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The use of supplementary material for teaching children in IFL classes

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CERTIFICATION

This research 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 Technical Particular de Loja.

Loja, mayo. 2012

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Angel Flores

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AUTHORSHIP

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

Quito, November the 01, 2011

Angel Flores

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DEDICATION

To my dear and unconditional wife, for her total support and understanding. To my children who infused me the desire to continue, up to now.

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ABSTRACT

This work deals with the use of supplementary materials for teaching children in EFL classes. Its purpose is to determine and analyze the type of supporting materials used to teach the mentioned classes. The present research was carried out in the city of Lago Agrio, Sucumbíos Province. The school chosen had 4th, 5th and 6th grade students whose ages rank from 8 to 10 years old approximately.

The Qualitative and Quantitative methods were applied in this research. Some other sources such as research books, internet, surveys, data, interviews, observation of English classes and tables were also applied.

Teachers must be aware of the use of the supplementary materials in their classes, but unfortunately sometimes schools do not provide their teachers with these resources.

The teachers are using very little modern, practical, dynamic, varied, and attractive didactic materials. The English learning process would be more efficient, pleasant and effective. Students do like to interact, to get involved and to work in active classes. This work tries to change both the teachers' and students' attitudes so that they can do a good job.

INTRODUCTION

Teaching English as a foreign language has been an issue of great concern for teachers of English, due to the complexity and diversity of its components unique in this area, therefore, it has deserved a thorough research. Three major components that work unquestionably in this process have been identified. First, we have the socio-cultural component which shows an acceptable profile in the educational and historical context in which foreign languages can be taught and learned, these are essential when teaching. Another component is the bibliographic utilized, success in the teaching-learning process is attributed to this. Finally we have the methodological component; this has a variety of aspects such as the teaching method and approach to be used, resources, techniques and strategies for application and other procedures. This is certainly the most important aspect in the teaching-learning process.

Within the context of teaching and learning English as a foreign language, it is important to note that there is a subtle conspiracy, for teachers can achieve their goals.

We could say that they rely on different types of aid and resources with which they can work effectively to achieve goals if they are used appropriately. When mentioning aid and resources we refer specifically to the use of supplementary material, which undoubtedly facilitates this process.

According to a series of researches carry out, it is clear that the use of supplementary materials makes classes more interesting and motivating, by encouraging the students the desire to learn, but this would have no educational value, if the choice of

the material was not correct or if its use was not appropriate.

For this reason, the right choice of the supplementary material is very important and this is characterized by: pertinence and appropriateness. Pertinence indicates the importance of the material used concerning the content (topic, objectives, and content of the class), and appropriateness indicates the level of understanding of the students (the student's needs).

There is a wide range of supporting materials such as: audio, audio-visual, realia, websites, among others. However, not all the teachers are using the materials appropriately or simply they are not using them at all. Thus, based or guided by this evidence, this research proposes to investigate on the use of supplementary materials for teaching English to children in Ecuadorian EFL classes.

The following statements are knowing like specific objectives which are:

- 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 (content), appropriateness (student's needs), and quality.
- Determine the frequency and variety of the supplementary materials used in the classes observed.

The importance of this study is to show the teachers that using supplementary materials makes their classes more efficient, because this facilitates the learning of the children and they can learn it in a better way. Three studies certainly support the use of the supplementary materials.

Thus the first study carry out by Williams & Lutes in the 2001 had a purpose; it

was to find out how the use of videos in a foreign language class can be of great help to encourage learners to study English. But they believe that motivation in learners and attitudes may vary according to the different teaching styles or for more video lessons used per period that finally it makes complicate to thrust entirely or to make use of this material in EFL classrooms. The second study carried out by Bernardo, S. (2006) tried to discover if reading can be used or can be part of the process of teaching English as an authentic supplementary material or not, there are by the different opinions and purposes that people can have about using this material.

Conversely to the advantages of using this material in ESL classrooms, he concludes that this study was done taking into consideration a small percentage of university students and it cannot be used to provide a universal information to the whole population about whether this material could be totally enable or not in all the educational institutions.

Finally, in the third study achieved by Kelsen, B,(2007) the aim was to find out if the used of You Tube as a supplementary material in EFL classes can make the class more interesting; if it is a significant material; if it is beneficial in the learning process; and if it also motivates students to learn English outside of class. However, he could also conclude with a limitation that from the sample taken in this study, it could not be used to supply information to all students in general, regarding to whether the use of this material is properly advisable in ESL classrooms or not, since only a small percentage of learners were taken into consideration and from only one section.

This study will give a great benefit to teachers and students because through it the

investigator will increase the interest of the teachers to get well informed about the use of the supplementary materials in their classes, having as a result more motivating and more interesting classes as well as an improvement in the educational system.

The present studies also generated some limitations that condition this investigation. As first limitation, we can mention that when the teachers perceiving our presence; they used the materials in the best way in their classes, that is to say, making unavoidable the use of the supplementary material. The second limitation is that the investigation not has a large sample and it was done only in one school.

The third limitation, the number of observations (ten for each grade) it cannot really determine if teachers are working with supplementary materials or not.

Finally, we consider the place where we carried out the investigation, from a socio-economical perspective; it was found that professors and students do not possess the facilities to execute a good teaching-learning process.

As a suggestion for future studies regarding this investigation, it should be carried out in different schools because the obtained sample from just one school not help a lot because many times, the same teacher could be teaching in the elected grades, therefore, the results could be repeated and not very reliable either.

METHODOLOGY

The bibliographical investigation was carried out in the following way, firstly *six* themes are given us to investigate; these themes are:

Teaching a foreign language, Learners, and their Age: children, adolescents and adults (with emphasis on children) Learners differences and Motivation, Learning styles, Teaching techniques, Different context for teaching, and Supplementary materials, with its, Definition, Importance, Role of supplementary material Visual, audiovisual, realia, online.

In order to obtain the right linguistic information about the formerly mentioned topics, many libraries of Quito were visited, among them, the library of Central University of Ecuador, the one of Universidad Técnica Particular de Loja, and the library of Casa de la Cultura Ecuatoriana, the internet, and many specialized books from different well-known authors constituted excellent source of information through a practical research. The information collected was presented through concepts, theories, and definitions, and three investigations, the most relevant, were chosen for each topic. This information is organized in data collection tables, i.e. one data collection table for each topic. Bibliographical Information Collection Tables. Also the analysis of *five* previous studies was required, in the theme *Supplementary Materials Used in EFL Classrooms*. The internet was the main source of research for these studies; we could find there, studies of authors as Williams & Lutes (2001), Bernardo, S. (2006) and Kelsen, B. (2007) by studying their researches, we could deepen in the theme and was recognized the procedure, in order to have enough information for the literature review

the elaboration and the asserting of the analysis of the results of the field investigated.

For each study we extracted the most relevant information such as: author, title of the study, participants, place, method utilized and others.

In conclusion about bibliographic research, two different charts were used. One for themes and other for the previous studies, where the most relevant information was taken into consideration for this investigation.

Setting and Participants

After having finished the bibliographic investigation, the field research began and the following information is worth mentioning: It started in the Ecuadorian Oriental region in the province of Sucumbíos, Canton Lago Agrio in a coeducational institution, a Government School. Its students were male and female, i.e., boys and girls of about 8, 9, and 10 years of age approximately. Crossbreed is their race. Their respective educational levels were 4th, 5th and 6th grades and in each classroom there were 40 – 45 students. It was evident that their native language (L1) was Spanish and their target language (L2) was English. The schedule was from 7 in the morning until 12:30 pm.

Procedures

In this study two research methods were used namely: qualitative and quantitative methods. Two kinds of surveys were also used; one for the students and the other one for the teachers, by using internet, to take notes was a requirement.

The qualitative method consisted of the description of the data and the interpretation of the results, where the information was obtained through direct observation of ten hour classes from each grade, (4th, 5th and 6th) taken on different

schedules. Likewise, different types of charts and data sheets were utilized to gather this information. In the data sheets, observations were checked down with “X” or “√” if some types of supplementary materials were used in classrooms; according to the variables: visual, Audio, Audiovisuals, Realia and Online; and in other charts an “X” or “√” if these supplementary materials were used with pertinence and appropriateness during the class observations.

Quantitative method was used to tabulate the frequency and percentages in each variable and also to determine whether a relationship exists among variables where several techniques such as surveys, data collection formats, tables, and internet were applied to gather the information required.

The information was written down, by using one chart; one for analyzing the frequency of the use of the supplementary materials in each grade (4th, 5th and 6th); finally, at the end of each class observations, two student from each grade were randomly assigned to fill out the student’s survey which contained questions and statements that had to be answered with “YES” or “NOT”, or be checked with an “X” or “√” in order to evaluate some student attitudes about how the supplementary materials were used to support their class.

The teacher’s survey was distributed at the end of the ten classes observed; the questionnaire had several questions and statements which brought the teacher’s attitudes and reasons into consideration in order to gather more information regarding the use of supplementary materials in EFL class. The questionnaires were generally almost identical for both students and teachers. In order to describe how this research

process was organized the charts 1- 4 were used to verify whether in that school teachers utilized supplementary materials or not and also to know if these materials were used with pertinence, appropriateness and good quality (qualitative method)during the ten hours of class observed in each grade (4th, 5th, and 6th).

The quantitative information, was collected by using the chart five in order to know how many times and how often this supplementary material was used in those schools to support their classes; some of the surveys were carried out at the end of each class and also others, at the end of the ten classes observed (in each grade)

In the field investigation the chart one was used to register the type of supplementary material that school used in 4th, 5th and 6th grades. The charts two to four were used to check whether the materials used by the teachers in the different classes were utilized with pertinence and appropriateness or not.

The chart five was used to score the frequency and the percentage of the supplementary material used by teachers in that school. Likewise different questionnaires and surveys were given to the teachers and students after and within the classes observed in order to gather important opinions and conclusions for this investigation.

Finally, once all this information was collected in the different charts, we proceeded to tabulate and analyze them one by one very carefully in order to obtain general conclusions for the whole research.

DISCUSSION

Literature Review

During decades, learning and teaching English as a foreign language has always been an issue of great importance; both for teachers and students of all levels especially for the university students; even more in this time, when there is an urgent need to learn English. For this reason teachers have the necessity to know what type of materials they can use successfully in their classes; paradoxically “It is also known among educators that the use of supplementary material means involving the learners actively by participating in concrete examples, they are retained longer than abstract experiences, supplementary materials add elements of reality by providing concrete examples of learning, especially in English classes” Medayese, J. (2010).

For a better visualization of this matter, other areas of correlation need quick glances for their interpretation. So, we started with: Teaching a foreign language, Learners, Teaching techniques, Different context for teaching, and finally, we arrive at Supplementary material, which is the purpose of this investigation.

