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

Author:

Montoya de la Rosa, Victoria Lastenia

Advisor:

Ochoa Cueva, Cesar Augusto Mgs.

GUAYAQUIL - ECUADOR

2012

CERTIFICATION

M.S.E.D César Ochoa

Certifies that:

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

Loja, March, 2012

_____

M.S.E.D. Cèsar Ochoa

Thesis Advisor

CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

"Yo, Victoria Lastenia Montoya de la Rosa declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaro 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".

_____

Victoria Lastenia Montoya de la Rosa

Autora

AUTHORSHIP

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

Guayaquil, March 2012

_____

Victoria Lastenia Montoya de la Rosa

Author

CONTENTS

ABSTRACT

This research analyzes the use of supplementary material for teaching children in EFL classes. Its main aim was to find out whether teachers made use of this type of material or not; and if they used it, how pertinent, appropriate and qualified that material was. This research was carried out in a school located in the north of the city of Guayaquil – Ecuador, with students of eight, nine and ten years of age in fourth, fifth and sixth grade classes.

Class observations and students' surveys were applied using students' and teachers' questionnaires. The Qualitative Method was used to describe and interpret the results; and the Quantitative Method was applied to know the frequency and percentage of the use of supplementary material. Through this research, it was found out that, if chosen appropriately, the use of supplementary material increases noticeable students' motivation.

INTRODUCTION

In Ecuador and all over the world the fact of teaching English is constantly changing. The decision of teaching is made up by a variety of components that continues worrying the teaching of English in a foreign country. The success of the teaching-learning process depends on components such as the socio-cultural factor, the bibliographical one and the methodological element.

The socio-cultural factors of teaching English are significant because of the influence they have on educational and historical backgrounds in which EFL is being taught and learned. The bibliographical element also plays a very important role in the teaching-learning process. The third one is the methodological element, which is considered the most important because it involves a variety of aspects such as the method and techniques as well as the resources used in the teaching-learning process.

The investigation of the use of supplementary materials in EFL classes is the topic of this research. Also the specific objectives included in this investigation are to identify and analyze supporting materials used for teaching children in EFL classes, describe and analyze each one of the supplementary materials used in EFL classroom in terms of pertinence appropriateness and quality. Finally determine the frequency and variety of the supplementary materials used in the observed classes.

The significance of this research is based on the facts that even though the use of supplementary material makes the teaching-learning process easier and increases students' motivation, teachers do not use supplementary materials appropriately.

Methodologists and teachers immersed in educational issues have made previous studies which have influenced on future generations. A study carried out by Barnawi in 2009 found out that despite of the lack of training on the use of the Internet, the lack of technology resources and the imposition of traditional methods,

students showed positive attitudes and willingness to integrate the Internet into the classroom; and he also viewed the Internet as a wonderful and rich source of information for teaching-learning purposes.

Peacock (1997) investigated whether authentic materials increase the classroom motivation of learners; however, they have a positive effect on motivation in foreign language classroom; he considers that students may or may not be served by the use of these materials and thinks that there is still scarce rationale for or against their use. Finally, he argued that it is certainly possible that using authentic materials has a positive effect on learner motivation in the classroom.

Bonk (2009) and Lee explored the use of wikis for improving students' English writing skills considering the learners' needs in an age where the globalization of information and work is increasingly apparent, students are expected to have many new skills and abilities.

They found that the wikis is a highly and collaborative invaluable tool for the distribution and sharing of members' ideas. They also confirmed that wikis increased social interaction and collaborating among participants in online education. They consider that wikis are useful tools that improve highly student's motivation and retention in their courses.

This study will benefit institutions, researches and people related to the educational field. Teachers will be interested in their self-professional improvement and students because they will have not only more motivating and varied ways of studying efficiently but the opportunity of learning such an important language as English.

Despite the fact that the sample size was not adequate due certain limitations during the process, such as the students' unfounded fears of being interviewed, it did served greatly in the development of this research. One of the major limitations that

hindered the development of the investigation was the fact that there were activities that interrupted classes due to a calendar of special events such as, social events, civic ceremonies, cultural or recreational events that cause the suspension of classes. Another limitation was that various classes that were scheduled after recess had a reduced amount of time to work due to the teacher need to organize all the students after recess and resume control of the class. Observations and surveys had to be done in that very short time.

METHOD

Setting and Participants

The first step that took place was the field research which was carried out at a school located at the north of the city of Guayaquil, Ecuador. It was a private co-education school with about thirty students per class.

The active participants of this study were sixty students from the 4th, 5th and 6th grade. Also teachers from these groups were taken into consideration in the field research.

Procedures

An important part of the process itself was the bibliographic research, was carried out from the start. Scientific theoretical support on topics as teaching a foreign language, learning styles, teaching techniques, different context for teaching supplementary materials and previous studies about the research topics were investigated.

Definitions of three different authors and five previous studies related to the use of supplementary materials in EFL classrooms were cautiously selected and organized in a sequential manner. This bibliographical research was taken from books, magazines and the Internet.

Once the bibliographical support was completed, the investigation itself started. The selection of the school where the research was going to be done was essential. This was done through a letter of permission written to the authorities of the school. Then the classrooms where the classes were going to be observed were assigned according to a schedule given by the principal of the school. The method used to carry out this research was qualitative and quantitative. It consisted of several

stages. It is based on the analysis and description of the collected data during the process of the research.

Qualitative and Quantitative analysis used variables which were divided into indicators were analyzed from aspects as pertinence, appropriateness and quality.

Students' surveys were done at the end of each class; two children were randomly selected. A teacher's survey directed to teachers was also done. Once the data was collected another stage of the process started; the description, Analysis and Interpretation of Results and the Quantitative Analysis Results.

Questionnaires asking for information about how the material was used by the teacher, if it was related to the topic, whether it was used appropriately in relation to the objective of the class, the students' age level and learning style. It also recorded information about the quality creativity and originality of the material used by the teacher on the observed class.

In a student's survey two children in each class were asked about the material used by the teacher during the class. They were also asked if they liked the material the teacher used in that class, if the used resources helped them to learn better, what material they consider he would learn in a better way and what materials and the frequency in which they would like the teacher used supplementary materials.

Finally an observation survey was given to the teachers which help to obtain vital information. Each one of the teachers was interviewed. It asks teachers' opinion about the material they usually use, which one they prefer if they take into consideration learning styles when designing and elaborating supplementary materials.

Thirty observation sheets were used to record the description of the materials used during the class observation, students' survey and teachers' survey.

Techniques used were reading, note-taking, observations, interview and surveys were used. The reading technique was applied when the bibliographic research was being done; the note-taking as well as the surveys and interviews were used while the classes' observations were being held.

Data collections formats, observation formats, tables and questionnaires are the instruments used to carry out this research. The data collection formats were used to organize the bibliographic information which was shown on eleven tables, six tables for definitions and five for previous studies.

Once the data was collected another stage of the process started; the Description, Analysis, and Interpretation of Results and the Quantitative Analysis Results.

The qualitative analysis considers important aspects such as the importance of the material used in relation to the content and objective of the class, the relation to the students' level and age and learning style as well as the quality of the material used. Each supplementary material used by the teacher in fourth, fifth and sixth grade was analyzed.

On the quantitative analysis the supplementary materials used by the teacher are shown in charts, pies, etc. considering the frequency in which these materials have been used during the process.

DISCUSSION

Literature Review

The use of Supplementary Materials for teaching languages in second and foreign language classes has brought enormous advantages to students as well as to teachers. Since English is the language which has spread all around the world it is important to consider the way these materials are being used in order to enhance teachers' work. The core content of this research is given by Physiologists and educators who have widely investigated about this educational fact. For a better understanding of this work, some important definitions like: teaching a foreign language, learners, learning styles, teaching techniques, different context for teaching, and supplementary materials have been provided.

Teaching a foreign language

Nowadays teaching a foreign language is a fact which seems to be increasing in importance and use not only because of enjoyment, communication or technology but because of cultural and business issues.

Brown (2001) states that a foreign language context is that in which students do not have ready-made context for communication beyond their classroom. They may be obtained through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be to create such opportunities.

It is a fact that English Language Teaching continues being a great challenge for both administrators and teachers. In EFL environments, the lack of communicative and interactive activities outside the classrooms is the strongest disadvantage; despite that, lots of people in different settings have done it

successfully. This teaching process usually means allowing learners to be involved in their learning as well as to take such an important role in this event.

