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The use of supplementary materials for teaching children in EFL classes

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CERTIFICATION

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Certifies that:

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

Loja, March 2012

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Abstract

The use of supplementary materials plays an important role in our country's education, particularly English language teaching. Traditional methods do not meet students' needs; thus, students do not feel motivated to study a foreign language. For this reason, the use of supplementary materials for teaching children in EFL classes will be researched, which purpose is to analyze the types of supporting materials used for teaching children in EFL classes with focus on pertinence, appropriateness, and quality (qualitative) and frequency and variety (quantitative).

This study was done in a private school in Loja, Ecuador. The participants were 3 classrooms, one of 4th, 5th, and 6th grades. The data obtained through the observation of 30 classes was registered in observation sheets. Teachers and some students gave their opinion about these materials.

The main conclusion is that a great variety of supplementary materials was frequently used in class because teachers were aware that they cannot work efficiently without these aids. Supplementary materials were successfully since they promoted an effective learning environment. Consequently, classes became more interesting and students seemed enthusiastic in the classroom.

Introduction

The teaching of English as a foreign or second language is a situation of interest to teachers because of the complexity and diversity of the components involved in this theme. The most important elements are the socio-cultural component, the selection of the bibliography, and the methodology used. This final element takes involves some aspects such as the resources and methods used that work together to make the teaching-learning process successful.

It is important to mention that teachers usually feel the need to use supplementary materials which could help them to accomplish the objectives if these materials are used in an appropriate way. However, it is believed that some teachers do not use these materials in an appropriate way or in some cases teachers are not using supplementary material at all. For this reason, this research is focused on the use of supplementary materials for teaching children in EFL classes. Among the objectives of this research, we have: identify and analyze supporting materials used for teaching children in EFL classes; describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (student's need), and quality; and, determine the frequency and variety of the supplementary material used in the observed classes.

There are some research studies concerning supplementary material which have been carried out in different countries around the world. Researchers have studied the advantages of using supplementary materials in class and their results justify their use.

For example, Kelsen (2009) carried out a study to analyze the use of *youtube* in a foreign language situation by observing students' attitudes towards using *youtube* to

study English. Specifically, the investigator attempts to evaluate the students' view of using *youtube* as supplementary material and the benefits derived from this use to gain student's motivation and engage students in the learning process.

After the process of exploring youtube, it was observed that the frequency of use of youtube increased significantly as it was initially thought. The main conclusion of this study is that participants considered the use of youtube as interesting, relevant, advantageous, and motivating in class. Teachers and students were engaged in this study and created a positive atmosphere in which students experimented the use of you tube in the class to learn English.

Another study was done by Neyman (2002). The objective was to use storybooks with children in order to enhance certain skills such as reading and speaking, as well as to familiarize these children with new vocabulary.

The main conclusion of this study was that these stories provided a large amount of English practice. In countries whose foreign language is English, the use of story books would help children to be engaged in learning the second language before the age of twelve when the acquisition of language is easy.

Ho (2000) conducted a study in which the purpose was to use electronic mail with children in order to develop confidence, language skills and creativity, and also to know about other cultures.

After this process, students were more motivated and demonstrated a positive position with respect to writing. Additionally, children were able to transfer information from one source (the information from email messages with the crew) to another source (presenting the information on the website).

In the above mentioned studies, some benefits of the use of supplementary materials could be observed such as interesting, didactic and motivating classes, which are characteristics that help to create an appropriate environment to learn and study.

The main beneficiaries of the present research are students, teachers, and the school. Teachers become aware of the advantages and positive results of using supplementary materials in their classes. In the case of students, they will be more interested and involved in learning the English language.

Finally, it is important to mention the methodological limitations that this study presented. They are the little time to do the field research that consisted of the observation of classes, and also, the unwillingness of a few teachers to be observed.

Method

Setting and Participants

The field research took place in the city of Loja in Southern Ecuador. The classes were observed in a private school.

In this private school, the observation was conducted with the help of English teachers and students of the 4th, 5th and 6th grades. Student's age was between 8 and 10 years. Generally, they do not have a high level of English because most of them come from other schools. In total, there were 3 English teachers and 60 students who were observed.

Procedures

First, in order to carry out this research, a significant amount of scientific information was gathered to make the literature review. The topics researched were: teaching a foreign language; learners' characteristics such as age, learner differences, and motivation; learning styles; teaching techniques, specifically teaching children; different contexts for teaching; and supplementary material, which includes the definition, importance, role of supplementary material and visual, audio, audiovisual, realia and online variables.

Additionally, some previous studies about the use of supplementary materials in EFL classrooms were researched and they included: the use of youtube in a second or foreign language situation, the use of storybooks with children in order to enhance certain skills such as reading and speaking, and the use of electronic mail with children.

With respect to the methods used in this investigation, the qualitative and quantitative methods were applied. The theoretical information and the information

obtained from the observation was explored, analyzed and described using these two methods.

In relation to the field research, firstly, a school was selected in order to make the observation of classes in three grades, specifically 4th, 5th, and 6th grades to know about the use of supplementary materials in classrooms.

Then, 10 classes in each one of the grades were observed. An observation sheet, about what supplementary materials are used in the classroom, and a brief description of the used material according to their pertinence, appropriateness and quality, was filled in by checking the corresponding boxes. The supplementary material was described in an additional sheet; for example, how this material was used; if it was used appropriately in relation to the topic, objective of the class, students' age, or student's level; if it was made with creativity and originality; and finally, an evaluation of the quality of the material used in the classroom.

After finishing the class, a student's survey was applied to two students per class, asking students if they like the material used by the teacher, if it helps to understand the class in a better way or to take part in it, and also, it was asked how frequently they would like the teacher to use supplementary materials.

Moreover, a survey was applied to the teachers of the three grades, asking if they think that the use of supplementary material motivates students to learn English and why, what type of supplementary material they usually use, if they consider the different learning styles when designing and making the supplementary material for their students, and what the percentage of importance of supplementary material in their classes is.

Among the techniques used for the data collection we have: observation, note-taking, and surveys. The instruments applied were: data collection formats, observation sheet, surveys and charts of results.

After that, the process of data tabulation began. First, the type of supplementary material used to teach children in the three grades was established considering visual, audio, audiovisual, realia and online variables with their respective indicators. Then, the pertinent and appropriate use of materials was registered in the charts for each grade in the ten classes observed. Finally, the frequency of the materials used in each grade was summarized in one chart and presented in percentages.

Continuing with the process of the field research, the qualitative analysis was written, including a descriptive analysis of the materials used in each one of the ten classes for each grade. Each material observed in classes was registered and evaluated according to the pertinence, appropriateness, and quality. It is important to mention that, at the end of the description, it was determined if the teachers prepare their classes considering the learning styles of students. This analysis was based on the observation, surveys, interviews, and the personal opinion of the researcher.

Finally, a quantitative analysis was made for each grade taking into account the variety of materials used in the three grades and considering the 18 materials proposed for this investigation. Then, the frequency of use of these materials in each grade was described, using graphs for a better comprehension.

One of the most important conclusions that was obtained through this study was related to the frequency of use of supplementary materials, 50 % corresponds to the visual variable which comprises flashcards, power point presentations, pictures,

handouts, word cards, and white board. This percentage is higher than the rest of the materials used because the teacher considered that the students were mainly visual learners.

Discussion

Literature Review

The use of supplementary material is important to be considered in education because this use has an influence on the effectiveness of second or foreign language teaching and learning. If teachers want to have motivated students, they will use additional material to complement textbooks in order to create an entertaining and friendly environment in the classroom.

There are some aspects that are related to EFL or ESL classrooms and the supplementary material used. In this part, there will be theoretical support for the following topics: teaching a foreign language, learners, learning styles, teaching techniques, different contexts for teaching and supplementary material. Additionally, some theoretical support on five previous studies about the researched topic will be presented. This information, besides providing a background, will be used as a reference for the results obtained from the present study.

Teaching a Foreign Language

Saville-Troike (2006) claims that second language acquisition involves intentional effort and some individual and social factors. Teacher cannot control all of these factors, but identifying them can be a great aid in efficiency and effectiveness in acquisition of a language.

The aforementioned author established some guidelines such as: considering the goals that students have for learning a second language; set priorities for teaching which are congruent with the students' goal; understand the strengths and limitations of

learners and contexts for learning; and finally, be patient with the student's progress because learning a language takes time.

Learners

Within the group of learners there are some factors that characterize them such as age, learner differences and motivation, which are considered the principal elements in second language acquisition. These elements can be the answer to the question proposed by Saville-Troike (2006, p.81): "Why some L2 learners are more successful than others?" In order to respond to this question and understand the influence of the factors described above on learners, some theories about learners will be presented.

With respect to age, there are different points of view supported by some authors. First of all, according to Qin Zhao & Morgan (2004) and Saville- Troike (2006), it is commonly said that children are more successful than adults, but the current situation demonstrates the contrary because these two groups have their own advantages. In the case of children, the advantages are brain plasticity (aptitude to acquire the new functions of a language), fewer inhibitions, and weaker group identity. On the other hand, in adults, the advantages are learning abilities such as better memory for vocabulary and more experience using their first language.

Qin Zhao & Morgan (2004, p.7) stated that "children, adolescents and adults have neurological, cognitive and psychological differences in L2 A." These authors established that children do not feel curiosity for learning language itself and they are more interested in simple facts which are easy to comprehend. In addition, children are able to immediately activate the information learned in their social context. For example,

once children know how to pronounce a new word, they rapidly include it in their lexicon.