For this reason this paper incorporates and highlights some bibliographic information from different authors and books as well as several studies carried out by some researchers regarding the uses of supplementary materials in foreign language classes.

Teaching a foreign language

Jack & Richards (2001) state that, few decades ago many methods emerged, with respect to teaching a foreign language, often having very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred

teaching techniques; they have the common belief that language learning is to be improved, it will come about through real changes and improvements in teaching methodology. For them, this is the reason why both the teachers and teachers training need to be able to use approaches and methods flexibly and creatively based on their own judgment and experience.

On the other hand Thanasoulas (2001) notes that a growing interest has been produced the last two decades regarding foreign language learning, which has led to a radical change of approach; however there are still prejudices that tarnished the methodology of teaching and learning a foreign language. One of these is the belief that language is merely a code-based learning force by the domain of grammar rules, or that this can easily be translatable to another. Up to a certain point this has helped achieve the goal, but the acquisition of knowledge can not cause confusion and lead problems of intercultural communication. For this reason Benitez (2007) emphasizes, that the process of teaching/ learning foreign languages has been object of dissimilar investigations through the time. Studies on how to teach and learn languages have been progressing, by changing the orientation in terms of the periods of the scientific intellectual development and of the needs that demand social development. Languages as social phenomenon evolve and develop; English not only has evolved in relation to his extension in the world, rather as a result, has modified the sociolinguistic profiles of those who study it, of those who teach it and of course of those who learn it.

Indeed, Murcia (1991) says that, everybody has to be warned of these changes before teaching or learning any language since eventually there could be more

alterations and we have also to understand the meaning of the term Foreign Language and how this should be taught in EFL classrooms.

Learners

But teaching a foreign language involves a common question. Why some students are more successful than others? Lado, R. (1964), his assessments is that teachers must recognize characteristics of children, adolescents, and adults at the moment to teach, he says that children require special techniques. Because they learn by playing and by memorization, and they can achieve superior pronunciation by dint of their power to mimic sounds accurately. Children are driven to activity and learning by play rather than by any work, motive or other sophisticated motive that drives adults.

Adolescents can study for the sake of a grade or other indirect reward. They can still achieve a good pronunciation and can study grammatical patterns deliberately. Work must be made palatable at this age, finally Lado concludes that: Adults learn more effectively by systems and by systematic cataloguing than children do, and they respond favorably to the work motive, i.e., to putting forth sustained effort for some goal other than the immediate enjoyment of the activity itself. But they are poor mimics of the sounds of a foreign language and must be helped with props, partials, and successive approximations to the desired pronunciation. They can also be influenced by inhibitions and prejudices to a significant degree. And the capacity to learn a foreign language diminishes somewhat due to age after adulthood, but it is not lost at all.

For Troike (2006, p. 5-27). Different sciences have their own definitions about this matter, such as *Linguists* can define L2 students by the close relationship or

similarity with L1 learner, *Psychological* distinctions can be found based on L2 learning skills, aptitudes and personality factors, types and intensity of motivation as well as different strategies for student learning, for *Sociolinguists* according to social, economic, and political divergences and learner incidents in bargained interaction and finally to *Social Psychologists* who can provide a profile of students according to the groups they belong to: men and women; is another group would be children, adolescents and adults.

In addition to this, the author also states that children have very restricted time in their age where assimilation is regular; while, adults are privileged because they have better learning acquisition. With respect to adolescent learners, they build up more native-like grammatical perceptions, because they are non-analytic processors but there are facts that are just as credible that adolescents and old learners quickly learn in early phases. Besides, Cook (1991, p. 72, 73) states that not all students are equal; some get better knowledge than others because they are more eager to learn, just as today the English is being learned individually rather than in groups.

After analyzing about learners and their characteristics, we focus on motivation, Johnstone (1989) states that any students, scholars or course writers identify that there are many variables that cause immediate impact when teaching a foreign language, and of course these somehow depend on motivation whether in a positive or negative way. Then let us see what the motivation is?. According to Woolfolk, A. (2007) *Motivation* is an internal state that arouse, directs, and maintain behavior. The study of motivation focus on how and why people initiate actions directed toward obtained specific goals.

And Woolfolk (2007) shows us two types of motivation; intrinsic and extrinsic motivation. *Intrinsic motivation* is a natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishment, because *the activity itself is rewarding*.

In contrast when we do something in order to earn a grade, avoid punishment, to please the teacher, or for some other reason that has very little to do with the task itself, we experience *extrinsic motivation*. We are not really interested in the activity for its own sake; we care only about what it will gain us.

Similar motivations are presented by Cook (1991) who says that there are two types of motivation. *Integral motivation* has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. In contrast to integrative motivation is the form of motivation referred to as *instrumental motivation*. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language.

With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical

material, translation work or achieving higher social status.

Learning Styles

After learning about traits and characteristics of the students and what moves them toward learning, we focus on what corresponds to learning styles or learning preferences. Called this way by Woolfolk (2007, p. 124), she states that Learning Styles refers to the way a person approaches learning and studying in his or her own style. But beyond its definition, which is no less important, learning styles have different approaches which most students can be identified.

And there are different learning styles for different types of students; Mantle (2001) signals seven Learning styles according to the latest findings by several leading psychologists, these are:

Linguistic, this type of learners love to read, write, and tell stories. They tend to memorize places, dates, names. *Logical*, these children are very mathematically inclined. They enjoy solving problems, particularly if they are math related. They will plague you with questions on how things work. *Spatial*, these are visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible, they are very good at working with colors and pictures, and by using the "mind's eye".

Musical, there are children that are always walking around the house humming a tune, or always needs music to study by, and then he/she is likely a musical learner, they are excellent at keeping tune, and are adept at turning the abstract into concrete objects. They learn best through rhythm, melody, and music. *Bodily*, these types of learners are

always on the move, they constantly walk around, they have to touch everything, and they use body language to convey their feelings. These are the learners who can do more than one thing at a time. *Interpersonal*, these are the "social butterflies". They adapt easily to any type of social situation, have many friends and are excellent leaders.

Intrapersonal, these strong willed people work best alone. They pursue their one interest and have a deep understanding of themselves. They do best in self paced instruction, individualized projects, and by working alone.

On the other hand, Kaya, Ozabaci, & Tezel (2008) show the styles that are defined in Kolb's learning model; these styles are similar to previous ones in its background, because they show a profile of the different type of learners also. They are four Diverge, Assimilate, Converge and Accommodate.

People with converging learning style are problem solving and therefore like to choose jobs that need technological abilities such as medicine, engineering, economy, and computer science. Another Learning Style according to this author is the diverging one. These people use concrete experience and reflective observation and prefer jobs dealing with social practices, journalism, psychology, literature and art/theatre.

Assimilating Learning Style is the one that lets people to include abstract conceptualization and reflective observation. For them it is good to work in areas such as biology, education, teaching, law, sociology, library science and mathematics. And finally Accommodating learning Style is the style by which concrete and active experimentation is showed; jobs such as salesmanship, public administration, education, administration, and banking, are the best for this kind of people.

Teaching techniques

Another issue that is present in every teaching process of a foreign language is teaching techniques. Brown, D. (1994) states about techniques to refer to various activities done by both teacher and student. It can be summarized that techniques are all tasks and activities in the classroom (or outside) techniques are presented by the teacher and carry the pedagogical purpose of facilitating and increasing knowledge, he also mentions that a technique should be completely controlled by the teacher and it requires prospective students answers.

Choral repetition and cued substitution drills are examples of oral techniques at this extreme. Other are dictation (listening/writing) and reading aloud. At the communicative extreme, student responses would be completely opened ended and therefore unpredictable. Examples include story-telling, brainstorming, role-plays, etc. Teachers are usually put into a less controlled role here.

But let us talk about techniques for children, like is writing: this technique facilitates the development of reading and facilitates the development of writing. For this reason it is recommended that children write every day, and suggests writing activities involving individual words, sentences, and longer pieces, according to the skills of the children. When children write, they engage with words and ideas and explore new meanings— they communicate. With pencil in hand, children can ponder an idea, change their mind, and devote time to expressing themselves clearly. Writing is a tangible way for a child to demonstrate to teachers and peers what he or she knows. For children who are not fluent with English, it is also a critical window by which the teacher can glimpse gaps in

knowledge or understanding.

It is also important for the teacher to model what you do when you write. Use shared and guided writing (which follows the same principles as shared and guided reading) and independent writing. Give children feedback on their writing.

Feedback sessions should be interactive so that children learn to evaluate their own writing and correct errors.

“Writing technique focus on some low-level skills, such as spelling, punctuation and grammar. As well as some high-level skills, such as organization, expressive language and clarity of ideas. Children must be given many chances to improve their skills, and let them know when their written work has gotten better” Teaching Strategies –PBS (1999).

Another important technique is Scaffolding, whereby the teacher models the desired learning strategy or task, and then gradually shifts responsibility to the students. Clay and Cazden (1992) point out two scaffolding strategies in teaching reading: working with new knowledge and accepting partially correct responses. In the first strategy, when a teacher suspects the child does not have the ideas or words needed for a particular text, he/she may explain some part of the story or contrast a feature presented with something he/she knows the child understands from another reading. In the second strategy, the teacher uses what is correct in the student's response but probes or cues the student, so as to suggest good possibilities for active consideration.

Different teaching contexts

Many educators believe that, different teaching context is one way of going beyond accommodating learner differences as culture, race, and ethnicity that are principal

differences among students; they bring different learning strengths, abilities and disabilities to the task of learning, to seeing diversity as an arrange of strengths on which to build.

But for Woolfolk (2007), one basic idea of different teaching context is that teacher must take into account not only *what* they are teaching, but also *who* they are teaching. Without different context of teaching (differentiated instruction) students in many classes and schools are grouped by ability, and all problems of tracking follow them, the same occur with lower level students. In contrast, Different Context of Teaching conceives that all students seeking purpose challenge, affirmation, power, and contribution. The teacher responds to these student needs through invitation, investment, persistence, opportunity, and reflection, working to create in each student a good instruction.

This is also corroborate by, Beers (2008, p. 108) with “co-teaching and co-generative dialogues”. He states that these are prominent contexts that can change the traditional and more passive approach into something that is more lively, approachable and culturally adaptive to the students in the learning process of a foreign language, likewise, with both co-teaching and co-generative dialogues teacher can build structures in which they will be able to develop suitable resources completely different from their own that at the end will support them in teaching students.

