was neat; all these factors and the way the teacher used the dialogue made it of good quality.

A dialogue was used in the seventh class with the topic “Present Progressive-Going to” for future plans and it included a review of numbers. It was pertinent because it was closely associated with the topic and the goal of the lesson. The teacher applied the dialogue at the very beginning of the class as a warm up activity, leading students towards the new topic. The use of dialogues is a common practice in language classes; in this way, the teacher helped students develop their listening skills and set a model of spoken language to students.

It was a basis for students practicing the use of going to. They were able to perform a role play as a classroom activity. Also, they learned some verbs with *ing* and put them in practice. The dialogue was understandable; therefore, it was appropriate for these students because it was according to their age and level.

Considering the quality, the teacher played the dialogue twice; she told the students to put attention to the verbs with *-ing-*. An important point was that the material made the class more animated, and engaged the students for a better understanding. Also, the sound and content were suitable.

Stories

“Professions” was the topic of the first class in which the teacher used a story. The main purpose of the class was to learn actions happening now and verbs in present progressive. After presenting the topic, the teacher played the story as a complement with an activity on the book, the students kept concentrated following the story they were listening to. When they completed the task, they had the opportunity to read the story while the teacher corrected the pronunciation. In view of this, we can say that the material was pertinently applied.

The material was suitable for the students’ understanding and age because it enabled them to listen to the activities in progress about people and their professions. Students were attentive all the time because the material was interesting, attracting their attention to the topic and the implicit grammar.

The teacher applied the material in a good way, she used the story with the book to complement it, the story was heard clearly by all the students and it had an engaging content. All of these factors made it of good quality.

The second class was about Simple Present tense and the aim was the correct conjugation of the verbs as well as developing reading and listening skills.

First, the teacher presented the topic on the board, and then she introduced the characters of the story and played the story. The material was relevant because it involved the topic and approached the objective. Additionally, the students were very interested in the story and the subject; so we opine that through the use of that aid the classroom activities were intrinsically motivating. As Harmer (1991) affirms, intrinsic motivation takes place within the classroom; therefore, students who are quite motivated are easier to teach.

In respect to appropriateness, this material was quite profitable because by listening to the story students could know the correct use of the simple present and its variations according to the subject. In that way, they practiced not just grammar and listening but reading, too.

The equipment the teacher used to play the story was in good condition, besides she took advantage of the material. All the students could listen to it clearly. We realize that the material had good quality because of its excellent sound and interesting content; as a result, the students were involved in the class.

The topic “Arctic and Antarctic Continents” was treated in third class in this grade; the objective was to know about animals that live there and the environment in the above mentioned continents. The story was pertinent and related to the topic and objective and it was possible to join all of the components of the issue. It is worth mentioning that the teacher also used the board and a song along with the story. By using all those materials, she could suit a variety of learning styles such as auditory, visual, and kinesthetic learners.

Through that amusing story, students were linked up to the grammar they had been exposed to before, and as a response, they were delighted to listen to the story

used by the teacher. The students in this grade had a good level in English, so in our opinion the story was appropriate for the needs, age and understanding of the group.

The teacher used equipment in good conditions for playing the story twice. This enabled the students to listen to the story clearly and easily. Thus, we can say that the material was of good quality.

“The Unhappy Prince” was the topic in the sixth class, focusing on simple present and developing listening skills. The story was associated with the purpose of the class as well as the objectives. As the task was to complete an activity in the book while the students listened to the story the teacher played the story and stopped it at strategic points to ask some details and to allow students to complete the activity. This material was useful since it contained many present simple sentences and the teacher used it to keep the focus on fun instead of teaching grammar patterns, which can be difficult for children.

The students were able to accomplish the tasks and most of them participated actively during the class. According to the age and level, it was clear the appropriateness of the story.

The story was meaningful in relation to the students’ needs and was played loudly enough. Therefore, we observed that it was a good quality material for the class.

Songs

In the third class, one of the resources that the teacher applied was a song in order to introduce the theme “Arctic and Antarctic Continents” with the main purpose to know about animals that live there and the environment in the above mentioned continents. Music is a powerful tool in teaching English, so the teacher took advantage of this resource to get the objective in this lesson. The teacher played

the song after the presentation of the topic; it gave a boost of energy to the class, so it was completely pertinent to the lesson.

In relation to appropriateness, it was observed that students perceived the song not as a lesson activity but as a funny activity while talking about the animals and how they live in their habitats with that catchy song. Overall, they enjoyed it, resulting in a spontaneous learning session. Therefore, the song was suitable for the level and age in this group of students.