Moreover, Qin Zhao & Morgan (2004) make reference to Piaget's theory of cognitive development stages in which children learn languages by sensory experience and develop intelligence through motor action; thus, teachers could consider these stages and use direct methods to create an environment where children are involved in interesting activities.

As said by Ur (1996), children acquire second language in a better way when they participate in entertaining activities. They always like to spend time and make the best effort in these activities. Something important that Ur mentioned is that the term *game* cannot be interpreted as an anti-educational term that involves just fun, it rather means that teachers would look the better strategies to adopt in their classrooms.

Regarding adolescents, Ur (1996) considered that adolescence is a stage when reasoning is more formalized and students think abstractly. Qin Zhao & Morgan (2004) and Ur (1996) argued that at this period, learners begin to worry about their lifestyle and education.

Additionally, Qin Zhao & Morgan (2004) reported that adolescence is affected by various factors including personal appearance and how adolescents are viewed or perceived. This can produce anxiety, which could be expressed in risk-aversion or extroversion. Risk-aversion occurs when adolescents start avoiding error that will inhibit the practice of language. This period is also characterized by the fact that they want to know only one truth and disregard other possibilities. On the contrary, extroversion refers to student's position in which whether language is correct or incorrect is not very

important. As adolescents grow, they become aware that learning a second language requires effort and will.

With respect to adults, Hammerly (1991) expressed that in some aspects, adults are better learners than children are. For example, they have superior thinking development, more appropriate strategies and study habits, clear objectives, and better short-term memory. Furthermore, Qin Zhao & Morgan (2004) stated that, considering that adults have values, criteria and ideas before they start to acquire a second language, they are able to use the latest information and apply it in practical situations. Adults are not interested in learning something that they will never use. However, these authors stated that most adult learners cannot acquire a high level of native mastery of language.

Considering that the differences of learners give the necessary information to teachers for planning classes, Chung (2005) mentioned some aspects about individual differences such as aptitudes, personalities, learning styles or strategies and motivation that will be discussed below.

According to Chung (2005) aptitude is defined as the ability to do an assignment. There are some examples of language aptitude such the capacity to memorize vocabulary, sounds and the function of words. This gives some clues to the teacher in order to generate activities focused on improving learner's aptitude.

In relation to personalities, Chung (2005) makes reference to Ely's model of language proficiency development in which the *language class sociability* and *language class risk-taking* are the main personality features that appear in class.

Language class sociability makes reference to people who are sociable and avoid the isolation while language class risk-taking are people who like the changes. These

two types of personality are included in the extroversion group. They are good at speaking and they are successful in interpersonal skills.

With respect to learning styles or strategies, Brown (2001, p.104) defined “style as a term that refers to consistent and rather enduring tendencies or preferences within an individual”. Each student practices a learning style whether consciously or unconsciously. Some of them learn better with images or pictures, while others learn better by interacting in class.

In relation with the learners strategies, Brown (2001, p. 104) stated “learner strategies are the special methods of approaching a problem or task”. In classrooms, teachers would adopt some strategies as mind mapping which is preferred by visual learners or reading aloud that is chosen by auditory learners.

About motivation, Williams & Burden (1997, p. 94) describe motivation as “a state of temporary or prolonged goal-oriented behavior which individuals actively choose to engage in”. According to the aforementioned statement, motivation can be of two types: long-termed and short-termed motivation.

Additionally, Brown (2001) classifies motivation in intrinsic and extrinsic motivation. Intrinsic motivation is defined as the desire of learners to be involved in activities for their own interest not for an external incentive. This type of motivation has internal rewards as feelings of competence and self-determination. Extrinsic motivation, on the other hand, is about the performance stimulated by external elements such as rewards or encouragement. Maslow (1970, cited by Brown 2001, p. 76) expressed that intrinsic motivation is more “superior” to extrinsic motivation. When learning a second

language, gaining motivation is not the objective of a class. Students need guidance to acquire long-termed motivation which is built of the wish and interest of students.

Moreover, Saville-Troike (2006) established that the most common types of motivation are integrative and instrumental. The first type, integrative motivation, refers to the purpose of learning a second language to participate in a second language speech community in order to be related with people who use the foreign language or to travel to other countries, thus emotional or affective factors are involved in integrative motivation. The second type, instrumental motivation, makes reference to the use of second language for technical objectives such as business opportunities, accessing to scientific or technical information.

Learning Styles

According to Riazi & Riasati (2007), being aware of the manner people acquire a second language is of vital importance and represents a progress as well as a great benefit for education. All students learn in a different way. Some of them like to study individually while others like to interact with classmates.

The aforementioned authors also expressed that teachers would look the better way and activities which can be adapted to how students like to learn in order to obtain positive results in their education. Otherwise, students may be uninterested and distracted in class or not perform well on tests.

Reid (1995) classified learning styles in three types: cognitive, sensory and personality learning styles. This author stated that cognitive learning styles are divided into field independent vs. field dependent, analytical vs. global and reflective vs. impulsive.

In the case of field-independent students, they acquire second language step by step, which means interpreting situations and following to ideas. Conversely, field-dependent students choose to learn in context and holistically.

With respect to analytic learners, they learn individually and opt for setting objectives. Global learners, in contrast, learn through experiences and relationship with others.

In relation to reflective learners, they learn in a better way if they have enough time to think about some alternatives before answering. Impulsive learners, on the other hand, answer instantly and they are risky people.

Furthermore, Reid (1995) stated that sensory learning styles include auditory learner (people who learn in a better way through the ear, hearing); visual learner (learns in a better way through the eyes, seeing); tactile learner (those who learn in a better way through touch, hands on); kinesthetic learners (through body experience, movement) and haptic learner (through touch and body involvement).

The aforementioned author divided environmental learning styles in physical vs. sociological. Physical learners learn in a better way when variables such as temperature, sound, light, time and classroom arrangement are taken into account, while sociological learners, learn best when variables such as group, individual, pair level of teacher authority are considered.

Reid (1995) also said that personality learning styles includes extroversion vs. introversion; sensing vs. perception; and ambiguity-tolerant vs. ambiguity-intolerant. Extroverted learners are concerned with concrete experience, contact with the outside

environment and interaction with others. On the other hand, introverted learners are more engaged in personal or independent circumstances.

Sensing learners are practical, and learn more effectively through visible acts and events whereas perception learners learn better through significant experiences and association with others.

Ambiguity tolerant learners learn best in presence of experience, risk and interaction. On the contrary, ambiguity intolerant learners learn in a better way in less flexible, less risky and more structured settings.

Another point of view regarding learning styles is from Willing (1987), who classified learning styles in four categories: convergers, conformists, concrete and communicative learners.

Both Willing (1987) and Reid (1995) made a similar classification of convergers. Convergers are students who evade groups. They are independent and trustful in their own capabilities. Likewise, they usually establish their own arrangements on learning. On the contrary, conformists are learners who prefer to be dependent on teachers. They are comfortable in non-communicative classrooms and being guided by teachers who will say what to do.

Willing (1987) stated that concrete learners are similar to conformists because they like to learn from direct instruction; they are entertained with games and group work in class.

Communicative learners, just like extroverted learners (classification made by Reid 1995), are happy working out of class. They are confident and risky people. These

are the kind of learners who like interaction with people rather than knowing how language works. They do not like to be guided by a teacher.

Teaching Techniques

Brown (2001) established the following methods to teach children: intellectual development, attention span, sensory input, and affective factors.

With respect to intellectual development, teachers should consider that children are in the stage of concrete operations, thus they cannot forget the children's limitation at the moment of employing rules and explanations. Children are worried about the present and about the practical functions of language. There are some useful rules to follow in the classroom, for example, not explaining grammar using terms like *relative clause* and employing the repetition technique in some complex topics.

Brown (2001) defined attention span as the level of concentration that learners manifest on specific assignments. Children have a short attention span when they are in front of uninteresting, impractical or hard tasks. Consequently, teachers might create interesting classrooms. The techniques recommended for teachers are to plan various activities to catch the instant attention of the students and to be enthusiastic with a sense of humor to gain participation in class.

The previously mentioned author said that sensory input occurs when children keep their five senses stimulated. The methods applied in the classroom should include physical activity, for example games and role-play. Teachers could also use audiovisual aids such as videos, movies, pictures, tapes and music. These elements play an important role in the learning of children

Regarding affective factors, children are sensitive principally to classmates. They are concerned with the opinion of others. Teachers must be aware that children's personality is being built at this stage. Teachers should also be tolerant and helpful in building self-esteem and in generating participation especially from timid students.

Additionally, Qin Zhao & Morgan (2004) considered that children are field-dependant (people who analyze facts in a global manner without being focused on details). In this case, teachers should adopt direct methods and offer a comfortable situation where children learn to play. Some recommended techniques for children are: categorization, ordering, location and conservation.

Different Contexts for Teaching

According to Brown (2001), age and proficiency are principal contextual variables that will affect every aspect in classrooms. Brown established a difference between second language contexts and foreign language contexts.

This author states that “second language contexts are those in which the classroom target language is readily available out there”. For instance, the case of teaching English in the United States or Australia.

On the other hand, “foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom”. For example, the case of teaching English in Japan or Thailand.

Additionally, Brown (2001) considers sociopolitical and institutional contexts which appear in language teaching.

Sociopolitical contexts refer to regional and national standards of language, acceptable speech varieties in a community, national language policy, and international varieties of English.

Institutional contexts make reference to the characteristics of the institution in which you teach. In the case of elementary and secondary schools, these institutions offer courses in conversation, academic skills, vocational/technical English or other specializations according to the students' needs.

Supplementary Material

Several times, the course books do not accomplish their syllabi thoroughly. That is the reason why teachers look for other resources to achieve their tasks and satisfy students' needs. So, here is when supplementary material appears in the teaching and learning process.