But Palmer (1999) finds other contexts of teaching like the difficulties that a teacher can have in the process of teaching a foreign language when he deals with large, heterogeneous classes. However he determines that in large groups (up to 40 students) or small ones (under 15 students), we should implement a much more comprehensive

program, whose main objective is to face the students' difficulties by having an agreement between teachers and learners, as this could be one of the best possible alternatives to overcome most limitations found in large, heterogeneous classes.

Supplementary Materials

Supplementary materials by Spratt, M. (2005) can be defined as “books and others materials used in addition to the course –book”. Supplementary materials are any resource (no matter the format) that complements the work of the teacher, supplementary materials include reference resources. These resources are those sources which provide information concerned with the language and teaching process. Within these resources there is one specific type called reference materials, whose main objective is to serve as a reference and provide with help about the language, for example dictionaries, grammar books, etc; and those which provide with ideas to understand the teaching process.

With respect to the importance of supplementary materials Weimer, M. (2002) signals that Supplementary materials are the most common way facilities work on skill and awareness development. They are favorites because they can be assigned for working on out of class and thereby do not take class time away from content. He advocates also using supplementary materials because good supplementary materials can support your work on developing learning skills and awareness by underscoring what is already an in-class priority and by helping make students responsible for their own development. Richards, Jack. & Rodgers, T. (2007) state that “the role of instructional materials within a method or instructional system will reflect decisions concerning the primary goal of materials (e.g., to present content, to practice content, to facilitate

communication among learners, or to enable learners to practice content without the teacher's help)", Therefore, Gower, Philips & Walters (2005, p. 70, 81) talking about supplementary materials, they affirm that the use of visual (fruits, objects, pictures, etc) and videos (to practice grammar, listening and speaking activities) can be of great help in the teaching process and concerning to this topic Kitao (1997) states that the role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, choose or produce materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students. Kitao also says that materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

The way, the supplementary material that we can use or we can make up is relatively important in the teaching process of any language since with these we can reach our aims and the students too. Finally the students will feel more self- confidence when using them too in classes.

Next we have five studies that present the importance of Supplementary Materials for Teaching English as a Foreign Language; according to the study done by Williams & Lutes in 2001 whose objective was to find out in which ways the use of videos in foreign language classes can be of great help to encourage learners to study English.

He carried out this study by using questionnaires from a video task activity from a

regular course book that was given to thirty students in three ESL classes (total 120) from Takamatsu University; where they were asked to answer these questions by giving their opinions “agree or disagree” by the term; where the author could finally realize that the use of videos can have a considerable and helpful impact on students’ motivation and interest. Finally, he suggests that videos can be used as a potent mechanism to students when teaching English, as well as in the affective part and as an intrinsic motivator and, on the other hand, he considers that the learner’s motivation and attitudes may vary according to the different teaching styles or for more video lessons used per period that finally it makes complicate to thrust entirely or to make use of this material in ESL classes.

In the following study carried out by Berardo, A. 2006, he tries to discover if reading can be used or can be taken as part in the process of teaching English as an authentically supplementary material or not, the different opinions and purposes that people can have when using reading as supplementary material, can show us that reading can be done or used with three different purposes, “*for survival, for learning and for pleasure*”. To obtain this information he carried out his study by providing the students from advanced or upper intermediated level tasks designed with an intensive reading course for 36 hours during six weeks where, at the end of the term, they had to be able to read and comprehend English texts without major problems.

The students were from the University of Basilica in Potenza in Italy, following engineering as their career. Through all this process in his investigation he could realize that a large amount of students were really motivated and they found interesting and exiting when using reading as an authentic material.

However, he suggests that as there are great changes in the use of language all the time and the students will be exposed to these transformations too, and this material needs to be- up dated once in a while. Conversely to the advantages of using this material in ESL classes, he concludes that this study was achieved by taking into account a small percentage of students only from the university sector and it cannot be used to give universal information to the entire populace about whether this material could be totally applicable or not in any educational institutions of the different academic levels.

In another study done by Kelsen in 2007 whose aim was to find out if the use of You Tube as a supplementary material in EFL classes can make them more interesting; if it is a significant material; if it is beneficial in the learning process; and if it also motivates students to learn English outside of class.

He used questionnaires to carry out this research to know something about the use of web sites and the access of computers when using You Tube as a supplementary material. In this researching process he took as a sample 69 students from the department of chemical Engineering and Materials Science that spoke Mandarin as their first language, and ranged from 19 to 21 years of age from the private university in northern Taiwan where he could realize that just a small number of learners visited and revisited the web sites that were asked to study in their free time; however, the author suggests that guidance is recommended when using it to allow students independence to explore on their own and take the first steps toward a journey of learning English through You Tube. However, he could also conclude that from the sample taken in this study, it cannot be used to give information to all the students in general, regarding to whether the use of this material

is properly advisable in ESL classes or not, since only a small percentage of learners were taken into consideration and from only one section. Finally the use of You Tube would be a good resource to teach new interesting topics for the students and teachers; but there should be the guidance of the instructor who can train students how to use this material accurately.

Furthermore Bae Son, carried out a research in 2008, whose purpose was to discover the ways of using Web- based language learning (WBLL) activities as supplementary resource for teaching English as a second language; where this resource through the web site supplies WBLL session plans for ESL teachers, containing three types of WBLL activities: pre-created Web activities for grammar, vocabulary, reading and listening task-based Web activities that require student to use the Web to produce certain outcomes; and teacher-made Web activities.

To accomplish his study, he tested the Web site with a group of 12 students from the University of Southern Queensland, Australia (7 male and 5 female; mean age 27, ranging, from 18 to 41 years; 4 Chinese native speakers, 4 Korean native speakers, 3Arabic native speakers and 1 Japanese native speaker) in an Upper-Intermediate ELICOS program (entry: IELTS 5.0; exit: IELTS 5.5 where he gave the students questionnaires that enclosed seven statements to which the students should respond: Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree and at the end of test he could note that the students demonstrated optimistic attitudes on the way how to use the material, they also agreed that they enjoyed the Web activities and would like to use more WBLL activities in and outside the class time.

Finally, the author concluded that these activities of using Web Sites in ESL classes could be a valuable and helpful resource when doing activities for a short period of time, however, teachers should become vigorous and critical Web users and could build up their own skills and strategies for choosing and running Web materials; on the other hand, teachers also require deciding on or developing high quality Web resources and well-prepared WBL activities for their students.

In the next study carried out by Tseng in 2010 the objective was to find out which the students' perception and their attitudes were toward the use of literature in general as a supplementary material in EFL classes.

To achieve his study he invited 28 EFL students (23 female and 5 males) in a senior high school from National Taiwan Normal University, Taipei, in northern Taiwan, to take part of a course experiment. They were third-year students, aged 17 to 18, in an applied English class in that school. The participants had already read some literary material in their textbooks used in the regular English course. They had studied five adapted short stories, six poems, one novel excerpt, and one short drama in the previous two years. The instrument used in this study was a 50-item questionnaire designed specifically to examine students' perceptions of literature. The questionnaire consisted of two parts, targeting the two sets of research questions' in this study. The first part included 32 items, by investigating the students' perceptions of the literary works presented in class.

The second part, made up of 18 items, explored the students' attitudes toward literature in general and their preferences regarding different literary genres.

Moreover, the author concluded that literature for teaching in EFL classes can be a

very enjoyable resource because most students show great interest in prose fiction, short stories, and poetry; and all these materials can be presented either in audio books (in CD or MP3 format) or in live performances (as recorded in VCDs or DVDs) where they all can be of great help in literature works for teachers and students, and finally the researchers affirm that given the fact that each individual literary work undergoes differently, teachers are suggested to investigate on their students' literature inclinations before training them in literature.

Results

*Qualitative tabulation***Chart one:** 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		X
	Posters	√	
	word cards		X
	white/black board	√	
Audio	Songs	√	
	Dialogues		X
	Stories		X
	Tales	√	
			X
Audiovisual	Videos		X
	Movies		X
	Documentaries		X
Realia	objects(toys,plants,fruits)	√	
Online	Websites		X

Author: Angel Flores**Source:** 4th,5th, and 6th grade

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

	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th class	
		Pert-	Approp.	Pert,	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert-	Apprp.
Visual	Flash cards																				
	Power point																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters													√	√						
	Word cards																				
	White board	√	√	√	√				√	√	√	√	√	√			√	√	√	√	X
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales					√	√														
Audiovisual	Videos																				
	Movies																				
	documentar ies																				
realia	Objects (toys- Plants, fruits																				
online	websites																				

Author: Angel Flores

Source: 4th (8 years old approx.)

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

	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th 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																				
	Maps																				
	Pictures																				
	Charts																				
	Handouts																				
	Posters												√	√	√	√					
	Word cards																				
	White board	√	√			√	√	√	√	√	√						x	x	√	√	√
Audio	Songs																				
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentar ies																				
realia	Objects (toys- Plants, fruits			√	√																
online	websites																				

Author: Angel Flores

Source: 5th (9 years old approx.)

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

	Indicators	1 st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th 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																				
	Maps																				
	Pictures			√	√																
	Charts																				
	Handouts																				
	Posters																				
	Word cards																				
	White board	√	√			√	√	√	√	√	√			√	√	√	√	√	√	√	√
Audio	Songs											√	√								
	Dialogues																				
	Stories																				
	Tales																				
Audiovisual	Videos																				
	Movies																				
	documentar ies																				
realia	Objects (toys- Plants, fruits)																				
online	websites																				

Author: Angel Flores

Source: 6th (10 years old approx.)

Quantitative Tabulation

Chart five: Frequency of use of the supplementary material.

Variable	Indicators	4 th grade (8 years old approx.)	5 th grade (9 years old approx.)	6 th grade (10 years old.)	total	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	Maps					
	Pictures			1	1	3.44
	Charts					
	Handouts					
	Posters	1	2		3	10.32
	Word cards					
	white/black board	8	7	8	22	75.68
Audio	Songs			1	1	3.44
	Dialogues					
	Stories					
	Tales	1			1	3.44
Audiovisual	Videos					
	Movies					
	Documentaries					
Realia	Objects (toys, plants, fruits)		1		1	3.44
Online						
				TOTAL	29	100%

Author: Angel Flores

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

Description, Analysis and Interpretation of Results

This section describes and analyzes each one of the supplementary materials that the teachers used to support their classes. Likewise, to verify if these supporting materials employed the two variables: pertinence and appropriateness according to the students' ages and levels and also to find out how qualified these materials were.

Finally, in this part, it will also be taken into consideration whether the teachers focused on the different learning styles to help the learners in their lessons or not.

Qualitative Analysis

4th. Grade / 8 years old

For the first class, the white board was used by the teacher to explain the topic concerning count nouns (many and few) in which the objective was to help the students to use these words to represent quantities generally used in their daily interactive activities, and to develop writing and speaking skills.