The song had an interesting content as well as a good rhythm, making the class environment inviting. The teacher played it three times because the students asked for repetition. Thus, we can say it was a good quality song for them.

Numbers

The topic of the seventh class was Present Progressive tense with the main purpose to learn Going to for future plans and how to express large numbers. It was pertinent based on the fact that the content of the material was completely related to numbers and hence it was helpful. The teacher used that material to complement with another one to teach large numbers. The students repeated the numbers chorally with the CD and the teacher raised her voice to emphasize the pronunciation.

The students had to write the mentioned numbers. It was evident that the majority of learners could develop that activity; therefore, it was appropriate for their age and level.

The material had good quality; it consisted of a CD with repetition of numbers. The teacher played it twice and loud enough to be heard by all of the students. In this way, the class' environment became cheerful.

In the ninth class, the teacher also used numbers. There were two topics "Types of Food" and a review of large numbers. The lesson aimed to review food

vocabulary and large numbers. The teacher played the CD once and asked students to repeat the numbers they heard. After that, the teacher played the script twice so that students could circle on their books the number they listened to. It could be said that the material was pertinently applied by the teacher and it facilitated learning.

Through the use of that teaching tool, the students were able to fulfill the task asked by the teacher which was to circle the number they heard. This material was appropriate for their age and level, through this, the students built their listening and comprehension skills.

Regarding quality, according to our observation, the teacher did a good job using this material, she played it three times, and the students could listen to it perfectly. Consequently, it benefitted them providing a good model for pronunciation. In our view the material was of good quality.

Learning Styles

In the sixth grade, we observed that there was a considerable difference between the percentage of visual and audio materials used. There was only one visual material applied which was the board; this could benefit not only visual but also kinesthetic students according to Dobbs (2001).

However, in the majority of the classes, the materials implemented were auditory tools, such as dialogues, stories, songs and numbers; which may be related to the fact that students in this grade were the oldest group observed. This was in concordance with Stafford (1993) who expressed that at the very beginning children are kinesthetic and tactual, touching everything, while later on in third or fourth grade they become visual and finally, at the end of the school, they become *auditory* learners, especially the females, although some males maintain kinesthetic learning preferences throughout their lives.

Quantitative Analysis

This section will present an analysis of each one of the materials which were used in the observation studies we carried out in the fourth, fifth and sixth grades. The analysis will be done considering the frequency of use of the materials.

There were 18 types of materials proposed by the University as possibilities for classroom use. Visual materials included flash cards, power point presentations, maps, pictures, charts, handouts, posters, word cards, and white/ black board. Audio included songs, dialogues, stories, and tales. Audio-visual included videos, movies, and documentaries. Realia included objects such as toys, plants, fruits. Online included materials such as websites. It is evident based on the results from chart one that only 11 materials were utilized.