As stated by Spratt (2005, p.115) supplementary materials are defined as “books and other materials used in addition to the course book”, that is, any resource that complements the teacher's work.

The use of supplementary material is important to be considered because it may influence the effectiveness of the teaching and learning process by presenting didactic, interesting and practical tasks of second language acquisition for students.

The role of supplementary material is to cover the lacking aspects that course books cannot cover, and make use of these materials to create an adequate learning environment according to the styles and preferences of students. Examples of these materials can be visual aids and realia.

Supplementary material is a resource to facilitate the teacher's work and presents a didactic way to understand English for students, but is just an additional tool. Therefore, learning not will be based only on supplementary material.

In relation to visual, According to Bantan (2009), "visual aids are visual representations which support presentations in form of text, cartoons, graphs, illustrations, photographs". Examples of visual aids can be photographic slides, handouts, posters, flashcards, pictures, photos, postcards, objects, etc. These materials provide a visual stimulus that helps to reinforce what the students are hearing.

In accordance with Borysowich (2006), an audio-aid is a device that can be heard and gives an image of something, somebody or some situations. Audio comprehends recorded materials, radios, cassette players, cassettes and compact discs.

According to Spratt (2005) listening contributes to the input that serves as the basis for language acquisition and allows the student to interact in spoken communication.

In conformity with Lestage (1998), an audiovisual aid is any audiovisual item such as photography, flash cards, motion picture, audio or video tape, slide or filmstrip that is prepared to transmit information in a didactic way.

As stated by Bantan (2009), "realia makes reference to the use of real items found daily as an aid to teaching English". Realia facilitates learning because it allows learners to associate the objects and the word or phrase that they represent.

Bantan (2009) mentioned some advantages of using realia such as stimulating the mind, which promotes creativity involving the senses. Also, realia allows learners to save time when identifying objects and avoid lengthy explanations of teachers.

Examples of realia can be food, drink, timetables, tickets, newspapers, clothes or any object in order to represent a specific meaning.

Online aids make references to the resources available on the Internet that teachers and students can adopt as help to teach and learn respectively. There are some activities that teachers can follow such as: e-mailing activities, which help students develop writing and reading skills; the world wide web such as web sites that have been created to facilitate and improve the learning of second languages.

Using supplementary material will raise interest and will create an adequate learning environment.

Some research has been done in the field of supporting material in EFL or ESL classrooms. In this case, the five studies presented below are concerned with the use of youtube, story books, e-mails, audio-visuals and movie making.

Kelsen (2009) carried out a study to analyze the use of *youtube* in a second language situation by observing students' attitudes towards using *youtube* to study English. Specifically, the investigator attempts to evaluate the students' view of using *youtube* as supplementary material and the benefits derived from this use to gain student's motivation and engage students in the learning process.

The methodology applied was to ask students to complete a questionnaire about their gender, access to computers and the first experiences using youtube. During the semester, the instructor presents some youtube video clips to the class as a complement to the textbook. These youtube videos were about topics, vocabulary, names of people or places related to the contents of the textbook previously examined by the teacher, before

showing them to the students. Also, some videos deal with presenting facts and music videos.

The teacher indicated the necessary vocabulary to understand the videos and the students knew the web sites visited, so they could review them again at home.

At the end of the classes, students answered questions such as What do you usually use youtube for? In addition, there were questions to evaluate the use of youtube as supplementary material in class concerning the importance, usefulness and motivation. Also, the students could give additional comments.

After the process of exploring youtube, it was observed that the frequency of use of youtube increased significantly as it was initially thought. A considerable percentage of 96.8% of students believed that the use of youtube was interesting in class, maybe because visual images are more attractive than the images of the textbook. Also, 93.6% of students perceived the interaction with this website as beneficial for their learning process. Additionally, 62.9 % of students answered that the use of youtube in class was motivating.

The main conclusion of the aforementioned study is that participants considered the use of youtube as interesting, relevant, advantageous and motivating in class. Teachers and students were engaged in this study and created a positive atmosphere in which students experimented the use of you tube in the class to learn English.

Another study was done by Neyman (2002). The objective was to use storybooks with children in order to enhance certain skills such as reading and speaking, as well as to familiarize these children with new vocabulary.

During one year, two elementary school students registered about 160 hours of reading. The methodology consisted of the following: each child spent half an hour a day on the telephone with a teacher reading texts. In this process, two teachers intervened. One of them was guiding children using exclusive reading passages while the other teacher used standard texts. They read 18 books over this period. After the hours of tutoring, they could read and understand the Oxford Classic Tales book without any difficulties.

When children did not know the new vocabulary, they tried to infer the meaning from pictures and translations of words into their native language (Korean). For this they used dictionaries in their mother tongue but not all the words were literally translatable, so children had to use an English-English dictionary. The teacher and children used the same dictionaries such as English-Korean, English-English and picture dictionaries. Then, the instructor checked comprehension by having students do exercises given in the readings and requesting them to give the meaning of a word in Korean, this is the only translation used. Teacher and children started to practice pronunciation with a basic phonetics book. First, teacher pronounced and students repeated; then, students read and the instructor corrected their pronunciation.

The main conclusion of this study was that these stories provided a large amount of English practice. In countries whose foreign language is English, the use of story books would help children to be involved in the second language before the age of twelve when the acquisition of language is easy.

Ho (2000) realized a study in which the purpose was to use electronic mail with children in order to develop confidence, language skills and creativity, and also to know about other cultures.

The methodology of this study included some stages that were developed in two months. In this process, students from two primary schools (Robin Hood Primary School in Birmingham and Xinmin Primary School in Singapore) participated. The first stage consisted of the exchange of e-mails between these two schools in which each teacher wrote something about their school including notes of the students. In this stage, the guidance of the teachers was primordial because they were mediators for the students and they were also responsible for sending, retrieving and delivering messages for the respective student. This was the first contact between these two schools in order to create a social environment.

Children from both schools became enthusiastic about interchanging personal information such as age, personal appearance, hobbies, likes, and family members. In the second stage, students started to talk about other aspects of interest including food and cultural practices which are traditional in each culture.

In the third stage, each school investigated different sources of information such as CD-ROMs, encyclopedias and communication with the crew on board a ship by electronic mail. Singaporean children chose some categories such as history of the ship, physical structure, the crew, functions and maintenance, and voyage of the ship. The final stage consisted of joining all the information investigated in a coherent composition and creating the website for the presentation of this material.

After this process, students were more motivated and demonstrated a positive position with respect to writing. Additionally, children were able to transfer information from one source (the information from email messages with the crew) to another source (presenting the information on the website).

One of the most important conclusion stated by Ho (2000, p.7) was “the role and responsibility of the EL classroom practitioners was observed to shift from being the traditional *sage on the stage* to what is now more of a *guide by the side*”.

Iwasaki (2009) did a study with the purpose of exploring the effective use of audiovisuals. The methodology included a questionnaire about the students’ preferences in the use of English. After applying the questionnaire and knowing the results, the author explains the advantages of using music and visuals with theoretical support.

The main conclusion of the aforementioned study is that student`s motivation could improve when teachers understand how students use English outside the school and make their classes more relevant through the use of appropriate audio-visuals.

Hazzard (2006) carried out a study in which the objective was to make an original movie with children in order to motivate students to get to know each other and practice speaking skills.

The methodology of this study consisted in that children work to brainstorm ideas. Once the proposals were approved by teacher, the students had some time to write their scripts and create a filming schedule. After of this, the scripts were scanned by the teacher giving some suggestions. Then, children filled out a form about their movies and turned in the CDs.

The main conclusion of this study is that students encourage their speaking, have a better interaction with classmates and incorporate creativity in some activities.

Results

Qualitative Tabulation

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

Variable	Indicators	Yes	No
Visual	flash cards	√	
	power point presentations	√	
	Maps		
	Pictures	√	
	Charts		
	Handouts	√	
	Posters		
	word cards	√	
	white/black board	√	
Audio	Songs	√	
	Dialogues		
	Stories		
	Tales		
Audiovisual	Videos		
	Movies	√	
	Documentaries		
Realia	objects (toys, plants, fruits)		
Online	Websites	√	

Author: María del Cisne Bustamante.

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

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

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

Author: María del Cisne Bustamante.

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

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

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

Author: María del Cisne Bustamante.

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

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

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

Author: María del Cisne Bustamante.

Source: 6th (1 years old approx.) grade

Quantitative Tabulation

Chart five: Frequency of use of supplementary material.

Variable	Indicators	4 th grade		5 th grade		6 th grade		TOTAL	
		(8 years old approx.)		(9 years old approx.)		(10 years old approx.)			
		f	%	f	%	f	%	f	%
Visual	flash cards	1	4.35	4	19.05	4	25	9	13.24
	power point presentations	4	17.40	2	9.52	1	6.25	7	10.30
	Maps								
	Pictures	2	8.69	2	9,52			4	5.89
	Charts								
	Handouts	6	26.08	4	19.05	1	6.25	11	16.18
	Posters								
	word cards	1	4.35					1	1.47
	white/black board	6	26.08	4	19.05	4	25	14	20.59
Audio	Songs	2	8.69	2	9.52	3	18.75	7	10.30
	Dialogues								
	Stories								
	Tales								
Audiovisual	Videos								
	Movies					1	6.25	1	1.47
	Documentaries								
Realia	objects (toys, plants, fruits)								
Online	Websites	1	4.35	3	14.29	2	12.5	6	8.82
TOTAL		23	100%	21	100%	16	100%	68	100%

Author: María del Cisne Bustamante

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

Description, Analysis, and Interpretation of Results

Qualitative Analysis

4th Grade/8 Years old

White board

This material was used frequently by the teacher in 4th grade classes. In six classes of the ten observed lessons, the white board was used, in the same way, to write and teach new vocabulary, new sentence patterns, and some new expressions. The use of this material encouraged participation and integration of students in the class.

