UNIVERSIDAD TECNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

TITULACION LICENCIADA EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

The use of supplementary materials for teaching children (of the third, fourth and fifth grades) in EFL classes. The research was conducted in Nazaret Oporto school, Madrid, Spain in 2010-2011

Bachelor´s degree final project.

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UNIVERSITY CENTER MADRID
2013

CERTIFICATION

Magister.

Castillo Cuesta Luz Mercedes

THESIS ADVISOR

CERTIFIES THAT:

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

Loja, septiembre 2013.

f) . . . .

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DEDICATION

To my family, for their efforts in providing me a moral and professional excellence in education.

To my husband, for guiding me and teaching me the benefits of advanced training in modern times.

To my tutor, for her guidance and support in the development of this work.

Tomalá Guamanquishpe Maria Fernanda

ACKNOWLEDGMENT

First, I would like to thank my thesis supervisor, Mgs. Castillo Cuesta Luz Mercedes, for her dedication, her invaluable support, advice and help for this work to see the light.

I would also like to thank all those people, who have contributed in some way or another, in preparing this research work. Exceptionally to my family, for being predisposed in solving any type of problem. They have known how to overcome with my states of mind, becoming my moral support throughout the entire process. Their confidence and strong belief, have been essential to bring this project to the successful climax.

Tomalá Guamanquishpe Maria Fernanda

CONTENTS

ABSTRACT

The present work concerns about the use of supplementary materials for teaching children in EFL classes, with the purpose of determining and analyzing the type of supporting materials employed.

The research was conducted in Madrid, in the Nazaret Oporto School. The research sample consisted of two teachers and eighty-seven students of the third, fourth and fifth grades of elementary school.

Besides, the data was collected through direct observation, the interview and a literature review. Also, the qualitative and quantitative approach were applied for the development of this study.

Thus, the qualitative analysis was related to the pertinence, appropriateness and quality of the applied supplementary materials. It revealed that most of these resources influenced positively in the achievement of the goals. And, its use was appropriate to the student´s age and level of understanding.

Additionally, the quantitative analysis reflected that the visual and audio resources were the most used supplementary materials. Just the opposite happened with websites, movies and videos. But teachers and students considered that the use of this materials improves both the linguistic competence and students motivation.

KEYWORDS: Supplementary materials, EFL classes, qualitative analysis and quantitative analysis.

RESUMEN

El presente trabajo analiza el uso de materiales complementarios para enseñar a niños y niñas en las clases de Inglés como lengua extranjera, con el objetivo de determinar y analizar el tipo de material de apoyo utilizado.

La investigación fue realizada en Madrid, en el Colegio Nazaret Oporto. La muestra del estudio consistió en dos maestras y ochenta y siete alumnos y alumnas de tercero, cuarto y quinto de primaria.

Con respecto a los datos, éstos fueron recogidos a través de la observación directa, la entrevista y revisión bibliográfica. Asi mismo, fueron aplicados para el desarrollo de este estudio el enfoque cualitativo y cuantitativo.

Asi, el análisis cualitativo se relacionó con la pertinencia, idoneidad y calidad de los materiales complementarios aplicados. Revelando que la mayoria de estos recursos influyeron de manera positiva en la consecución de los objetivos. Y que su uso fue apropiado para la edad y nivel de comprensión del estudiante.

Adicionalmente, el análisis cuantitativo reflejó que los recursos auditivos y visuales fueron los materiales complementarios mas usados en clase. Todo lo contrario sucedió con los sitios web, peliculas y videos. Sin embargo, maestras y estudiantes consideraron que el uso de estos materiales ayuda a mejorar tanto la competencia linguistica como la motivación de los/as estudiantes.

PALABRAS CLAVE: Material complementario, clases de inglés como lengua extranjera, análisis cualitativo y cuantitativo.

INTRODUCTION

Teaching English as a Foreign Language has been an issue that has concerned academic professionals over time because of the complexity and diversity of the elements that compose it.

In the context of education, it must be kept in mind that the teacher does not work alone to meet the objectives, the teachers make use of several elements that help them to convey properly the information and achieve the desired goals. These elements include the use of supplementary materials that facilitate and enrich the learning process.

However, to carry on a successful class, it is necessary to consider two important aspects when choosing a material: the topic, content, objectives (pertinence) and student´s needs (appropriateness).

There is a variety of educational materials that can be used by the teachers as a link between them, the learner and reality. The teacher uses a variety resources that serve as a bridge between what is taught and what is learned and the real world. Therefore, the supplementary material replaces reality and tries to represent it as best as possible, facilitating its objectification. The most common supplementary materials that teachers can use as a support include: visual, audiovisuals, audio, realia, websites, etc.

Even with this variety of elements some teachers do not use them at all or are limited to the use the same materials over and over again, arousing passivity in students. Or on the other hand, they use these materials, but not according to the

level, age and course content.

Starting from the idea that the use of supplementary material in the process of learning a foreign language, helps to develop different linguistic levels and increases student motivation, it is considered crucial to conduct an in-depth study of this subject matter.

Therefore, this research *" The Use of Supplementary Materials for Teaching Children in EFL Classes"* is conducted in order to: identify and analyze supporting materials used for teaching children in EFL classes; describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriatness (students´needs) and quality; and determine the frequency and variety of the supplementary materials used in the observed classes.

The importance of research in this field is reflected in some studies. Thus, the study conducted by Traore & Kyei-Blankson, Using Literature and Multiple Technologies in ESL Instruction (2011), whose fundamental theme was the effects of using technology in the teaching of literature in a group of Finn students, concluded that the use of literature with the multiple technologies in the ESL classroom made the understanding of a topic easier to the students, and produced in them a more critical thinking.

Accordingly to Shu-Mei, Jonas, Chin-Hsin & Cho-Ming (2009) the use of supplementary materials is fundamental in the teaching-learning process. The autors developed a study on a group of Taiwanese college students, proving that the use of supplementary materials improve listening and speaking skills in learners.

In addition, the research carried on by Kelsen (2007) in Taiwan, with the

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purpose of illustrating that the use of YouTube as a supplementary resource in EFL classes, enriches students´ learning, concluded that, YouTube can be used as authentic material input and motivational tool.

In this manner, the importance of these materials in the classroom has been reinforced, recognizing them as key mediators of the teaching-learning process through the years. Therefore, this study is intended to be a contribution focused to cause a change in teaching. A change in the teacher-material relation, in the adaptation of the resources by teachers to facilitate the correlation between theoretical concepts, procedures and attitudes, resulting in a more meaningful learning and better assimilation and integration of knowledge.

It is also significant to reflect the limitations detected during the research process. The sample size was appropriate, but limited and homogeneous. It would have been more representative to observe different methods and supplementary materials used by a divergent group of teachers and its effect on the students. Furthermore, it would have been also enriching to take the sample from an heterogeneous group of institutions, both public and private.

Of equal interest, is the appreciation of the beneficiaries of this study. In first instance will be the Ecuadorian and Spanish educational sphere, due to the absence of further studies that delve into this subject. Also, the Universidad Tecnica Particular de Loja as a whole, which can use this study for future research. Likewise the Nazaret Oporto school, which can follow the recommendations and carry them into effect in the future to improve the learning process quality in its educational community. Additionally, this study will arise the interest and motivation of the

students, who will have a wide variance of supplementary materials that will

facilitate the learning of the new language.

METHOD

Setting and Participants

This research was conducted at the Infant and Elementary Educational Center of "Nazaret Oporto." It is a school of the Congregation of Missionary Daughters of the Holy Family of Nazaret, founded in 1874. Its mission is "to form Christian families through education and instruction of childhood and youth" (Navarro, 2011). It is a private educational institution that receives public funds-agreed, for the maintenance of the center. It is located in the city of Madrid, capital of Spain.

The population is the set of all cases that line with a number of specifications in the study, it must be clearly located around its characteristics of content, time and place. According to the aforementioned in this study, the inclusion criteria for the selection of the units of analysis was that students were from elementary education establishments, both public and private.

In this regard, four different populations of interest in this study were identified. These populations were composed as follows: 28 children including 11 boys and 17 girls who were about 8 years old in the third grade. The second group was composed of 30 students who were 9 years old in the fourth grade, here there were 13 boys and 17 girls. The last target group was formed of 29 kids in the fifth grade, whose range of age surrounded the 10 years old. There were 12 boys and 17 girls. Also, there were two English teachers considered as an essential part of the population. One of them teaches in the third and fourth grade. She was 36 years old. The other teacher got the fifth grade. She was 41 years old.

Procedures

The review of literature was decisive in the research. According to Muñoz

(2005), the literature review involve studies based on documents. In this order of ideas, bibliographic studies are those based on the collection of information in written and unwritten documents, that once they are analyzed provide important data for the research.

Along these lines, it is important to know the process of bibliographic collection, which was developed with the use of various sources. It included books, the didactic guide, the textbook of the present course, some educative books, charts, tables, printed articles, magazines, material found on the web and, a variety of previous case studies carried out on the subject by different authors. With the help of these sources of information, several relevant concepts for the development of this work were obtained.

In addition, a literature search on the different teaching techniques in education was carried out, likewise on the learner differences like age, motivation and social status.

The learning styles, the different contexts in which the teaching-learning process is developed, the contrasted definitions of supplementary materials and its relevance provided by many authors, were also of interest in order to have different theories that later will support the analysis of results.

Another important point in the research process is the method. In this investigation two methods were used: Qualitative and Quantitative. According to Gass (2008), a *Qualitative* approach produces descriptive data of the phenomena being studied. In addition, *Quantitative* approach is the one that uses the collection and analysis of data to answer research questions(Mackey and Gass 2008).

In addition, this work was also framed within the field research, because the data were collected in the environment where the participants daily meet, in the selected school. In the present research the data was collected during twenty five days, attending thirty classes, nineteen classes in May and six classes in June.

For data collection different data collection techniques were used. These are defined as the different possible ways to obtain the data. Tools were also used, these are described as material resources that are used to group and store information. Data collection procedure involves the procedure, place and conditions of data collection. This section is the operational expression of the research design, the complete specification of how it will be carried out (Tamayo 2004).

In the current research, a reading technique was used in the process of collecting bibliographic data. For this process, different data collection formats were used (Annex A). During the stage of collecting data in the fieldwork, the technique of note-taking was used.

The Direct observation technique was also important to collect data. According to some authors, the observation as a technique allows to get information about a phenomenon or event just as it occurs. During the observations of the lessons and in order to measure the impact of the use of supplementary materials in the language classroom, an observation sheet was used (Annex B). Also, a description sheet was used, it included in detail the appropriateness, pertinence, and frequency of the materials used by the teacher (Annex C).

The procedure of interview, described as a process of verbal and reciprocal communication, with the objective of collect information from a previously

established purpose, was also used in this investigation. The instrument used for this purpose was a questionnaire form. The questionnaire was conducted with open and closed questions, which allowed to measure the motivational factor on the students (Annex D) and teachers (Annex E) toward the use and importance of the variables (visual, audio, audiovisual, realia and online).

Once the different techniques and instruments have been applied to the selected sample, according to the nature of this research, the data were studied and analyzed using the technique of qualitative and quantitative analysis. Besides, an inductive and percentage analysis were also used in this process.

Many aspects were considered in the process of data analysis: the frequency of use of one material over another, the pertinence to fulfilling the objectives and whether its use was appropriate for students´ age and learning style.

DISCUSSION

Literature Review

The world is changing. The current globalized scenario has changed the understanding of social behavior, and has finished with the communicative and linguistic barriers of the past. Personal development is increasingly related to the capacity that individuals have to build bridges between one culture and another. It is in this global landscape where relations between speakers of different languages become decisive.

Among all the languages that exist today, none has a social, economic, and political hegemony like English. International relations, at institutional and personal level, are based on knowledge of this language. Mastering English, therefore, presents itself as a social, cultural, and professional advantage.

The language learning process is molded into the school, which should focus its efforts on improving teaching techniques, and especially, must know how to adapt them to the new student profiles. Technology has formed a new polyhedral vision of our own existence. We learn from the manner and not from the message. The new information technologies, with the audiovisual and conceptual supremacy, must also be introduced in the field of language teaching.

Here is where the supplementary materials take their part, opening the ways that traditional methods have exhausted. This research will try to demonstrate that the use of these materials not only improves learning, but also increase motivation and interest in students. For that, it will cover issues such as: teaching a foreign language, the learners' role, learning styles, teaching techniques, different contexts

for teaching; a look at supplementary materials used in the academic institutions nowadays, and a summary of several studies that will provide different views of the use of supplementary materials for teaching English.

Teaching foreign language

Since ancient times, the teaching of a foreign language has been under study by several theories. Already in the second century B.C., the Roman students got immerse into Greek roots thanks to native teachers or slaves (Martínez, 1997). Afterwards, Christians strove in the recovery of Hebrew for the study of sacred writings. Centuries later, the Renaissance would be the one which keep alive the study of classical languages, turning Latin in the "lingua franca" in Europe. (Martín Sánchez 2010).

Latin teaching methodology, which stressed memorization of grammar rules, vocabulary and sentences translation, became a model in teaching foreign languages (Richard and Rodgers 2001). Thus, in the 18th century, emerge what might be called the first method of teaching foreign languages: The Grammar-translation method, stated in 1845 by Sears (Martín Sánchez, 2010), which was based on reading and translation of prestige´s foreign literature (Richard & Rodgers, 2001).

Progress of communications and the economic expansion of the industrial Europe in the 19th century, changed the scene as a whole, inspiring international relationships between nations and thereby, the learning of other languages (Richard & Rodgers, 2001).

Arose then new approaches that suggested learning foreign language just as the mother tongue. The expansion of these ideas shaped what would become known by

the name of natural methods and subsequently, the development of the Direct

Method. The late 19th century was the time when linguists and educators began to
contemplate on the need of a more practical approach, marking the beginning of the
Reform Movement (Richard & Rodgers, 2001).

Already in the 21st century, the UNESCO (United Nations Educational,
Scientific, Cultural Organization) would provide a significant step in 2003,
perceiving the foreign language learning, as the only one way in responding to the
demands of participation at global and national levels. As well as, emphasizes the
importance of foreign language learning "as part of an intercultural education aiming
at the promotion of understanding between communities and between nations". For
UNESCO, in fact, the access to international languages is a linguistic right of every
citizen (Education in a Multilingual World 2003).