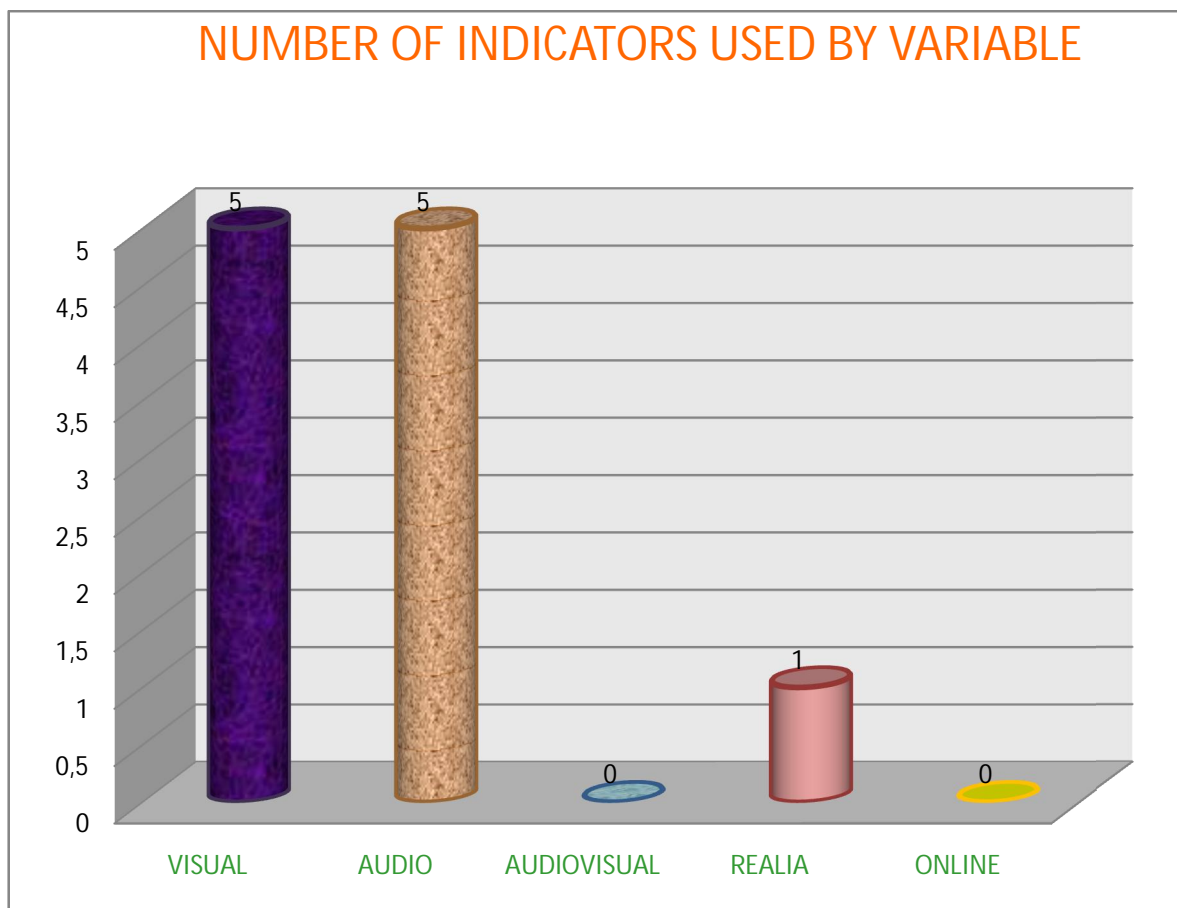
For instance, the first measured variable, Visual, includes nine indicators but in the classes were used only four of the proposed materials. This included pictures, handouts, posters, a whiteboard and one material that was not proposed, cut outs. Flash cards, power point presentations, maps, charts, and word cards were not applied in the classes we observed.

Regarding the second variable, Audio, it was observed that most of the proposed materials were employed except tales. This includes songs, dialogues, stories, and two additional materials which were numbers and chants.

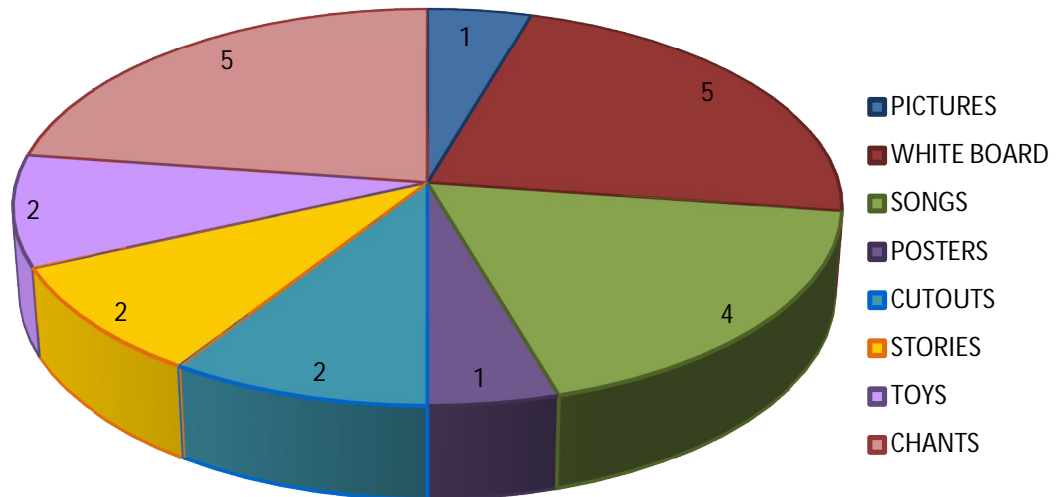
In the third variable, Audiovisual, none of the proposed materials were used. The unused materials included the following: videos, movies, and documentaries.

Puppets and teddy bears were other aids used in the classes. We consider that those items belong to the fourth group, Realia, which consists of objects such as toys, plants, and fruits.

The last category, Online that includes websites, was not applied by teachers in any of the classes we observed.