Regarding how this resource material was used in class, there were no difficulties encountered by the teacher, neither by the learners, the explanation was short and clear. So the students could assimilate the theme that is the material was correctly used by the teacher in the way that the objectives of the class were fulfilled successfully.

Furthermore, the teacher used this material resource as many times as it was necessary to clarify the doubts of the students. For this to happen; the instructor firstly wrote examples of some quantities on the board, and after he explained them to the students.

The whole class explanation was conducted this way until the students realized

exactly what they were doing when they made their own examples.

Similarly, the examples and the explanations were suitable according to the students' ages and level; also the quality of the handwriting (letters) illustrated on the white board were appropriate because they motivated the students to participate in the activities requested by the teacher.

It is important to point out that the teacher made the students use this supporting material several times in the most precise and accurate way to the extent that they were also drawing pictures of objects and labeling them properly.

As a result of the correct use of this supplementary material in the class, the students could satisfactorily understand the lesson, accomplished their book activities and other additional exercises, in a correct way and without uncertainties.

In the second class, the white board was used for the topic there is and there are.

The objective was to teach the students the use and applicability of these grammar elements; when to use them, when forming correct sentences or filling up their book activities in an effective and accurate way.

Regarding the use of this material, the teacher managed it satisfactorily since the examples were written in a simple and easy way, and they were repeated many times so that without much difficulty all the students understood the topic. On the other hand, the students could also participate in class activities given by the teacher because the vocabulary used by the teacher for such activity helped them understand how to use the prepositions correctly, it was trouble-free.

To carry out this activity, he gave some examples written on the white board

(there is a milk bottle on the floor; there are many animals in the zoo) and making them repeating some times even with more examples. This activity drew the learners' attention and kept them very well motivated most of the time in the class. The teacher showed his great imagination and creativity when he prepared and used this supplementary material in the class. The students were also very active and liked it a lot.

In conclusion, the pertinence and the appropriateness were effectively profitable according to the students' ages and level and finally, the quality of this supporting material was also very good; it was new, big enough, and the exercises written on the white board were in a normal letter size so that the students felt confident and could gladly learn the class topic and accomplish the rest of their class activities accurately.

In the third class a tale for the topic "the ugly little duck" was used according to the title the objective was to help students improve their listening skills and provide new vocabulary to the students for them to learn.

In regard to how this supplementary material was used in the class, the result was that; there were no difficulties encountered by the teacher since before telling the tale, teacher made a little list of words to be used by the children. These were (duck, ugly, river, swan, beautiful, happy, farm, little, big, etc.) the teacher told the tale without any problem because the teacher wrote on the board the vocabulary and she showed a picture about a great colorful swan for this reason the children assimilated the tale in good way. The tale was told naturally and it was simple, and it was of great help for both.

The material was correctly used by the teacher in the way that the objectives of the class were fulfilled successfully.

Furthermore, the teacher used this material as many times as it was necessary to clarify the pronunciation of the words (new vocabulary).

The content of the tale was perfect for the students' ages and level; the quality of the tale and the handwriting illustrated on the white board was also very appropriate because it motivated the students to participate in the activities requested by the teacher and the students could repeating words and phrases some times to get a good pronunciation.

It is important to point out that the teachers made the students use this supporting material several times in the most precise and accurate way to the extent that they could improve their pronunciation, and labeling them properly.

As a result of the correct use of this supplementary material in the class, the students could satisfactorily understand the lesson.

Finally, the teacher had a great satisfaction because he could achieve his class goals.

In the fourth class, the white board was used to explain the use of the repositions in, on, at, under, around, near far. So that the students could learn the different types of prepositions and how they should use them in an efficient way, students had to generate their own sentences by using different prepositions and the case of not knowing new terms or words, they had to utilize their dictionaries.

Regarding the use of the dictionary, the teacher asked the students to take out their dictionaries and to look up the meaning and use of these words in, on, at, under,

around, near and to generate good examples like: “the cat is on the table, the cat is under the table” he explained the use of prepositions to the students through physical gestures to make them understand the use of “in and on”, e.g. “the pencil is **in** the book, the pencil is **on** the book.” He explained the prepositions by using contrastive examples in Spanish and in English. Besides he made some children read the meaning of these prepositions, the teacher all the time helped to the students and in this way they could understand the topic better.

Likewise, pertinence and appropriateness of this type of additional supporting material were very clear with the class objectives. In part, the teachers’ explanations were too simple and their teaching strategies were appropriate for the students’ ages and level.

In conclusion, the objectives of this lesson could be successful and achieve the class understood this topic.

For the fifth class, the white board was used to teach the verb to be in simple past tense was and were. With the purpose of developing in the students extensive language and the use of grammar in an efficient way, by using readings from the students’ text books, the teacher provided the students some examples by using was and were, the purpose was that they could express their own sentences in both ways: written and oral.

Regarding the use of the white board, the teacher gave the learners very clear and simple examples in this respect that the students could understand the topic, the handwriting was appropriate written on the board. He had prepared the class with some examples “I was in the church yesterday, we were to the church yesterday”, he explained

to verb “to be” as the core of this issue, students were required to give some examples with was and were, they participated without serious problems.

Likewise, the pertinence and appropriateness were excellent and advantageous for their level and age; in one hand, because the teacher managed them well in the class and on the other hand, because they were related to the class objective. The quality of this additional material was very good because it provoked the students’ curiosity and useful in the English language, the linking verb “to be”.

As a result, most of the students were happy with the class and showed self-confidence when learning the class topics.

For the sixth class, the white board was used to teach the topic: “demonstrative pronouns” “this, that”, and the objective was to help the students be able to refer to a noun or individual and identify it by using them in interactive activities, and to develop their writing skills.

In regard how this material was used in their class; there were no difficulties encountered by the teacher, neither by the learners when explaining or assimilating the theme. It was of great help for both of them. The material was correctly used by the teacher in the way that the objectives of the class were fulfilled successfully.

Furthermore, the teacher used this material as many times as it was necessary to clarify the doubts in the students’ minds. For this to happen the instructor firstly wrote the names of some things on the board, then he drew some pictures related to the names and finally labeled them. The whole class explanation was presented this way until the students knew exactly what they were doing when they made their own examples.

Similarly, the examples and the explanations were suitable according to the students' ages and level; the quality of the pictures and handwriting illustrated on the white board were also very appropriate because they motivated the students to participate with the activities requested by the teacher and the students generated their own exercises too.

It is important to point out that the teacher made the students use this supporting material several times in the most precise and accurate way to the extent that they were also drawing pictures of things and labeling them properly.

As a result of the correct use of this supplementary material in the class, the students could satisfactorily understand the lesson, accomplished their book activities and other additional exercises , in a correct way and without uncertainties at all; likewise, there was finally a great satisfaction in the teacher because he achieved his class goals.

In the seventh class, one poster was used for the topic: demonstrative pronouns “this, that, these, those”, where the objective was to develop intensive grammar skills and to practice speaking also through exercises.

As a supporting material, posters were used in this class, which was very good because the instructor displayed materials that contained pictures and had some objects. He used this supporting material in the class many times so that the learners could understand the idea of the theme.

In the use of this material the instructor firstly asked the students to look at the posters for few minutes and then to write as many sentences as possible about what they

have seen or what these pictures illustrated. This exercise was completed after some oral and written examples were given by the teacher in front of the class.

The posters were well illustrated and with clear meaning that allowed an easy use of them when teaching the students. This good quality pictures clearly illustrated and showed different types of objects and fruits that made the class easier. On the other hand, it is essential to point out that the teacher used his imagination and creativity very well when finding and preparing this additional supplementary material for the class.

This supporting material was also well enjoyed by this class, with the objectives and materials appropriately selected for the students' ages and level. At the end of this class the students were efficiently writing and speaking about the topic without troubles, and the teacher also showed no doubts either at the moment of working with this additional material in the class.

Finally, regarding the quality of theses posters, they were globally representative and the characters printed on them were simple and large enough that they clearly expressed the desired messages. In conclusion, high level of pertinence and appropriateness of this material used was reflected in the teacher's experience.

As a result, most of the students were happy with the class and showed self-confidence when learning topics of the class.

For the eighth class, the white board was used for the topic: can and can't forms. The objective was to teach the use of the verb forms in an adequate and accurate way when giving orders, making statements or following instructions in the class and, also when building positive and negative statements.

This supporting material was properly utilized in the class because both the teacher and the students could achieve the planned class goal, this was possible because the examples written by the teacher on the white board were very clearly understandable and the students practice activities with the given verbs.

The verbs used to give instructions, to follow commands or make statements were relevant to the students' level and age because this form of the verb is one of the most used. Likewise, the quality of this material used in the class was good because the teacher wrote familiar words in normal handwriting and erased them when each word was understood.

As a result the students have the chance to memorize or assimilate them as supporting examples. In conclusion the pertinence and appropriateness and quality of this supporting material were good in this class.

In the ninth class, the white board was used for teaching the topic: the articles a-an, so that the students can identify and use these articles in an adequate and efficient way, by making simple sentences.

The white board used as a supporting material in the class, was used in a proper way with relevance and appropriateness based on the class objectives. To carry this out, the teacher wrote the required words on the board (articles a-an) in order to show the students their meanings and how to employ them in written exercises (the table has a nail) (the table has an apple). The teacher also emphasized his explanations by using some other things from the classroom and also wrote some sentences including them. Besides that, the teacher also made the learners participate with other things they could

easily find around the classroom and used them to write more examples on the white board. Finally, she showed some book's pictures to illustrate in more detail the class topic and asked some students to come in front and write sentences with ideas linked to the pictures. Of course, this was easily done because of the previous examples already given by the teacher; (I have a tiger, you have an elephant).

The use of this material in the class was very good to the extent that the instructor could proficiently accomplish the class goals in accordance with the students needs. The examples performed by her were easy and with simple grammatical structure that were also according with their ages and level. Likewise, the quality of the pictures and the exercises put in this material resource (well colored), the use of the examples written in normal size letters and the material itself (large enough) were outstanding.

As a result of this, the students were at the end performing their own examples and participating well in the class. They were also very well motivated in the class, which increased their participation and productivity. Finally, the teacher, indeed, used his good creativity, originality and imagination when using this additional supporting material in the class, to create a successful lesson.

In the tenth class, the white board was used for the topic: question words "what, when and where", whose objective was to develop grammar and listening skills in an accurate way by using some sentences and new vocabulary about them.

The use of this material in the class did not fit very well with the class objectives and perhaps another type of material could have been applied more successfully. Even though the instructor used this supporting material to write and explain the meaning of

some unknown words from the reading about question words, the students were alone most of the time rather than practicing with them.