Nowadays, globalization process has led to Anglophones to monopolize the
different social, economic and cultural fields. For this reason, learning English has
become in recent times a necessity for anyone who wants to enter in the globalized
world.

According to Crystal (2003), English is the most widely language taught as a foreign
language in over 100 countries. And in most of these countries it is displacing other
foreign languages in the process of teaching, as French in Algeria schools. In the
decision of choosing one language over another as a foreign language, Crystal (2003,
p. 10) exposes some reasons: "historical tradition, political expediency and the desire
for commercial, cultural or technological contact."

The fact that the teaching of English is being studied in many different countries and by many different students profiles, has led to the improvement of teaching language´s methods. Among them, the greatest challenge has to do with the teachers' commitment in the innovation of techniques and resources to ensure a quality in education. Teaching and learning English has become a primary goal throughout the globe. However, some countries such as Ecuador have not yet been able to exploit all available resources or create new ones; so that, the learning language obstacles are still present and very real.

Learners

The foreign language learning process is conditioned on a number of factors that are related to the student of the language itself. Some of the factors which may be considered are: age, learner differences (social status, intelligence) and motivation.

Age is often a decisive determinant. The differences between children and adults affect the learning process in acquiring a foreign language. Thus, children enjoy many advantages because of their youth, as they are at the right time to begin in the process of acquiring the first and second languages. These advantages are: the plasticity of the brain; the development of more native-like grammatical intuitions since they are in a non-analytic processing mode; children are less inhibited than older, which leads to use the language the more possible; and younger learners are more successful in informal and naturalistic second language learning context than older (Saville-Troike, 2006).

Adults, on the opposite, are advantaged by their greater ability to memorize vocabulary and grammatical structures because of their cognitive maturity; they are

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more successful in formal and instructional contexts; they got great knowledge of L1, which may be transferred positively to L2; the learning progress will be faster in adults than in children in the first phase, while the children are unable to construct simple sentences up to two years of age, in adults this will happen much sooner (Saville-Troike, 2006).

The subject´s relation regarding their position in society is another factor that often influences the learning of a language. Economic stability, family structure and social expectations, develop a mean of understanding the importance of generating individual knowledge.

Both the way people learn languages as the result of their efforts may be influenced by a number of affective variables which play an important role in the process of learning a foreign language. Among these personalities traits we got: anxiety, risk-avoiding, introverted, shyness, reflective, creative, imaginative, empathetic, and tolerant to ambiguity (Saville-Troike, 2006).

Learning a particular language implies a simultaneous implementation of knowledge, skills, and strategies acquired by an individual. To Woolfolk (2007), intelligence must meet one or more of the following issues: 1) the ability to learn, 2) the total knowledge a person has acquired and 3) the ability to adapt successfully to new situations and to the environment in general. Gardner (1993) identifies eight intelligences to explain his theory of human cognition: linguistic, logical-mathematical, musical, interpersonal, intrapersonal, bodily-kinesthetic , spatial and naturalistic intelligences. He adds that just as there are many types of problems to solve, there are many kinds of intelligence.

In learning, students must be cognitively, emotionally, and behaviorally engaged in productive class activities. Gardner (1985) on his theory of motivation identifies two central aspects:

1) Integrative orientation is based on an interpersonal and emotional dimension, and also on a positive attitude towards members of the target language community.

2) Instrumental orientation, is based on a practical dimension, where the motivation to learn lies in the benefits of speaking the target language.

Other types of motivation include intrinsic and extrinsic motivation.

Intrinsic motivation is the natural tendency to seek new challenges and it is associated with activities that are their own reward. In contrast, extrinsic motivation is the one that is created by external factors, usually a reward (Woolfolk, 2007).

Learning styles

The concern generated about how subjects learn has led to educators and psychologists to focus on the individual characteristics of learners, to enrich and improve their learning process. Consequently, in current ages, concern about learning styles, the way in which subjects process information, the most favorable circumstances for students, among others, have become very important.

One of the best definitions of learning styles is to Keefe (1988, p. 40): "Learning styles are the cognitive, affective and physiological characteristics that are useful as indicators of how learners perceive, interact and respond to their learning environments".

Kolb (1984), however, states that learning styles are attributes, preferences, or strategies used to organize and process information in order to solve problems. In

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effect, each student faces learning a language in a personalized way, and this individual learning style determines their choice of one strategies over others.

Kolb (1984) distinguishes, therefore, four different modes of learning:

Concrete experience. Student should be able to engage fully, openly and without bias in new experiences.

Reflective observation; students should be able to reflect on these experiences, and observe them from various perspectives.

Abstract conceptualization; students should be able to create abstract concepts.

Active experimentation, they must be able to use these concepts to make decisions and solve problems.

A second model, the Learning Styles Questionnaire by Honey and Munferd (1986), also describes four learning styles:

Active; this includes individuals who like involving in new experiences and reject long terms. They are explorers, risky and spontaneous.

Reflective; this incorporates students who tend to seek comment from different perspectives, collect and analyze data before reaching conclusions.

Theoretical; this involves individuals who adapt and integrate their observations into logical and complex theories. The subject uses rationality as much as possible. They are often perfectionists, methodical and logical.

Pragmatic; it is based on the application of ideas. Students are practical, fast, efficient and realistic.

The third model, the most widely accepted was developed by Reid (1995). Classifying learning styles in:

Visual are individuals who often react to new information in a visual or graphic way, that is, with spatial thinking.

Hearing are individuals who learn while listening to verbal explanations with verbal thinking.

Kinesthetic are subjects that learn when they are physically involved in the experience.

Tactile are individuals that improve their learning through hands-on activities.

Social individuals improve their learning through interaction with others. It is based on group relationships and teamwork

Teaching Techniques

According to Richard & Rodgers (2001) teaching techniques include a variety of exercises, activities or tasks used in the language classroom that are consistent with a method and therefore with an approach. These techniques should be selected taking into account the content, needs, and students' characteristics, as well as their effect on language learning motivation.

Among the techniques and activities that can be developed and be considered as appropriate in teaching a foreign language to children, include the following:

About *playing a game*, Mur (1998) states the game as a motivating factor and instigator of meaningful relationships in the classroom. The game is a natural and spontaneous activity, through which the child has fun, mobilizes her/his body, experiences, imitates and so, learns. Games help and encourage students' participation, as well as an active learning, collaboration and interactivity. It is useful

since maximizes memory, performance, social competence, and transfer of learning (Kumar & Lightner, 2007).

The principle behind *role-playing* is that the student assumes a particular personality of any person (teacher, a detective, a policeman) so he/she experiences a real use of language. It offers many advantages: raise student´s motivation; students participate actively in the process of learning; it teaches empathy and understanding of different perspectives (Raimes, 1983).

Move, involves conducting activities that require actions. The use of moves as a warm-up activity brings student´s attention into the class: run, jump, swim, etc. It is proven that physical movements facilitate understanding and assimilation of information. This technique is developed under the Total Physical Response Method (Richard & Rodgers, 2001).

Story-Telling; with this activity children learn about the world around them (history, culture, environment). This technique encourages children to express their thoughts and feelings, and so, the developing of a communicative skill. It promotes interaction since the teacher with the use of pictures and body gestures, guides children through the story. In addition, the creation of stories with the children help, promotes creativeness as well as imagination and it develops writing skills when students put down their thoughts on a paper. A perfect follow-up activity includes the development of a dramatization of the story (Malasyan English language teaching association, 2005).

Fleta Guillen (2006), identifies the relevance of some techniques in the process of teaching and learning language. Among them are, the use of:

a) Linguistic routines. It implies the use of the same expressions or English formulas in the daily routine of the child. The use of expressions such as "good morning, open your book, sit down, etc." in class, helps students to become familiar with the situation and build confidence and acceptance of the language.

b) Transitions, it is the period of time that passes from one activity to another. Teachers can use sound resources, gestures, songs and rhymes to capture the attention of children when developing an activity. Some practices may be the use of claps, a whistle, or a rhyme of the type "When I´m in class, I sit on the floor", to anticipate a transition. (Fleta Guillen, 2006).

Different contexts for teaching

Professors with a view to achieve their learning goals should be aware of the different contexts in which learning happens and similarly, be able to adapt their methods and strategies in such contexts.

According to Russell (1998), the following are some teaching contexts that may influence in the teaching-learning process:

a) The physical environment. It refers to the classroom where teaching/learning occurs. It includes the arrangement of the desks that can be good for some students and not that comfortable for others, the lighting, too much light could be annoying for the students, the time of day, and even the day of the week can make a difference.

b) The social environment. It includes the relationship between teacher and students. It means that the energy of the teacher would affect students and the kind of

interaction in the class. The cultural norms play an important role in the classroom and it is expected that both teacher and students respect them.

c) The Institutional context. It refers to those policies, strategic directions, infrastructure, conditions that the institution provides and so, directly impact on student support.

d) The personal context includes the level of teacher´s stress and its effect on teaching. Even more important is the teacher's attitude toward teaching, the personal satisfaction of teaching others to learn, a belief in them, affect the belief in their students. At this point, Benson (2007) suggests those issues related to race, ethnicity, gender and sexual orientation, social and educational background, money, power, work or age as part of this context.

Galea, Quiaragua, Romero & Medina (2010), identifies the school context, referring to it as everything that surrounds the school. This includes: The location of the community and the economic status of the inhabitants; the basic services (electricity, water, health, protractors) and recreational areas in the community, among others. All of these affect academic performance, and the emotional and physical development of the children in school.

The authors recognize as school context´s elements: The specialized services of guidance and educational; Specific centers and services of special education; Development of curriculum and training materials; Teacher training; evaluation of programs; centers and educational materials; Educational planning and management, educational research.

Supplementary materials

        In practice, in much of the teaching situations appears the use of materials, of varied nature and support. Teachers can improve their effectiveness when they rely on resources applied to specific situations. However, to represent an excellent support to the learning process they must be correctly used (Clark & Starr, 1976). For a long time, the traditional material used in language class has been the textbook. Over time, this resource no longer fully covers the needs and requirements of the syllabus and students. Therefore, it is essential to look for appropriate material that complements the traditional one in order to reach the learning goals and promote student motivation.

        Zabala (1990), defines curriculum materials as tools and instruments that provide the educator with guidelines and criteria for decision-making, both in the planning and direct intervention in the teaching process. Regarding supplementary materials, Spratt, Pulverness & Williams (2005) defines them as "any resource used in addition to the coursebook, complementing the teacher´s work." Among the characteristics of these materials are: Supplementary materials are incorporated into the original material; It is skilled to inform or to entertain independently from original material; It´s physically separate from the basic bibliography unit and frequently in a different medium (Spratt, Pulverness & Williams, 2005).

        Concerning with the role of supplementary materials in the language class, are: These materials support traditional ones in order to get more interactive and motivating classes. Its proper use facilitates the develop of learning concepts, procedures and strategies, and develop attitudes and values relating to what is taught and learned. As well as represents and illustrates what is explained verbally to

facilitate teaching and learning. (Blázquez, 1989, quoted in Madrid, 2001). Their use is also important because they result attractive to students functioning as stimulus and so motivating them. According to Araya (2007), its also relevant to consider those materials that awake in students a critical view of cultural practices, values and attitudes in the global community.

There are many devices which can supplement the textbook. The following are the most common teaching aids that will help in stimulating and facilitating the learning of a foreign language.

Visual aids like posters, flashcards, whiteboards, flip charts, posters, charts, computer presentations, among others are a good tool in English classes because they increase understanding, help to convey messages clearly, save time, enhance retention (Toastmasters International Edmonton & Area, 2005).

Audio-visuals provide authentic language input, promote greater student participation, and enhance learner´s interest and attention in language. Among these materials; stand out: Movies, TV programs, videos. Some of its disadvantages are cost, maintenance, and some cases, fear of technology. Teacher should be well-trained on using technology to avoid boring classes (Çakir 2006).

Realia is the use of real objects to bring real world into the class. These include materials already found in class and those brought by the teacher. With realia learners experience a sense of real world learning through handling and smelling real objects. Realia could be used to teach vocabulary, grammar, develop speaking skill, among others (Mumford, 2005).

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The Internet is considered as an inexhaustible source of tools for language teaching. Benefits include the possibility of using it as: Source of authentic reading materials, source of exchange of experiences and materials, communicative and consulting tool in research projects, reference resource, and a mechanism for developing language exercises. Tools as emails, chats rooms, blogs, wikis, forums and video conferencing allow students to interact and enjoy of learning (Fundación compartir, 2009).

Faced the speed of technological change, education should be revealed and put technology in its rightful place: the effective resource to ensure communication, interaction, information, and also learning. Teachers must be aware of the richness offered by ICT and should take full advantage of the benefits it offers, as well as, of those materials that increase interaction in class.

Many researchers have recognized the relevance of using these additional materials as a motivational and inciter factor of foreign language learning. Thus, Traore & Kyei-Blankson (2011) performed a study with the concern of knowing the effects of using technology in literature teaching. Within qualitative approach the authors described how technology was used to successfully teach literature, as well as, the students' reactions toward the use of this tool in their classroom. Authors carried out the research on a small group of Finn students.

To achieve their goals, they appeal to the "Things Fall Apart" novel with a variety of audio-visual devices. The data was collected through personal interviews: the first one was executed at the beginning of the semester to determine how much students knew about post colonial literature. The second interview was developed at

the end of the semester to determine the extent of improvement in vocabulary; and student's perception of the use of technology in literature teaching.

Traore & Kyei-Blankson (2011), concluded that the use of literature with the multiple technologies in the ESL classroom made it easier for the ESL students to understand the material. Meaning that, the use of audio-visual and listening material like movies, generate critical thinking and, prepare students to a more complete and complex reaction to the material.

Another interesting research was the one developed by Shu-Mei, Jonas, Chin-Hsin & Cho-Ming in 2009. The sample was a diverse group of listening and speaking students from a Taiwanese EFL College. Through this investigation the authors claimed to prove that the use of supplementary materials improves listening and speaking skills in learners. The participants were grouped in experimental and control group; while data were collected using pre and post tests. During the research, phonological awareness tasks and supplementary materials were created, to complement and improve the existent teaching materials in the groups involved.