The even of Teaching English as a foreign Language is referred by Wikipedia as "the process of teaching English to students whose language is not English". TEFL usually occurs in the student's own country, either within the state school system, or privately and teachers may be native or non-native speakers of English.

Learners

The Merriam Webster dictionary (2011) defines a learner as a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught. They are interactive elements in the learning process. Learners of English as a foreign language have different individual reasons for studying, which differ according to the purpose or circumstances. Some learners consider English as an essential tool in a modern world that is influenced by technology, the movie industry, and communication. Moreover, there are still more important differences among learners to be considered for an effective teaching learning process.

One of the most important factor teachers must take into account is *age of students* because their interest, abilities to learn and ways to develop certain skills differ among children, adolescents, and adults. Harmer (2007) grouped learners in children – between 2 and 14 years old, young learners, adolescents, young adults or adults, at the same time.   Harmer states that young learners are children between the ages of about 5 to 9 and very young learners between 2 and five. Taking into account the chronological age is not enough when grouping adolescents; it is a little difficult since it is necessary to consider their physical and emotional changes, even though this, the term adolescent is associated to students from about 12 and 17 years old.

Teaching-learning process for children, adolescents, and adults is different. Harmer (2007) suggests that there are two important things for understanding, the teacher's explanation and senses of hearing, seeing and touching. Some important aspects need to be considered for an effective teacher's explanation, children enjoy learning through games; these must be selected according to their ages, 3 or four-year old children games are not the same as the one for nine or ten year- old learners. Harmer also considers that children do not just focus on what is being taught they also learn all sorts of other things at the same time, they respond well to activities related to their lives and experiences.

It is believed that very young children learn fast and easily since their brains development and plasticity, they are in the process of acquiring not only their first language. Pinker (1994) states that acquisition of the first and second language is guaranteed for children up to the age of six.

Psychologist and methodologists agree that the teacher's explanation must be directed to stimulate the five senses in young children, the primary school ones. They learn differently from very young children and older children, it also depends on their emotional changes more than the chronological age or physical development.

Adolescents have developed abstract though capacity, what is a great advantage for the learning process, they are also interested in different areas of life and are able to express ideas with creativity. On the other hand, they present discipline problems. A good class management is important since they are on a crucial stage of their lives because some of them have a search for individual identity and peer approval; in addition to this, there are other factors that cause problems in

classrooms, family problems, boredom, and lack of interest; teachers must see a way to engage them in the process with a great deal of creativity.

Adults have characteristics that children and adolescents do not have; among them it can be mentioned a great interest motivated by their life style, jobs or other interests. Adults also have the capacity of commitment and responsibility which is a great advantage over other age learners. It is important to mention that this group has previous learning experience which can be positive or negative. On the other hand, they do not have the same cognitive skills and brain plasticity as children.

Learner differences

We should take into account the wide range of learners' differences and we cannot take them for granted. Such differences go far beyond age, academic level, or learning style. For example, some learners could find some topics more interesting than others, depending on their introverted or extroverted personalities, cultural preferences, nationalities, among other things. These factors are relevant factor since one of the objectives of languages learning is being able to communicate.

Learners have different skills, abilities, and aptitudes. It is said that some students are better at languages than others. About this, Harmer (2007) expresses that what distinguishes exceptional students from the rest is that they have unusual memories. Culture and good habits could help them, students who love reading, obviously have better knowledge and information to share as well as more creativity for writing.

The importance of students' level is something worth to consider. The Common European Framework divides learners into three broad divisions, which are done according to what learners are supposed to do in reading, listening, speaking

and writing. These divisions are basic speaker, independent speaker, and proficient speaker.

According to their knowledge, students are grouped into beginners, intermediate and advanced. At the same time, they are categorized in real beginners and false beginners. Before the intermediate level, we will obviously find those who are no longer beginners. Elementary students can communicate with basic structures and take part in simple conversations. Intermediate level learners are sub-divided in lower intermediate and pre-intermediate, mid intermediate, and upper intermediate.

There are also important factors as types of learners personalities, for instance, extroverted and enthusiastic students would be involved in any group activity easily. They are always willing to take risks and are more interested in social interaction, whereas introverted learners prefer to work alone; they are independent and support themselves on their own abilities.

Motivation is said to be the most complicated factor of teaching process because the more motivated the learners, the more and easier they learn; it is the same as the desire and willingness to learn. Motivation is determined by the learner needs or preferences which are obviously not the same for children, teenagers, or adults. Depending on what causes that desire of learning, motivation can be extrinsic or intrinsic. Brown (2001) says that the most powerful rewards are those that are intrinsically motivated within the learner, when learners are eager to learn they perform tasks on their own with effectiveness.

Brown also considers that if all learners were intrinsically motivated they might not even need teachers. On the other hand, extrinsic motivation is the one that is caused by external factors as the need of learning languages, especially English

which is part of the curriculum at schools because of its importance in such a competitive society where people have to be as much skilled as possible. Job requirement or promotions with a better salary is another motivating reason for learning English as well as the need to pass an exam, travelling, music, movies or enjoyment.

Learning styles

Evans (2009) argues that language teachers should not adhere to any methodology but be open to them all since people see and perceive things differently. Some authors agree that learning can be acquired by heredity; that is why some people are more skilled in some areas than others; despite the fact that other authors consider that learning can also be taken through experiences or by the environment.

In the theory of Multiple Intelligences Gardner (1983) assures that there are at least eight separate intelligences; linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalist. He also suggests that there might be other intelligences, such as; spiritual and existential intelligence. Such an important point of view not only has influenced the area of psychology but has also been a relevant support in the education field. Today these claims continue having a powerful effect on how teachers approach their students and on the variety of ways learners acquire, retain, and apply information. Taking into account that Multiple Intelligences models are an important support for education, it is necessary to consider the most determining characteristics of each one.

Children with linguistic intelligence love reading, writing, and telling stories; more than loving it, they are usually good at it. They also have the ability to repeat everything they hear and love playing with words. They tend to memorize

well names, dates, and places. They also memorize their teachers and their incredible tales. Linguistically gifted children will be interested in creating various word associations and word association games.

Children with musical intelligence are much better at noticing details, pitches or rhythms and at keeping tunes than other learners. They are good listeners and they sometimes express their needs to study music; so, it is recommended to include music as much as possible in their teaching sessions.

Bodily-kinesthetic gifted children are always moving or walking around. They need to touch everything and use body language to express their feelings. They prefer playing sports and doing crafts rather than staying long periods of time sitting on a chair working with a book. They need to be active at school, for example, making a trip to the nature, or taking them to a playground to play games.

Logical-mathematical children, who incline to mathematics, prefer playing with building blocks and puzzles, or abstract materials. These children learn best by categorizing, classifying, and solving problems; they are always asking questions about how things work, how they are related to each other.

Children gifted with spatial intelligence are visual; they spend almost the time dreaming, watching movies, and staying as far away from real life as possible. They are excellent at working with colors and pictures. Teaching techniques must include visual materials as films and videos in order to create associations on their minds.

Children with interpersonal intelligence feature a learning style of those who have the ability to adapt very easily to every type of social situation and who make friends easily. These types of children are good leaders very often. And they are

always interested in other people, cultures, and issues. They love working in groups where they can share ideas with other classmates and relate with other children.

Learners with intrapersonal intelligence are very well-developed and self-controlled; they are strong-willed, mostly silent, usually have a deep understanding of themselves, and love working alone.

On the other hand, Woolfolk (2006) considers that styles are determined by preferences for particular a learning environment; so, if students are in their preferred setting, they will learn more. This author groups them according to their cognitive spatial ability; as a result, they will usually be able to create, remember and manipulate images and spatial information. However, she also agreed that some cognitive style learners are visualizer or verbalizer and therefore their learning preferences label them as visual learners and verbal learners. Learning styles are also called learning differences, and are defined as characteristic approaches of learning and studying.

About this, Grinder & Bander (1970) emerged with the theory of the Neuro-Linguistic Programming, which holds a great potential for assisting communication, personal development and learning. This theory assumes that people act according to the way they understand and represent the world, not according to the way the world actually is. In terms of children's education, students respond differently to different stimuli; for example, visual learners respond to visual stimuli; auditory learners are likely to learn things they hear; and the kinesthetic ones respond to any physical activity.

Moreover, it is necessary to mention students with learning disabilities or disorders in one or more of the basic psychological process involved in

15

understanding or using language spoken or written. Hallahan & Kauffman (2006) states that students with learning disabilities are not all alike, most of them have specific difficulties in one or more academic areas, poor coordination; problems paying attention ; hyperactivity and impulsivity; problems organizing and interpreting visual and auditory information; disorder of thinking, memory speech and hearing; and difficulties mailing and keeping friends.