The vocabulary found in the readings was not completely assimilated by the students because the new words were not explained (translated) to reinforce their meanings. In other words, the teacher's participation was minimal. There was not enough creativity or motivation when preparing the class and when using this supplementary material. Likewise, the vocabulary explained on the board by the instructor was too difficult for the students' ages and level and, hence they were not able to get a new knowledge.

Finally, although, the quality of this material appeared to be good, even big and new, the exercises written on the white board were in ununderstandable size letters, the teacher did not manage it properly according to the lesson objectives and as result the pertinence was poor and the appropriateness in the use of this material in the classroom was not profitable for the learners.

Learning Styles are particular ways in which a learner tries to learn something. They were used in different classes, the learning styles such as visual *and audio* were also used by learners that were properly used by the teacher too in classes in order to help the students to understand better each topic presented.

Learning styles were also applied in other topics, such as *diverge* that is one of Kolb's learning models (diverge, assimilator, converge, and accommodator). It shows the characteristic with which the most pupils in these classes were identified (they like observation and prefer jobs dealing with social practices, journalism, psychology, literature

and art/theatre.)

5th. Grade / 9 years old

In the first class, the white board was used for the topic: was and were; the objective was to teach the students in a correct way, how to use the simple past tense of verb “to be” and how to make their own sentences, in particular when referring to past tense:

Regarding the use of this material in the classroom, the teacher wrote as many examples as he could on the board to explain the uses of the simple past tense; starting with some grammatical rules that were first given orally and after were written on the board with the purpose to clarify some misunderstandings.

The examples that he put in writing were simple and easy to understand and they were according to their level and ages. In the same way, the exercises were appropriately built with good imagination and originality by the instructor and, what is more, he used this material many times to emphasize his explanations with some clear sentence-exercises. “I was very tired yesterday”; “you were with a dog in the morning”; “he was sleeping last night”; “she was at by morning”.

The students were motivated by the examples given by the teacher since they awoke the student’s participation on the topic and they could also use this additional material to say and write their own examples. This supplementary material was applied with great quality and originality; the teacher drew the students’ attention with his written examples; they were written in a normal letter size so that the students managed to read and understand all the examples easily. This supporting material was also very

good; it was new and big enough.

Also the objectives were carried out without any difficulty and because there was participation accepted by part of the students; when doing the activities requested by the instructor. Finally, it is worth realizing that, the pertinence, appropriateness and the quality of use of this material was good.

In the second class, realia were used for the topic “human body”, as example one student was invited to pass in front the class for better explanation, the objective was to develop listening and speaking skills in a proper and efficient way when describing parts of the human body.

Regarding the use of this material, the teacher was able to apply it very well in the class. At the beginning of the class he primarily used his own person to explain some parts of his body, and one student collaborated, then he asked the students to open their books and then they had to follow him throughout of their text-books.

The words and expressions used in this supporting material were easy to understand. There was also one picture about the human body that helped emphasize the teacher’s explanations and more clearly illustrated the meaning of some unknown words.

In the whole process of using this additional material to support the class, the teacher made the students repeat the parts of the human body several times, where he also emphasized some new words.

At the end of the class the students were performing very well with this material and were already able to make some changes in the given sentences in order to build

their own ones. In addition to the correct use of this material, the material prepared by the teacher was original and full of imagination.

This supplementary material called “realia” fits in well with the class objectives and is profitable according to students’ levels and ages. This material also helped the students keep their motivation and enthusiasm very high. As a result of this, the teacher was completely pleased with his class because the pertinence, appropriateness and quality of this material were extremely beneficial for the students.

In the third class, the white board was also used for the topic: “possessive adjectives”. The purpose of this class was to develop some knowledge about this type of pronouns and by completing workbook activities and by sharing opinions about the given topic in a comprehensible way.

The white board was appropriately used because the examples that the teacher wrote on it were directly related to the class objectives. He first showed the meaning of these pronouns sometimes through authentic examples with some additional exercises. In this class students were asked to go to the white board to fill in answers that they found in their books. For example, this is **my** guitar; **your** car is old; **her** hair is black; **his** hair is long.

The learners participated in pairs and took turns to write the different pronouns that were involved with sentences building. The teacher often helped the students with this material, especially when they made mistakes and also increased their understanding of the class; the teacher participation was very constant in this class.

Furthermore, the exercises he put on the board were easy sentences with very

common words that for the students' level and ages were correct and helpful. Likewise, the pertinence and appropriateness of this supporting material used in the class fit perfectly with the student's objectives and needs, mainly because it was effectively used by the instructor. Even more, he demonstrated to have some experience as an English teacher, it was also very obvious that he firstly revised this topic and then prepared additional examples using his imagination and originality before he applied them in the class.

Finally, in regard to the quality of this supplementary material; the exercises were written in an understandable and lucid way (normal sized letters) and well organized.

In the fourth class, the white board was also used for the topic "qualitative adjective" the objective was to develop skills by applying and by building into the students' existing knowledge additional vocabulary related to adjectives.

Regarding the use of this material, the teacher used it totally well. Although, he could have used other additional supporting material more successfully in order to explain the subject in clearer way; anyhow, he did help a lot to students with this

material because he took some uncommon words from the reading and illustrated their meaning on the white board and because he also asked the students to come forward and to write some other unknown words on the board. Later on, the teacher also proceeded to write some examples with the new vocabulary learned in order to properly clarify the topic.

On the other hand, it is vital to note that this topic involved new vocabulary

activity in order to develop reading skills. However, the instructor only used it occasionally in order to give the students ideas of how to find the meaning of unfamiliar words. But besides this small criticism the examples given by the teacher were completely in accordance with the students' needs and compatible with their level and ages. Basically, these exercises were not hard to understand in the end; on the contrary, the readings helped the students improve their vocabulary.

The examples were also written and illustrated on the white board with creativity and good quality, written in a normal letter size and easy to understand that most of the time they maintained the students' motivation and activity during the class.

Finally, the pertinence did not have trouble, and appropriateness was a little confusing, in short, the use of this additional supporting material was good enough for both the students and the teacher, as they both were pleased with this subject.

The teacher also understood the students' needs and likes in the acquisition of this foreign language. However, there were some students that participated less in the class because perhaps they would have preferred the teacher to use other strategies or at least focused a little bit more on the learning styles stated previously, of course, depending on the students' mental capacities.

In the fifth class, the white board was used for the topic comparatives and superlatives with the purpose to teach the students rules that are used to carry them out, and also to have knowledge to identify and make correct comparatives and superlatives with adjectives.

The white board, as a supporting material in the class, was used in a proper way

with relevance and appropriateness based on the class objectives. To carry this out, the teacher wrote the required words on the board; comparatives: young, younger; old, older in order to show the students their meanings and how to find superlatives by using “est” to adjectives that have only one syllable and when these finished in “y” . He explained and gave examples that were written on the board: young, youngest; old, oldest; pretty the prettiest. The teacher also emphasized his explanations by using some other things from the classroom and also wrote some sentences about them.

Finally, he put some examples (the family) “my brother is taller than I” and so on. Likewise to illustrate in more detail the class topic he asked some students to come in front the class to write sentences with their ideas. Then the instructor finally asked some students to make up some sentences by using the given rules passing to white board.

The use of this material in the class was very good to the extent that the instructor could proficiently fulfill the class goals in accordance with the students needs. The examples performed by him were easy and with simple grammatical structure that were also according with their ages and level. Likewise, the quality of the pictures and the exercises drawn on this material (well colored), the use of the examples written in normal size letters and the material itself large enough were outstanding.

As a result of this, the students were in the end performing their own examples and participating well in the class. They were also very well motivated in the class, which increased their participation and productivity. Finally, the teacher, indeed, used good creativity, originality and imagination when utilizing this additional supporting material in the classroom, to create a successful lesson.

In the sixth class, posters were used for the topic: question words: who, what, where and when. The objective was to develop intensive reading and speaking skills and to practice the language for asking any information.

As a supplementary material, posters were used in this class, which was very good because the instructor displayed materials that contained big words in different colors. He used this supporting material in the class many times so that the learners could understand the idea of the theme.

In the use of this material the instructor asked the students to repeat these question words and then to write some sentences about it. Because they firstly looked at on their books and after they passed to write on the board, but this exercise was explained before, some oral and written examples were given by the teacher in front of the class.

The posters were well illustrated and with clear meaning that allowed easy use when teaching the students. On the other hand, it is essential to point out that the teacher used his imagination and creativity very well when finding and preparing this additional supplementary material for the class.

This supporting material was also well enjoyed by this class, with the objectives and materials appropriately trained to the students' ages and level. At the end of this class the students were efficiently writing or speaking about the topic without troubles, and the teacher also showed no doubts either at the moment of working with this additional material in the class.

Finally, regarding the quality of theses posters, they were globally representative and the letters printed on them were simple and large enough that they clearly conveyed

the desired messages. In conclusion, high level of pertinence and appropriateness of this material used was reflected in the teacher's experience.

In the seventh class, posters were used for the topic: "demonstrative pronouns" (this, these, that, those), the principal objective was to develop speaking skills by practicing them with sentences. Getting get writing skill was also an objective in this class.

Posters were successfully utilized in this class because the students were able to understand the topic and could complete the tasks given by the teacher and other additional exercises without troubles or doubts because the posters used by the teacher in the classroom and the provided examples were easy and clear enough to understand.

Furthermore, the teacher selected and wrote some words from the poster because the students did not know their meanings, in order to facilitate the students' easy-understanding of this new vocabulary which helped them to complete other books activities too.

This additional material was very well prepared by the instructor, its quality was excellent (big charts and big enough letters) and the pertinence and appropriateness fit their level and ages.

Likewise, the teacher in his explanations was smart as he began to explain the topic to class by using simple exercises (sentences) and simple vocabulary and as well as the charts of the students' books; in order to efficiently reinforce his explanations. In conclusion this supplementary material supported and greatly helped the class to fulfill

the teacher's and the students' objectives.

In the eighth class, the white board was used for the topic "there is there are", with the purpose of developing in the students extensive and intensive listening and speaking skills in an efficient way, by using readings from the students' text books, the objective was that they can express their own sentences (by talking about anything).

Regarding the use of the white board, the teacher's enthusiasm and imagination were minimal because he occupied the board very few times to highlight the topic to the class. He read the reading just once and also the students read it once. Each one of the students had to complete an activity from their books without understanding the new unknown words found in the reading. After that, he wrote some of these uncommon words on the white board, but he did not use them in sentences or explain their meaning so that the students could understand the topic, at least, a little bit.