Culminating the research, Shu-Mei, Jonas, Chin-Hsin & Cho-Ming (2009), recommend the implementation of supplementary materials in the standard syllabus because these might improve the strategy use and facilitate learning.

It is worth mentioning the work by Kelsen (2007), which highlights the use of YouTube as a supplementary material to enrich students learning. Consequently the author worked with students from a private university in northern Taiwan. As methodology Kelsen (2007) included a questionnaire which was given to students regarding their gender, access to computers and experiences using YouTube.

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Through the survey the author aspired to investigate students´s use habits and the degree of importance and motivation when using this resource.

According to Kelsen (2007), YouTube can be used as authentic material input and motivational tool. Concludes on the grounds that, the results from the questionnaires showed the students interest on this device after experience with it. Similarly, stand out how relevant, beneficial and somewhat motivating it was in class.

In 2011, Mohamed Gawad conducted a study to measure how the use of audio-visual materials, improve aural-oral, reading and writing skills. The experiment was conducted with students from King Khalid University. During the research the participants were grouped into two groups, an experimental group and a control group. A set of activities were developed, using as supplementary materials: a set of Listening & Speaking, Reading Comprehension, and Writing Books, as well as authentic CNN clips. Reading, writing, listening and speaking skills improvement were evaluated through tests.

After having concluded the investigation, Gawad, M. A. (2011) can argue that the use of audio-visual materials promotes effective results on the language learning across all the skills: listening, speaking, writing and reading.

For Navas (2006), the language laboratory is an essential component in English programs because it strengthens areas in which students have difficulties such as grammar, English pronunciation and listening comprehension. He made a study to support this statement on a group of students from the University of Costa Rica. For this, the participants were grouped into three proficiency groups: beginners, intermediate and advance.

The author made use of questionnaires addressed to students, to examine the effectiveness of using the language laboratory in the improvement of language skills. The results were presented in two ways: 1) Evaluation and interpretation of the findings. 2) Presentation of results and student´s comments.

Thanks to the results obtained the author concluded that the language lab should be use as any other tool and it should includes digital materials; it should be used as a place to practice the language, but must not be considered as a method to replace the teacher.

Results

Qualitative Tabulation

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

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

Author: Tomalá Guamanquishpe Maria Fernanda

Source: 3th (8 years old), 4th (9 years old) and 5th (10 years old) grades.

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

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

Author: Tomalá Guamanquishpe Maria Fernanda

Source: 3th (8 years old approx.)

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

Variable	Indicators	1st class Pert.	1st class Approp.	2nd class Pert.	2nd class Approp.	3rd class Pert.	3rd class Approp.	4th class Pert.	4th class Approp.	5th class Pert.	5th class Approp.	6th class Pert.	6th class Approp.	7th class Pert.	7th class Approp.	8th class Pert.	8th class Approp.	9th class Pert.	9th class Approp.	10th class Pert.	10th class Approp.
Visual	flash cards	X	X	X	X													X	X		
	power point presentations																				
	maps																				
	pictures																				
	charts	X	X																		
	handouts									X	X										
	posters																				
	word cards	X	X									X	X								
	white/black board					X	X					X	X	X	X						
Audio	songs							X	X							X	X				
	dialogues	X	X			X	X			X	X							X	X		
	stories													X	X						
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)					X	X									No	X	X	X	X	X
Online	websites																				

Author: Tomalá Guamanquishpe Maria Fernanda

Source: 4th (9 years old approx.)

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

Variable	Indicators	1st class		2nd class		3rd class		4th class		5th class		6th class		7th class		8th class		9th class		10th class	
		Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.	Pert.	Approp.
Visual	flash cards																				
	power point presentations																				
	maps																				
	pictures																				
	charts	x	x																		
	handouts					x	x			x	x										
	posters	x	x							x	x	x	x					x	x		
	word cards							x	x							No	x				
	white/black board	x	x					x	x			x	x	x	x			x	x		
Audio	songs			x	x											No	x				
	dialogues	x	x					x	x	x	x	x	x	x	x			x	x		
	stories																				
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)																			x	x
Online	websites							x	x												

Author: Tomalá Guamanquishpe Maria Fernanda

Source: 5th (10 years old approx.)

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicator	3rd Grade (8 years old)	4th Grade (9 years old)	5th Grade (10 years old)	Total Frequencies	Percentage
		f	f	f	f	%
Visual	flash cards	0	3	0	3	4,76
	power point presentations	0	0	0	0	0
	maps	0	0	0	0	0
	pictures	3	0	0	3	4,76
	charts	0	1	1	2	3,17
	handouts	3	1	2	6	9,52
	posters	0	0	4	4	6,35
	word cards	1	2	2	5	7,94
	white/black board	4	3	5	12	19,05
Audio	Songs	1	2	2	5	7,94
	dialogues	6	4	6	16	25,39
	Stories	0	1	0	1	1,59
	Tales	0	0	0	0	0
Audiovisual	Videos	0	0	0	0	0
	Movies	0	0	0	0	0
	Documentaries	0	0	0	0	0
Realia	Objects (toys, Plants, fruits)	0	4	1	5	7,94
Online	Websites	0	0	1	1	1,59
	Total				63	100 %

Author: Tomalá Guamanquishpe Maria Fernanda

Source: 3th (8 years old), 4th (9 years old) and 5th (10 years old) grades.

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Description, Analysis and Interpretation of Results

In the current section a qualitative and quantitative analysis will be accomplished, it involves the aspects of pertinence, appropriateness, quality and frequency of the different supporting materials applied in the English classes of the third, fourth and fifth grade of elementary education at Nazaret Oporto School.

The direct interpretation was selected to elaborate the data of the thirty classes studied. This process also included the application of an inductive analysis, determined by multiple examinations and interpretations of the data. Concluding with a descriptive statistic on the results and its corresponding graphical representation. All the above, in order to assess the appropriate use of supplementary materials based on aspects of pertinence, appropriateness, quality and frequency.

Qualitative analysis

The supporting materials with which students of third, fourth and fifth grade got the opportunity to enjoy the learning process were: *visual* -pictures, charts, hand outs, word cards, as well as *Audio,* such as dialogues and songs. It is worth mentioning that the pupil´s involvement was greater when interacting with *real* objects as well as making use of *websites*.

3rd Grade/8 Years old

In this course the materials used during the ten classes were appropriate for this age and level of understanding. In addition, they were properly used to assist the achievement of the desired objectives.

Among the supplementary materials used during these lessons we got: *visual* (pictures, handouts, word cards and blackboard); and *audio* (songs and dialogues). It should be noted the incorporation of kinesthetic activities, such as commands and actions to follow. As well as the lack of implementation of other complementary materials like audiovisual and online.

Pictures

There were three classes in which this material was used. In the first class the theme was "Mother's Day". The objective of the lesson was for pupils to talk about the things their mothers do for them and the importance of being grateful. The activities involved writing a poem and making a flower for their mothers.

According to Raimes (1983), pictures are valuable in the classroom because they provide the need of a common vocabulary and common language forms. They can also be the basis for the development of many tasks (controlled writing, reports,

stories, etc). This material also leads a shared experience in the classroom and because pictures result so attractive, they provided a stimulus for student´s attention.

Thus, through the use of pictures the objectives were fulfilled because they facilitated the discussion and debate. By using visual material, students showed more interest and attention for the subject and also, its use made the class more enjoyable.

Additionally, the development of a handcraft and the writing of something personal for someone important to students, nourished their motivation. The *active* and *social* pupils of this class appreciated sharing and performing this activity, so it was perfect to the age and level of the group.

Regarding quality, the way the teacher used pictures was excellent. It was provided by the teacher to introduce the topic, by eliciting the different things that mothers around the world do for their children.

The theme of the second class was "Fit and well". The objective was that pupils understand and talk about illnesses. It was accomplished by communicating their thoughts on an invented story.

The pictures were appropriate for this level, age and to transmit the content. In this case, the pictures were used to speculate a story beyond it. Students were motivated to create their own stories, promoting speaking and creativity.

The material was supplied by the teacher, who obtained it from a magazine. The pictures were A4 size and added to cardboards of different colors, so they resulted attractive and manageable to students. In addition, through pictures students had an easier understanding of the topic, at the same time they were using their ingenious and imagination.

The third class was a prolongation of "Fit and well", its objective was that pupils have further practice talking and writing about common illnesses.

Here, the teacher used a picture sequence. Students were asked to complete the story, by drawing and writing the last episode and talking about it with the rest of the class. The objectives were accomplished since the pictures set were related to the topic.

It is worthy to add that this activity activated the participation and interest of students, because it was appropriate to their level of understanding and age. In addition, the teacher used total physical response activities, with commands that students had to act and follow.

Regarding to the quality of the material, it was designed by the teacher and it was exceptional. Teacher developed it taking as a model the example given in the textbook. It was an incomplete comic strip of A4 size and printed in color, which was attractive for pupils. With this material the teacher gave students the chance to experience their creative world. When students manipulate and observe something, and then speak or write in relation to a topic with their classmates and their teacher, what they are doing is socializing their knowledge. Also, when interacting with their teachers and peers, pupils have the opportunity to test their thinking, to feel themselves encouraged, get feedback, and see how others can solve problems, that might inspire them to develop new ideas.

Handouts

"A day in the country" was the theme of the seventh class. Its aim was that students read and comprehend a story about the country and complete a questionnaire.

A worksheet was used to ask pupils about their free time in the countryside, in a questionnaire format. The learned vocabulary was reviewed, as well as the skills of listening comprehension and speaking were practiced. Therefore, the objective of completing the questionnaire was achieved, but pupils did not read and comprehend a story with the handout.

Besides, through the interaction with the material (intellectual, physical and emotional), students were able to contact with the content, analyze it and make it their own. So, this material was suitable for the students´age and level.

In relation to the quality of the material, it was technically useful and easy to produce. Photocopies were provided to children, who interacted with their classmates through this material and it was enjoyable. Additionally this material gave the student a chance to play an active role in the learning process. Thus, the pupil had the opportunity to investigate, expose, observe, participate in a simulated interview, which was enriching.

The topic of the ninth class was prolongation of the "A day in the country"theme. Its goal was that pupils have more practice using adjectives and singing a song.

As a closing activity, the teacher used of a worksheet (dice), with the purpose of practicing the use of adjectives. Students worked in pairs, and they had to build up sentences with the adjectives provided by the dice, so that, the proposed goal was accomplished.

The material was very interesting for pupils. It was original, and to make it work, the kids imagination was needed. Students were actively involved in the

activity and they enjoyed working with their classmates. Therefore, it was appropriate for their age and level.

Concerning to the quality of the material, it was an A4 size photocopy, in white and black. The resource was original since aroused the interest of students and stimulated the interaction. It was also useful and easy to develop.

The topic of the tenth lesson was "Review of Unit 5 and 6". Here, the objective was that pupils review the learned language from unit 5 and 6 through a game.

The handout was a board game with the vocabulary learned in unit five and six. Thus, through playing a game students reviewed the things they had learned during a certain period of time. In this case, the objective was achieved.

The use of a boardgame was like a motor that promoted the interest in students toward learning the foreign language. Through it, pupils used their speaking skill while were interacting with others. It was really attractive for students, and so, adequate for their age and level of understanding.

With respect to the quality, the material was submitted as a photocopy of A4 size in white and black. It was easy to design and produce, and its inventiveness resulted in a group of motivated students. In addition, this material was colored by students and laminated for future employment.

Blackboard

In the first class the theme was " Mother´s Day". The objective of the lesson was that pupils talk about the things their mothers do for them and the importance of being grateful. The activities included writing a poem and making a flower for their mothers.

The blackboard was used to warm up the class. The activity consisted in completing few sentences about the teacher´s mother. With this exercise students practiced the formulation of questions, and they discussed they own opinions about their mothers. Also, the sentence prompts written on the blackboard helped to develop an interview between students. Thus, with all these activities the objectives were accomplished.

It is worth to mention that this is an useful auxiliary material at all levels and in almost all teaching situations. First, because it maintains students interest and arouses participation and second, because it improves the listening and speaking skills. Inferring thus, that this supporting material was appropriate for their age and level.

In relation to the quality of this resource in this class, it was a common size chalkboard with its complementary accessories. The information was presented in a concrete way. The teacher divided the area into two zones, and wrote from left to right. She used print writing, both uppercase and lowercase, and it was big enough to be visualized by the students of the back of the classroom. Furthermore, chalks of different colors were used to differentiate the parts of the exercise. It is worth to notice that its usefulness was important as it encouraged students to examine their ideas and apply the intellectual processes in the situations and contexts exposed. Also, pupils had an active interaction with the object which led to a better understanding of the topic.

The topic of the third lesson was "Fit and well". Its goal was that students have further practice talking and writing about common illnesses. In this lesson, the blackboard was used to play a hangman game to introduce new illness vocabulary. With this activity, students got involved actively and had fun, while they learned.

But, the goal was partially achieved because students just practiced Illness vocabulary but did not write about it. Here, the teacher used gestures, commands and actions to fulfill the objective.

On the other side, the use of this material helped to attract the interest of students towards the explanation, since all the expressive elements that were used on the board were made at the moment, providing an act of creation that adds interest to the exposition. In addition, pupils interacted with the material and they had an enjoyable time, so, its use was efficient and adequate for the level, age and subject content.

Regarding to its quality, it was a common size chalkboard in good conditions. The teacher distributed the information in the middle of the board, she used print uppercase writing and white chalk. At the end of the activity it was erased to focus the attention, organize the content and not distract the audience with something that stays on the screen once the activity has finished. In addition, it was easy to use and it is worth to mention that very few teachers can do without this resource. It was valuable because it provided a graphic and dynamic support adapted to the different situations produced by the teacher.

The fourth class theme was a prolongation of "Fit and well" topic. Its objective was that pupils talk about obligations using must and musn´t.

The blackboard was used to introduce the grammar explanation of must and musn´t. Through examples and exercises, students could participate actively by answering with the right sentences using must and musn´t. So, the use of this material in the class was useful in order to achieve the goal.

It is worth to notice that the *auditory-visual* and *active* students in this group participated actively during the development of this activity. Due to the great surface available to the teacher and students, transform the blackboard into a means of supporting in all those contents related to the sequential presentation of any information. So, this resource was adequate for their level of understanding and age.