The use of the white board will be described next related to pertinence and appropriateness in the six classes. Regarding the quality of white board, it will not be described in each class because this material is already available in school. This material is not made by the teacher and its quality is the same in each class.

In the first class, the teacher wrote grammar rules and some examples in which each student approached to the blackboard to complete some exercises. The teacher used markers of different colors to highlight “be going to” and “will” in sentences. It was observed that the teacher achieved its goal because the use of white board was beneficial in the explanation of new grammar. For these reasons, it could be said that the use of white board was pertinent to the topic “Holiday time” and this material helped directly to accomplish the objective that was to understand and apply the grammar structure of the future tense using “be going to” and “will”.

With respect to appropriateness, the teacher considered the student’s level at the moment of explaining them by writing on the white board. Students were able to understand the difference of use between “going to” and “will” because most of the

exercises that they did on the white board were correct. Additionally, students participated in class and associated immediately the use of new grammar with personal information since they were interested in talking about their future vacations with their families by using these two different forms of future tense.

In the second observed class, the topic was “Amazing animals” and the objective was to know different animals, their food, and habitats. In this class, the teacher wrote the names of animals that students looked previously in the websites and the key words related to the description of animal habitats. Thus, the use of white board was pertinent to the topic and the objectives.

In relation to the appropriateness of white board in class, this material was used considering the students’ level and knowledge because the teacher wrote the most important ideas about animals’ life, and students could understand the topic in a better way. Students were attentive and engaged in class describing the habitats of animals and using the key words written by the teacher. There was feedback on the part of the teacher, and students also corrected each other in some descriptions.

During the third class observed, whose topic was “Time for fun” and the objective was to identify sports, games, and gear. The teacher wrote the names of the sports shown in the flashcards and the different items related to the gear. Therefore, the use of white board was pertinent to the topic and the objectives.

The use of this material was appropriate to the students’ level and knowledge because students could see the spelling of the vocabulary and listen to the pronunciation of these terms. It was observed that students were eventually familiar with the new vocabulary and looked involved in class because they could express the activities of

spare time and sports that they like to practice, and also talked about the necessary equipment for these sports.

In the fourth observed class, the topic was “Healthy living” and the objective was to identify healthy food and drink. The teacher described some nutritional food which is part of a healthy diet and, at the same time, he wrote names of fruits and vegetables on the board. The teacher also explained grammar structures such as some, any, and expressions of quantity. Consequently, the use of white board was pertinent to the topic and the objective.

Regarding appropriateness, it was important the fact that the teacher explained the grammar by writing on the white board because that allowed students to understand and practice the grammar with some exercises. Moreover, the students found the new vocabulary interesting because it was about fruits and vegetables and they quickly learned the new words.

Continuing with the analysis of the fifth observed class, the teacher used two supplementary materials such as pictures and white board. The theme of the class was “Around the world” and the objective was to identify different means of transportation and which of them were fast or slow. For this, the teacher wrote the names of some means of transportation after students saw the pictures of the means of transportation. Later, students wrote a list on the white board categorizing the means of transportation that are considered fast or slow. Thus, the use of the white board was pertinent to the topic and objective.

The use of white board was appropriate to the students’ level and their understanding because, after the teacher’s explanation, students were able to know the

names of the different means of transportation, the pronunciation of the terms, and the recognition of which means of transportation are slow or fast. Students looked interested in knowing about this topic; they participated actively while doing the above activities.

In the sixth class, two supplementary materials were used including word cards and white board. The topic of the class was “Around the world” and the objective was to know new grammatical structures such as the superlative form, questions, past simple, and prepositions. The teacher wrote on the white board the new grammar and some sentences in which students had to complete the blanks with the right answer using the grammar that they learned. Hence, the use of the white board was pertinent to the topic and with the objective.

The use of this material was appropriate to the student`s level and understanding because students learned and put into practice the structures and grammatical, linguistic contents of the class. Students were able to apply these structures and the new words in the lexicon learned by writing sentences on the white board. Most of the time, the use of the new words in the sentences written by the students was correct. In addition, it could be noticed that students were active and participative in the classroom.

With respect to the quality of the white board in the six aforementioned classes, it is important to remark that the board had an acceptable quality. It was in a good condition and well located in the classroom. Its size was big in a way that allowed every student to see the content written on the board. Moreover, the teacher always used markers of different colors to distinguish the different components in grammar structures and an orderly distribution of text on the surface of the board to allow students to follow up the teacher`s explanation.

Pictures

The first class observed in 4th grade was about vacation time where the teacher introduced the topic by making students remember their last vacations with their families; then, the students also described some places to visit and the preferences for future vacations. For that, the teacher used pictures in order to make students search an appropriate vocabulary and grammar to describe the pictures. As stated by Bantan (2009), visual materials provide a visual stimulus that helps to reinforce what the students are hearing.

The use of pictures in class was a good choice because that allowed students to gain the students' attention and interest. Students looked at some pictures of different vacation places and described some activities that they would do. The use of this material was related to the theme of the class (Holiday time). The objective was to understand and apply the grammar structure of the future tense using "going to" and "will".

I believe that pictures were pertinently used to achieve the objective of the class because students could know tentative places to visit and describe all the things that they will do there by using the corresponding structure related to the future tense.

With respect to appropriateness, the material was used according to the student's level and understanding due to the fact that students were able to identify and familiarize with the new vocabulary and grammar structures related to vacation time. In addition, students seemed excited at the moment of knowing unexplored and interesting places to visit with their families. They were engaged in class imagining all the activities that they could do in these places.

The pictures were taken from the Internet by the teacher who printed them in a big size on a sheet of paper and glued to pieces of poster board, with bright colors and related to the topic studied. The pictures were passed along the class for students to look at these eye-catching pictures. Students seemed to be very engaged in the activity.

The teacher also used pictures in the fifth class. This class was about the different means of transportation. Through the use of this material, students could identify the different means of transportation, classify these means of transportation into slow or fast, and use the correct grammar structures according to the topic; for example, the superlative forms (fastest, slowest), and the simple past in order to talk about their last trip. Thus, the use of pictures was pertinent to the topic “Around the world” because they were images of different means of transportation such as train, subway, and plane. This helped to accomplish the objective that was to identify different means of transportation and which of them are fast or slow.

In relation to appropriateness, this material was used according to the student’s level and understanding because students were able to identify and learn about the means of transportation through the use of eye-catching pictures. During the presentation of these pictures, it was observed that some students looked excited to talk about their last experiences in using means of transportation by choosing the right sentence patterns according to the topic.

With respect to the quality of pictures, they were similar to the ones used in the first class because the teacher also took these images from the Internet. Then the teacher printed them out in color in a big size and placed on a poster board. It was observed a high quality of this material.

Handouts

In addition to the use of pictures in the first class, the teacher also used handouts in this class to introduce new grammar such as “be going to”, possessive pronouns, sequencers, and imperatives in order to clarify the grammar in the textbook. As stated by Habeshaw (1995) & Dalene (1998), a handout is a paper-based resource used to support teaching and learning. It is also a learning aid that may increase attention and motivation, and helps students to follow the development of an idea or argument explained by the teacher.

Handouts played an important role in class because through them, students could reinforce the new grammar. This material was pertinent to the theme of class “Holiday time”, which includes the grammar of the future with “be going to”. Likewise, this material was directly related to the objective of the class that was to understand and apply the grammar structure of the future tense “be going to” and “will” because, through handouts, students could practice grammar.

It can be observed that handouts helped the teacher to reach the objectives of the class because children understood better after practicing the exercises included in the handouts.

With respect to the appropriateness of this material in class, handouts were used according to the students’ level because this material had simple sentences that contained some of the known vocabulary. Students then were able to easily complete these sentences with the grammar of future tense such as “going to” and “will”. They were entertained at the moment of filling the handouts since they were writing sentences about vacation time.

Handouts were made by the teacher who prepared the corresponding activities to be completed by the students. These worksheets consisted of activities in which students had to fill in the blanks. These handouts were clear photocopies with a letter size that was easy to read.

In the seventh class, the teacher made students remember the last class organizing a group dynamics which consisted of the teacher throwing a paper ball to the students. Then, the teacher asked some questions such as “which one is faster: the train or the subway?” The students who received the ball had to answer the question using the grammar structures studied in the previous class. After that, students were introduced to the topic “wild in the country”. Here, the teacher gave some handouts to students which contained pictures of places related to the city and the country side.

Additionally, students discussed the different places of the city and the country side, what people do in these places and the advantages or disadvantages of living in any of these places. The students had to identify which pictures of places are in the city and which of them are in the country side. Thus, the use of handouts was pertinent to the topic “Wild in the country” and to the objective that was to identify the difference between the different places of the city and the country side.

The use of this material was appropriate to the student’s level and knowledge because students were capable of participating in class and establishing the difference in quality of life between the city and the countryside by considering the activities done by people. In addition, the students, after completing the activities of the handout, could discuss about some advantages of living in the city such as the level of education, more opportunities to get a job, and accessibility to some services. In the case of the country

side there are also some advantages such as a better nutrition, more tranquility and less stress. The students were not very interested in these topics maybe because the topic itself was not appealing to students and also because the photocopies were not eye-catching.

With respect to the quality of handouts, they were not made by the teacher. They were black and white photocopies taken from a magazine. These handouts contained big pictures but these were not clear. For this reason, the teacher had to explain and describe each of the pictures.