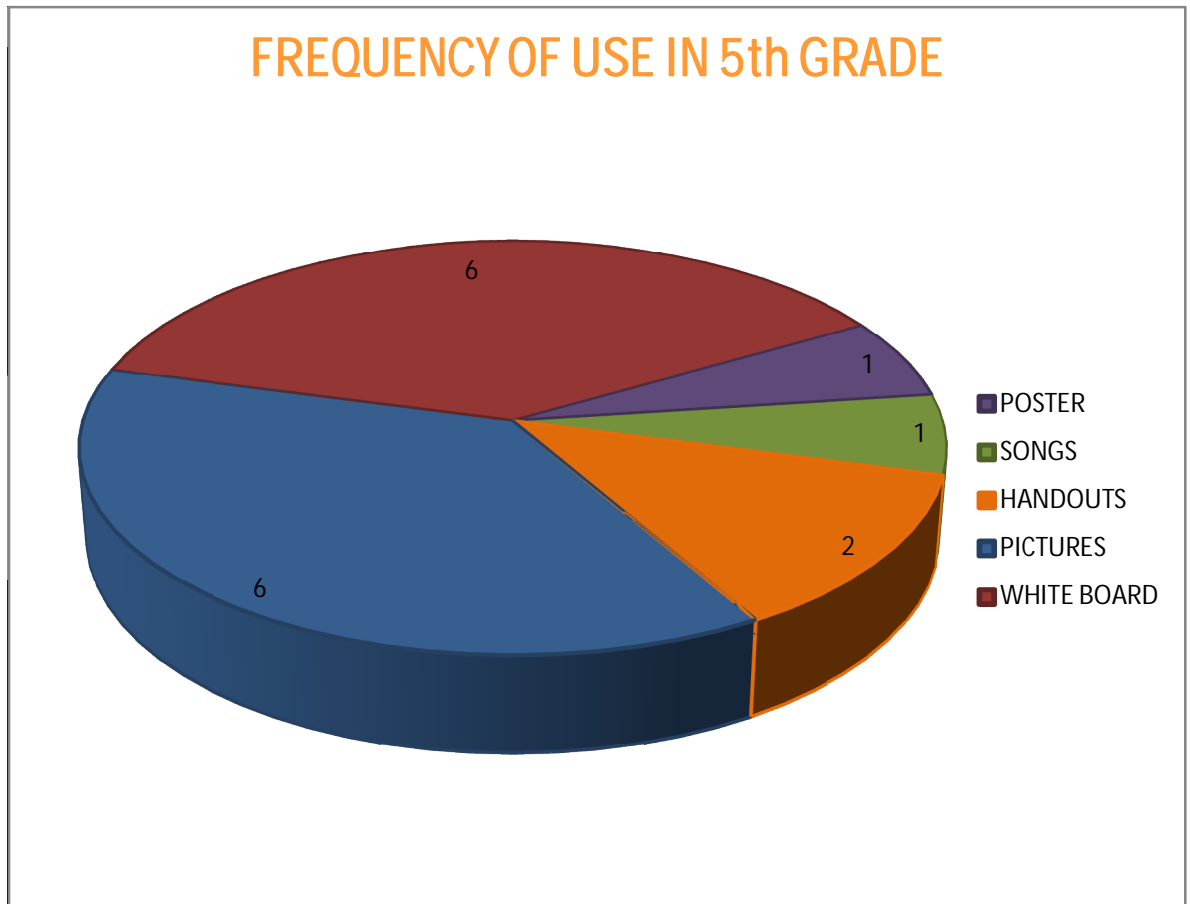


FREQUENCY OF USE IN 4th GRADE



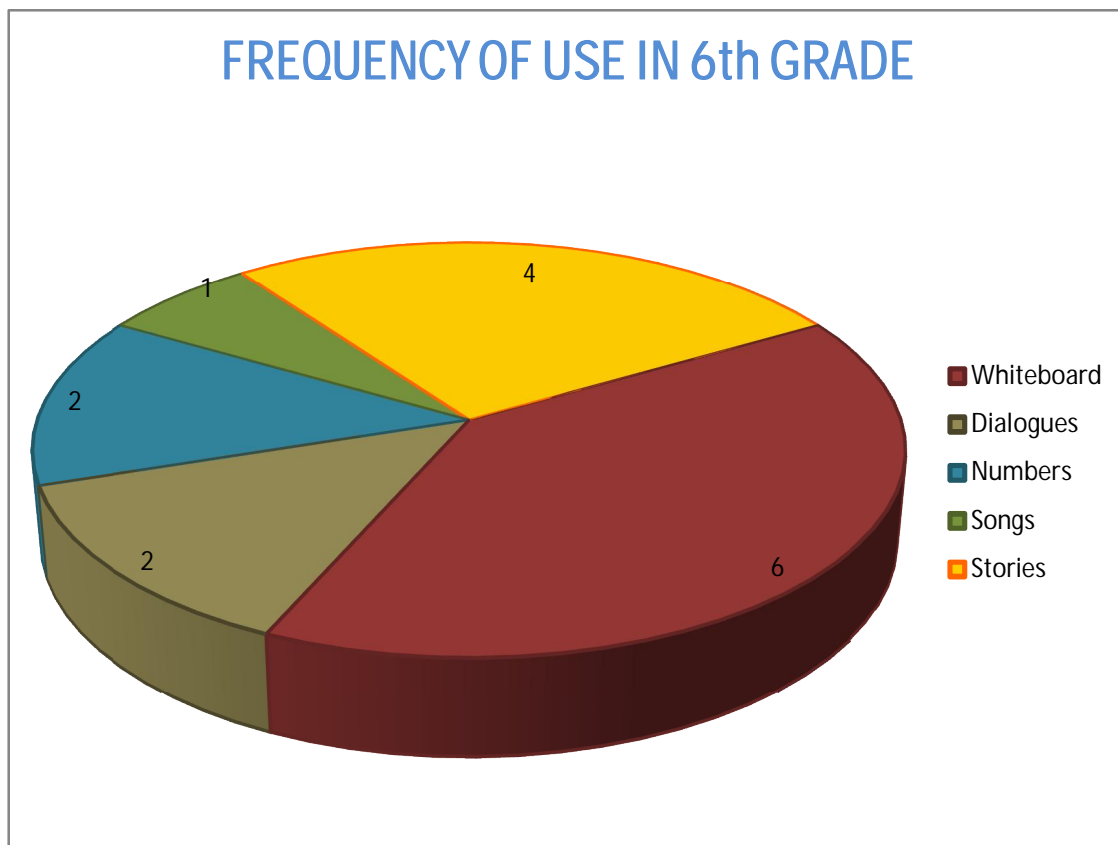
In the 4th grade the supplementary materials implemented were the following: pictures that were used once in this grade; posters were used just in one class; whiteboard and chants were tools utilized during five classes each, having the highest frequency of use in this grade; cutouts were only used twice; songs were applied four times being the second most used implement, stories were resources utilized in two classes, toys (puppets and teddy bears) served as a supply in two classes. Based on the results, this grade has the widest variety in the use of material; the teacher used eight different materials.

In our opinion, the teacher of this group of students used many supporting materials in her classes because this group was the youngest. We think that children at this age need more varied and attractive materials than simply a textbook in class.