Referring to the quality, the teacher structured and distributed the information using the columns technique. She split the chalkboard into two parts, she used upper and lower case print writing, as well as chalk of different colors to specify the parts of the grammar explanation. With regard to her location to the blackboard, the teacher was careful in not obstructing the view of the audience and talk facing the public as she wrote. It is worth to notice that this resource did not require a special care and, it was also a very accessible material for the educational center.

The topic of the seventh class was "A day in the country". Its aim was that students read and comprehend a story about the country and complete a questionnaire.

The blackboard was used for a warm up activity. It was about guessing and completing the words provided by the teacher. Also this supporting material was important to review the meanings of different countryside vocabulary. Here, it was partially useful to achieve the objectives because it was used just to practice vocabulary but not to complete the questionnaire.

On the other side, through the chalkboard the teacher complemented and reinforced her language exhibition during the development of the activity,

concluding in a double stimulus of students´ mental activity. This because, pupils received reports by two simultaneous sensory inputs: auditory and visual. Both, visual and auditory are supplemented each other, leading in a mental integration toward search of knowledge and a better retention. So, the resource was appropriate for the level, age and class content.

In reference to the quality, the material was practical, economical and countless times reusable. The teacher used the middle of the board to introduce the new vocabulary, she used print writing, uppercase and big enough for students. The teacher used white chalk and kept the board clean, avoiding distractions. The chalkboard was also easy to use and it allowed the immediately correction of any error, and additionally facilitated the participation of students.

Word cards

The theme of the tenth class was a "Review of Unit 5 and 6", and its objective was that pupils review the learned language from units 5 and 6 through a game.

In order to accomplish with the objective, the material was used in the warm up activity. Teacher gave pieces of cardboard with key vocabulary of the units to students. In groups they looked at their cards, built up a definition of the assigned words and the others peers had to guess those words. Therefore, the objective was achieved.

Similarly, *visual* pupils in this class could establish relationships between different ideas and concepts proposed in the activity, which helped them to develop the task more easily. Also, the teamwork was perfect for *social* students who appreciated sharing their ideas with their classmates. Therefore, the tool was appropriate for the students´ level and age.

The word cards were developed by the teacher. They were of small size, printed in white and black and stuck on colorful cardboards. They were attractive and resulted as a motivating factor for students. It also allowed the interaction between students-material and students-students.

Songs

The theme of the ninth lesson was a prolongation of "A day in the country". Its aim was that pupils have more practice using adjectives and singing a song.

There are several advantages of using songs as teaching material, including the memorization of new vocabulary using the rhythm, and better knowledge of the culture and society of the target language (Gravenall, 1949). They also help to reduce anxiety and reduce the affective filter, as well as, improve oral expression, pronunciation and reading comprehension (Edwards, 1997).

These advantages were taken into account when designing the lesson of the day. Students were highly motivated and very interested in singing and dancing the song. Therefore, the use of songs was relevant to accomplish the objectives successfully.

Additionally, *Kinesthetic* and *auditory-visual* students enjoyed using their bodies and senses to express their feelings, at the same time they were improving their listening and speaking skills. Thus, the material was appropriate for the age, the level and content that was intended to review.

The material was in a CD format and supplied by the school. The CD was of good quality and it contained a karaoke version of the song. This material was very attractive to students, because it stimulated their body language.

Dialogues

In the first observed class the theme was " Mother´s Day". The objective of the lesson was that pupils talk about the things their mothers do for them and the importance of being grateful. Activities included writing a poem and making a flower for their mothers.

This material aroused both a practice in listening comprehension, and an active participation through a role-playing activity. Here, I agree with Raimes (1983) in the fact that, through role-playing a participative and inspiring environment is created, where the debate and discussion are generated.

During the development of the activity students had a real situation in which they had to use their language skills to communicate their ideas. The goals were partially accomplished because students just debated about being grateful but did not write a poem, neither made a flower. Besides, pupils appreciated the participation in the proposed role-playing.

In the same way, the use of dialogues in the developing of role-playing was engaging for students because they had to distribute the roles, prepare the scenary and the accessories. Pupils had a great time while using the foreign language. Thus, the use of dialogues was appropriate in reference to the age and level of understanding.

Regarding to the quality, the material was provided in an audio format by the school. The dialogue was clear because it used a simple language, it was also organized, fluent and coherent.

"Fit and well" was the topic of the second class. In this, the objective was that pupils understand and talk about illnesses.

The dialogue was used as a listening comprehension activity. It was interesting for students to listen to the story that was beyond the pictures. Also, the material contributed with relevant information to accomplish the requested task. The goal was achieved because the dialogue was about illnesses and after the listening activity, students discussed about what happened to the characters.

Similarly, the use of this supporting material was appropriate for the level and ages in the class because students kept their attention toward the events taking place in the dialogue. Therefore, pupils improved their listening skill while attending a discussion about the target topic.

In reference to the quality, it was supplied in an audio format by the educational center. It was melodic, short, clear to understand and included attractive sounds that transported the listener to the place where the events were happening. Also, this encouraged students to discuss and share ideas about the situations described in the dialogue.

The theme of the third class was "Fit and well". The objective of this lesson was that pupils have further practice talking and writing about common illnesses.

This material was used in this case to complete a listening activity. Students had to listen and say the illness that the different people in the dialogue got. Through this, students developed their listening and speaking skills. Thus, it was a good support for the teacher to achieve one of the objectives. Students did not write about common illnesses, they talked about it.

In the same way, students appreciated the development of this activity in which alertness and listening skills were required. It also provided the chance to give

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their ideas and possible solutions to the task. Therefore, the material was appropriate for this age group and level.

Regarding to the quality, the material was provided in an audio format. Its recording was explicit, and the characters were able to clearly express the most important aspects of the event and the relationships between them. In addition, it possessed cohesion which facilitated its understanding.

The fourth class theme was a prolongation of "Fit and well". The objective was that pupils talk about obligations using must and musn´t.

The material was used to develop a listening and speaking activity. First, students needed to listen and answer some questions. Then, they had to complete the things that the character on the dialogue must and mustn´t do. It is worth noting that dialogues were useful to implement what students have learned, because they inspired an open debate on the possible answers. So, the use of dialogues was valuable to achieve the goals.

Students of this group actively participated in the discussion of possible answers. Also, they put into practice the knowledge acquired to develop these ideas, wich lead an open debate. Consequently, it was appropriate for the age and level of understanding.

The material was supplied in an audio format by the school. The recording was in good conditions and its script included understandable sentences. The dialogue was short, about two minutes and used sound effects to enliven the episode. Additionally, the material allowed an active role of students, who carefully listened and observed to complete the task.

The topic of the sixth class was"A day in the country". Its objective was that pupils name and talk about places in the country.

A dialogue was used in a listening and speaking activity. In the first one, students had to listen and answer some suggested questions. Later, they were asked to listen to the dialogue while they looked at a set of pictures of different places in the country. This, in order to find out the pictures that were mentioned by the characters. Students were interested in learning the new words, they could also understand the script. The material helped to reach the goals, because after listening to the dialogue, pupils took turns to ask and answer about the pictures in their books.

In addition, the application of dialogue was attractive and useful to introduce new vocabulary in an easier way. Students were motivated to participate and discuss their ideas with their classmates. Therefore, it was appropriate for the pupil´s age and level.

Regarding to the quality, the dialogue was provided in an audio format. It was clear, comprehensible, and the sounds allowed students to draw a picture in their minds of what was happening. Similarly, it was short and with pauses, giving students time to perform the task.

"A day in the country" was the topic for the eighth class. The objective was that pupils describe a scene using adjectives and making suggestions.

A dialogue was used in a listening and speaking activity. First, it helped to introduce new adjectives. Also, it provided valuable information for discussion and suggestions to a given set of questions. So, it was appropriate to transmit the content and achieve the objectives, since students shared their opinions and viewpoints about the scene supplied.

The script was understandable and appropriate for these ages. It was enriching for students to talk about the topic and at the same time learn new vocabulary. The dialogue achieved its goal, of bringing into the classroom the reality of what was pretended to teach to the students.

Similarly, the material was of good quality and supplied in an audio format. It was clear and understandable, thus it held the students' attention. Additionally, because of its condition of repetition, it was possible to go back and seek for new information.

Learning styles

First, before referring to this particular class, it is necessary to note that a person rarely fits in an absolute way to a particular category or type.
Most often he/she belongs to an intermediate type that shares characteristic features of more than one category. In this regard, I agree with the words of Wallace (1991).

> It is also worth noting that, as with most types of psychological distinction, comparatively few people may be absolutely olear or typical examples of a given category, with most people falling within a grey category which is somewhere in the middle (p.23)

Referring to the Third Grade, the teacher simply followed the guidelines of the school predetermined textbook. Here it is worth to mention that this book was designed under the theory of Multiple Intelligences of Gardner (1993). Therefore, most of the learning styles present in the classes were taken into account. Nevertheless, there were some students that despite the availability of suitable materials, did not seem to learn far enough. This fact is usually explained citing problems of stress, fatigue, aptitude, insurgence, etc. But one of the reasons for this

to happen was the possible mismatch between student learning styles, the teaching materials and the teaching procedures developed by the teacher.

In particular, the learning styles of some of these students could be defined as *active* (Honey and Munferd,1986). These students could not hold a complete class without talking to their classmates or moving from one place to another. Also, they rejected writing or reading, but enjoyed role-playings for example. Unfortunately, there was just one activity that included this, and the use of dialogues was crucial for its development.

On the other side, some other students seemed to join the group of *social* (Reid, 1995). These specific students enjoyed working in teams with their close classmates. When the teacher applied games, students were delighted at interacting with others. Also, their participation was aroused because of the competitive factor. In this case, teacher did not use any supporting material, teacher developed the activity asking questions about the learned topic.

Additionally, in the third class there were students seemed to join the group of *Auditory* (Reid, 1995). These students had a better assimilation of the contents when someone else explain them. Similarly, these individuals learnt better while listening instead of reading. For this reason, pupils in this class enjoyed working with songs and dialogues.

Moreover, there were also *visual* (Reid, 1995) students in this group. Such individuals think in images, they can bring to mind many information at once and like working with graphs, charts, pictures, posters and diagrams. When teacher used pictures, handouts and word cards these pupils had an active participation.

Kinesthetic students (Reid, 1995) were also involved in this class. This kind of people enjoy using their bodies to express their ideas and feelings and learn better when they are physically involved in the experience. Pupils belonging to this group appreciated the songs, games and any warm up activity used into the classroom.

Likewise, there was one student that can be grouped in the category of concrete learning style (Knowles, 1982). He had the constant need that his work were valued. He was unwilling to do written exercises, and seemed very interested in activities that involve body movement, thus he enjoyed the songs. Unluckily, there was just one day that the teacher applied it.

4th Grade/9 years old

The teaching materials used during the ten classes have been considered appropriate for the students age and level of understanding. On the other hand, few of the resources were accurately applied in order to achieve the goals, and few more, were partially helpful or not useful at all to reach the objectives.

The materials involved as a support by the teacher were: visual (flashcards, charts, handouts, word cards and blackboard); audio (songs, stories and dialogues) and Realia (classroom objects- pencils/short, school bags/clean, books/heavy, hair/long, exercises/easy, paper clocks, school timetable, World map).

Even though the applied materials were of good help to achieve the objectives, the teacher could have used other alternatives to encourage students of these ages, as audiovisual and online materials.

Flashcards

The theme of the first class was "A World of Animals". Its goal was that pupils talk about wild animals and their habitats.

Flashcards were used to introduce new animal vocabulary. Teacher elicited from students what they knew about each animal, then, they made a mind map with the answers. Later, students discussed about the features observed in the flashcards. In view of the foregoing, the material was appropriate since the objectives were reached.

Additionally, this material was valuable, because it formed a *comprehensive stimulus,* in which according to Nunan (1991), students learn more and better, the more it facilitates learning through more channels. In this context visual aids such as flashcards, charts, diagrams, photographs, demonstrations, mime, among others, are essential.

Similarly, students enjoyed working with pictures because they were attractive and helped the teacher to arouse the pupil´s interest in learning more about each animal. Concluding that the use of this material was pertinent in reference to the students´ages and level.

The material was designed by the teacher. It included different printed pictures of colorful animals which were stuck on cardboard and of A4 size. The material resulted attractive to students because it favored tasks such as imagining, comparing, classifying or summarizing.

The theme of the second lesson was a prolongation of "A world of Animals" topic. Its goal was that pupils write descriptions of wild animals, their habits and habitats.

The flashcards of the previous lesson were used for the warm up activity. Students participated actively writing the names of the animals under the pictures. And they discussed and reviewed what they knew about them. So, in relation to the achievement of the goals, the obtained information and ideas from the initial activity were later written. And they served as a basis for the development of the subsequent activities. In short words, the objectives were reached.

Additionally, the material was valuable in the learning process because it facilitates the transferring of the target content in an easier manner. Visual pupils enjoyed interacting with the material because it helped them to better remember the information. Therefore, flashcards were appropriate for the students´age and level.

The flashcards were elaborated by the teacher. It included different printed pictures of different colorful animals (panda, lion, whale, dolphin, kangaroo, lynx, ibex, tiger, elephant, wildcat) which were stuck on cardboard and of A4 size. The effect of these materials over students was exceptional because the flashcards were attractive.

On the theme of "World Hello Day"the tenth class was developed . Its objective was that students learn about countries and their flags and have some practice telling greetings and writing hello notes in different languages.

The flag flashcards were used for the end of the lesson. Students had to describe the flag from one of the countries, and tell everything they know about it. It also included saying *hello* in the language of each country. So, the goal was achieved, because students learned about countries and their flags. And practiced greetings in different languages.

In addition pupils enjoyed the interaction with the material and the activity itself. Flashcards were useful because they were simpler than words, consequently the content was easier to remember and understand. Also, this material was clear, "self-evident" and therefore it did not need explanation or decoding. Besides, this visual resource was worthy for students´ age and level.

Regarding to the quality, the flag flashcards were elaborated by the teacher. They were A4 size flags, stuck on cardboards and colored with the corresponding colors of the country it represented. Thus included, Germany, Morocco, Japan, Italy, France, China, India, Sweden.

Charts

In the first class "A World of Animals", the goal was that pupils talk about wild animals and their habitats.