Teaching techniques

Brown (2001) defines techniques as specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. For realizing lesson objectives with accuracy these wide variety of exercises and activities, which could be oral or written, must be designed and directed to learners taking into account every learner difference as well as the way they act understand and learn.

Children's ability to think is exposed to environment and experiences that influence the way it is developed, curiosity and eagerness to know everything is relevant at this stage of their life, creative and meaningful answers expand children's thinking abilities.

Teacher's creativity plays an important role; Zonnios (2007) considers that creative thinking techniques can develop a child's mind. Improved thinking abilities will help them to understand more both in an academic sense and in as an individual.

In 1963 Anthony defined "technique" as a superordinate term to refer to various activities that either teachers or learners perform in the classroom, they include all task or activities, they are product of a choice made by the teacher or they can refer to the pedagogical units or components of a classroom session.

Bakers, Collinns, Gersten, Scarcella Shanahan, and Thompson (2007) stated that the teaching process has to consider that learners at elementary grades need to focus on the acquisition of their mother tongue. For example, given that they need to be taught to read in their home language, the techniques used to teach these children should be designed to develop English skills simultaneously to their home language; that is, games, songs, and other resources.

Different contexts for teaching

The American Heritage Dictionary (2004) defines a context as, the circumstances in which an event occurs. Teaching and learning English occur in a variety of different environments which affect relevantly on the way and the content that it is being taught. Wikipedia describes that the context of teaching includes anything in the surrounding environment: physical, social, institutional and personal. These components influence teaching and learning; on the other hand, the physical environment will include the classroom where teaching and learning occur.

For many years two important contexts have been considered; English as a foreign language context learners who live a community where English is not the official language but they learn it to communicate with people from any other English speaking country compared to the second language context learners who live in target-language communities.

Nowadays English is studied in primary and secondary schools. Even though, it is part of the curriculum, public schools are not enough equipped to guarantee and effective learning process. On the other hand, some private ones use technology as a great advantage with equipped classrooms and other teaching aids. Another common context for teaching English language schools classrooms which

are provided of latest technology equipment which increase students' motivation enormously.

An individual teaching session that Harmer (2007) refers as one-to-one teaching is preferred by learners due to the facilities and personalization they are involved in. In contrast, there are large classes, especially government schools

Harmer (2007) considers that real and virtual learning environment, technological advances has brought new virtual learning environments, where learners are not only able to conduct researches and investigations, but interact with teachers and classmates. This learning environment contrasts the face-to-face context and has advantages and disadvantages.

The social context refers to the majority of learners, who have no idea why they are studying English. They are used to doing it because they are told by their parents and teachers; or simply because they are given academic schedules at schools. Most of them are not conscious of English social needs. Nowadays English skill is considered a deciding factor for employment. For young adults and adult learners, English is seen as a tool for success or future prospects. They are such motivated learners that take courses in order to qualify internationally through international standardized test provided by all over the world qualification programs.

Supplementary materials

Supplementary materials can be defined as teaching instruments teachers use besides the conventional aids as books, markers, or erasers which are commonly provided by the institutions. These tools are also sometimes provided as part of the books or could be elaborated according to the content or the skill to be developed.

For successful results, teachers can use dictionaries and any other resources which are used to enrich learning sessions. About this Spratt (2005) states that books and other materials in addition to the course books are also considered supplementary materials.

Supplementary materials have relevant importance for teaching. Differently to former teachers, nowadays teachers deal with learners who live according to a modern world needs. As seen previously; learner differences, learning styles and other factor are the most important reasons to supplementary materials. A successful learning session needs to be enriched with these aids, otherwise motivation is not assured. These materials can be visual, audio, audiovisual, or online.

Grower, Phillips, and Walters (1995) declared that visuals are used to arouse interest and concentrate attention at the beginning of a lesson. Sometimes they illustrate meaning more directly and quickly than through verbal explanation, for visual learners they could make the associated language memorable. Visual objects con take many different forms among then can be mention; the white/black board, flash cards, pictures, posters, real object, also called realia power point presentations, maps, handouts, word cards and others.

The board is said to be one of the most teaching resources which should be used in an organized way in order to obtain the maximum results, it is recommended to keep it always clean without the remains of any other lesson or activity, a clear handwriting,   punctuation and capitalization rules are also needed to take into account.

Some publishers used to provide flash cards as part of the book package, if it is not so, they are elaborated with a deal of creativity.

Pictures are sometimes in the book or on a handout; they are colorful and need to be used to introduce new words, to teach sequence words for writing a story, to practice tenses, to infer ideas or simply to develop speaking and writing skills.

Realia or real objects are effective and easy to get them, if the lesson has previously been prepared, they involve learners in the learning process, these aids increase motivation, encourage the students to connected with the English speaking world.

Even though the power point presentations are not frequently used, they play an important role for teaching process; this is one of the high technology advances in education.

Handouts are available as a free practice or for specific topics. They are well elaborated by excellent publishers, even though sometimes teachers prefer to prepare their own material to use in class or to be sent as homework. They can be photocopied to work individually or as a group work

Songs, dialogues, stories, and tales belong to the audio materials group; they are potentially useful for all learners especially for the ones with aural learning style. Some books include songs to focus on specific grammar functions or lexical item; stories are very interesting resource used for pleasure or to develop any specific skill.

Videos, movies, and documentaries are audiovisual materials, these are a way of visual materials, these help learners listen and understand better an specific grammar item or function, teachers and students need to be familiarizing with the use of videos in order to maximize time.

Technology has brought a wide range of online material, it is related with the use of the computers that have enriched the use of teaching materials, the internet is used by teachers as well as for students, teachers find any kind of activities.

Given that learning and teaching English is such an important issue in society development, not only psychologists and educators all over the world are involved in this matter. Great parts of researches in this matter have been carried out by people involved in the world of education.

Barnawi (2009) stated that learners showed positive attitudes and willingness to integrate the Internet into the classroom and viewed the Internet as a wonderful and rich source of information for teaching-learning purposes. However, factors such as a lack of training on the use of the Internet, a lack of technology resources, cultural appropriation, and imposition of traditional methods of instructional delivery could be possible internal and external impediments to the use of the Internet in the classroom.

This research was carried out through data collection using a questionnaire which includes participants'background information; a scale for measuring the participants'beliefs, attitudes, willingness, and concerns toward the notion of integrating the Internet into EFL classrooms; and open-ended questions to gather richer data on the participants'beliefs, attitudes, willingness, and concerns toward the integration of the Internet into EFL instruction.

Barnawi concluded that teachers should be helped to overcome barriers and implement the Internet technology in their EFL classrooms since using the Internet in EFL classrooms provides them enormous benefits and learners are engaged in

authentic interactional situations as well as they have the opportunity to make personal decisions about their own learning preferences.

Chiyokura and Iinuma (2008) in a study case argued that technology can be integrated into content-base instruction in the English as a foreign language classroom, and how pedagogy may influence the use of technology in the classroom, through observation techniques and a questionnaire   about motivational activities, reading sessions and individual exercises they evaluate the communicative practices of the students interacting with 2D models and show that new media, such as 3D computer graphics, can be integrated into CBI instruction and can achieve a very high level of satisfaction among the students taking the course, their research also shows that, by integrating 3D models as a visual supplement to support the academic content of the course, it can help the students better understand the academic content provided in English.

They finally concluded that that the different uses of modes of communication, such as text, audio and video in the classroom environment, form an important topic that language educators should consider in teaching.

Peacock (1997) through an observation process and learner questionnaires, he investigated whether authentic materials increase the classroom motivation of learners, even though they a positive effect on motivation in the foreign language classroom he considered that learners may or may not be better served by authentic materials, and there is still insufficient rationale for or against their use, based on the fact many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials,

materials produced specifically for language learners such as exercises found in coursebooks and supplementary materials.

Finally, he argued that it is certainly possible that using authentic materials has a positive effect on learner motivation in the classroom.

Bonk and Lee (2009) explored the use of wikis for improving students' English writing skills considering the learners' needs in an age where the globalization of information and work is increasingly apparent, students are expected to have many new skills and abilities. The emerging fact of Web technologies such as wikis, shared online video, blogs, and social networking in schools and to increase opportunities to communicate in English in various ways, they are considered a new form of collaborative communication tool.