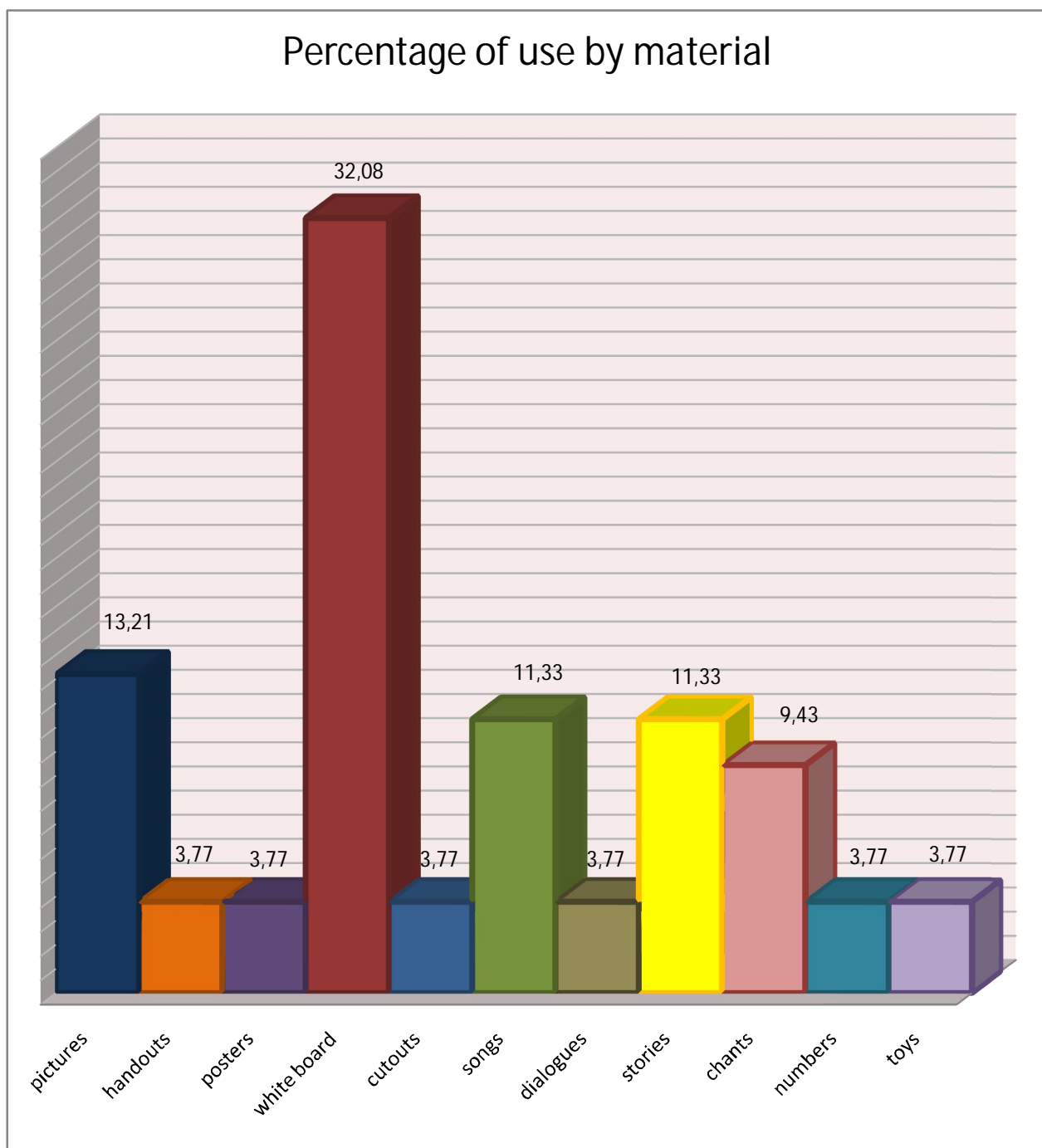
The after-mentioned materials were ranked according to the frequency of use in 5th grade as follows: pictures and whiteboard were used six times each one. Handouts were used twice, while posters and songs were used only once. This means that the most commonly used materials in this grade were the whiteboard and pictures, this demonstrates that the visual category was highlighted, and the audio variable had less frequency.

According to the results, the teacher of this grade used mostly visual materials as a support for teaching. She might believe that in this way her students benefited of them. However, while we observed the classes, we could notice that the students needed more variety and above all more creativity when the teacher using the teaching tools.



In the 6th grade the occurrence in the use of materials was focused predominantly on audio. On the other hand, the visual materials were used only once. The audio materials used were, song which was used once, dialogues were used twice, stories were used in four classes, numbers were used twice and the whiteboard was used six occasions respectively.

The frequency of use showed above reflects that the teacher focused on visual and auditory learners. We consider that the age factor was taken into consideration when the teacher selected the materials as they were the oldest group, instead of the learning style for this group of students; perhaps it is due to the fact that it is not an easy task for the teachers to cover all the students' learning styles.



The results obtained in the present research show that the white board is the supplementary material most used in English classes. As shown in chart five, it makes up 32.08% of the supplementary materials used, followed by pictures with

13.21 %, songs and stories with 11.33%, chants with 9.43% and handouts, posters, cutouts, dialogues, numbers, toys, each with 3.77%.

The findings indicate that teachers mostly prefer two visual aids as a support for teaching. Primarily, they like to use the board, perhaps because it can be used in many ways, it is always available in the classrooms and it can be used along with other materials. After the board, their material of second preference is pictures, which are also used frequently for strengthening the learning process.

These findings contrast what was reported in the surveys. In the surveys, teachers self-reported that they used a great variety of teaching tools in their classes. However, this was not in concordance with the results.

Additionally, teachers took into account students' learning styles such as auditory and kinesthetic. However, the teachers did not include in their lessons the students' favorite materials; according to the surveys administered they prefer games, puzzles; audiovisual materials as movies; and realia materials as animals, and toys instead of the board or pictures. Nevertheless, the teachers focused more on visual learners in their material choices in the classes we observed, proving that students' learning preferences were not taken into consideration when choosing a determined material.