The supporting material was used in a warm up activity. Students elicited all they knew about wild animals, and with those ideas they built up a mind map on the blackboard and therefore, it was written on their notebooks. In this way, the objective of the lesson was accomplished.

Also, this resource was very important to students, because it was built based on their own ideas and thoughts. So, its use was appropriate for pupils´ age and level of understanding.

Referring to the quality of the material, it was developed from the students own ideas. It was a concept map, a network of concepts, where each node symbolized an idea and the links represented the relationships between these ideas. Teacher used chalk of different colors to separate and specify the distinct

conceptions. It was copied in students´ notebooks and so, it can be used in future lessons.

Word cards

"A World of Animals", was the first class observed. Its goal was that pupils talk about wild animals and their habitats.

With word cards students actually practiced what they have learned. Teacher gave a section of a sentence to each pupil. They had to find their partner. At the end, everybody talked about the information in their sentences related to animals. It was a resource that activated the participation of students, and similarly developed the improvement of the speaking skill. Thus, students had an active transmission of the target information, so the goals were reached.

Likewise, with word cards the students themselves were responsible of performing the exercise without any pressure. Besides, it encouraged and reinforced the development of the activity, because pupils enjoyed interacting with the material and with their classmates. Therefore, the use of word cards was appropriate for the students´s age and level.

In reference to its quality, the word cards were designed by the teacher. The material were made up of small white papers stuck on colorful cardboards. The typography used was Comic Sans MS, and of 60 size. The word cards were attractive to students and also helped to the successfully development of the task.

As a prolongation of the theme "Love bugs", the sixth class objective was for pupils to talk more about being nice to insects and to practice identifying silent letters.

The word cards were used to close the lesson. The activity was about practicing those words with silent letters. Students worked in pairs. First, they had to write three words with silent letters and three without. Then, they had to face down the cards on the table. Students had to turn over one card each time and pronounce it. If the word had a silent letter, they had to say *shhh*!. But if it did not, students had to bang on the table three times. Later, students could change their cards with other pairs. In conclusion, the use of this supporting material was partially helpful to reach the goals since students did not talk about being nice to bugs.

On the other side, students put into practice their knowledge through the interaction with the material and classmates. It was practical, useful and attractive. Therefore, the use of word cards in this class was appropriate for the students´age and level.

The word cards were developed by both teacher and students. Teacher provided pupils with a piece of different colors cardboards and students contributed writing on them the word with and without silent letters. Students were advised to use uppercase and print writing. The material was valuable because it can be used in future activities.

Handouts

The theme of the fifth observed class, was "Love bugs". Its objective included for pupils to learn why it is important to be nice at insects and how to treat them.

The material was used as an ending activity, teacher handed out a sheet of A4 paper to each pupil. They had to draw their favorite insect and write a reason to explain why it is important in the environment. It was an attractive activity that

promoted creativity and reasoning in students. So, the handout became a support for fulfilling the goal.

Additionally, its use was relevant for the student's age and level because pupils enjoyed with this project. Besides, through the development of this task the students made more enjoyable the learning process, and also, the handout provided them a suitable environment for expression and creation.

Referring to the handout quality, it was engaging and made of A4 size paper stuck on a colorful cardboard. The paper was split in different sections, with the purpose that students had guidance on the required information. At the end, all the illustrated outcomes were collected for future applications.

Blackboard

The third class was a continuation of the "A World of Animals" theme. Its goal was for pupils to compare animals using comparative adjectives.

The blackboard was used to introduce the new vocabulary, the adjectives. The teacher elicited from students the adjectives they knew, and also she supplied the translation of some others. In addition, students had to match the opposites (quiet-loud). It was helpful for students to learn some unknown words.

In conclusion, this material was also used to present some of the rules applied when comparing two individuals. In this case the use of this supporting material, on one side, helped to introduce the content of the lesson. And was also useful to achieve the goals.

Additionally, through the use of the chalkboard the teacher was able to attract the interest of students to the explanation, which led to active participation in class.

Besides, it allowed the teacher to observe the students activity and guide their learning step by step. Therefore, the blackboard was appropriate in relation to the students´s age and level.

Regarding to its quality, the chalkboard was made of wood and painted in matte dark paint. Teacher made no divisions on the board, she just used the middle part of it to write with print and uppercase writing. She used two different colors chalk to specify the adjectives and their opposites. She wrote the words before to talk or introduce the task. Also, the target words were visible and unobstructed.

As a prolongation of the theme "Love bugs", the sixth class objective was for pupils to talk more about being nice to insects and to practice identifying silent letters.

The blackboard was used at the beginning of the class in a warm up activity. Students brainstormed about the insects they knew, the reasons why they were important and why students had to be nice to them. It was also used to practice in the identification of silent letters. Therefore, this useful material was relevant to fulfill the objectives.

Furthermore, as it was an introductory activity the students were motivated to contribute with their views on the subject. So, the application of the blackboard was pertinent in relation to the age and students level.

Concerning to the quality of the chalkboard, the teacher used it to introduce the topic of the day. Teacher split the board in two columns, in one of which the students ideas were clear and concise reflected. Here, teacher organized the information on a semantic map. The teacher used print writing, both uppercase and lowercase. And applied chalk of different colors to distinguish the content. Also, the

teacher while writing was alternating his look to the board and to the students, thus avoiding, that the communication with the audience becomes indirect.

In the seventh class the topic was "A day in the life". The objective of the lesson was for pupils to read and talk about daily routines and to practice saying the time.

The blackboard was used to introduce and practice how to say the time at the beginning and at the end of the class. In this activity students had to tell what they use to do at different times during the day. And at the end of the lesson, students played *bingo*, by writing the right time under each drawn clock on the chalkboard. Thus, the objectives were accomplished since students practiced saying the time and talked about their routines.

This material was appropriate for the age and level of students, because it represented concepts, organizational systems and real images, with which the student can achieve a greater understanding of the content he/she receives.

Regarding to its quality, the teacher split the chalkboard in four columns. In each of them, she designed two clocks with different times, in total she got eight. The hours and minutes in the clock were understandable and clear. The teacher used print writing for the numbers and used two different colors of chalk to differentiate the hour and minute hand. The material was attractive and useful to practice telling the time.

Stories

In the seventh class the topic was "A day in the life". The objective of the lesson was for pupils to read and talk about daily routines and to practice saying the time.

The story was used to introduce daily routines vocabulary. Teacher set up a few pre-listening questions, students listened to the CD and discussed the possible answers. They also debated about their daily routines. The use of this material was interesting for students who were expectantly to hear what happened next, eventually it was valuable to reach the goal.

Additionally, the use of stories was valuable because as an interesting resource, it managed to keep kids' attention from the beginning of the story to the end. Besides, of playing the role of supporting material to supplement the educational process that the teacher was directing. Therefore, it was appropriate for students´ age and level.

The story was provided in audio format. The recording was clear and the sound effects made it enjoyable. The story was coherent, included a logical sequence of events, and also had a lexical and syntactic variety.

Dialogues

In the first class "A World of Animals", the goal was that pupils talk about wild animals and their habitats.

The dialogue was used to develop a listening comprehension activity. Before students hear the dialogue about animals, teacher set up few listening questions. Students listened and discussed the answers in pairs. During the debate pupils used the vocabulary related to the topic; in this way, the goal was achieved.

Moreover, dialogues provided pupils with a new stock of useful vocabulary, and gave them the chance of practicing the direct use of language in a fresh way. This resource also allowed the start of a discussion and communal

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solving of problems. Therefore, this tool was appropriate in relation to the students´ age and level.

The material was in an audio format. The story was short and reported a specific situation in which the characters discussed on the care of the environment and the elements that compose it. Thus, transmitted the message to protect the nature, and promoted in students a change of attitude on this issue. In addition, the characters used colloquial syntax which was easy to understand.

The third class was a continuation of the "A World of Animals" theme. The goal of this lesson was for pupils to compare animals using comparative adjectives.

The resource was used to develop a listening understanding activity. Teacher asked few questions to pupils to answer after hearing the dialogue. Students discussed their answers in pairs and shared their opinions with the class. This resource was useful for students to practice comparative adjectives, and to learn new ones. Thus, the dialogue applied was helpful to reach the stated goal.

Additionally, the use of dialogues was relevant because students could have an inductive recognition of the target rules while hearing the proposed context. Besides, it facilitated the conversation in class by listening new expressions. Consequently, it was appropriate for pupil's age and level.

Regarding to the quality of the material, it was supplied in an audio format. The dialogue was short with a clear syntax, and its aim was to raise awareness in the receiver of the importance to protect the environment. The voices of the characters were clearly differentiated and his speech was slow.

In the fifth observed class, the theme was "Love bugs". Its objective included for pupils to learn why it is important to be nice at insects and how to treat them.

A dialogue was used to discuss about the benefits of some bugs in the environment, and about the support that they provide to human beings in certain moments. Students debated on the topic and talked about their own experiences with bugs. In this way, the goal was achieved.

It was also interesting for students to talk about their own ideas and experiences with bugs. Therefore, the material was appropriate in relation to the level and age of students.

This supporting material was supplied in an audio format. The language used was natural, appropriate and sufficiently redundant, giving a plenty of scope for practice the target language. The dialogue was short and its purpose was to sensitize pupils about the importance of insects in the nature.

The topic of the ninth class was "A day in the life" prolongation. Its aim was that pupils review the days of the week and frequency adverbs.

The dialogue was used to practice the use of frequency adverbs through answering some pre-listening questions. Students debated they answers with the class. They also exercised their writing skill by noting down things they never, always, sometimes, and usually do. Therefore, it was valuable to reach the objective.

Additionally, dialogues supplied students with a wide frequently used expressions that can be recombined in future contexts. Students learnt new vocabulary and practiced grammar in an original manner. Therefore, it was appropriate for the pupils´ level and age.

This teaching material was in audio format. It was clear, short, organized, fluent and coherent and it characters used colloquial lexis. The resource could be reuse many times as necessary for future applications and development of follow-on activities like role-playing.

Realia

The third class was a continuation of the "A World of Animals" theme. The objective of this lesson was for pupils to compare animals using comparative adjectives.

Classroom objects such as pencils, bags, books, exercise, one students hair, were used to introduce the notion of comparison. Teacher made some examples, and later students took actively part of this by making new comparative sentences. It was a really valuable material, because it encouraged students to formulate their own comparisons. Thus, it was useful to achieve the goal.

Additionally, the real objects had an added value, because of the living experience given to the students through the interaction. With the real objects as support the teacher brought the real world into the classroom, and transmitted the target information more efficiently. So, its use was appropriate for the age and level of this group.

Besides, the world that surrounds the school and the students themselves offered the teacher a multitude of elements that were used as aids in education. Thus, the pencils, bags, books, students body parts were part of the classroom. These were easy to move and transport, and did not represent any danger to the student.

The topic of the eighth class was "A day in the life". Its objective was for pupils to have more practice talking about daily routines, and sing a song.

For this lesson, the real objects used were some cardboard clocks made by students in a previous lesson. The activity consisted of playing a game using these clocks. Students had to call out different times and their classmates had to set the times on their clocks. They won a point each time they did it correctly.

In this case, the use of this material was limited to accomplish the goals, since students did not talk about daily routines, neither sing a song.

On the other hand, through this activity the material activated the students´ participation, and also arouse their interest in learning. So, it was appropriate for their level and age.

Regarding to the quality of the material, it was designed by students. It was made of colorful construction paper and round paper fasteners. It was circular shape and the numbers were big enough to be recognized. It was attractive and it was laminated to be use in future applications.

A prolongation of the "A day in the life" theme was the title of the ninth class. Its aim was that pupils review the days of the week and frequency adverbs.

The object used was the school timetable. It was applied in a presentation activity to review the days of the week. With the help of the timetable the teacher asked questions about the days, the number of classes students had, the times at which classes were developed, the subjects, etc. Besides, the teacher aroused pupil´s awareness in the use of *How often..?*. This material was useful to reach the goal, since students talked about the days and practiced the use of frequency adverbs.

In the same way, the material was suitable for this group of students, because they were implicated in the introduction of the topic. In addition, it maintained the interest and promoted an active participation. Consequently, it was appropriate for the pupils´age and level.

The material was part of the class. It was previously designed by the teacher, it was of A3 size and included the subjects and schedules of the school year. The words were clear and wrote using print uppercase writing. It was laminated, in order to protect it and reuse it at other times.

On the theme of ''World Hello Day'' was developed the tenth lesson. Its objective was that students learn about countries and their flags. And have some practice telling greetings and writing hello notes in different languages.

A world map was the real object used to develop a warm up activity. In this exercise, the teacher displayed the map on the blackboard and set few questions about a particular country. Students then, had to guess and find out to which country was the teacher referring (Where can you find sushi? Its capital is Rabat. Where is the city of Berlin? Where can you find the Komodo dragon? Its capital is Paris. Where can you eat spaguettis and pizza?). Thus, this material was helpful to achieve the goal.

Similarly it was appropriate for the age and level of understanding of the class because it was exciting for students, who wanted to know more about countries, specially if the activity included the localization of the requested country in the map.

The material was part of the furniture in the classroom. It was a poster-type, made of plastic with wood strips, and with measures of 195x120. The pictures were clear, colored, with large and understandable print in Arial type.

Songs

The fourth class was a prolongation of the "A World of Animals" theme. Its objectives were that pupils have more practice using comparative adjectives, and sing a song.

Using the textbook, students talked about the different animals they could see in the pictures. Students had to listen and point to those animals mentioned in the song. Any doubts about the vocabulary song were solved. The activity began when students joined the song line by line, verse by verse and finally the whole melody. While students were singing, they were also acting it out.

It should be noted that the use of this material was really motivational for students, because it implied rhythm, melody and physical movement. In fact, Fonseca (1999) argues that the musical ability in the human beings is developed before the linguistic competence. It is the reason why there are several schools in some european cities that apply bilingualism in their classrooms. So, defending the theory that if children are exposed to a particular language from early childhood, it will be easier to learn and apply it in the future.

In this case, the use of a song was valuable to accomplish the goal, since the song included the comparison of different animals.

Also, it was a really motivational material. Students enjoyed singing and choreographing it. Thus, it was appropriate to the age and level of students.

The song was provided in an audio format. It was short, and used simple

rhythms, but in a melodic range. In addition, the lyrics included the target vocabulary, so

students had further practice. It was useful and valuable to reuse in future activities.