Through a survey among a group of students they found that the wiki is a highly social and collaborative tool, they are valuable for the distribution and sharing of members'ideas and views for the purpose of interacting within a group. They also confirmed that wikis increase social interaction and collaboration among participants in online education and conclude that online if educators take advantage of this enhanced student interactivity and teamwork, wikis can serve a highly useful function in students'motivation, retention, and satisfaction in their courses.

Finally add that when a wiki tool is added to process, the potential for such learning power is amplified with an effective way to learn writing in English as a foreign language is to be in an environment that allows students to communicate directly with native, students need to be allowed to communicate with other participants within similar contexts where they can use English.

Nuspliger, Senzaki and Tsukamoto (2009) studied the students'enjoyment of the web conferences and learning English and explore technical issues involved in setting up web conferences in a classroom.

This investigation was carried out taking as a part of the program each pair of schools to do research on environmental issues, they both grew the same plants and observed them; then they collected samples from rivers and fields around our schools; and reported the results in a web conference once a month. Teachers noticed that students began to speak more English during the web conference lessons than in their ordinary lessons. The students also prepared for the lessons more positively than was usual. They attributed this improvement to the fact that the web conferences involved real communication; the students had information which they wanted to pass on to their partners.

At the end of their research they concluded that there are many advantages to web conference lessons for both students and teachers. Students have more chances to use English for real communication and their motivation to study becomes stronger. They speak more English even though their teachers do not force them because web conferencing is enjoyable to them. Teachers can also learn a lot from authentic communications with native speakers of English. With an internet-connected computer, web conference lessons can be introduced into most classroom settings. Second language learners and educators can talk to people all over the world even though they are sitting in their usual classroom.

RESULTS

Qualitative Tabulation

.

Chart one: Type of supplementary material used to teach children

Variable	Indicators	Yes	No
Visual	Flash cards	√	
	Power point presentations		√
	Maps		√
	Pictures	√	
	Charts	√	
	Handouts	√	
	Posters	√	
	Word cards	√	
	White/black board	√	
Audio	Songs	√	
	Dialogues	√	
	Stories	√	
	Tales	√	
Audiovisual	Videos		√
	Movies		√
	Documentaries		√
Realia	Objects (toys, plants, fruits)		√
Online	Websites		√

Author: Victoria Montoya de la Rosa

Source: 4th, 5th, and 6thgrades.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9 th 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																				
	Word cards																				
	White/black Board	√		√				√		√	√							√			
Audio	Songs											√	√								
	Dialogues															√	√				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Victoria Montoya de la Rosa

Source: 4th grade

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

Variable	Indicators	1st class Pert.	1st class Approp.	2nd class Pert.	2nd class Approp.	3rd class Pert.	3rd class Approp.	4th class Pert.	4th class Approp.	5th class Pert.	5th class Approp.	6th class Pert.	6th class Approp.	7th class Pert.	7th class Approp.	8th class Pert.	8th class Approp.	9th class Pert.	9th class Approp.	10th class Pert.	10th class Approp.
Visual	Flash cards											√	√								
	Power point																				
	Presentations																				
	Maps																				
	Pictures	√	√	√	√					√	√										
	Charts																				
	Handouts											√									
	Posters							√													
	Word cards													√							
	White/black Board			√	√									√		√	√			√	√
Audio	Songs																				
	Dialogues																				
	Stories					√	√														
	Tales																				
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Victoria Montoya de la Rosa

Source: 5thgrade.

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9 th 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																				
	Word cards																				
	White/black Board	√	√	√	√							√	√	√							
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales									√	√										
Audiovisual	Videos																				
	Movies																				
	Documentaries																				
Realia	Objects (toys, plants, fruits)																				
Online	Websites																				

Author: Victoria Montoya de la Rosa

Source: 6th grade.

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4th grade (8 years approx.)	5th grade (9 years approx.)	6th grade (10 years approx.)	TOTAL	
		F	f	F	F	%
Visual	Flash cards	1	1	2	4	12.2
	Power point presentations					
	Maps					
	Pictures	1	3	1	5	15.2
	Charts	1			1	3.0
	Handouts	2	1	1	4	12.2
	Posters		1		1	3.0
	Word cards		1		1	3,0
	White/black board	5	4	4	13	39.4
Audio	Songs	1			1	3.0
	Dialogues	1			1	3.0
	Stories		1		1	3.0
	Tales			1	1	3.0
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)					
Online	Websites					
TOTAL					33	100%

Author: Victoria Montoya de la Rosa

Source: 4th, 5th, and 6th grades.

Description, Analysis, and Interpretation of Results

The qualitative and quantitative analyses of this research are presented on this section. In the qualitative analysis, supplementary materials such as; visual, audio, audiovisual realia and online are analyzed in terms of pertinence appropriateness and quality. Later, on the quantitative analysis, the results about the frequency in which supplementary materials that were used can be observed through list of the indicators and its use in an EFL classroom.

Qualitative Analysis

4ᵗʰ Grade

Flashcards

One of the resources used by the teacher were flashcards, all students, especially the visual learners took advantage from these aids.

On the third class, the topic was comparative and superlative sentences. The objective of this theme was describing common items as well as expressing ideas about comparisons. Flashcards with drawings of different sizes of people, things, and animals were shown to learners. People like teachers, doctors and soccer players were used. Animals such as cats, dogs and gold fish were also used. The teacher used them to introduce adjectives and the items to be described. The class was enriched with these flashcards since the drawings they showed were related to the topic of the class.

Most of the students in this class were involved in the teacher's activities; they interacted actively on the given assignments, even though there was a small group of children who was not engaged on the process because flashcards were not related to their level and understanding, they did not know some of the words and

others were in poor conditions, so the students had some difficulty when understanding the meanings of the drawings that were showed.

Since flashcards were provided by books' publishers they were perfectly designed and varied with beautiful drawings, they were big and simple enough, as well as very colorful to be understood by the students. The quality is as good as needed to be used as many times as possible.

Pictures

Pictures, which are preferred by visual learners, are another supplementary aids selected by the teacher. The first class was aimed at teaching indefinite pronouns. The objective of this class was talking about one or more unspecific beings, objects or places. Some of the front children worked actively and had clear ideas about what was being taught, but students at the back could hardly see them because the picture was attached to the wall.

Pictures related to the topic, showed drawings of items that were not commonly used, so most of the words were unknown by the students. These pictures were not appropriate to the students' level and understanding. Students who did not work evidently need to work with another type of material. These students sometimes expressed their willingness of working in a different way. On the other hand, this material could be perfectly used with upper level learners

Even though this material had been creatively prepared; it was imaginative and clear enough to be understood it was too small therefore not all the students were able to read it.

Charts

The fourth session was also enriched with the use of a chart; the use of comparative and superlative adjectives to reinforce the previous class was the topic

for this class. The teacher's objective was expressing ideas about comparisons. This chart was related to the topic and it showed some basic rules and very clear examples in how comparative and superlative adjectives could be used properly.

Using this material was a great advantage on this lesson. The content of this chart was according to the students' level and understanding. At the end of the class they completed the sentences with accuracy.

The handwriting, which was done by the teacher, was exceptionally clear and big enough to be copied by students. This chart could not be reused, because it was left behind in the classroom probably to be recycled.

Handouts

Handouts are another teaching aid that is used to improve the teaching process. A very illustrative handout was used to introduce the second lesson. Its use was relevant to the topic of the class. Present Simple tense was topic of the second period and the main teacher's objective was expressing ideas about daily routines and habits.

Even though this handout was appropriate to the learners' age, level and understanding not all the students worked because they did not like the activities at all. Some of them did since they felt they had to.

These handouts had been carefully prepared; also the completion exercise and the drawings were very explicatory. A large number of students in the class were motivated to complete the exercise by themselves.

On the tenth lesson, a normal day in Susan's life reading was read. The teacher's goal was getting specific information from the text. Besides the reading content, the handout also included a list of questions related to the text.

Despite the fact that the text was interesting and according to the student's level and understanding, most of the learners were not motivated as they were supposed to, this could happen because there was no illustration to support the text.

On the other hand, very few students, the ones who love reading as a habit, were intensely engaged in the activity.

The elaboration of this handout which was done by the teacher, was not good at all because the size of the characters were too small and there was not enough space to write on.

Whiteboard

On the first class which was aimed to teach indefinite pronouns. The teacher's session goal was teaching how to talk about one or more unspecific beings, objects or places. After an oral review, the teacher wrote three statements about people and some places. As it could be seen, those sentences were related to the topic of the class. Objects were not mentioned on the verbal examples.