Likewise, the pertinence and appropriateness of this type of additional supporting material did not really fit with the class objectives. In part the teachers' explanations were too simple and his teaching strategies were not appropriate for the students' ages and level. Perhaps he could have used other type of supplementary material in order to support this class more effectively.

Moreover, the quality in the preparation of this material was deficient since there were only a few exercises given in the class and the students' participation mostly involved individual book activities rather than using this additional resource. In conclusion the objectives of this lesson could not be successfully achieved in the class because the students failed to fully understand this topic because there was a great lack

of relevance and appropriateness in the use of this supplementary material by the instructor.

In the ninth class, the white board was used for teacher to explain about the present simple tense, the objective was to teach the students in a correct way how to use the simple present tense when making their own sentences, in particular when referring to the third persons of singular form (“s-es” endings).

Regarding the use of this material in the classroom, the teacher wrote as many examples as he could on the board to explain the uses of the simple present tense; starting with some grammatical rules that were first given orally and after were written on the board with the purpose to clarify some misunderstandings.

Secondly, the examples that he put in writing were simple and easy to understand and they were according to students’ level and ages. In the same way, the exercises were appropriately built with good imagination and originality by the instructor and what is more he used this material many times to emphasize his explanations with some clear sentence-exercises. For instance (she has a nice car) (George loves to Ana) besides, the students were motivated by the examples given by the teacher since they awoke the student’s participation on the topic and they could also use this additional material to generate and write their own examples. This supplementary material was applied with great quality and originality; the teacher drew the students’ attention with the written examples; they were written in a normal letter size so that the students could manage to read and understand all the examples easily. This supporting material was also very good; it was new and big enough.

The objectives were carried out without any difficulties because there was a 90% student participation when doing the activities requested by the instructor. Finally, it is worth realizing that, the pertinence, appropriateness and the quality of use of this material was good.

In the tenth class, the white board was used for the topic: future of the verb “to be”, with the purpose that the students can write and speak by using this form of future in an adequate and efficient way.

The white board, as a supporting material in the class was used in a proper way with relevance and appropriateness based on the class objectives. To carry this out, the teacher wrote the required words on the board (sentences with the auxiliary will) in order to show the students its application and how to generate correct sentences. By using them in written exercises, e.g. (it will be delicious; we will be champions, etc), the teacher also emphasized his explanations by using textbook’s examples for the class and also wrote some sentences on the board. Besides that, the teacher also made the learners participate by passing to the front of the class by generating sentences that include “will be” and by writing more examples on the white board. Finally, he also asked some students to come in front and write sentences on their own. Of course, this was easily done because of the previous examples already given by the teacher. Then the instructor finally asked some students if everything was understood, they said yes.

The use of this material in the class was very good to the extent that the instructor could proficiently accomplish the class goals in accordance with the students needs. The examples he performed were easy and with simple grammatical structure that were also

according with the students' ages and level. Likewise, the quality of the material and the exercises were good, the use of the examples written in normal size letters and the material itself (large enough) were outstanding.

As a result of this, the students were in the end performing their own examples and participating well in their class. They were also very well motivated in the class, which increased their participation and productivity.

Learning styles were also applied in this grade during the majority of the classes observed ; the teacher took into account *the visual and the audio learning styles* and *motivation* was also a great tool to please the learners in their quest and assimilation of the lessons. As a result, most of the students were satisfied with the classes received.

6th. Grade / 10 years old

In the first class, the white board was used for the topic: “past tense was- were”, the objective was to develop listening and speaking skills in an accurate way by using some readings and new vocabulary about them.

Thanks to this supporting material, the teacher could successfully explain and use the material to his classes and the learners also could correctly assimilate it. Similarly, the examples the instructor wrote in this material were in large clear handwriting and he used vocabulary existing already in their minds and, even more, they were well related to the topic and objectives.

The teacher's participation was also excellent in the fact that he made all the students participate in the class. To achieve this, the teacher was moving all over the classroom and by asking the learners to pass in front of the board he explained the

grammatical structures and how to form sentences appropriately.

Most students were asked to come to the front and write their own sentences on the board, in this part, some students made mistakes, but the teacher was there to help them complete their own sentences.

Aside from all these activities, the students were finally able to finish with the rest of their books exercises. This class activity really helped the learners. Also imagination of the teacher and originality in preparation and use of this material resource was good. It perfectly suited the students' ages and level.

Finally, the quality of this supporting material was also very good; it was new, big enough, and the exercises written on the white board were in a normal letter size so that the students could feel confident and could readily assimilate the class topic and accomplish the rest of their class activities accurately.

In the second class, pictures were used for the topic: "transportation". In this class the objectives were to develop the students' class activities in a correct and accurate way by using the present simple and present continuous and to be able to draw out important ideas from a reading related to the topic.

Regarding the use of this supporting material in the class, it was appropriately linked to the class topic and with its objectives. The teacher could use them in appropriate and correct way. The pictures illustrated some verbs actions that were taken directly from a reading from the students' books. The instructor firstly made some simple exercises, by showing the differences between the present and the past continuous.

Initially, the teacher showed these pictures in order for the students learn, and then they could perform their own examples; For instance, one student said a sentence using the present tense and other student said the same sentence but in the present continuous form. For example, “I always travel-I am always traveling”. In this way, almost all the students participated and could successfully complete the rest of their book activities.

Concerning the quality, pertinence and appropriateness of the use of this supplementary material in the class, it was in fact well utilized by the instructor.

Although the instructor got these pictures from different resources (magazines, newspaper, books) - (he did not draw them) his imagination and creativity was excellent in the way that this material was very appropriated to the class topic and objectives.

The pictures were big enough and representative and the examples given by the teacher were very easy to understand. The examples were built by using some words that the learners already knew where, in the end, they could realize perfectly the differences existing between the two previous grammar topics.

So the students could also interact with the teacher and other classmates by using this material by making make sentences or questions. In conclusion, this supporting material complied perfectly and productively with their level and ages, motivated and awoke the students’ curiosity in the learning process and in the topic assimilation.

Finally, the students’ motivation somehow was not taken into consideration at all, without much emphasis by the instructor in some of the lessons, and this is a crucial part when teaching anything.

In the third class, the white board was used for teacher too, for the topic:

sentences with comparisons “as.....as, the objectives was to develop writing and speaking skills in an efficient way by using some examples from their books and also to teach the students how make their own sentences.

Regarding the use of this supporting material in the class; the teacher firstly used the white board to write some examples from the students’ books and made them repeat them aloud several times. Then he asked the students to passing in front of the class and to practice some writing. Once they finished with these activities, the teacher with the purpose to emphasize his explanations wrote other examples again but this time with some parts omitted (Our car is **as**.....**as** the car of Peter)(Marco is **as**.....**as** me)(Our car **is faster than** the car of Charlie) the learners had to find the right words in order to complete the sentences correctly. Finally, the instructor asked all the students to make three sentences but this time their books closed, and then he checked the works. Also, the preparation and use of this supplementary material was completely according to the class objectives and the students’ ages and level because the words used in these materials were written in a very simple way so that all the students could easily understand.

By using this material, all the students effectively participated in the classroom. The teacher used his creativity and originality very well when he prepared and used this material. Likewise, the quality of this material was great, it was new, big and the examples written by the teacher were also of good quality with big letters and easy to understand. In conclusion the pertinence and appropriateness of the use of this material to support his classes were excellent and fruitful for both the teacher and the students.

In this way they were happy, very well motivated and participated actively. The teacher's approach to the students was according to the different types of learners he had in his class and according to their needs too. Likewise, his motivation also played a very important role in this teaching process.

In the fourth class, the white board was used for the topic: "forming comparative and superlative of adjectives", the objective was to develop reading and speaking skills by using simple adjectives to complete the information from their books in an effective and correct way.

The teacher explained this class by showing the rules concerning to this type of adjectives (comparative ending in- er, superlatives ending in- est.), and by giving examples "tall, taller, tallest; long, longer, longest" his supporting material also was productively used in this class since the students were able to understand the class topic and could complete the tasks given by the teacher and from their books without difficulties. In this process, basically, the teacher firstly made some students read their book, then the teacher wrote the difficult and unknown words from the reading on the board. This was to highlight the words that for the students were difficult to understand.

So the instructor used those new uncommon words to build simple sentences in a written and oral way so that the learners could also first understand their meanings and finally could make their own exercises. According to their ages and level the activities prepared by the teacher by using this supporting material were good and advantageous in that they achieved the class goals. Additionally, the teacher used his creativity and imagination when using this supplementary material to support his classes. Equally the

quality of this material was good, the white board was big enough and new; the exercises were written with clarity and readability.

Finally, all the students were using and interacting with this material resource in a way that they could successfully write their own examples and could complete the books activities. All the students were well encouraged by the instructor in this class.

In the fifth class, the white board was also used by the teacher, for the topic “Uses of can/can’t” the objective was to teach the students the uses of Can/can’t in sentences by accurately filling out some exercises in their books.

This supporting material was very well used in the class by the instructor because he firstly took some examples from their books and wrote them on the board to explain how to form grammatically correct sentences and how to make negative statements as well. For instance, we can play soccer very well - we cannot play tennis very well. The teacher also wrote some additional positive sentences and requested the learners to change them into the negative form in their notebooks and then write them on the white board in order to correct possible mistakes.

Concerning the filling in of charts, the students firstly were required to complete them in their books and then illustrate on the white board by just some of the learners in order to check if their answers were appropriate. On the other hand, the preparation of the teacher’s exercises and the use of this material were perfectly related to the class topic and to the class objectives.

Furthermore, there was also good creativity and originality when the teacher prepared and used this supporting material because it complied with the students’ ages

and level. Furthermore these written class activities motivated the students and awoke their interest and curiosity for the class. This material was large and new; the letters used by the teacher were normal sized, representative and productive. Consequently, the pertinence and appropriateness of this supplementary material in this class was really good.

In the sixth class, a song was used for the topic, in which the objective was to help the students to improve their listening skills and give students the opportunity to listen to an unfamiliar voice. The song used for this class was “My heart will go on” of the movie Titanic.

Respecting how this supplementary material was used in the class; we can affirm there were no difficulties encountered by the teacher, neither by the learners when explaining or assimilating the song, because the chorus of the song was written on the board. It was of great help for both. The material was correctly used by the teacher in the way that the objectives of the class were accomplished successfully.

Furthermore, the teacher used this material as many times as it was necessary to clarify the pronunciation of many words by listening and repeating the song.

The content of the song, its slow melody was perfect for the students’ ages and level; the quality of the song and letters illustrated on the white board were also very appropriate because they motivated the students to participate with the activities requested by the teacher and with the students both singing the song.