The topic of the eighth class was "A day in the life". Its objectives were that

pupils have more practice talking about daily routines and sing a song.

The supporting material was first used to complete the verses. Students

listened to the song and completed the blanks with the right vocabulary. All doubts

about the vocabulary were solved. Students sang the song as follows: line by line,

verse by verse and the complete version. Students were acting it out while they were

singing it. In this way, the objectives of the lesson were reached.

Once more, this material aroused the students interest in the target language.

This, because it is a motivating factor, as they are connected to life, context and time

in which the students are immersed. Besides, it was a valuable material for student´s

age and level, because it encourages the language learning and the improvement of

prosody in an English class. As well as, it animates students to analyze the social and

human realities conveyed by this means.

The resource was supplied in an audio format. The song included simple

lyrics, it transmitted a principal idea related to the topic, it was also rhythmic and

melodic. Besides, it helped to practice vowel and consonant sounds with which

students had troubles.

Learning Styles

Not everyone learns in the same way, or at the same speed. In any group in

which more than two people begin to study a subject together and based on the same

level, it will be later found in a very short time that there are great differences in this group. Those differences include the level of knowledge acquirement of each group member and, that despite the fact that seemingly all have received the same explanations and have made the same exercises. Anyway, each group member will learn differently, will have different concerns and will advance in some areas faster than others. These differences in learning are the result of many factors such as motivation, cultural background and age.

Most of these factors were considered in the development of the lessons. But, it is worth to note that these lessons were based on the textbook provided by the school. The lessons developed in the textbook, as mentioned above, were based on Gardner´s theory of Multiple Intelligences. Thus, the teacher following the established curriculum for elementary school set by the Government, could manage most of the classes satisfactorily.

There were specific cases in which some students seemed not to be interested in the target topic. Again, it may be due to factors such as fatigue or attitude towards learning a foreign language, or simply because the topic of the day was not of the student´s interest. But, making reference to the current learning styles in the class, it could be mentioned that in the fourth grade these students were exploiting their lower limbic right brain (Herrmann, 1988). It means that, this group of students worked well just if the teacher was to their liking. Additionally, pupils used to mislead easily if the teacher did not consider their progress or difficulties. On the other hand, these students appreciated the games and songs, or any activity that did not look like a class.

This class presented *kinesthetic* students (Gardner, 1993), individuals who process information associating it with their feelings and body movements. This learning style is slow but deep, what is learned by muscle memory is hard to forget. Here, the teacher in most occasions used an effective gesturing and a variety of actions which were able to motivate these students. These pupils enjoyed the lessons than involved songs and body movement.

Moreover, *auditory* (Reid, 1995) pupils were presented. Auditory learners better remembered the words or directions if the teacher explain them orally. Besides, these individuals had an easier comprehension of the topic when they talked and shared the received information with their classmates. They enjoyed working with songs, the pair and teamwork, dialogues and stories.

Similarly, there were *active* students (Honey and Munferd, 1986). These individuals had a better retention of information when they participated in short activities which included some kind of challenge. Therefore, they enjoyed games, warm up activities and the use of realia to accomplish some tasks.

5th Grade/10 years old

The teaching materials used during the ten classes have been considered appropriate for the students´ age and level of understanding. Besides, most of these were accurately applied in order to achieve the goals.

 The applied materials included: visual (charts, handouts, posters, word cards and blackboard) and audio (songs and dialogues). As well as, realia (classroom objects-clothing items) and online (websites). The use of the English laboratory by this group, and their respective equipment, was valuable to arise the student´s motivational factor.

Charts

The first theme was "Under the sea". The objectives were that pupils talk about past experiences and review words to describe the sea.

The material was used in a warm up activity. Students had to brainstorm all the words they knew about the marine ecosystem. It included not just the flora and fauna, it also covered the vocabulary related to it (beach, sand). Students discussed their ideas and wrote the mind map in their notebooks. The elaboration of a chart was helpful for students because they could review vocabulary already known; also, they learned new words about the topic. Hence, the application of this resource was valuable to achieve the goals because students could also share their experiences on the target theme.

In addition, the use of charts was appropriate to the pupils´ age and level because it arouse the interest in the topic and stimulated the participation. Besides, the resource helped students to arrange their ideas in a systematic and organized format.

Regarding to the quality of the chart, it was developed from the students´ ideas. It was organized in an spider map, in which all the aspects and information about the principal theme was systematized. Teacher copy it in a poster and pupils copied it in their notebooks so, it can be used in future lessons.

Handouts

"Under the sea" was the theme of the third class. The goal was that students read and talk about sea creatures.

At the end of the lesson, a worksheet was used to practice reading and writing skills. It included a crossword and a text to complete. Its use was valuable because

students read about marine life and discussed their answers with the class. Thus, the objective was accomplished.

Similarly, the material was appropriate for these ages because it promoted a feedback between student-student or teacher-pupil. Besides, it helped to the implementation of the learning content. In addition it was motivating for students.

In reference to the quality of the handout, it was excellent. It was supplied in a photocopy format in white and black. It was of A4 size and the text was attended by pictures to help the understanding of the task.

The topic of the fifth class was "Fuel of life". The objective of this lesson was that pupils learn the reasons why it is important to eat well and the health problems that may arise if they do not provide to their bodies with the necessary nutrients.

The worksheet was used to play a board game. The goal was that students had to talk about a particular food and give reasons of its importance in health. Thus, the material resulted important to achieve the goals.

The use of handouts was appropriate for the students´age and level because they were motivated to formulate new information. Besides, the material activated the participation and interaction in the classroom, while students enjoyed.

The material was designed by the teacher. It was submitted in a photocopy format in white and black, which promoted an alternative activity of coloring the handed images. Also, it was of A4 size and the board game handouts were laminated for future uses.

Posters

The first theme was "Under the sea". Its aim was that pupils talk about past experiences and review words to describe the sea.

The poster consisted of a dialogue script of the current lesson. The dialogue was about the importance of protecting sea animals. Using this material, students in groups of six had to make a skit of it. Pupils themselves decided their roles. Besides, by using this resource they had further practice of the target vocabulary, at the same time they improved their English. Therefore, it was useful to accomplish the goals.

Besides, the poster conveyed to students the essence of the target concept using understandable arguments. In addition, students improved their speaking skill through the skit while they were having fun. Thus, its use was adequate for the level and age of the individuals in this class.

Moreover, the material was designed by the teacher on a flipchart paper. In order to keep the interest of the recipient, the elements composing the poster were located in harmony. The teacher used print writing, it was big and clear enough for students. Also, three different colors markers were used to separate the characters and not create confusion.

The topic of the fifth class was "Fuel of life". The objective was that pupils learn the reasons why it is important to eat well and the health problems that may arise if they do not provide to their bodies with the necessary nutrients.

The poster was about the different groups of food represented in a Food Pyramid. This material was used in a warm up activity. Students had to brainstorm the food

vocabulary for each group. Also they had to name the vitamins and minerals these foods provide. They developed listening and speaking skills through a debate about the benefits of vitamins in their health. So, it was helpful to achieve the objective.

Additionally, it was appropriate for the students´ age and level because it transmitted the information in an easy and attractive way. The illustrations that composed the poster proved to be both, attractive and representative, of the food groups of which was intended to discuss.

Regarding to its quality it was excellent. It was designed by the teacher on an A1 construction paper. The pictures were A4 size, of bright colors and were established as visual information which supplemented and replaced the written information. The titles of the four levels which divide the graphic scheme, were brief and explicit. Besides, the information was organized in logical and harmonious order.

In the sixth class the theme was "Free time". The objective was that pupils use a range of determiners and pronouns and review free time activities.

The device was used to work on a role-playing activity. Students in groups of four had to add two sentences to finish the script. In this way, the objective was accomplished because students used the known vocabulary about free time to complete the task, as well as the pronouns and determiners.

Through the role-playing the implementation of the material was appropriate for students because it promoted reading as a playful and recreational resource, facilitating the creation of habits that helped pupils to overcome many of the difficulties encountered in education, as a result of poor reading comprehension, and lack of motivation.

In reference to its quality, it was good. The material was developed by both teacher and pupils. It was of A1 size and made of construction paper. Teacher used print writing and different colors. The information was arranged in order, leaving enough distance between characters for their differentiation. The poster did not include pictures.

The topic of the ninth lesson was "Dress sense". The objective was that pupils talk about possibility using *may* and *might* and review words for clothes.

The material was about a dialogue listened in the current lesson. It was used to close the class in a role-playing activity. Students in groups of four decided on the roles, at the same time they practiced the use of might and may. This material was pertinent to the achievement of the goal.

In addition, the use of a poster was appropriate for the pupils´ age and level because they acquired a great expressive richness and developed a well endowed vocabulary through the role-playing. Besides increasing the students´ lexicon, and listening and speaking skills, the material contributed to the development of the ability for team-working and decision making.

The poster was designed by the teacher on a flipchart paper. Teacher used clear, understandable and print uppercase writing. She also used markers of different colors to separate the information. It did not have illustrations, but the text was well organized.

Word cards

The fourth class was an extension of the theme"Under the sea". Its goals were that students have more practice using the present perfect with *for*, *since* and *still* and also review the vocabulary for sea creatures.

This material was used to practice the use of for, since and still in a warm up activity. Twenty cards with expressions were placed on the blackboard. Teacher called out for, since or still, and students had to match it with one of the expressions on the cards. The student who chose a correct expression, took the card. The activity continued until pupils took all the cards. The final expressions were used later in sentences that students wrote in their notebooks and shared with the class. The word cards were helpful to achieve the goals, because marine life vocabulary was used in the elaboration of sentences.

Additionally, students enjoyed the activity while practiced new expressions using the target vocabulary. The application of word cards were relevant to arouse the interest and participation through association of words. Therefore, its use was appropriate for the students´ level and age.

Regarding to its quality, it was remarkable. Teacher designed the word cards using different colors cardboards of A4 format. The text was in Times New Roman typography, both uppercase and lowercase, and of 44 size. These material was useful because of its ability to be reused as many times as necessary.

The objective of the eighth class was "Free time". The objective was that pupils practice elision and the intrusive /w/ and complete a communication activity.

Word cards were used at the end of the class. Teacher gave pupils a set of cards with sections of a song they liked. Students had to order them in sequence while they listened to the melody. The use of this material helped them to practice listening skill, although its pertinence was not relevant to the content and the objective.

On the other hand, students appreciated listening a song of their affinity. It was also effortless for them to arrange the requested sequence because the word cards were easily manageable. The vocabulary used in the melody was easy to understand and helped students to enrich their lexicon. Consequently, it was appropriate for the pupils´level and age.

In reference to the resource quality, it was outstanding. Teacher designed the word cards on small pieces of white construction paper. The text used was Comic Sans MS typography, with a size of 36. Teacher used both uppercase and lowercase printing. In addition, the word cards were laminated in order to be used in future lessons.

Blackboard

The first theme was "Under the sea". Its aim was that pupils talk about past experiences and review words to describe the sea.

This resource was used to introduce the theme. Students had to brainstorm all the words and ideas they knew about the sea. They also discussed about their past experiences with the marine ecosystem. These ideas were written and organized into a mind map, that students later copied in their notebooks. The use of this material was valuable to present the target content, so the goal was accomplished.

Similarly, students enjoyed contributing with their ideas and appreciated participating in the development of the class. Also, they had a good time sharing their experiences with their classmates. Therefore, the use of the chalkboard was appropriate in relation to the students´age and level.

In reference to its quality, the teacher used the resource properly. She used the middle part of the board to organize the ideas into an spider map, in which all

the aspects about the principal theme was systematized. Beside, teacher applied clear and big enough print writing, also used chalks of two colors to separate the contents.

The fourth class was an extension of the theme "Under the sea". The goals were that students have more practice using the present perfect with *for*, *since* and *still* and also review the vocabulary for sea creatures.

The blackboard was used as a support for conducting a warm up activity. It helped to reach the goals, because the opening task was a practice of for, since and still. This useful resource was used pertinently in order to reach the goals.

Moreover, its use was valuable to keep the attention and interest of students in the development of the exercise. With its help, pupils had a better understanding of the target topic because their reference frame was wide and clear. Therefore, it was appropriate to the age and level of the group.

Regarding to its quality, the teacher used it correctly. The material served as a supplement to display the contents of the activity, which were in word cards format. The board was split in four columns, each of one was applied to add the information. Teacher did not write anything, and her position in front of the blackboard was correct because she did not disrupt the visualization of the exposed contents.

In the sixth class the theme was "Free time". The objective was that pupils use a range of determiners and pronouns and review free time activities.

The blackboard was used as a support to develop an introductory activity. Students had to brainstorm ideas about free time activities. With this information they elaborated a mind map. This material was valuable to introduce the content, so the goal was fulfilled.

In addition, this resource was appropriate to the pupils´ age and level because it aroused their motivation toward the topic and also, students enjoyed talking to the class about their own interests. The material was useful to maintain the pupils´ attention during the growth of the exercise.

Referring to the its quality, it was exceptional. Teacher used the middle part of the blackboard to organize the given information in a semantic map. She used uppercase and lower case print writing, besides applied chalk of different colors to distinguish the contents.

The theme of the seventh class was a prolongation of "Free time". The goals were that pupils had more practice with determiners, pronouns and read more about free time activities.

This resource was used in a warm up activity. The exercise consisted of a revision about the determiners, pronouns and free time vocabulary learned in the previous lesson. Teacher drew a table on the blackboard with determiners and pronouns. Students had to make meaningful sentences with these words to practice in this way, their writing and syntactic reasoning skills. The material was properly used in relation to the content and achievement of the goal.

Besides, it was appropriate to the age and level of the target group because all expressive elements that were used on the board were made at the moment, which

was an act of creation that added interest to the exhibition. Thus, students were attracted by the building of the graphic, while were directly involved in learning by contributing with their ideas.

Additionally, the teacher used it properly. Uppercase and lowercase print writing was used, similarly, chalk of different colors. The information was arranged in a table in which the teacher used clear and big enough writing, so students could easily visualize its context. It is worth to notice that, its use provided the teacher with a graphic, dynamic support which was adapted to various situations that were produced during a class.

The topic of the ninth class was "Dress sense". The objective of this lesson was that pupils talk about possibility using *may* and *might* and review words for clothes.