Websites

According to Bantan (2009) online aids make references to the resources available on the Internet that teachers and students can adopt as help to teach and learn respectively. There are some activities that teachers can follow such as: web sites that have been created to facilitate and improve the learning of foreign languages.

In the second class of 4th grade, students learned about different kinds of animals. They identified some characteristics of them by making comparisons and establishing some differences between animals. It was observed that the use of websites was helpful in class because students could look at some real images of animals. This use was pertinent to the theme of the class that was “Amazing animals” and to the objective that was to know different animals, their food, and habitats.

With respect to the appropriateness of this material, the teacher searched for accessible websites related to the learners’ age which contained animal’s images and a little description of the main characteristics of each one of them. Also, the teacher looked for known vocabulary and easy words to facilitate the comprehension of

students. Children seemed interested in knowing about animals through websites because they could learn meaningful information and the current situation of animal life, for example, the situation of endangered animals.

In relation to the quality of websites, this material was directly taken from the Internet. The teacher proposed the search in class in order to encourage students to use educational websites that expose them to good writing from reliable sources.

Power point presentations

In addition to the use of websites in the second class, students were introduced to some grammar structures such as present simple, present continuous, comparative and superlative through the use of a power point presentation.

The use of a power point presentation was important in class because, through them, students understood in a better way the new grammar introduced and could practice with some exercises provided in the slides. This material was pertinent to the theme of the class “Amazing animals” whose objective was to know different animals, their food and habitats.

The teacher considered the student’s level and knowledge of learners to present the new sentence patterns with some examples and exercises in class using a power point presentation. Students read, understood, and participated actively during the presentation.

With respect to the quality of the power point presentation used in 4th grade, they were made by the teacher who created an interactive presentation to show students. The slides were designed using different colors, which contain some images and clear words

that were projected to the class. It could be noticed that the teacher invested effort and time to make the power point presentation because this material reflects high quality.

Additionally, the power point presentation was used in the eighth class. The topic “Wild in the country” was studied in the seventh and eighth classes. In this class, the teacher emphasized grammar structures such as the past simple, present simple, and new vocabulary in order to make students express the difference between the city and the countryside.

The use of this supplementary material was pertinent to the topic previously mentioned and to the objective of the class which was to establish the difference in standard of living in the city and in the countryside because the teacher provided students with the appropriate grammar structures and vocabulary through the use of a power point presentation. In the case of the new vocabulary, it was about some terms such as skipping, playing basketball, doing karate, shopping centre, sports centre, and supermarket in order to make students practice with some examples and exercises suggested by the teacher.

This supplementary material was considered appropriate to the student’s level and understanding because the teacher showed slides about familiar vocabulary and grammar structures that were previously studied. The slides got the attention of students who immediately remembered what they learned and put it into practice.

Concerning the quality of power point presentations, they were made by the teacher, who created a useful presentation using different colors in the slides and with a large font size. It was considered a helpful material because it allowed the teacher to

explain the grammar along with some exercises while each student had the opportunity to practice with the examples presented.

The power point presentation was also used in the ninth class. At the beginning of this class, the teacher introduces to the theme of class talking about Olympic games asking students if they knew something of the history of Olympics, the first countries where Olympics was held and what are principal sports considered in this event.

The use of a power point presentation was pertinent to the theme of the class “Go global” and with the objective of the class which was to identify the Olympic Games and know about the history of Olympics. For this, the teacher presented some slides which contained several aspects of the history such as the ancient Olympic Games, the importance of Olympics around the world, date of creation and the main sports related to Olympics.

Regarding the student’s level and knowledge, the use of this material was considered appropriate because students could understand without any problem the aspects related to Olympic Games such as the identification and history of Olympics through the projection of the slides where the teacher used simple vocabulary and illustrative pictures.

In relation to the quality of the power point presentation, it was observed that the teacher made a great effort and used different colors in the slides with large fonts and descriptive pictures. Thus, students were motivated to pay attention to the class because this material was interesting for them.

Flash cards

According to Haver (2009) flashcards can be a useful tool with younger children because it helps to improve visual memory, association, and comprehension. This author also expressed that using flashcards keep the activities varied and stress free.

The third class was about “time for fun” in which students were involved in the lesson because they were interested in knowing different kinds of sports, places to practice sports and the corresponding gear. In this class, the teacher used two supplementary materials such as flash cards and white board. The teacher showed some flashcards which contained pictures of cycling, hockey, skiing, surfing, etc., in order to indicate the different sports, the apparel that they need to practice these sports and the common places for practice. Thus, the use of flash cards was pertinent to the topic “Time for fun” and with the objective which was to identify sports, games and gear.

The use of this material was appropriate for students because it was observed that they could recognize and pronounce the new vocabulary learned (names of sports). In addition, at the end of the class, the teacher asked questions about extreme sports. These questions attracted the interest of the students, who started to express their likes and dislikes concerning sports and discuss about extreme sports in class.

Regarding the quality of this material, the flash cards were made by the teacher, who used some pictures of different sports and wrote their corresponding name. It is important to mention that the size of flash cards was big enough and all the students could see them. This material was well designed using different colors and eye-catching pictures in order to attract the attention of students.

Word cards

The topic “Around the world” was covered in the fifth and sixth classes. The fifth class consisted of presenting the means of transportation while the sixth class consisted of teaching the grammar structures related to the topic of the class which conducted the students to design a route of places where they would like to go and the means of transportation that they will use.

In the sixth class, the teacher introduced students in the superlative form and prepositions of movement in order to make students practice with the culture of other countries concerning the use of means of transportation. For this, the teacher used word cards which included the superlative form of some adjectives such as cheap, fast, heavy, large, long, old, slow, and small. Additionally, the word cards showed some prepositions of movement such as over the bridge, through the forest and around the mountain. Consequently, the word cards were pertinent to the topic of class “Around the world” and to the objective that was learning the superlative form and prepositions of movement.

This material was not appropriate for the student’s level and understanding because the teacher only read and showed the content of the word cards without any explanation about the use of the superlative form or the prepositions of movement. It was observed that most of the students were distracted possibly because they did not understand these new grammar structures. Students did not practice anything of the new grammar.

In relation to quality, the teacher made the word cards using only one color of cards which were cut out small and showed with small fonts. For this reason, students

could not effectively read what was written in the word cards and also they did not get completely involved in the use of this supplementary material.

Learning styles

In the 4th grade, it was observed that the teacher considered mostly one learning style: the visual one. As stated by Reid (1995), visual learners are people who learn in a better way through the eyes, by seeing.

One of the possible reasons for the teacher to use this learning style is that the teacher could identify that children were more engaged in visual activities rather than audio and realia. Another reason could be that these supplementary materials were more accessible to the teacher. The supplementary materials used in this grade were: flash cards, power point presentations, pictures, handouts, word cards, white board and websites.

5th grade/9 years old

Pictures

Canning (1999) stated that is scientifically demonstrated that visuals allow for greater cognitive mapping. Visual images permit strategies to organize knowledge into semantic or associative clusters. Additionally it encourages the learner to predict, infer, and deduce information from pictures.

In the first class of the 5th grade, the teacher and students discussed the most recent natural disasters, for example the earthquake occurred in Chile, the causes and the contingency plans that will be applied. In this way, the teacher introduced students to the theme of natural disasters through the use of one supplementary material, the pictures

which contained images of different phenomenon such as the cyclone, floods, tornado, eruption volcanic, and the earthquakes.

The use of pictures was pertinent to the topic “Natural disasters” and with the objective which was to identify the natural disasters, and find out what were the last natural disasters and their consequences.

This material was not used properly in relation to the student’s level and knowledge because the teacher only showed the pictures without any explanation about what students were seeing, considering that this topic is new for learners. It was observed that most of the students were not familiar with the new vocabulary related to the images presented. There was a little participation in class.

Regarding the quality, this supplementary material was made by the teacher, who cut out the images from magazines and glued them on a card. The pictures were not big enough because students had problems to see them clearly; they had to stand up and go to the teacher’s desk. The pictures were printed out in white and black.

White board

In the fifth grade, the teacher frequently used the white board as supplementary material in four of the ten observed lessons. The teacher used similarly the white board in the four classes to write new sentence patterns, new vocabulary, new expressions and also, students could practice these structures with some exercises.

The use of the white board concerning the pertinence and appropriateness in the four classes will be described below. The quality of the white board will not be described since it is not responsibility of the teacher.

The second class was about activities to be done at the beach. The teacher only used one supplementary material, the white board. In this class, the teacher asked students about beach activities, their last vacation at the beach; for instance, When it was?, where did they go?, and where did they stay?.

In this class, the teacher wrote on the white board the grammar structure: “There was, there were”, prepositions of time (at nine o’clock, in 2006, in May, on 2 April) and the vocabulary related to beach activities such as building a camp fire, building a sandcastle, having a picnic, reading a book, sleeping in a hammock and swimming. Therefore, the use of the white board was pertinent to the topic “Natural disasters” and to the objective which was to identify the activities that someone would do at the beach and describe their last vacations.

This material was used properly and in relation to the student’s level and understanding because the teacher wrote on the white board and explained the sentence patterns with known vocabulary for students. However, it is important to mention that the teacher only followed the book activities and the white board was used as a reinforcement of grammar.

The white board was also used in the fourth class where the teacher focused on teaching grammar in order to make students describe the country where they live. In this class, teacher and students discussed the main features of Ecuador, what people like most about this country and its main resources.