The use of the whiteboard was not appropriately used by the teacher because most of the students already understood what was being explained, but there was a small group of learners who did not know some of the words that were included in the examples. This mistake was quickly noticed and corrected by the facilitator who immediately helped them.

Even though the handwriting that was being used was coherent, only the students that had been seated closet to the white board could read the exercise easily. On the other hand, students who were sitting at the back could hardly read since the size of the teachers handwriting was too small to be seen at such distance.

The second session was again enriched with the used of the whiteboard. The use of Present Simple tense was the teacher's purpose; he wanted to show students

the correct way to talk about their daily routine as well as their habits. After introducing the topic, the facilitator asked about learners' school activities, while students expressed their ideas he wrote them on the whiteboard which has relevant importance on the process.

Then the teacher added more sentences with a higher level difficulty, those sentences were not clear enough to be understood, they were not related to the students' level and understanding because they contained adverbs of frequency which had not been previously taught. Some students, who seemed to be engaged on the process, associated those sentences to their own life style and understood them, later that activity was changed.

But what was a real disadvantage on this period was the worn out marker the teacher used, even though there was an excellent and large facilitator's handwriting the students could not read and copy the exercises given.

The review and reinforcement of the use of comparative and superlative adjectives was the topic on the fourth lesson; the teacher's objective was to reinforce learners' knowledge about comparing people things and other items. The whiteboard was once again used to improve this session. Sentences related to the topic of the class and produced by the learners were written on the whiteboard.

Then the teacher wrote another group of statements which were not according to the students' age, level and understanding. Because not all the students worked, they did not seem to be encouraged to write and expressed their need of working orally. The whiteboard was not used with effectiveness because of the lack of organization.

How many…..? Countable and uncountable nouns were the topic of the fifth class. Students were skilled to ask and answer about quantities. The main resource

34

used by the teacher was the whiteboard. To start the class, a list of questions related to the topic of the class was wisely written on the whiteboard.

The teacher wrote some statements, the four beginning sentences were about themselves and the rest of them asked general information. This material was properly selected according to the students' level and understanding. On this class they reinforced their oral expression mainly.

This material was used with an excellent handwriting, organization and a proper font size. Students worked on the task without any complication.

On the ninth day of observation the topic of the class was questions and answers with how many…? The lesson's objective was asking and giving information about quantity. Students had previously worked on the same topic, so that they have to continue with the previous topic, which had to be finished. The exercises written on the whiteboard were related to the topic of the class.

The teacher wrote two groups of questions on the whiteboard. The first one was appropriate for the students' level and understanding, but the second one was harder for them because it contained some vocabulary words which students had not seen before.

Songs

A song is an excellent aid when working with children, the teacher selected a song to introduce the sixth class activities. The topic of the class was the use of there is / there are; mentioning the things around the students was the objective of this class. This song had been chosen according to the theme of the class.

The lyrics of the song were perfectly selected according to the learners' age, level and understanding. The teacher had brought a compact disk with songs that could be used with lesson that was being taught. This song also had back up material

which was also colorful and designed with very lively drawings perfectly chosen for children. All of the students in the class sang and mimed.

Dialogues

On the eighth class the dialogue, -At the Restaurant- was preferred by the teacher. The tutor wanted to practice the use of countable and uncountable nouns in an oral way. The content of this dialogue was related to the topic of the class.

Some predicting questions about the topic were asked by the teacher, and then learners heard the dialogue and verify their predictions. Later mass and count nouns were identified, mainly food words, the students were grouped and finally they performed the dialogue, not in the best way but they really enjoyed while working. Definitely it was appropriate to the students' level and understanding.

Learning Styles

It is noticeable that students in fourth grade had different ways of learning. A small group of students, who had definitely learn in a different way from the others refused to work in a written way, they hated writing. They sometimes expressed their preference of working in an oral way.

Songs are excellent aid when working with children; it is demonstrated that they play an important role in educational issues. Students used their auditory learning style to process the information that was presented through songs and a dialogue.

When the teacher used a song, motivation was increased and all of the students of the class worked enthusiastically, some students mimed and other played while singing. This resource is extraordinarily helpful to students with aural learning style.

5th Grade

Flashcards

On the sixth class, the topic of the lesson was past continuous and aimed to talk about events and activities performed during a period of time in the past. A great deal of the words to be needed have already learnt before. These flashcards clearly showed people and animals performing different actions and they had been selected according to topic of the class.

These flashcards were given to the students at the beginning of the class. At the beginning they interacted with some difficulty because not all of them remembered all the words. These flashcards were related to the level and the student's age, level and understanding; they have seen those words before.

Most of the flashcards had been provided by a book's editor, they were colorful and the drawings they showed were big enough to be seen.

Pictures

The first class, which has as topic questions and answers in present simple designed to talk about routines and habits, the teacher, took a picture that showed a variety of daily activities related to the topic of the period.

This resource had been selected by the teacher using inadequate materials that were very old. It had been taken from a book and the photocopy had not been clearly made. The poor quality of the picture made it difficult to work with it. The sheet of paper on which it was it made was torn. On the other hand the teacher did correctly choose the difficulty level according to the children's age level and understanding.

On the second class the teacher also required a picture which was properly used at the beginning of the lesson. The use of past continuous with the clause when

was the topic of the class and it was aimed at expressing ideas about what they and other people were doing in a period of time in the past.

This picture was according to the theme of the class. It illustrated a short text the students attentively read; they were easily involved in the activity.

The picture was big enough and the drawings could be understood without any complexity.

On the fifth class the teacher improved the class with a picture that was used to introduce the topic. The topic of the class was comparative forms aimed at establishing comparisons among cities. The use of this picture was accurately according to the topic of the class.

At the beginning of the class, some students mentioned some adjectives orally. After that they saw the picture containing different places, and mentioned words used to describe a city. The adjectives which were not mentioned were said by the teacher. The content of this picture was related to the topic of the class.

This picture was not as creative as needed; they showed small towns that did not hold students' attention at all.

Handouts

Talking about actions performed during a period of time was the objective of the sixth session and the topic of the class was past continuous. This handout was selected with accuracy to complete statements and answer questions in written way.

Even though the exercises were written with effectiveness, not all the learners worked on the task. It was too difficult for them. It seemed to be photocopied from a text.

The material of this handout was right, it was written on a white sheet of paper. The font size as well as the organization was also right.

Posters

On the fourth class, which theme was countable and uncountable nouns a poster was necessary to illustrate new vocabulary words. This poster was related to the topic of the class. The teacher's main goal was directed to express ideas about quantities.

This poster was not appropriate to the students' level and understanding because some students did not work on the task assigned, when they were asked about their attitude by the teacher, they said to be bored because they already know those words.

This was an excellent poster; its color and size were good enough to work not only on this class but to be reused.

Word cards

On the seventh class, the teacher worked on Zero Conditional meant to express ideas about common health problems. Word cards were appropriately selected to help the tutor to identity some common health problems at the beginning of the session.

The students' level and the age and understanding had not been taken into account when selecting and elaborating this material because there were too many new words for the students.

These word cards had been prepared appropriately; they could be read at a distance without any difficulty. They lasted just on that period because they were written on recycled paper.

Whiteboard

In fifth grade the teacher used the whiteboard as a supplementary material. On the second class the use of past continuous with the clause when was the theme

of the class and it was aimed at expressing ideas about what people were doing in a period of time in the past. The teacher required the whiteboard which had been selected to write sentences related to the topic of the class.

Almost all of the students were engaged on the task which was according to the students' age, level and understanding of the students. They had previous ideas about the topic, even though some students expressed not to enjoy writing task, they did it. At the end of the session some students were pleased to write their ideas on it.

The organization and the characters size were quite good. There were two whiteboards in this class, so that there was enough space to write.

The white whiteboard was used on the seventh class, its theme was Zero Conditional and it was directed to teach how to express ideas using zero conditional structure. The whiteboard was used to write examples according to the topic of the class.

Students were asked to copy the examples from the whiteboard, all of them did it because they had to, but some express their preference of working orally. Many children did not understand the sentences and asked persistently the word meaning. In this case the whiteboard was not chosen with accuracy.

Even though they did not understand at the topic at all, they copy the exercises because they were organized and clear.

Questions and answers in present simple with days of the weeks and sports was the topic of the eighth lesson. On this occasion the main objective was identifying and using present simple in habits in daily life. The content of the exercise was related to the topic of the class.