The blackboard was used to revise the use of possibilities with might and may. A set of sentences from the CD were taken to develop a checking question activity about the adequate use of the target vocabulary. This also supported to the teacher to develop other activities, like a mind map. This material was valuable for the achievement of the goal.

Additionally, it was appropriate for the students´age and level because it helped the teacher to direct and maintain the attention of the participants, especially those who have a greater retention of information when they somehow, read it or observe it.

In reference to its quality, the material was suitably used by the teacher. The information was sequentially organized in sentences. Teacher began writing

at the left top and ended at the right bottom, besides, uppercase and lowercase print writing was used. White chalk and color chalk was used to present the information.

Song

The second class theme was a prolongation of "Under the sea". Its objectives were that pupils have more practice using present perfect with *for*, *since* and *still,* and sing a song.

The use of this supporting material in this lesson began with the teacher eliciting from students information about the pictures in the song. In the exercise students had to name the things the boy has and hasn´t done. Later, pupils sang the song line by line, verse by verse and then along with the CD. When they felt comfortable, they sang a karaoke version. Furthermore, the goal was accomplished because the song was written in present perfect and students could practice the use of for, still and since.

It was also properly used, in relation with the age and level of students. It aroused their interest in learning the target vocabulary. This reflects what was argued by Billows (1961), who emphasizes that the use of certain rhythms, rhymes and songs in teaching a foreign language, are relevant because everything that is learned in verse is better remembered than what is learned in prose.

Referring to the song´s quality, it was outstanding. It was supplied in an audio format that also included a karaoke version. The song was rhythmic and melodic and involved the target lexicon. Besides, this promoted work on actions, while students sang the song, they were also representing it with gestures.

Still on the subject of "Free time", the eight class objective was that pupils practice elision and the intrusive /w/ and complete a communication activity.

The aid was used at the end of the lesson, to practice listening and speaking skills. The activity consisted in ordering in sequence a set of sections from a song. For this, the class was divided into pairs. Teacher hand out the song cut into five sections to each pair. Students in pairs tried to sequence it while they listened to the song. At the end of the class they discussed about the content and aspect of the song.

The use of this material limited the achievement of the goals, because students could not practiced elision and the intrusive /w/.

On the opposite, its use was appropriate for the students´ age and level because, when working with songs, students were relaxed creating a positive attitude. In addition, students had a better assimilation of the English´ pronunciation; besides, pupils effortless learned the features of the language rhythm, such as the contraction of syllables, the pronounce of words quickly, etc.

Moreover, the material was provided in a audio format with a karaoke version. It was a catchy and funny melody with which pupils enjoyed a lot. The recording was clear and the lexicon used was understandable.

Dialogues

The first theme was "Under the sea". Its aim was that pupils talk about past experiences and review words to describe the sea.

In this lesson students first participated in a pre-listening activity, in which they had to look at the pictures in their books and discussed about them. Teacher

helped them and pre-taught new words. With the dialogue students practiced vocabulary and conversation skills, because they had to answer a set of questions about the dialogue and the pictures. So, the material was helpful to achieve the goals, because it led to an atmosphere of debate.

The material used in this activity was attractive for students, eventually it was appropriate to the age and level of the target group.

Regarding to the quality of the resource, it was provided in an audio format. The dialogue was about the importance of protecting sea animals, and it took place in a beach setting. It included three native speakers characters, two boys and one girl. It is worth to mention that, the submitted situation involved students into the analysis and formulation of possible solutions to the problems arranged in the dialogue, thereby facilitating the use of the target language.

The fourth class was an extension of the theme"Under the sea". The goals were that students have more practice using the present perfect with *for*, *since* and *still* and also review the vocabulary for sea creatures.

The dialogue was used in a listening comprehension activity. Students first talked about the animals in the pictures and so, reviewed what they knew about them. Then, they had to match a person´s name with their favorite animal. This material was useful to review sea creatures vocabulary, as well as, to practice the use of for, since and still. So, the objectives were achieved.

Similarly, its use was appropriate in relation to the students´ age and level because they were actively involved in the process of questions, discussion, reflection and interpretation on events in the dialogue.

Regarding to the resource quality, it was supplied in an audio format. The recording was clear and the included the target lexicon. The dialogue was developed in a school setting and the characters had a defined personality, with which some students felt related by have shared similar experiences.

The topic of the fifth class was "Fuel of life". The objectives were that pupils learn the reasons why it is important to eat well and the health problems that may arise if they do not provide to their bodies with the necessary nutrients.

This resource was used as a listening comprehension task. Pupils were asked to answer a set of questions about the dialogue. Students shared and debated their opinions. Thus, it helped to reach the goals, because the dialogue was about the drinking and eating habits of the characters.

In addition, it was appropriate and important for the age and level of the class because students were involved in the dialogue through the exchanging of information and the reflection of their experiences. Besides, this material supplied students with a chance to review and reuse the functional language presented by their teacher.

In reference to the quality of the material, it was provided in an audio format. The recording was clear and attractive because of its sound effects. The dialogue was about the eating and drinking habits of three native speakers kids. The dialogue was developed in a realistic setting (restaurant), where the characters discussed about what they should and should not consume to keep themselves healthy. Consequently, the dialogue provided pupils with an useful and realistic vocabulary that can be used in real life situations.

In the sixth class the theme was "Free time". The objective was that pupils use a range of determiners and pronouns and review free time activities.

The material was used to develop a listening comprehension task. Students had to listen to the dialogue and correct few sentences about it. This led to a debate about the arguments for possible answers. In summary, this material was useful to convey the target content, because the dialogue was about hobbies.

Similarly, it was appropriate for the level and age of the group because it provided a safe and supportive environment for interactions, besides encouraged learners to discursively test their own perspectives about the topic.

The material was supplied in an audio format. The lexicon used was natural and the stated situation was realistic. The dialogue was short enough to be understood, also it used three exchanges of information between three native speakers. The dialogue took place in a school, a setting which students know and are familiar with.

The theme of the seventh class was a prolongation of "Free time". The objective was that pupils had more practice with determiners, pronouns and read more about free time activities.

The use of the dialogue in this class was intended to review previously learned material. It was used in a listening and writing activity in which students had to complete a reading through the listening of the dialogue. Such material, also served to open new discussion topics, leading students to practice their speaking skills. In this way, the goal was achieved because the dialogue was about the free time activities developed by people from other countries.

Additionally, the use of dialogues was appropriate to the students´ age and level because it enhanced their expressiveness and involved them in a discussion about their points of view. Besides, this material created partnership between teacher and student, where both were transformed as a result of learning.

In reference to the resource quality, it was provided in an audio format. The dialogue was useful because it used natural language, words, expressions and idioms related to the topic. In addition, it used vocabulary that can be realistically use between two people.

The topic of the ninth lesson was "Dress sense". The goal was that pupils talk about possibility using *may* and *might* and review words for clothes.

The dialogue was used in a listening comprehension activity. Students discussed first about the picture, what they could see, the name of the characters and what the characters were doing?. Teacher then set a few pre-listening questions that were answered with the help of the CD. Students discussed about the possible answers. Through this activity, the material proved to be useful to the achievement of the goal because the dialogue was about clothing vocabulary with the use of may and might.

Additionally, students were involved in the discussion about the dialogue, which led them to expose their opinions, interests and experiences. Besides, pupils enjoyed the activity because the dialogues worked as a motivating factor, since they are linked to life, context and time in which the student is immersed. Eventually, the material was adequate for pupils´ age and level.

Referring to its quality, it was submitted in an audio format. It was performed by three native English speakers. It used lexicon related to the topic and colloquial expressions. It was short enough for pupils to remember, but long enough to provide context.

Realia

The topic of the tenth class was a prolongation of "Dress sense". The goal was that pupils have more practice using may and might for possibility by playing a game.

Five bags with different items of clothes inside were used to develop a guessing activity. Students in groups, and in turns were asked to touch one of the bags, and write in secret what they thought may be in the bag. Later they discussed about their possible solutions with the rest of the group. The use of this material made the activity more attractive, and valuable to practice the target grammar and vocabulary. Thus, it was relevant to achieve the goal.

Similarly, thanks to real objects the students´ experience learning was memorable and enjoyable. They did not just look at the objects, they felt them, smelt them, touched them, what pupils learned that day will be never forgotten. Consequently, the use of realia was appropriate for students´ level and age.

Regarding to the resource quality, the objects were supplied by the teacher. The bag was made of dark color fabric, it was big enough to hold the item of clothes and the other objects. The clothing included a scarf made of fur, a pair of gloves made of wool, winter headphones made of fur, a hat made of cotton, leggings made

of leather, also, a pencil made of wood, a lemon, a rubber and a leaf were included. The materials were useful, manageable and easy to acquire.

Websites

The fourth class was an extension of the theme"Under the sea". The goals were that students have more practice using the present perfect with *for*, *since* and *still* and also review the vocabulary for sea creatures.

The use of Internet as a source of information was really important to review the target language. It motivated and encouraged students to surf online and find out new and relevant information for the proposed project. They designed a poster of their favorite weird and no common sea creature, material that would be read by other people in the school. Students were very interested in producing a work that was going to be admired by others. This encouraged them to try harder. Therefore, the use of internet was relevant in the achievement of the objective.

Besides, its use as a supplementary material was excellent and appropriate for the students ´ age and level. This, because Internet is in itself a powerful tool that motivates and surprises, besides being at present the largest container of information that exists, and because of its quantity, students become assessors of such information. Moreover, this tool promotes in students greater autonomy and freedom responsible.

Additionally, the material was in the English Laboratory of the School. The computers were in good condition and updated, all had access to the Internet and its use was under the supervision of the teacher. To avoid damage to the student or

others, the school restricted the use of inappropriate content. Furthermore, any information obtained from the application was analyzed and summarized by the student with teacher assistance.

Learning Styles

According to Entwistle (1981), among the different aspects that reflect the contrast between students, and clearly affect their academic performance, are: previous knowledge, intellectual skills, types and levels of motivation, interests, level of anxiety, expectations about what is to be learned. All of these factors should be taken into account by the teacher in the classes. Even though nowadays most of the textbooks are designed with the purpose giving each student a distinct methodological treatment, some teachers limit their students´ capacity to the approval of the subject. Teachers focus their lessons in the improvement of writing and reading skills in the students. They actually emphasize the grammatical rules, but do not prepare pupils to communicate with the real world. And this situation was reflected in the fifth grade.

This group of students seemed to assimilate the topic content more easily and quickly when the teacher uses attractive materials like songs and realia. In this group there were visual, auditory and kinesthetic students (Bandler and Grinder,1981). In other words, few of these students tended to focus more on the information received visually, others in the information received orally and others on the information received through other senses.

Therefore in the classroom, this means that after receiving the same explanation not all students remembered the same. Some pupils remembered more

easily the explanations written on the board, while others better assimilated the words said by the teacher and a third group, reacted better to the impact that the class produced on them.

It is crucial to mention that this class was the only one in using online materials such as websites. Such material achieved in greater amount the arousing of pupils´ interest and the fulfillment of the objectives in the fifth class. It involved every single student in the target topic because it included the movement toward a different place. However, the teacher must be related to the use of this tool in order to effectively guide the class, and therefore, its application becomes valid for meeting the target goals.

Similarly, the use of realia was really important because it influenced emphatically in the process of conveying the target information. Kinesthetic students enjoyed a lot the use of real objects, because their learning process was enriched through direct experience.

Quantitative Analysis

For the analysis of the acquired results, the supplementary materials were related to the frequency of its use in the classroom. Through observation, and the use of questionnaires to interview students and teachers, the following outcomes were obtained.

Of the eighteen proposed materials, only twelve were used by the teacher during the thirty observed lessons in the third, fourth and fifth Elementary Grades. The teacher used flash cards, pictures, charts, handouts, posters, word cards, blackboard, songs, dialogues, stories, realia, and websites. Therefore just the 66,6% of them were of interest to the teacher and used as a supporting resource.

Frequency of use of supplementary materials
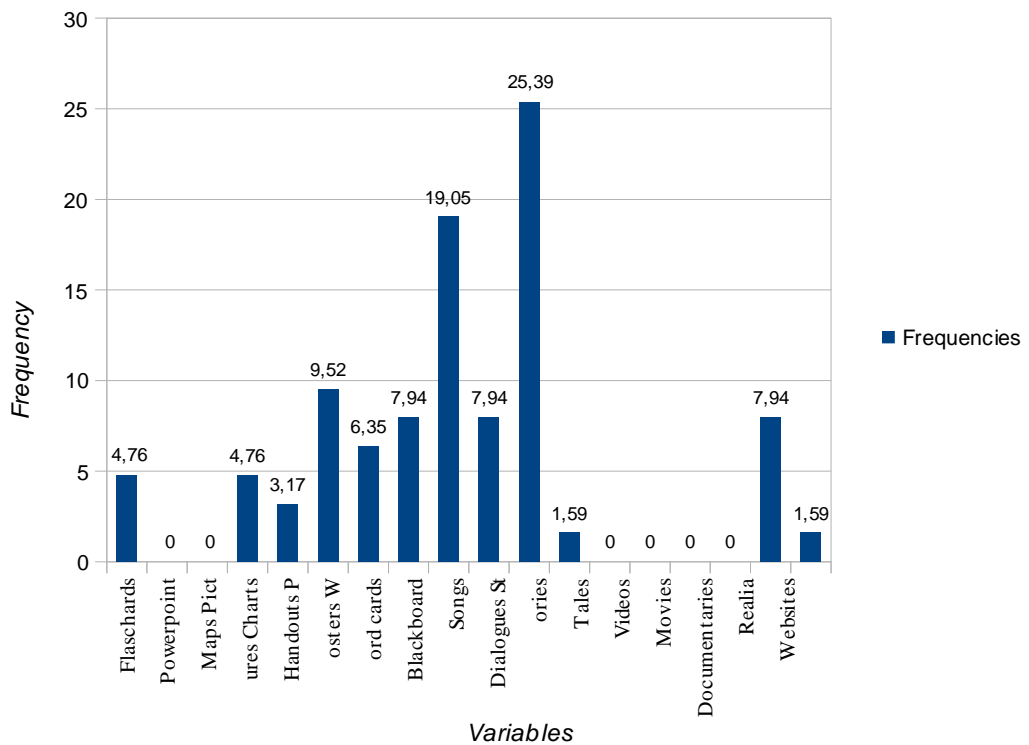
Considering the aforementioned and the bar graph, the dialogue was the most used material (25,39%.) and therefore it was considered valuable by the teacher in the development of the lessons. Unlike the stories and websites, that were used in a 1,59% of the classes.