In the fourth class, the teacher wrote on the white board some example of sentences that use comparative adjectives (for example, “My country is hotter than Chile”), superlative adjectives (What’s is the tallest building in our city?), as well as

countable and uncountable nouns. With respect to the new vocabulary taught, the teacher wrote on the board some words such as adjectives (crowded, dangerous, modern, old, peaceful, polluted, etc.), countries and cities places (building, cinema, farm, forest, etc), food (biscuit, burger, fish, frog's legs, grapes, meal, pizza, rice, etc). Thus, the use of the white board was pertinent to the topic "Children around the world" and to the objective which was to identify the main characteristics which our country has.

It was observed that the use of the white board was appropriate to the age and level of knowledge because the teacher provided students with the key words related to the necessary grammar and vocabulary in order for students to make a description of their country by identifying the main characteristics, way of life, and their preferences about food.

In the eighth class, the teacher also used the white board as an extra aid to explain the content of the book. In this class, the teacher and students discussed together about the healthy life where some factors such as the diet, exercise, habits, and customs intervene.

The teacher explained the picture of a human body in the textbook and wrote on the board the names of parts of the body such as ankle, back, biceps, brain, digestive system, muscle, triceps, etc, in order for students to identify these parts in the picture and complete the blanks in the book. Additionally, the teacher wrote some terms related to exercise such as bench jumps, breathe, jog, pulse, and sit-ups. Thus, the use of the white board was pertinent to the topic "A healthy life" and its objective which was to identify the different parts of the human body and recognize the importance of exercise to keep a healthy life.

This material was considered appropriate to the age and level of knowledge of students because this activity allowed students to identify the different parts of the body and also they could express their opinion about doing exercise to keep a better style of life. Students were interested in talking about the benefits of incorporating exercise in their lives.

In the last class, the teacher also used the white board as supplementary material to explain the content of the book. In this class, the teacher asked students about the extra activities that they do after school. For example: sports, exercise, and pastime activities.

The teacher wrote on the board new vocabulary, which was sorted into different categories such as sports and exercise (baseball, basketball, golf, karate, and martial arts), and pastime activities (chat on the internet, do a puzzle, do karaoke). Therefore, the use of the white board was pertinent to the topic of class “After-school clubs” and with the objective which was to allow students to tell something about their hobbies.

This use was considered appropriate because students expressed their preferences for extra activities. They were able to talk about what they do after school, on the weekends, with family or friends, etc. It was observed that they were engaged in class talking about their personal life and the activities that they usually do after school.

In relation to the quality of the white board in the four aforementioned classes, it was in a good condition and well located in the classroom. Its size was big enough. It’s important to mention that the teacher always used one only color of markers and the information written on the board was disorganized.

Websites

In the third 5th grade class, the teacher introduces students to the topic “Children around the world”, in which students discussed the location of some countries of the world, what the main characteristics of these countries are and they also made a comparison of the way of life of children in the different countries of the world.

The teacher showed the location of the countries of the world specifically, three countries (Colombia, United States and Chile) in the world map of the website. Additionally, the teacher described for students the most important characteristics of these countries such as the food of diverse countries, way of life, and the resources based on the information of the website. Consequently, the use of websites was pertinent to the topic “Children around the world” and to the objective which was to create a culture in children about the world.

This material was appropriate to the students’ level and understanding because it was observed that students were engaged in class knowing about these countries through the websites because they could learn real information and compare the standard of life of these people. The teacher tried to look for accessible websites which contained vocabulary known by students.

In relation to the quality of websites, they were taken directly from the Internet. The teacher searched the topic proposed in reliable sources to guide students for future searches. The websites had bright and eye-catching pictures with vocabulary easy to understand for students.

Songs

In the fifth observed class the teacher made students listen a song as a warm up. In this class the theme of the song was “Because of you” and the objective was to develop listening and writing skills for details. The teacher used a CD to play the song and students had the lyrics in their books where they have to complete some blanks. This material was pertinent to the theme and objective proposed.

This supplementary material was appropriate to the age and level of knowledge of students because they were able to learn the correct pronunciation and spelling of words. Additionally, they could learn some expressions and idioms. This material turned out to be very interesting to students because they seemed to be engaged in listening to the song and learning the lyrics.

In relation to the quality, the song was taken from a CD which had clear words and good rhythm. However, not all students could listen because the volume of the tape recorder was low.

Power point presentations

The sixth class observed was about the space where students remembered the names of planets of the solar system, their characteristics, and the different elements of the universe.

The teacher included in the presentation some aspects such as the graphic representation of the solar system with their planets, some pictures of the different elements of the universe (the satellite, galaxy, star and the comet) and also the teacher made a chart which showed the distances between the different planets and stars of the

universe. Thus, the use of power point presentations were pertinent to the topic “Space” and its objective to know about the space

This material was not appropriate to the age and level of knowledge of students because it contained a great amount of scientific information. The students were more interested in the pictures rather than the numbers. It would have been better if the teacher only showed the pictures of the planets and their different elements without a deep description of distances because it does not attract the attention of students.

With respect to the quality, the power point presentations were made by the teacher. She does not take advantage of the information because she is not very creative in the making of the presentation. The teacher does not use any colors in the slides, the pictures were white and black, a small font size was used, and the presentation of information was not organized.

Flash cards

The topic “Space” was covered in the sixth and seventh classes. The analysis of the sixth class was already done above. In the seventh class, the teacher focused on teaching grammar and new vocabulary to make students describe our planet through the use of flash cards.

The teacher presented new grammar and new vocabulary related to the universe. The teacher wrote in the flashcards some new terms such as galaxy, meteor, moon, planet, satellite, and atmosphere. Additionally, the teacher included some large numbers (one, ten, hundred, thousand, and million). Consequently, the use of this supplementary material was pertinent to the theme of the class “Space” and its objective which was to describe the main characteristics of our planet.

The use of flashcards was appropriate to the student's level and understanding because students after seeing the flashcards were able to describe the characteristics of our planet. However, it was observed that students needed more information about the universe to make the description. In my opinion, the teacher could add a reading about the current situation of our planet to the explanation in order to make the class more interesting

With respect to the quality of this material, the flash cards were made by the teacher using different colors of cards and a clear handwriting. It is important to mention that the size of flash cards was big enough and all the students could see them.

Handouts

The topic "A healthy life" was covered in two classes: the eighth and ninth classes. The eighth class already analyzed above. In the ninth class, the teacher used the handouts to introduce students to talking about a healthy diet and what someone will do to avoid food allergies.

In this class, the teacher gave the handouts to students. These handouts contained the picture of the food pyramid and a paragraph with some blanks in which students had to fill the names of products that usually cause allergies. Thus, the use of the handouts was pertinent to the topic "A healthy life" and its objective which was to know about a healthy diet that will result in a healthy life.

With respect to the appropriateness to the age and level of knowledge of students, this use was not entirely appropriate because students could know about the food pyramid but they have trouble remembering what products caused allergies.

The handouts were not made by the teacher; these were taken from a newspaper. This material does not have a good quality because they were black and white photocopies. The handouts contained a big picture of the food pyramid and a paragraph with some blanks that the students had to complete.

Learning styles

In the 5th grade, the teacher considered two learning styles of students such as visual and auditive. As stated by Reid (1995), auditory learners are people who learn in a better way through the ear, by hearing.

Additionally, it was observed that students like to learn through significant experiences and relationships with their peers. They looked excited at the moment of listening to songs or looking for interesting websites. The supplementary material used in this grade were pictures, white board, websites, songs, power point presentations, flash cards, and handouts.

6th grade/10 years old

Flash cards

In the first class of the 6th grade, the teacher focused on teaching new vocabulary to make students describe their last vacations, places visited and food through the use of flash cards.

In this class, the teacher presented new vocabulary related to the vacations. The teacher wrote in the flash cards some adjectives such as dangerous, outside, traditional, etc. Additionally, the teacher included some verbs (climb, cycle, hunt and ski). Therefore, the use of the flash cards was pertinent to the theme of the class “Around the world” and its objective which was to describe the last vacations of students.

The use of this material was appropriate to the student's level and understanding because once students seeing the flashcards were able to describe their last vacations. It was observed that students showed interested in talk about this topic.

In relation to the quality of the flash cards, they were made by the teacher, who used different colors of cards. The flash cards was big enough that allows to students could see.

Websites

In the second class, the teacher introduces students to the topic "The Natural world", in which students discussed the current situation of the environment, what the main problems of survival are and they also identified some measures to protect the environment.

The teacher showed an article about the situation of our environment through the search of website. Additionally, the teacher described for students the main problems facing our environment such as the natural disasters (earthquake, flood, volcano, eruption and tsunami). The use of this material was pertinent to the topic "The natural world" and to the objective which was to know about the current situation of the environment.

The use of websites was related to the age and level of knowledge because it was appreciated that students were involved in class knowing about the environment through the use of websites because they meet with real information and be aware of the climate changes in our environment.

With respect to the quality of this supplementary material, they were taken from the Internet. The websites had eye-catching pictures with known vocabulary.

The websites were also used in the eighth class where students learned about the progress of the science nowadays.

The use of websites was useful in class because students meet with real information of great inventions. This use was related to the theme of the class which was “Communication” and is related to the objective that was to know the current situation of the progress of science.

It was observed that students were interested in knowing about science through the websites because they learned real information.

With respect to the quality of websites, this material was taken from the Internet. The teacher looked for reliable sources.

White board

The white board was used frequently in 6th grade classes. In five classes of the ten observed classes, this material was used in the same way to teach new vocabulary, new grammar structures and new expressions or idioms.

The use of this material related to the pertinence and appropriateness will be described below. With respect to the quality of white board, it will not be described in each class because it is a material provided by the school its quality is the same in each class.