Conclusions

- Teachers used mostly visual materials; which included the whiteboard, pictures, posters, handouts, and cutouts; audio such as songs, chants, stories, and numbers; and realia such as toys. These materials were outstanding aids for teaching to 4th, 5th, and 6th grade learners. Classes were made meaningful due to the tools, increasing students' motivation when they were applied correctly.
- In relation to the frequency of use and variety of the supplementary materials, the board was the most used material, followed by pictures, song, stories, chants, handouts, posters, cutouts, dialogues, toys and numbers, in that order. The board is the most commonly used supplementary material since it is a basic resource available in all classrooms; besides, teachers can use it to write up information, make drawings, stick pictures, hold posters, and so on.
- Teachers and students benefited from the use of the supplementary materials. The former benefited because they can use the materials for facilitating teaching, saving time, making the classes meaningful, and increasing students' motivation. Similarly, the students benefited from these aids when using them, by improving their skills, raising their motivation and creativity, and memorizing new structures.
- Most of the supplementary materials were pertinent when they were used. This was due to their content which was in concordance with the topics and objectives proposed by the teacher in most of the lessons. Moreover, the teachers used the supplementary materials adequately; this fact was relevant to achieve the lessons' objectives.

- Most of the supplementary materials utilized in the classes were appropriate for students' needs, age and level. We deduce this from students' great understanding, motivation and interest they showed while doing the tasks. Additionally, it was clear that learning outcomes were enhanced during the lessons.
- The quality and the use of the supplementary materials in general was good, creating a stimulating atmosphere and promoting students' participation. Although there were some cases where the materials lacked certain features to make them completely optimum and attractive for students, these were largely minor issues.

Recommendations

We recommend that teachers use all the proposed materials instead of a limited number of supplementary materials. Teachers should use flash cards, power point presentations, maps, charts, word cards, tales, videos, movies, documentaries, websites, puzzles, newspapers, and food packages in EFL classes. In this way, the classes can become more interactive and evoke real situations for the students to stimulate their curiosity and desire to learn. Besides, the different learning styles can be embraced when using a variety of supplementary materials.

We suggest that teachers must be aware of children's preferences and that these preferences should be taken into consideration because students' surveys reveal that they mostly prefer games, puzzles, movies, animals, and toys. It is worth considering the possibility of integrating the previously mentioned materials since learners will enjoy learning with their favorite things.

Our final recommendation is that school's administrators should provide the necessary implements for EFL teachers such as laboratories and some other electronic devices which can benefit the teaching process. Moreover, these aids can help students practice and improve the language production by taking advantage of new technology. In this way audio and audiovisual materials can be used more frequently.

References

- Akbari, O. (2008). Teaching vocabulary items through contextualization and picture to Elementary Iranian EFL students. *Asian EFL Journal*, 10, 1-11.
- Allen, V. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press.
- Allwright, R. L. (1990). What do we want teaching materials for?. *ELT Journal*, 36, 5-18.
- Chappelle, C. (1990). The discourse of computer-assisted language learning: Toward a context for descriptive research. *TESOL Quarterly*, 24, 199-255.
- Claxton, C., & Murrell, P. (1987). Experimental learning theory as a guide for an effective teaching. *Journal of the Association for Counselor Education and Supervision*, 27, 4-14.
- Colombo, M., & Furbush, D. (2009). *Teaching English language learners: Content and language in middle and secondary mainstream classrooms*. California: Sage Publications, Inc.
- Cook, V. J. (1986). *Experimental approaches to second language learning*. Oxford: Pergamon.
- Dobbs, J. (2001). *Using the board in the language classrooms*. Cambridge University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Felder, R. M., & Henriquez, E. R. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals*, 28, 21-31.
- Feunteun, A., & Vale, D. (1995). *Teaching children English: A training course for teachers of English to children*. Cambridge University Press.
- Fox, G. (1990). The internet: Making it work in the ELS classroom. *The Internet*