Present simple grammatical structure was explained on the whiteboard. The examples and exercises were according to the student's age, level and understanding. The organization, handwriting and the characters' size were also accurate.

On the tenth class the whiteboard was the only resource used by the instructor. The topic of the class was future with will, and the main goal was making predictions about what will happen some years later. This material was used according to the theme of the class.

Creativity was the main element on this class, The teacher gave a brief explanation about time expressions used in future sentences, after that a paragraph appropriate to the student's level and understanding was written.

The whiteboard was used with effectiveness. The organization was partially right, the font size as well as the handwriting were clear. An only color marker made the content on the whiteboard a little boring.

Stories

A very interesting story "Natural Disasters"; improved the teacher's third session. It was aimed at promoting the learners' conscience about environmental issues. This story was properly selected according to the theme of the class.

As a teaching resource this story was according to the students' level and understanding, the vocabulary words and grammatical structures had been studied in former periods. After listening to the text several times, children read and listened to the story. At the children commented the message and answer questions about the story.

Learning Styles

It is known that one of the most important factors in the teaching-learning process is learning styles. In fifth grade some students do not like to work on written

tasks while other students love it. Most students with aural learning style hates writing, they got bored easily. Some visual learners interacted on some written tasks as well as the aural ones because the teacher showed the teaching resource, flashcard, picture or something else and they repeated chorally

It is necessary to remember that developing language skill in non-English speaking countries is a true challenge for teachers. The auditory learning was effective. The use of the whiteboard proved to be vital

6th Grade

Flashcards

Another useful material required by teachers is flashcards; they help to improve any teaching practice.

The theme of the second class was Present Continuous for arrangements; the tutor used flashcards to increase students' motivation, at the beginning a guessing game was performed with actions words known by the students, then some new action words were accurately presented on the flashcards. This lesson was aimed at talking about future arrangements using present continuous.

This aid had been careful selected according to the student's age; it was meaningful to relate the topic to their activities and interest. The students' level and understanding were also right; the students worked without any difficulty.

Most of these flashcards were part of publishers' material; there were some flashcards that had been made of paper and plastic by the teacher which could be reused. On this material, the drawings were big enough. Different lively colors had been used. The size of these flashcards was also right.

Flashcards were also used to illustrate some examples of descriptive adjectives on the fourth class, whose theme was Comparative, - an Amazing Animal

Quiz. The lesson's objective was to establish comparisons among animals and other different items. This material had been selected with effectiveness according to the content of the class, it exemplified what the teacher wanted to teach, and this part of the class was mainly spoken.

The learners compared the animals shown on the flashcards, not all the students in the class worked because they had problem with long adjective comparative form, the facilitator changed the activity without noticing that difficulty. This material could be effective maybe with other students' level and age and understanding, or the ones in this class need previous explanation about the topic.

The size of these flashcards was right. They content colorful drawings mainly of animals; they could be reused because they were part of a book package provided by the editors.

Pictures

On the first class, present simple and present continuous structure was the theme of the class; this lesson was aimed at identifying and using present tense structures in context. A picture had been appropriately selected according to the topic of the class. The teacher used it to introduce and strength the whole process. It contains drawings of state and action verbs needed when working in present tense.

Even though the pictures were made according to the students' age and level and understanding; not all the children worked on the task assigned. Some of them expressed their willingness of working orally not in written way.

This was an excellent picture. It was so big that it could be seen from the back of the classroom. It was colorful and was able to be used as many times as needed because it was stuck on the wall without being damaged.

Handouts

These printed worksheets are exceptionally useful in the teaching process. On the fourth class the theme was Comparative "The amazing animals Quiz" a handout was used containing spelling and grammatical rules of comparative structures as well as written examples that were according to the topic of the class. The lesson's objective was to establish comparisons among animals and other different items.

This handout was used on the second stage of the class; students' interest arose with them because they contain illustrative small animals' drawings they liked a lot. This handout was elaborated according to the students' level and understanding, it clarifies children's doubts and some students who did not work before, did it without any problem.

This handout had been prepared with creativity. The tasks to be worked were explanatory and very clear. The size of the characters was also right.

Whiteboard

On the first class, the topic was simple and present continuous, it was directed to identify and use present tense structures in context. The whiteboard was wisely chosen by the teacher to explain main structures as well as to practice exercises related to the theme of the class.

Students had been taught present simple structures previously, the teacher wanted to add some time expressions to the former explanation; consequently, this tool was properly selected according to the students' age and level but it was not according to the students' understanding as not all of the students worked, some of them did not like to work in written way.

The task written on the whiteboard was very organized and clear. It contained some sentences and a short paragraph with common words.

On the second period the tutor used whiteboard to visualize structures and usage of present continuous for future arrangements. The teacher's main goal was talking about future arrangements using present continuous. The exercise written on the whiteboard was related to the topic of the class.

Most of the lesson performance was spoken, the whiteboard was used to write some children's ideas, previously checked by the teacher, and the students got engaged on the class easily. This resource was according to their age and level.

The quality of this material was not good at all. The teacher wrote too much on the whiteboard ant the handwriting was not clear enough to be copied.

The topic of the sixth class was Zero conditional. The whiteboard was used to improve the class, it was required to explain and to apply the use of Zero conditional. The objective of the class was talking about general facts using Zero Conditional. The teacher checked some action words orally and introduced some common situations.

The teacher explained and wrote the conditional structure rules and examples. Even though this material had been effectively chosen, according to the student`s level and age, a group of students refused to work. They understood the task but did not want to work on written assignments.

The whiteboard was organized; the sentences written on it were numbered and legible, the size of the characters was right and different marker colors were used.

The seventh class was focused on first conditional sentences; it was headed to express ideas about common real situations. The class was improved with the use of the whiteboard which was required for almost the whole class.

The use of the whiteboard was not accurate according to the student's level, and age. The learners did not know the lexicon needed to talk about real situations so they have difficulty when working on the task. This material would be used with upper level students.

The teacher made a proper use of the whiteboard, ever since the font size and the handwriting were clear enough to be understood. Board markers of different colors were also used.

Tales

Children enjoy tales a lot. They are an excellent resource to enhance the four language skills as well as to increase motivation. Most tales have interesting messages which strength students' values.

The teacher improved the fifth lesson with a tale called Superlatives- Hero fathers. The objective of the class was to compare more than two people, animals, things or any other items. This tale had been accurately chosen.

After a brief review about adjectives and structures, the students were told what the tale was about, and then students listened to the tale attentively several times and mentioned isolated words they could understand. The whole class was engaged in the activity, important factors as age, level and learning style had been taken into account, for a better understanding they were asked to listen and read.

Finally they comment what they have heard and learnt. The CD quality was a disadvantage on this class; the volume was so low that at the beginning students could hardly listen to the tale. But the teacher managed it and read the tale.

In sixth grade, most of the materials used by the teacher were selected according to the content of the class; however, learning styles seemed to be the complexity in this class; however, most of materials used by the teacher were also appropriate to the students' age and level, but learning styles were not considered at all.

Learning Styles

In one of the classes a group of students who seemed to be aural, most of the time refusing to work on written tasks. A small group of children sometimes wanted to work orally, and other preferred in written way, but most of the time, they did not want to work.