The third class was about measures to protect our environment. The teacher in this class only used the book and one supplementary material: the white board. In the third class, the teacher asked students about the current problems that are facing our environment and the possible measures to protect our environment.

The teacher wrote on the white board new vocabulary: environment, motor oil, pesticide, recycle, reuse, and stream, and also, some verbs: emerge, starve, take part, etc. Thus, the use of white board was pertinent to the topic “The natural world” and to the objective which was to identify the appropriate measures to protect our environment.

This material was used properly to the age and level of knowledge because the teacher was writing on the white board and explaining the new vocabulary for students.

During the fifth observed class, which topic was “Experiences and challenges” and the objective was to describe the personality of students to practice extreme sports. The white board was pertinent to the topic and the objectives because it was used to write some personality adjectives such as adventurous, clever, competitive, enthusiastic, friendly and shy.

The use of white board was appropriate to the age and level of knowledge because students could express their personalities related to the practice of extreme sports.

The white board was also used in the seventh class where the teacher focuses on teaching new vocabulary to make students describe in their own words a film.

The teacher wrote on the white board some new terms related to films such as the film genres (action, cartoon, comedy, horror, musical, romantic, thriller) and some verbs (attack, capture, climb, destroy, escape, freeze, worship). Thus, the use of this supplementary material was pertinent to the topic “The cinema” and to the objective which was to describe the main aspects of a film.

It was observed that the use of white board was appropriate to the student's level and understanding because the teacher provided students the necessary vocabulary in order to students could describe the principal aspects of a film chose by them.

In the ninth class, the teacher also used the white board accompanied by the text book. In this class, the teacher and students discussed about the most recent inventions occurred in the history.

In this class, the teacher wrote on the board new grammar such as the passive voice (It is made of metal. They are not made of plastic) and new vocabulary related to inventions and science (engine, panel, speed of light, turbines and electricity). Consequently, the use of the white board was pertinent to the topic "Communication" and its objective which was to describe the most relevant inventions.

This material was not entirely appropriate to the student's level and understanding because students did not know much about the recent inventions. Thus, they could not talk in class about this topic.

Handouts

In the fourth class, the teacher used the handouts to introduce students to talking about experiences and adventures related to sports.

The use of handouts was pertinent to the topic "Experiences and challenges" and its objective which was to describe experiences and adventures to do. For this, the teacher gave the handouts to students. This material contained pictures of extreme sports such as rock climbing, surfing, white water rafting, paragliding and with some blanks in which students had to fill the names of these sports.

This material was appropriate to the age and level of knowledge because students were able to express their preferences of extreme sports.

In relation to the handouts, they were not made by the teacher. They were photocopies taken from a magazine. These handouts contained big pictures.

Songs

In the sixth observed class, the students listened a song as a warm up. In this class, the theme of the song was “Yesterday woman” and the objective was to develop listening and writing skills for details. The teacher used a CD to play the song and students had the lyrics in their books in order to complete some blanks. This material was related to the theme and objective proposed.

This supplementary material was appropriate to the student’s level and understanding because they could learn the correct pronunciation of some words and idioms.

With respect to the quality, the song was taken from a CD which had not clear words and the volume of the tape recorder was low.

Movie

In the tenth class, the teacher made students watch a movie. In this class the movie was “Karate kid” and the objective was to develop listening skills. The teacher used a CD to play the movie. This material was pertinent to the theme and objective proposed.

This supplementary material was appropriate to the age and level of knowledge because after watch the movie they were able to learn the correct pronunciation of words.

With respect to the quality, the movie had slow pronunciation with clear words.

Learning styles

In the 6th grade, it was observed that the teacher considered two learning styles such as visual and auditory. As stated by Reid (1995), visual learners are people who learn in a better way through the eyes, by seeing, and auditory learners are people who learn in a better way through the ear, by hearing.

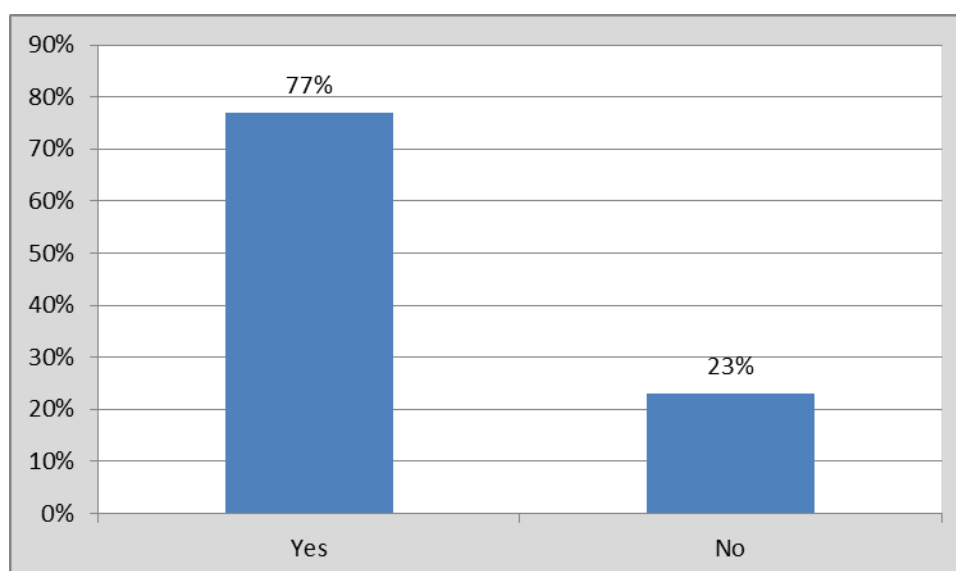
The teacher possibly uses these learning styles because he could recognize that children were more engaged in visual and audio activities rather than realia or online. The supplementary materials used in this grade were: flash cards, handouts, white board, songs, and movies.

Quantitative Analysis

The quantitative analysis, which consists of the determination of frequency and variety of the supplementary materials used in the three grades observed, is described below.

Seventy seven percent of the eighteen materials established as indicators were used in the three grades, while 23% of materials established were not used. This is shown in graph one.

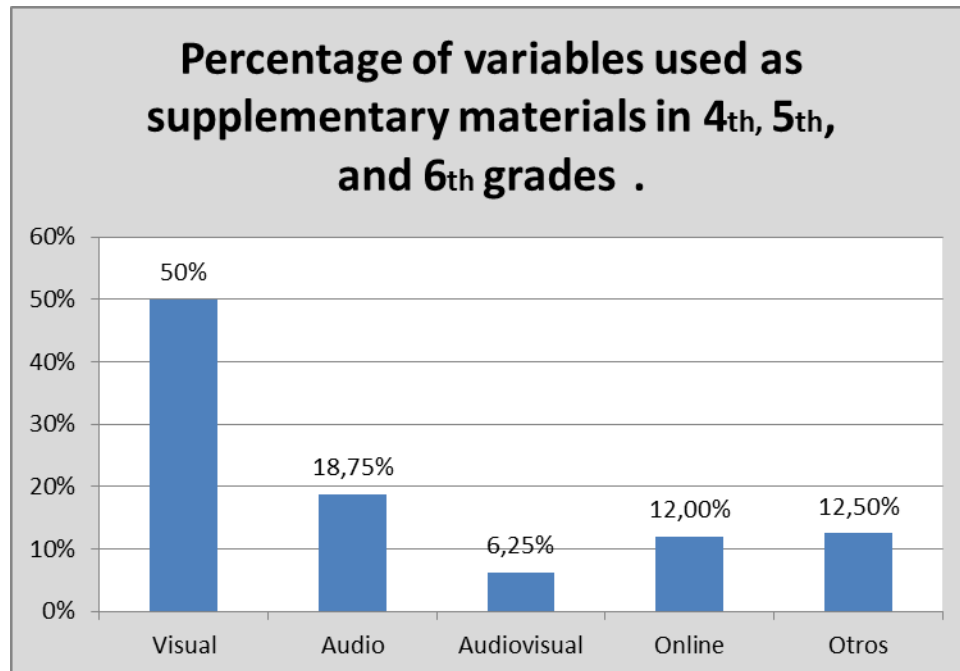
Graph one: The use of supplementary material in 4th, 5th and 6th grades



Author: María del Cisne Bustamante Y.

The high percentage of the use of supplementary materials was obtained because teachers not only used the book but they were always looking for the best methods and interesting teaching techniques in order to attract the attention of students and achieve a good level of proficiency in the language.

Graph two: Percentage of variables used as supplementary materials



Author: María del Cisne Bustamante Y.

In the three observed grades in the private school (4th, 5th and 6th grades), there were a great variety in the use of supplementary materials. From the 18 materials proposed for this investigation, 10 of them were used in class corresponding to four variables such as: visual, audio, audiovisual, and online as shown in Graph two.

The highest percentage (50%) corresponds to the variable “visual” because most of teachers observed used a variety of visual materials such as flash cards, power point presentations, pictures, handouts, word cards, and white/black board. According to Bantan (2009), these materials provide a visual stimulus that helps to reinforce what the students are learning.