The blackboard was used in the 19,05% of the classes, either to introduce or present a topic, or to graphically represent certain information.

Handouts, on the other hand, were used to reinforce previously learned content in the 9, 52% of the lessons.

Of equal importance and value were the word cards, songs and realia, with a 7, 94 % of presence. These materials were mostly used to introduce, review and reinforce the target content.

Nonetheless, the use of charts and posters as a relevant supporting materials were not noticed in the classes. Its use was of the 3, 17% and 6, 35 respectively.

On the other side, pictures and flashcards were used to introduce or present the topic in the 4,62% of the lessons.
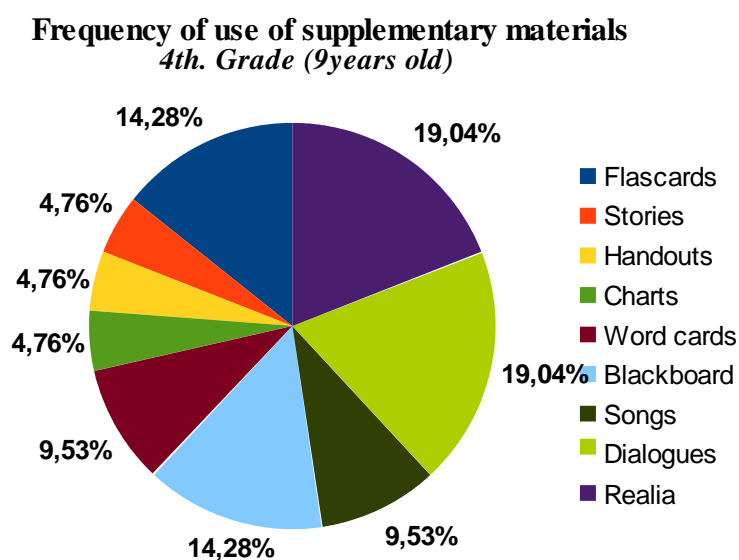
Frequency of use of supplementary materials
3rd. Grade (8 years old)
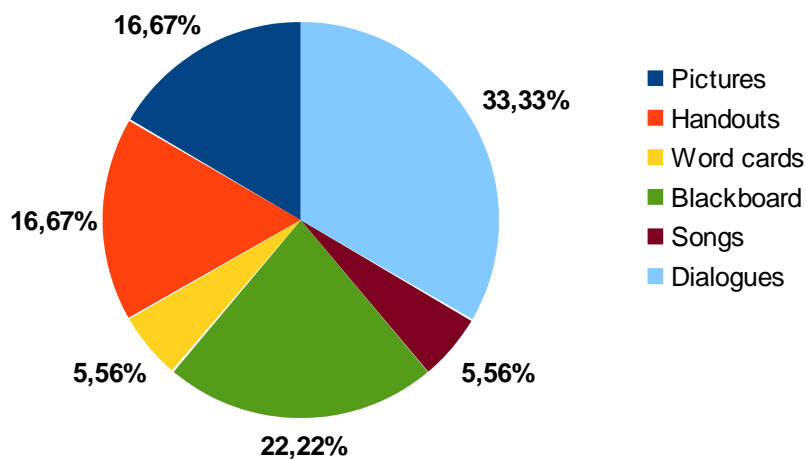
The frequency of supplementary materials´ use in the 3rd grade/8 years old was of 28,57%. In fact, during the thirty classes the dialogue was the most applied material, with a 33,33% of participation. It was followed by the blackboard in a 22,22%. This due to the fact that of the interviewed teachers, all considered dialogues indispensable for the development of the lessons.

On the other side, pictures and handouts were used with a frequency of 16,67%. This demonstrates the arguments presented by teachers, for whom the visual images in this age group support the popular saying that "a picture is worth a thousand words." However word cards and songs were not used habitually in class, being its use very limited in a 5,56%.

All these last percentages are not understandable at all, because from the interviewed students in this class, the 80% of them, enjoyed songs in the classes. Additionally, considering that these students have grown in a technological generation, it is comprehensible that pupils (a 100% of them) request an active use of other supporting materials such as websites, films or videos.

Frequency of use of supplementary materials
4th. Grade (9years old)

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Regarding the frequency of complementary materials´ use in the 4th grade/9 years old, it was of 33,33%. Similarly, in this group the use of realia and dialogues was high, with a 19,04% of application. Thus, it is worth to mention that the realia was a very motivational resource that influenced the learning process positively because according to the teachers through the direct contact with the target vocabulary students can analyze and deduce their own conclusions, and therefore, the learning process is more productive.

On the other hand, the visual aids such as flashcard and blackboards, were applied in a 14, 28%. However, songs and word cards were of interest to the teacher in a 9, 53% of the lessons. And this agrees with the views and interests of the interviewed students, about the use of songs in class. Just the 15% of them, requested songs in their lessons. But apparently the less demanded materials included the chart, hand outs and stories, which were used in a 4, 76%.

Frequency of use of supplementary materials
5th. Grade (10 years old)
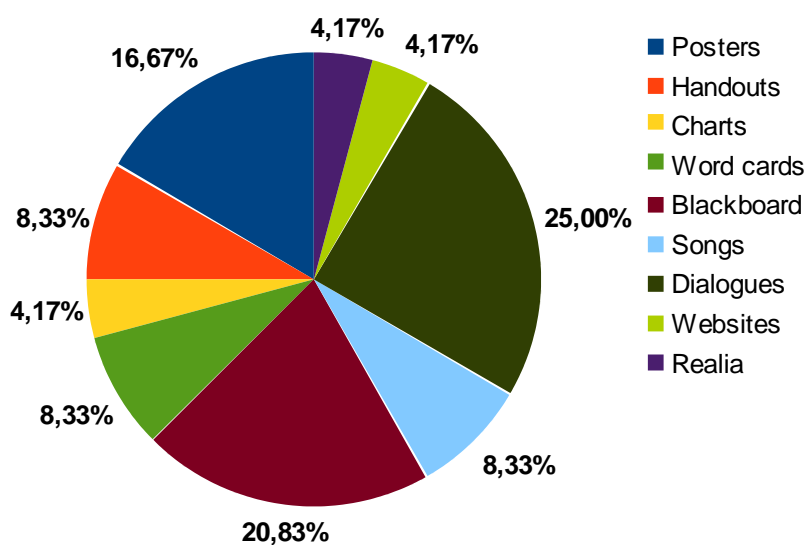
The frequency of the use of supplementary teaching materials in the 5th grade/10 years old was of 38,09%. Concluding that this level made a greater use of the advantages provided by these resources. Similarly, the 80% of the students in this group agreed with the view that these materials help them to have a better understanding of the topic. Although, only the 60% of pupils were attracted by these materials and consequently motivated to participate in class. And this is because, for both teachers and students, the use of the new technology devices such as laptops, ipads or tablets are crucial to survive in the competitive world of the 21st century.

On the other hand, the most used material in this class was the dialogue. It was considered helpful in a 25,00% of the lessons. The second material which was frequently used because of its obvious facilities, was the blackboard in a 20, 83%. The posters were the third preference for teaching, being used in a 16,67% in the classes. Even when handouts, word cards and songs are considered attractive materials for students, they were used during the classes in a 8,33%. It is worth to notice that this level was the only one that applied *websites* to transmit the target content and topic. Of similar interest was the use of *realia* and *charts*. All three resources were applied in a 4,17% of the classes.

In conclusion, after analyzing the data provided it was evident that the frequency of use of supplementary materials in the three classes was in part considerable but limited to the traditional ones. On one hand, the use of supporting material can be qualified as crucial in the academic life. Because, according to the interviewed students these materials are essential to motivate them in participating

actively in classes as well as, helping them to destroy the barriers of fear and anxiety associated with learning a foreign language.

And on the other side, the applied materials were in most of the lessons required by the textbook in order to develop a particular activity. Therefore, the applied materials were the same one day over another. This, can be corroborated with the teachers view, for whom the textbook is indispensable because it offers a wide variety of activities aimed at different types of learners in class. Also, it helps them to develop a lesson step by step. It means that if teachers want to innovate their classes, they have to add an extra effort.

Conclusions

The supplementary materials used for teaching children in EFL classes of third, fourth and fifth grade of elementary education in the Nazaret Oporto School included the following: flashcards, pictures, charts, handouts, posters, word cards, blackboard, songs, dialogues, stories, realia and websites. It means that, twelve of the eighteen materials proposed in the study, were used during the thirty observed lessons. These materials proved to be a good teaching resource for developing and improving students´ listening, reading comprehension, speaking and writing skills.

In the third, fourth and fifth grade the use of the supporting materials such as flashcards, pictures, charts, handouts, posters, word cards, blackboard, songs, dialogues, stories, realia and websites were in most of the cases valuable to convey the content and achieve the goals. However, there were particular cases in which word cards and songs were not pertinent at all in order to reach the objectives of some of the fifth grade lessons.

The supplementary materials used in the three groups were appropriate to the students´ age and level of language knowledge emphasizing the fact that, these proved to be of great interest for students, because they provided a more proactive attitude toward learning.

Learning styles available in the classes were in most of the cases taken into account when planning the lessons. Different types of learning styles were found in the third, fourth and fifth grade. Thus, the third grade reflected

a group of visual and auditory, active, social, kinesthetic and concrete learning style students. While in the fourth grade there were Kinesthetic, active and auditory learners. The fifth grade on the other hand, consisted of a group of visual, auditory and kinesthetic students.

It is important to note that most of supplementary materials used in the three groups were developed by the teacher with help of the textbook, and other sources such as Internet, magazines and newspapers. However, there were other resources supplied by the school.

Dialogues were the most applied material in the third, fourth and fifth grade. It means that, they were judged as valuable by the teachers because they served as a generator of new activities and also as a motivational motor. On the other hand, the websites were the least used in classes, even when students request it a lot and when teachers are aware of the advantages that new technologies provide.

The results from the surveys and interviews performed to students and teachers, exhibited the importance of the use of supplementary materials in class. Both teachers and students, considered these resources are relevant on the pupils motivation toward the new language learning. But teachers agreed that its use must be carefully planned and limited because it can affect students' attention.

Recommendations

Schools must possess an adequate physical infrastructure, and qualified staff, for enhancing the use of supplementary materials from the hand of new technologies. It includes the application of a well equipped English Laboratory with TV, DVD player, CD player, LCD Projector, computers with access to Internet, and other helpful resources such as headphones and microphones. So, in this way teachers can develop interesting lessons that include movies, videos, documentaries, chats, blogging, etc.

Teachers should keep themselves current and informed of the new techniques and teaching materials used in modern times in English classes. Taking into account that, the present generation of children in the classes has grown into a technological environment. And thinking that, maybe the traditional materials are not enough pertinent to arouse the interest of students in the target language. Therefore, teachers should take advantage of the benefits these teaching materials have because through them students can actively experience by themselves the learning process. As well as, they are being trained to face the global competitiveness.

Teachers should plan the activities taking into account the learning styles current in the classes. It means that, they should apply diverse teaching models, materials, practices and assessments to cater to individual difference so as to expand their EFL learners' learning capacity.

School, should include in its staff native instructors of the target language. To thereby avoid the interruption of mother language in the classes.

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ANNEXES

Annex A

Bibliographic collection format

1. For content themes of the Literature Review

Theme	Pg No.	Information	Form No____
Teaching a foreign language			
Title (book, journal, magazine) Citation, in APA format:			
Teaching a foreign language			
Title (book, journal, magazine) Citation, in APA format:			
Teaching a foreign language			
Title (book, journal, magazine) Citation, in APA format:			
Relevance to your proposed topic			

2. For previous studies

Title of the study:		
Citation, in APA format:		
Item	**Information**	Form No___
Research question or hypothesis		
Setting or place		
Methods		
Results		
Author/Author´s Conclusions and recommendations		
Limitations identified by the author(s)		
Relevance to your proposed topic		

Annex B

Observation Sheet

Type of institution: Public ( ) Private ( )
Date:_____   Class No_____
Grade:_____
Topic of the lesson:_____
Objectives:_____
_____
_____

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	

Annex C

Description of the used material:

_____(Name of the supplementary material)

How was it used?

_____
_____
_____

Was it used appropriately in relation to the topic of the class? yes__no__Why?

_____
_____
_____

Was it used appropriately in relation to the objectives of the class? yes__no__Why?

_____
_____
_____

Was it used appropriately in relation to the students´age? yes__no__Why?

_____
_____
_____

Was it used appropriately in relation to the students´ level? yes__no__Why?

_____
_____
_____

Was it elaborated and applied with creativity and originality? yes__no__Why?

_____
_____
_____

Were students motivated with the presented materials?yes__no__Why and How?
(For example, activates participation, awakes student´s interest and curiosity)

_____
_____
_____

How do you consider the quality of the used material?

_____

Annex D

Student´s survey

Type of institution: Public ( ) Private ( )

Date:_____   Class No_____
Grade:_____

Preguntas	Si	No
Te gusta el material usado por el profesor?		
Te ayudó a entender mejor el tema de la clase?		
Crees que el material didáctico utilizado te ayuda a participar más en clase?		
Con qué materiales crees que aprenderías mejor el tema de clase?		

VISUALES		AUDIO		OBJETOS REALES	
- flashcards	( )	- canciones	( )	- Objetos (juguetes, plantas, frutas)	( )
- diapositivas	( )	- diálogos	( )		
- mapas	( )	- historias	( )		
- imagenes	( )	- cuentos	( )		
- tablas u organizadores gráficos	( )				
- hojas con actividades	( )	AUDIOVISUALES		ONLINE	
- posters	( )	- videos	( )	- websites	( )
- tarjetas con palabras	( )	- peliculas	( )		
- pizarrón blanco o negro	( )	- documentales	( )		

¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?
_____

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?
_____

Annex E

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 materials do you usually use? Why do you use them?

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

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

25%( )   50%( )   75%( )   100%( )

Why?

_____
_____
_____