The influence of the supplementary materials, were a major factor in the learner's ability to complete the tasks that were given.. Students had to response quickly to complete the exercise that was given. The answer had to be impulsive. The sample pictures were an affective and dynamic way to help the students enhance their visual learning style and orally progress their ability to communicate. The auditory learning was effective. The use of the whiteboard proved to be vital

Quantitative Analysis

4th grade

- Flash cards
- Pictures
- Charts
- Handouts
- White/black board
- Songs
- Dialogues
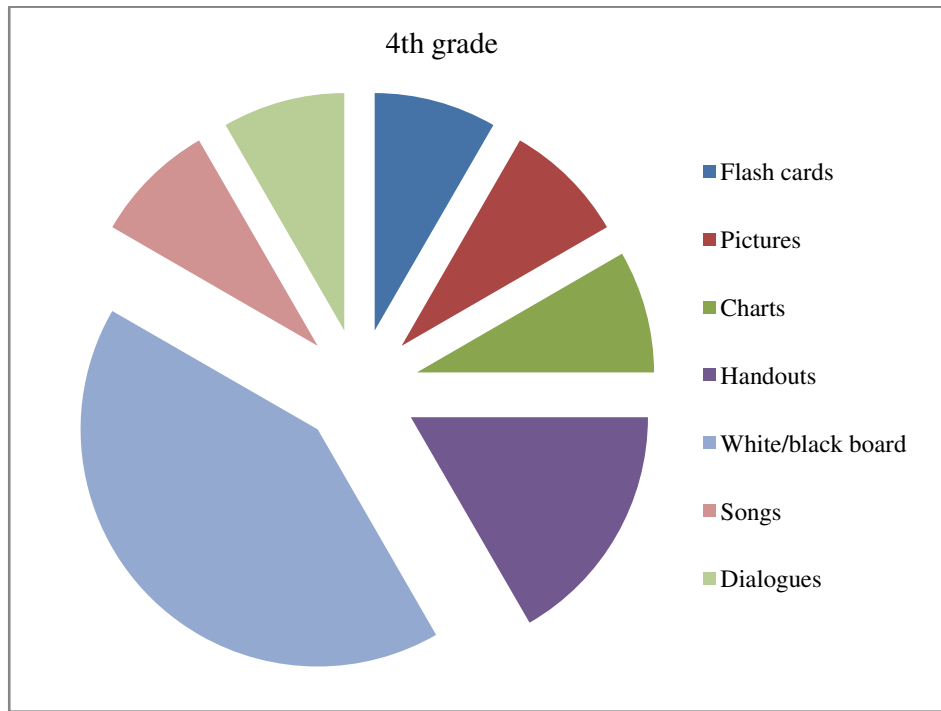
Thirty classes were observed, ten classes in the 4th grade, ten in the 5[th]grade and ten in the 6[th]grade.

The quantitative analysis of the ten classes observed in fourth grade shows that seven of the eighteen materials to be analyzed were used. The teacher used mostly the visual material. The frequency in which flashcards, pictures, charts, songs and dialogues were used was very low, they were used just once, each one of them in different classes. The handouts were required twice and the whiteboard, which has the most frequent use, was used in five of the ten classes.

Eleven materials, power points presentations, maps, posters, word cards, stories, tales, videos, movies, documentaries, objects and websites were not used in any of the classes observed in fourth grade even though students manifested on the

interviews that they would prefer other materials as audio, audiovisuals, realia and online.
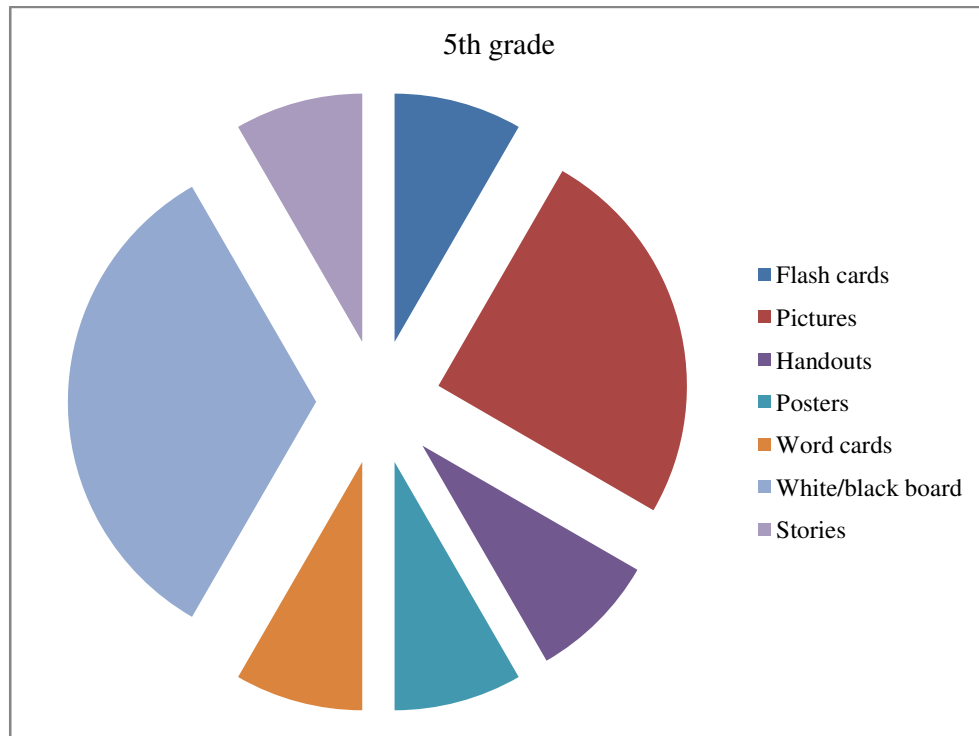

In fifth grade, the visual material was preferred by the teacher, seven of the eighteen materials analyzed were used.

The teacher used four visual aids and one audio material in different classes. A set of flashcards, a handout, a poster, a group of word cards and a story were used once in five different classes, each one used in each class. In three classes the teacher used a poster. The whiteboard was used in four classes.

In fifth grade the teacher did not used power points presentations, maps, charts, songs, dialogues, tales, videos, movies, documentaries, objects and websites. This was a real disadvantage due to the fact that these resources had not being used,

since they were the ones that the students like the most according to the surveys done on the observations.

6th grade

- Flash cards
- Pictures
- Handouts
- White/black board
- Tales
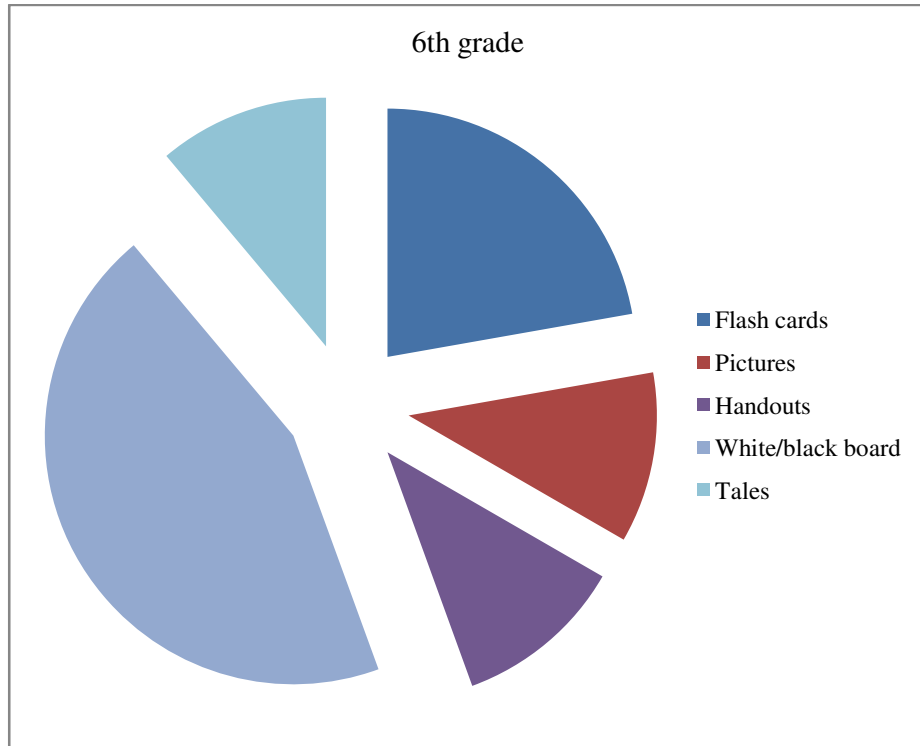
Visual resources were mainly used in sixth grade; the teacher used flashcards, pictures, handouts, and the whiteboard and one audio aid, a tale. In one of the ten classes, a picture, a handout and a tale wereused;a set of flashcards was used twice and the whiteboard was used in four of the ten classes.

Thirteen of the eighteen resources were not used. The teacher did not use power points, maps, charts, posters, word cards, songs, dialogues, stories, videos, movies, documentaries, objects and websites.