- TESL Journal, IV. Retrieved July, 2011, from <http://iteslj.org/Articles/Fox-Internet.html>.
- Hammerly, H. (1991). *Fluency and accuracy: Toward Balance in Language Teaching and Learning*. In Sharp, D (Ed.) *Multilingual Matters* 73. Multilingual Matters Ltd, Clevedon Philadelphia Adelaide. University Press.
- Harmer, J. (1991). *The Practice of English language teaching*. (2nd ed.). England: Longman Group UK limited.
- Hernani, F. (2008). *Awakening students' inner power: An effective English teaching system*. Brasilia: Thesaurus Editora.
- Heyderman, E. (2006). Teaching EFL to children: The delight of being constantly challenged. *TESL-EJ*, 10, 3
- Hong, A., & Morgan, C. (2004). Consideration of age in L2 attainment – children-adolescents-adults. *The Asia EFL Journal*, 6, 4
- Kachru, B. (1983). *The Indianization of English: The English language in India*. Dehli: Oxford University Press.
- Kimura, D. (1992). Sex differences in the brain. *Scientific American*, 119, 25.
- Kitao, K., & Kitao, K. (1997). Selecting and developing teaching learning materials. *The Internet TESL Journal* 4.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Kyeung, H. (2008). Beyond motivation: ESL-EFL- teachers' perceptions of the role of computers. *Calico Journal*, 25, 241-259.
- Li, X., & Brand, M. (2009). Effectiveness of music on vocabulary acquisition, language usage, and meaning for mainland Chinese ESL learners. *Contributions to Music Education*, 36, 73-84.

- Lightbown, P. & Spada, N.(1993). *How Languages Are Learned*. Oxford University Press.
- O'Neill, R. (1990). Why use textbooks? *ELT Journal*, 36, 104-111.
- Ozmen, K. S. (2004). Make them be aware, not beware of learning. *Asian EFL Journal*, 6, 2-4.
- Page, R. M., & Page, T.S. (2011). *Promoting health and emotional well-being in your classroom* .Sudbury, MA: Jones and Barlett Publishers. LLC.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *English Language Teaching Journal*, 51, 144-156.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology language teaching an anthology of current practice*. New York: Cambridge University Press.
- Rodiki, J. (2006). Attitudes and motivation and their impact on the performance of young English as foreign language learners. *Journal of language and learning*, 5,1.
- Satya, R. K. (2008). *Modern methods of teaching English*. New Delhi: APH Publishing Corporation.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. UK: Cambridge University Press.
- Schumann, J. H. (1997). *The Neurobiology of affect in language*. Oxford: Blackwell.
- Schumann, J. H. (2001). Appraisal Psychology, Neurobiology, and language. *Annual Review of Applied Linguistics*, 21:23-42.
- Shaw, P. (1992). Variation and universality in communicative competence: Coseriu's model. *TESOL Quarterly*, 26, 9-1.

- Shiao-Chuan, K., & Tun-Whei, C. (2002). Students' perceptions of English learning through ESL/EFL websites. *TESL-EJ*, 6, 1-13.
- Susuki, A. (2010). Introducing diversity of English into ELT student teacher's responses. *ELT Journal*, 65, 145-153.
- Tanca, E. (1999). Nuevo enfoque pedagógico: un enfoque constructivista. *Maestros de Maestros* Retrieved May 12, 2011, from http://www.rmm.cl/index_sub.php?
- Woolfolk, A. (2007). *Educational Psychology*. (10thed.). Boston: Allyn and Bacon.
- Wong-Fillmore, L. (1985). *Input in second language acquisition*. Rowley, MA: Newbury House.

ANNEXES

Annex A

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N^o** _____

GRADE:: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

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	
	wordcards	
	white/black board	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

Annex B

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en las clases 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 o 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? _____					
¿Con qué frecuencia te gustaría que se utilice material didáctico adicional? () siempre () de vez en cuando					

Annex C

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

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

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

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

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

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

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

How do you consider the quality of the used material?

Annex D

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____ **CLASS N°** ____

GRADE: _____

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

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

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

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

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

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

Why?

Annex E

Chart 1: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	flash cards		
	power point presentations		
	maps		
	pictures		
	charts		
	handouts		
	posters		
	wordcards		
	white/black board		
	cutouts		
Audio	songs		
	dialogues		
	stories		
	tales		
	chants		
	numbers		
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Annex F

Chart 2: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author:

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

Annex G

Chart 3: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author:

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

Annex H

Chart 4: Pertinence and Appropriateness of the supplementary material used to teach children

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

Author:

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

Annex I

Chart 5: Frequency of use of supplementary material

Variable	Indicators	4 th grade (8 years old approx.)	5 th grade (9 years old approx.)	6 th grade (10 years old approx.)	TOTAL	PERCENTAGE
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board					
	cutouts					
Audio	songs					
	dialogues					
	stories					
	tales					
	chants					
	numbers					
Audiovisual	videos					
	movies					
	documentaries					
Realia	Objects (toys, plants, fruits)					
Online	websites					
TOTAL						

Author:

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