It is important to point out that the teachers made the students use this supporting material several times in the most precise and accurate way to the extent that they can

improve their pronunciation.

As a result of the correct use of this supplementary material in the class, the students could satisfactorily understand the lesson.

Finally, the teacher had a great satisfaction because he achieved his class goals.

Note; the song was played in a cell phone.

In the last seventh class, the white board was used for the topic: question words “what, when, where, who” the objective was to develop listening, speaking and writing skills by using the question words by making sentences in an appropriate and accurate way.

Regarding the use of this supporting additional material in the class, the teacher managed it in a good way, to the point that he made all the students participate in the classroom by reading, writing, making questions and by giving answers about what he had already explained and written on the white board. The activities that the instructor did in the classroom and with the students were very simple and very productive and so the class objectives were easily achieved.

Below I will describe a little more how this supporting material was used in the class. The teacher firstly explained how to form grammatically correct sentences. For example; “what happen here? where is dad?, when did the airplane arrive ?”, then he asked some students to read them aloud and to write similar sentences on the white board too. The learners were also writing, reading, and repeating a lot of the exercises provided by the teacher and also by their own. These exercises written in this material were according to the students´ level and ages, starting with simple statements, then

moving on to more complex ones.

Finally, regarding the quality of this supporting material, it was very good since the teacher used plenty of his creativity and originality in this class. This material was new, large and the letters in the exercises given were written in a legible way. In conclusion, this material was also used with pertinence and appropriateness according to the class objectives and to the students' needs. Consequently the students were very participative and anxious to learn something else.

During the teaching process of these topics, the teacher considered and used very well visual learning styles in order to help the students to keep and learn information according to their needs and feelings. His personal motivation and his affective teaching methods increased a lot the students' motivation too. But on the other hand, there were a few learners that were not very fond with these strategies or learning styles, because perhaps they did not fit with the type of learner or because they just did not like them at all.

In the eighth class, the white board was used by the teacher for the topic: demonstrative adjectives “ this, that, these, those”, the objective was to teach the students the use of this demonstratives forms when forming sentences or filling-in some book activities, in a perfect and accurate way.

In this class the instructor firstly took some examples from the students' books and wrote them on the board in order to teach the grammatical structure. Subsequently, the instructor also wrote other additional similar and simple examples to help the students understand better the topic.(this is my book, these are your books). After that,

the teacher wrote more examples of his own and some from the students' books activities. Then he asked them to come in front and make some changes such as from singular sentences to plural. For example, that car is fast, those cars are fast, Affirmative to negative "this is my dog, this is not my dog," etc.

Finally, when all the students finished their book activities the teacher revised them and wrote the correct answers on the white board to be sure that they did well in the task, and of course to see if they also understood the topic. In relation to the use of this supporting material in the class, we can say it was used with pertinence and appropriateness according to the class objectives, the students' needs, level and ages.

The teacher prepared his exercises and utilized this material by using his excellent creativity skills that motivated the students to participate positively in the class. Similarly, the quality of this material was very good big enough and new.

In the ninth class, the white board was used by the teacher for the topic: "irregular verbs" the objective was to develop writing, listening and speaking skills by using some verbs from the students' books, teach them to recognize what these verbs are and how to make sentences appropriately by using the irregular verbs.

This supporting material was appropriated in this lesson because the teacher utilized them some times in order to explain the class and the examples written by him were not complicated for the students' ages and level. Likewise, some verbs were learned by the students to be applied in new sentences. Consequently, they could adequately make sentences and respond the teacher's requests: give me a sentence with make, and soon. In general, the instructor's creativity and originality was good, the use

of this material by the instructor was also good.

Accordingly, the quality of this material used in the class was also good because there was a variety of examples and, they were written in legible sized letters, they were very good organized; they made the learners be in trust and interested in the class topic. Moreover, they could carry out the rest of the activities requested by the teacher, in other words, the learners were really well motivated in the classroom.

In conclusion, the pertinence and appropriateness of the use of this supplementary material to support the class was effectively utilized according to the students' needs.

In the tenth class, White board was used for the topic "future by using will" with the purpose that students can write and speak by using this form of future in an adequate and efficient way.

Concerning the use of this supporting material in the class, we can say it was very well used by the teacher because all the examples written on the white board and the explanations he gave involved a lot of student participation. The exercises the teacher wrote were simple and clear enough at the beginning, even though later on there were other exercises little more complex, but at the end of the lesson the students could understand and also generate their own exercises.

Subsequently, this topic was used appropriately according to the students' level and ages and the class objectives were successfully carried out because everybody in the class could easily understand the class topic. The teacher used his sense of humor, creativity and originality when building the examples to illustrate his explanations. For instance; I will play tennis tomorrow, but not "tennis that washing the dishes".

Consequently, the students showed great interest and enthusiasm in class participation. Likewise, the supporting material was of good quality for it was new, large enough, the teacher's exercises were written in normal sized letters and very well organized. The students finally were also using this material to emphasize much better the class.

In conclusion, the teacher indeed used this supplementary material to support his classes with pertinence, appropriateness and in an efficient and adequate way.

Learning styles used in this grade throughout the observed classes; the teacher considered and used visual learners as strategy to help the students to remain and gain knowledge of every lesson, this learning strategy was in reality according to some of the learners in the classrooms since other students would have felt much confident with other strategies or at least it could have been used with much more emphasis.

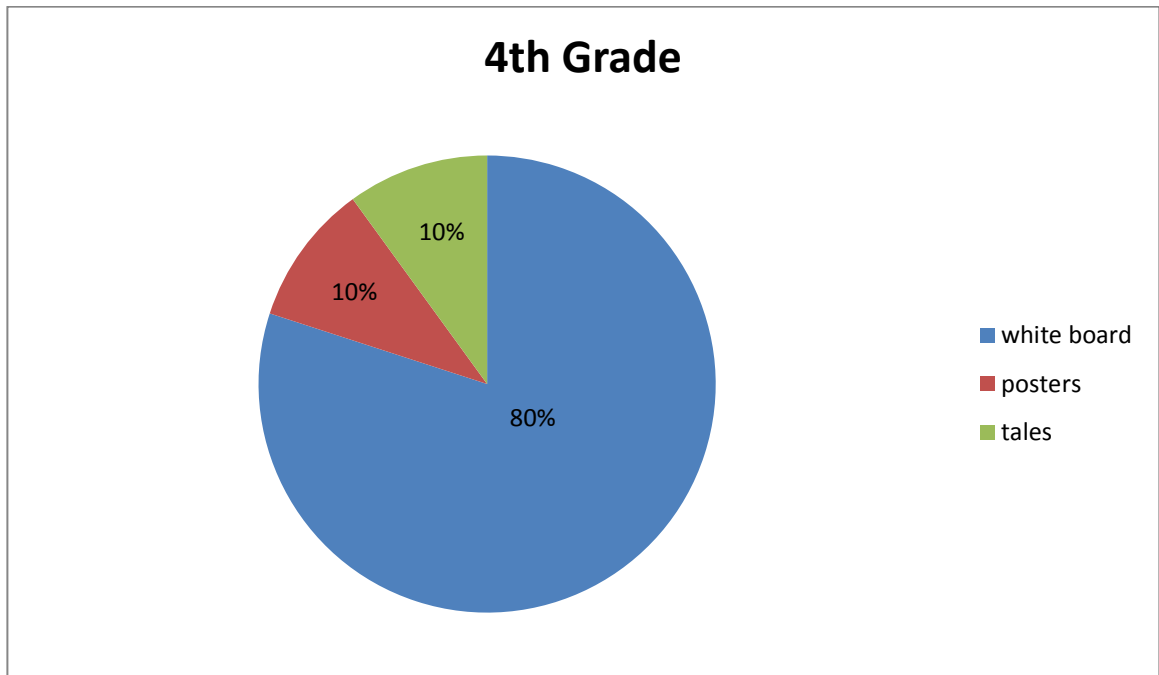
Quantitative Analysis

Of the 18 types of materials that were proposed for this study, 6 were used in the different classes, by 4th, 5th and 6th grades, they are: white board, posters, tales, songs, realia and pictures.

Regarding the results obtained from the quantitative data; chart five shows that during the ten classes observed in the 4th grade, the frequency of the materials used was: posters once, white board 8 times, and finally tales once. This is the frequency in the use of supplementary material to support the classes.

Besides these results, several students reported in their surveys that they would like the teachers use a larger variety of supplementary materials and more often to support their classes. On the other hand, few of them were not very fond of them or they did not like the additional supplementary materials used by the teacher. Finally, concerning the teachers' comments in their surveys, they all agreed that the use of supplementary material can be very helpful by motivating students, by making the class more relevant, interesting, interactive, and productive.

These are the percentages about supplementary materials used in the 4th grade, the white board 80%, the posters 10% and the tales 10%.



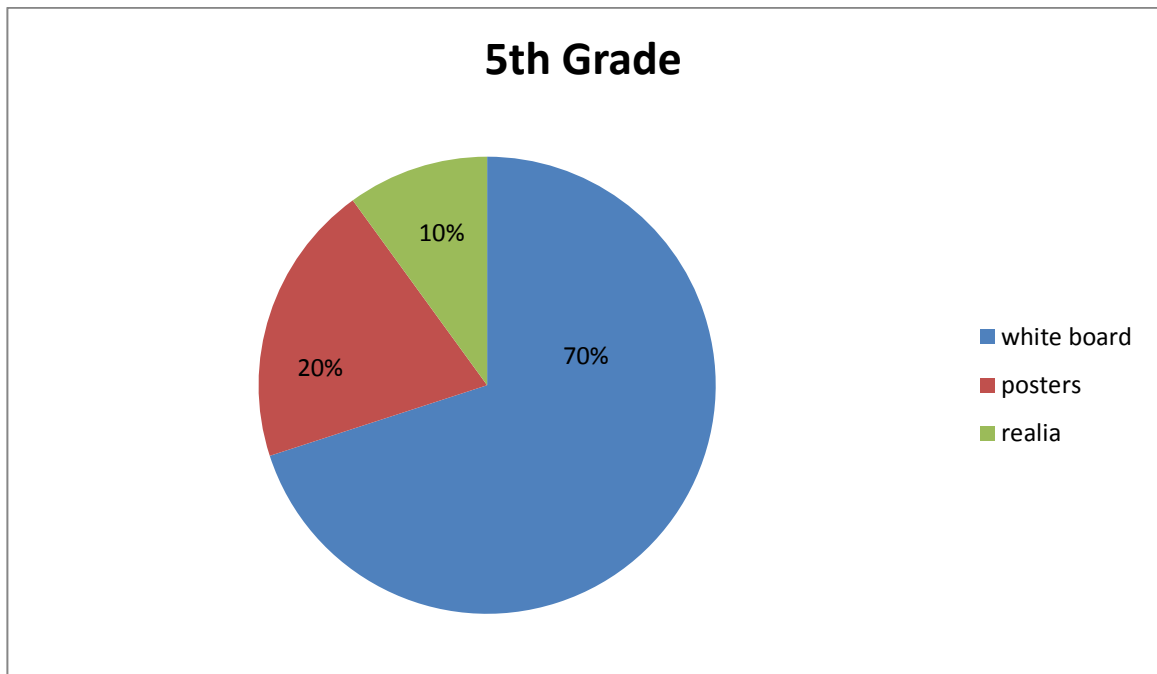
With respect to the 5th grade in the ten classes observed, the frequency for the use of the supplementary materials was 2 times for posters, 7 times for white board, and finally once for realia. This is the frequency of the use of supplementary material to support the classes.