TOTAL

- Flash cards
- Pictures
- Charts
- Handouts
- Posters
- Word cards
- White/black board
- Songs
- Dialogues
- Stories
- Tales
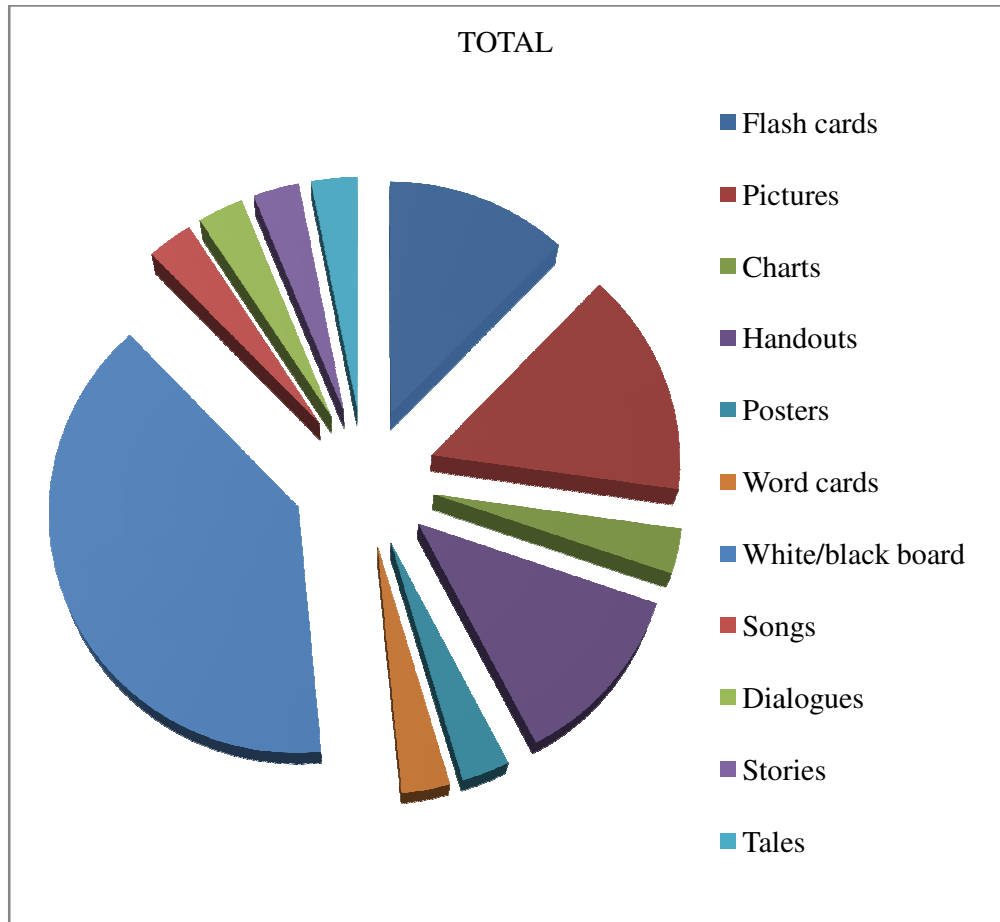
This graphic representation shows that visual materials are the ones that the teachers have used the most.Eleven of the eighteen materials have been used in the thirty observed classes.

The most used material was the whiteboard, which was the most frequent resource; it was used in thirteen of the thirty classes. Audiovisual, realia and online materials were never used by the teachers in fourth, fifth and sixth grades.

CONCLUSIONS

This research demonstrates that:

- The whiteboard is not properly used.It is sometimes not organized or the size and type of the characters are not big and clear enough to be understood or only one color marker was used.

- Supplementary materials used in some classes seemed to be selected at random orthey are selected according to the topic and the objectives of the class, but student's learning styles are not normally considered at the moment of elaborating them.

- Technological advances as the Internet, which nowadays provides a wide variety of resources, is not being used for teaching in EFL classes.

- Audio visual, realia and online materials were not used in any of the grades in which this research was done. This fact did not benefit students with learning styles.

- However visual materials were the most used in the observed classes, they were not creatively elaborated or they were not used appropriately.

- In sixth grade supplementary materials were less used.Moreover there wereclasses in which no material was used.

RECOMMENDATIONS

Based on results obtained from this investigation it is recommended:

- Make proper use of the whiteboard since it is the most common and accessible supplementary material. Taking into account organization, the type of the characters and color markers would help enormously.

- Select the supplementary materials to be used considering, contents, age, level of the students and their learning styles.

- Take advantage of technological advances which provide a great deal of materials and increase students' motivation enormously, consequently improving the teaching process.

- Use more oral activities such as dialogues, storytelling etc, and taking into account learning preferences and learning styles directed to improve productive skills.

- Make the most of visual materials by elaborating them with creativity and using them with effectiveness.

- Supplementary materials selected considering important aspects such as age, level and interest of students as well as the student's learning styles would make easier the learning-teaching process for both teachers and learners.

REFERENCES

Bakers, S. Collinns, P. Gersten, R. Scarcella R. Shanahan R., & Thompson, S. L.

    (2007). *Effective Literacy and English Language Instruction for English*

    Learners in the Elementary Grade. University of California.

Barnawi, O. Z. (2009).   The internet and   EFL college instruction: A small-

    scale study of EFL college teachers' reactions. *International Journal of*

    Instructional Technology and Distance Learning, 6, 47-64

Bonk, J & Lee, J (2009). Exploring the use of wikis for the improvement of English

    writing skills: Research, reflections, and recommendations. *International*

    Journal of Instructional Technology and Distance Learning..6, 13-26

Brown, H. D. (2001).*Teaching by principles: An interactive approach to language*

    pedagogy (2[nd]ed.)   New York: Longman.

Chiyokura, H.Iinuma, M.(2008). Use of 3D *Computer Graphic Contents:* Content-

    based Language Instruction in Japan.   *Electronic Journal of Foreign*

    Language Teaching 5, 98–113

Evans, D. (2009). Language magazine: Methodology is dead

Gardner, H. (2003, April 21). *Multiple intelligences after twenty years. Harvard*

    Graduate School of Education: American Educational Research Association.

    Retrived from http://www.google.com

Greenfield, J. (2011, May 1). NeurolinguisticProgramming:NLP : Research on

    Effectiveness of Neuro Linguistic Programming . Retrieved from

    http://knol.google.com/k/joe-greenfield/neurolinguistic-

    programming/2j6nlcky7q5vo/2.

Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice: A handbook for*

    teachers in training: U. K. Macmillan Education.

Hallahan, D. P, & Kauffman, J. M. (2006). *Exceptional Learners*: (11st ed.) Allynand Bacon Publishers. Boston.

Harmer, J. (2001).*The practice of English Language Teaching:* (3rded.) U. K. Pearson Longman.

Harmer, J. (2007). *How to teach English* (2nd ed.) U.K. Pearson Longman.

Nuspliger, B. Senzaki, Y., & Tsukamoto, M. (2009). Using Skype to connect a classroom to the world: Providing students an authentic language experience within the classroom.*TESOL Conference on English Language Teaching,* 5, 174-180

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners: *ELT Journal, 51, 144-156*

Saville-Troike, M. (2006).*Introducing Second Language Acquisition.* New York Cambridge.

Scrivener, J. (2005). Learning *teaching: A guidebook for English language teachers* (2nd ed.). Malaysia Macmillan education.

Scott, W. A. &Ytreberg, L. H. (1990) *Teaching English to Children.* New York: Longman.

Scott, W. A, &Ytreberg, L .H. (2010). *Teaching English to children* (2nd. ed).New York: Longman.

Woolfolk, A. (2006). Educational psychology (10thed.).Allyn and Bacon Publishers. Boston.

Zonnios, E. (2007 February 23). *Teaching children to think: Creative thinking techniques develop your child's mind. Retrieved from http://www.suite101.com/content/teach-your-child-to-think.*

ANNEXES

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____ CLASS Nº___

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	
	Word cards	
	White/black board	
AUDIO	Songs	
	Dialogues	
	Stories	
	Tales	
AUDIOVISUAL	Videos	
	Movies	
	Documentaries	
REALIA	Objects (toys, plants, fruits)	
ONLINE	Websites	

DESCRIPTION OF THE USED MATERIAL:_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

_____

_____

_____

Was it used appropriately in relation to the topic of the class?   yes_____ no _____ Why?

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

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

_____

_____

_____

Was it elaborated and applied with creativity and originality? yes___ no__ Why?

_____

_____

_____

Were students motivated with the presented material? yes_____ no_____   Why and How?
(For example, activates participation, awakes students' interest and curiosity)

_____

_____

_____

How do you consider the quality of the used material?

_____

_____

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____ CLASS Nº___

GRADE: _____

PREGUNTAS					I	O
¿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						

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC ( ) PRIVATE ( )

DATE: _____ CLASS Nº___

GRADE: _____

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

Why?

_____

_____

_____

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

_____

_____

_____

Do you take into consideration the different learning styles when designing and elaborating

the supplementary material for your students? Why?

_____

_____

_____

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

_____

_____

_____

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

in the class?

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

Why?

_____

_____

_____