Results obtained from the students' surveys about the supplementary materials used by the instructors to support their classes included their responses "I like how our teacher teaches us", others responded with comments such as: "I would like the instructor uses different types of supplementary materials and use them oftener in the class".

Teachers, on the other hand, also confirmed that the use of additional supplementary materials to support their classes is really important and of great help for

the learners in the teaching learning process of a foreign language. They acknowledged that it is thanks to these supporting materials, that the students will learn any type of topic in a easier way, whether it is difficult or not. Likewise, the instructors also considered that the use of supplementary materials can help very much when teaching EFL class.

These are the percentages about supplementary materials used in 5th grade. For white board 70%, for posters 20% and for realia 10%.

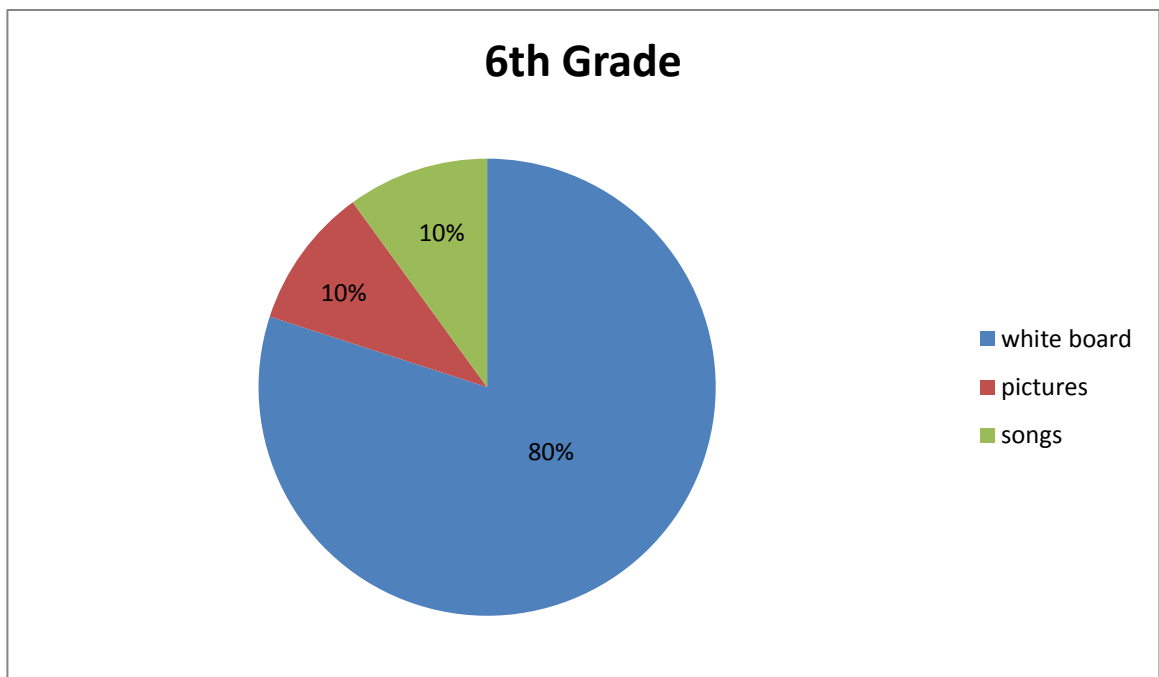


In the 6th grade where ten classes were observed, the frequency for the use of supplementary material was 1 time for pictures, 8 times for the white board, and 1 time for songs. This is the frequency of the use of the supplementary materials to support the classes in the 6th grade.

Regarding the students' surveys results; several students agreed that the teachers should use a larger variety of supplementary materials, and oftener to support their classes such as videos or movies, of course, depending on the topic.

On the other hand, the instructor also considered that in order to succeed professionally in the class, the best way to help the students is by using supplementary materials and good teaching strategies most of the time.

These are the percentages about supplementary materials used in 6th grade. For the white board 80%, for pictures 10% and for songs 10%.



Conclusions

- The materials that teachers used with more frequency were materials such as visuals, audio and realia to support and make their classes more interesting, but not very often.
- Teachers use almost the same kind of materials to support their classes such as: audio (tales), visual, (the white board, and posters).
- In regard to the use of each one of the supplementary materials in EFL classes, most of these materials were utilized with enough pertinence, appropriateness and quality in order to support their classes.
- Concerning the frequency and variety of the supplementary materials used in the school, children seem to be more interested when a wide range of supplementary materials is used, normally; posters, pictures, tales, songs, videos, handouts, internet and so on.
- After finishing the whole process of observation in this school, the results from the quantitative charts clearly shows that many of the supplementary materials proposed by our research were not used by teachers to support their classes. flashes, cards, maps, handouts, dialogues, drawings, magazines all these were absent from the classes.
- Regarding teachers' opinion obtained from the surveys, they concluded that the use of supplementary materials in EFL classes can help them greatly because it strongly awakens the students' interest and certainly motivate them during the whole process of the acquisition of the English language.

Recommendations

- As a result of this research concerning the use of the supplementary materials to support the teaching learning process in EFL classes, English teachers are to use more practical additional supplementary material as tools to support, motivate and make their classes interactive, dynamic and efficient.
- The English instructors are also recommended to investigate and use more types of supplementary materials to support their classes according to the students' needs. These are some additional materials that can be utilized to support the students in EFL classes: videos, visuals aids, interactive web pages, realia, games and flashcards, songs, handouts, drawings, and the like.
- Whenever instructors use supplementary materials to support their classes, they should always use them by taking into consideration their pertinence, appropriateness and excellent quality, so that the students can assimilate their classes properly and effectively.
- Finally, the teacher of English should always have in their minds a clear concept about the use of the supplementary materials, the great benefits that both students and the teachers can have if they use them more frequently and in an appropriate and interactive way to support their classes successfully.

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Annexes

CHARTS FOR THE BIBLIOGRAPHIC INFORMATION COLLECTION

Theme	Pg.No	Information	Form N°
Linguistics			
Title (book, journal, magazine): Citation, in APA format:			
Linguistics	Pg.No		
Title (book, journal, magazine): Citation, in APA format:			
Linguistics	Pg.No		
Title (book, journal, magazine): Citation, in APA format:			
Relevance to your proposed topic?			

Author:

Source:

CHARTS FOR PREVIOUS STUDIES

Title of the Study

Citation, in APA format:

Item	Information	Form n°
Research question(s) or hypothesis		
Subjects or participants:		
Setting or place		
Methods		
Results		
Author's/authors' conclusions & Recommendations:		
Limitations identified by the authors(s)		
Relevance to your proposed topic		

Author:

Source:

FORMAT FOR THE PRESENTATION OF RESULTS

QUALITATIVE PRESENTATION

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:

source: 4th, 5th, and 6th grades

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

	Indicators	1st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th		
		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																					
	maps																					
	Pictures																					
	Charts																					
	Handouts																					
	Posters																					
	Word cards																					
	white/black board																					
	Dictionaries																					
Audio	Songs																					
	Dialogues																					
	Stories																					
	Tales																					
Audiovisual	Videos																					
	Movies																					
	documentaries																					
Realia	objects (toys-plants, fruits)																					
Online	Websites																					

Author: Angel Flores **Source:** 4th (8 years old approx.)

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

	Indicators	1st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th		
		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																					
	maps																					
	Pictures																					
	charts																					
	handouts																					
	posters																					
	Word cards																					
Audio	white/black board																					
	songs																					
	dialogues																					
	stories																					
	tales																					
Audiovisual																						
	videos																					
	movies																					
Realia	documentaries																					
	objects (toys-plants, fruits)																					
Online	websites																					

Author: Angel Flores **Source:** 5th (9 years old approx).

Chart four: Pertinence and Appropriateness of the supplementary material used

Author: Angel Flores **Source:** 6th (10 years old approx.) **Chart five:** Frequency of use of

	Indicators	1st class		2 nd class		3 rd class		4 th class		5 th class		6 th class		7 th class		8 th class		9 th class		10 th 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																				
	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																				

supplementary material.

Quantitative Tabulation

Variable	Indicators	4 th grade (8 years old approx.)	5 th grade (9 years old approx.)	6 th grade (10 years old.)	total	per.
		frequency	frequency	frequency	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	Word cards					
	white/black board					
	dictionaries					
Audio	songs					
	dialogues					
	stories					
	Tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	Objects (toys, plants, fruits)					
Online						
TOTAL						

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

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? _____ no ____ why?

Was it used appropriately in relation to the students' level? _____ no ____ why?

Was it used appropriately in relation to the topic of the class yes _____ no _____ why?

Was it elaborated and applied with creativity and originality? yes _____ no _____ why?

Were the students motivated with the presented material? yes _____ no _____ why and how? (For example, activities participation, awakes students' inters and curiosity)

How do you consider the quality of the used material?

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS NO _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clase de Ingles?					
¿Te ayudo a entender mejor el tema?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que crees que aprenderías mejor el tema de clase?					
VISUALS <ul style="list-style-type: none"> • Flash cards () • Dispositivas () • Mapas () • Gráficos o fotos () • Tablas u organizadores gráficos () • Hojas con actividades () • Posters () • Tarjetas con palabras () • Pizarrón blanco o negro () 		AUDIO <ul style="list-style-type: none"> • Canciones () • Diálogos () • Historias () • Cuentos () AUDIOVISUALS <ul style="list-style-type: none"> • videos () • películas () • documentales () 		OBJETOS REALES <ul style="list-style-type: none"> • Objetos: () (juguetes, plantas, frutas, etc.) ONLINE <ul style="list-style-type: none"> • websites () 	
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					
¿Con que 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 percentage, how important is the use of supplementary material in the class?

25% ()

50% ()

75% ()

90% ()

Why?