With respect to audio, there is 18.75% of use of materials related to audio like the songs. This material was used by teachers to make students listen to and imagine

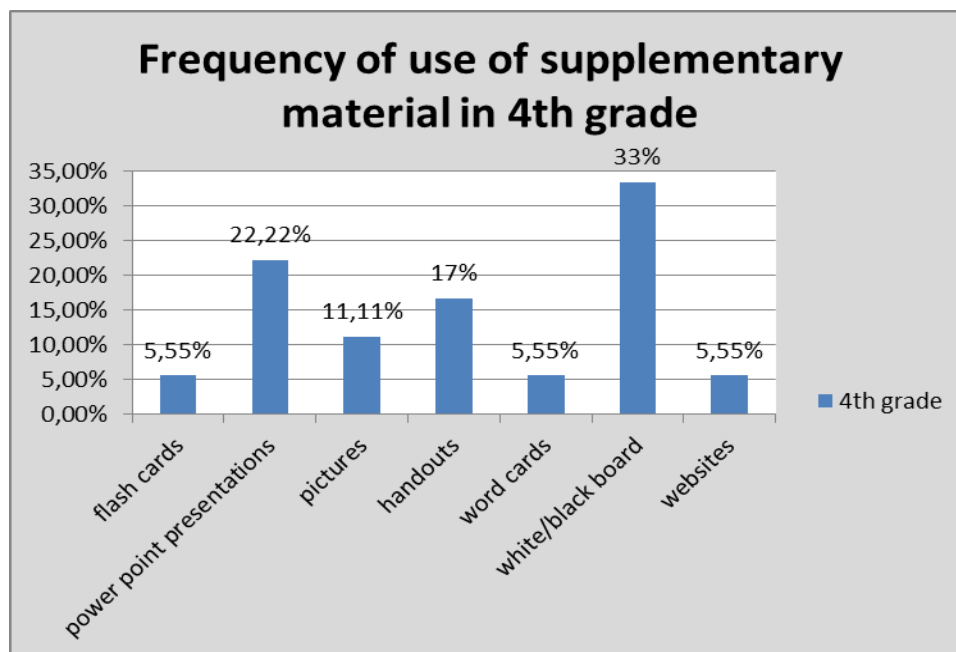
something or any situation. I believe that audio was a good alternative because students can develop their auditory skills and their fluency in speaking situations.

In the case of audiovisuals presents 6.25%. Audiovisuals refer to movies which were used by teachers to stimulate and facilitate the process of learning a second language. According to Wright (1976) many media and many styles of visual presentation are very useful to learners. That means all audio-visual materials have positive contributions to language learning if they are used at the right time, in the right place.

Online material is a new variable in the process of teaching. This variable gains a great attention from students because they work directly with facts, current events, and real language. The result is a more practical learning for students who will apply this knowledge in real life.

The next part of the quantitative analysis focuses on the frequency of materials use in each one of the grades of the private school.

Graph three: Frequency of use of supplementary material in 4th grade



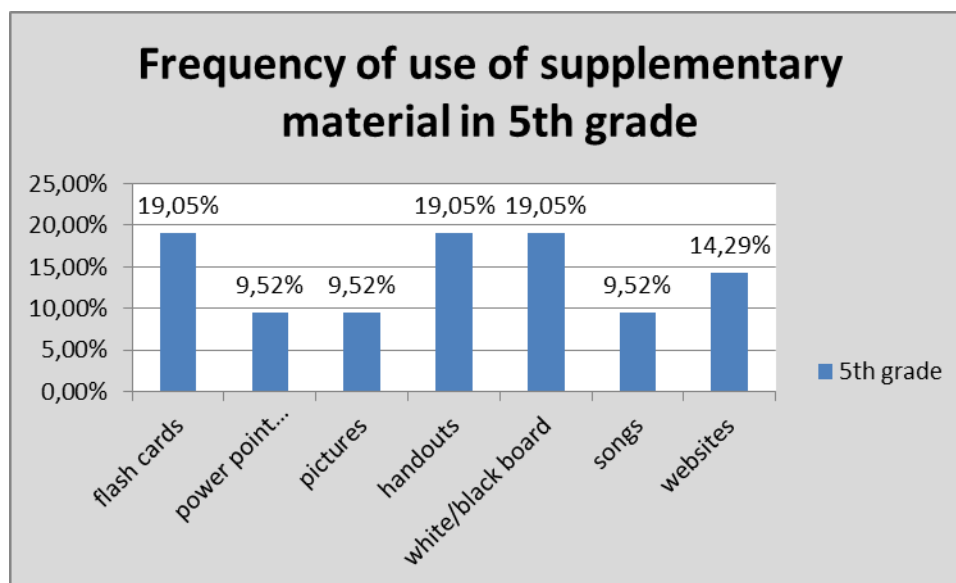
Author: María del Cisne Bustamante Y.

In the 4th grade, there are two materials which are the most used such as power point presentations and white/black board, with a 22 % and 33 % of use respectively registered throughout the ten classes observed. This is due to the fact that it is very easy for teachers to show students a power point presentation in order to facilitate the explanation and achieve a better comprehension of students. In relation to the white/black board material, teachers use it in most of the classes because it serves to reinforce new vocabulary and practice some exercises, especially grammar activities in which teachers and students can jointly work.

As illustrated in graph three, pictures and handouts have the percentage of 11% and 17% respectively of use in the classes observed. This use attracts the attention of students because these are designed using a variety of colors and in the case of handouts they include a lot of didactic pictures that are easy to comprehend.

The result of observation classes showed that there is a frequency of 5.55 % in the use of each of the following supplementary materials: flash cards, word cards and websites. A great preference of students for the use of websites could be observed. Students were really interested in learning any topic through internet. The use of this material was not very frequent. For this reason, an increase in the use of websites would enhance and activate the acquisition of second language in children.

Graph five: Frequency of use of supplementary material in 5th grade



Author: María del Cisne Bustamante Y.

Regarding 5th grade, in the ten observed classes, there were three materials which were the most used: flash cards, handouts, and white/black board, each one with 19.05% of frequency of use in classes. There are some reasons why the 5th grade teacher used these materials frequently that will be described below.

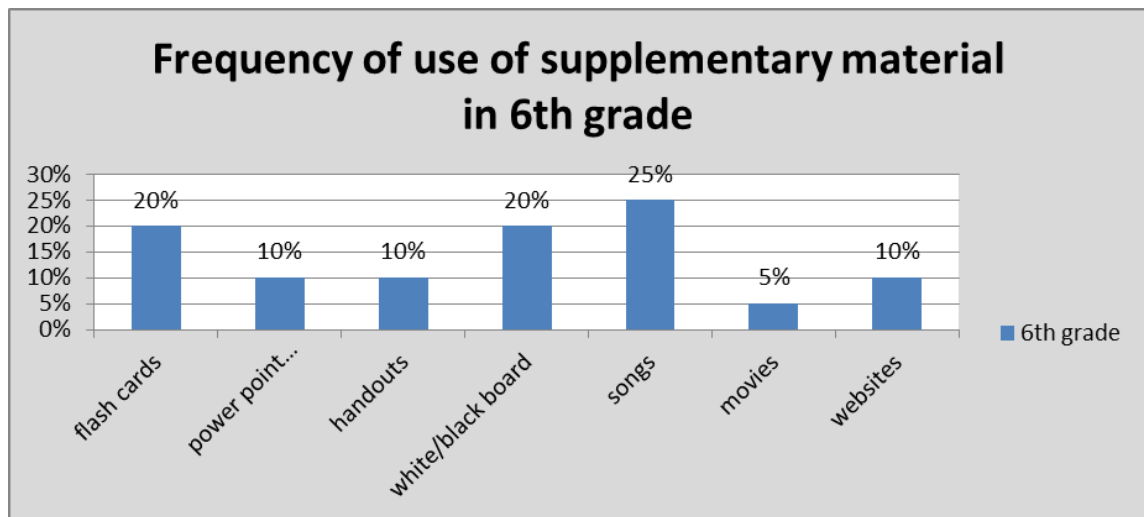
According to the survey, the teacher considered that flashcards help students improve visual memory, association and comprehension. Likewise, it was easier for

students to understand any topic or idea through the use of handouts. Additionally, in order to reinforce grammar and new vocabulary, the teacher used the whiteboard.

Continuing with the analysis of frequency of supplementary materials used in 5th grade, we have the websites with 14.29% of frequency of use. Students showed a high degree of interest in the use of websites in classroom because websites were an attractive and appropriate material for students which included meaningful information and interactive activities.

Other materials such as: power point presentations, pictures and songs presented a 9.52 % of use each one. Power point presentations were well designed by the teacher because he created interactive presentations which contain text, animation, audio and video. These elements included in the power point presentations create an environment of learning and entertainment for students. The pictures provided by the teacher played an important role in classes because through them, students were encouraged to think about the vocabulary and grammar structures related to the topic described in the picture. With respect to songs, they were used to comprehend the lyrics and practice pronunciation. The use of this material implied a lot of fun for learners.

Graph six: Frequency of use of supplementary material in 6th grade



Author: María del Cisne Bustamante Y.

In the classes of 6th grade, it was seen that flashcards and white board presented the highest percentages of frequency of use as supplementary materials with 20% each one. The teacher uses flashcards in order to help students learn vocabulary o grammar structures along with the use of the white board where students could practice by making some exercises according the new words learned and grammar acquired.

Moreover, the songs presented a 25 % of frequency of use in classes because the teacher was always trying to entertain students and to avoid a monotone class. As shown in graph six, the websites have a 10 % of frequency of use. Students were interested in websites where they found meaningful and real information.

Finally, a 10 % of frequency of use was registered in some materials such as power point presentations, and handouts. In the case of power point presentations, teacher used this material to attract students' attention through colored text, video, images, and with simple animation and sound.

Students were motivated to learn English by using movies as supplementary material in order to learn new words and idioms. It can be observed that the use of movies helps students to start thinking in English.

Conclusions

- Based on the present research, the supporting materials used in the three grades were identified. It is important to mention that the teachers used materials mainly concerned with visual, audio, audiovisual and online variables. The highest percentage of use of materials corresponds to the visual variable because most of the teachers observed used a variety of visual materials such as flash cards, power point presentations, maps, pictures, handouts, posters, word cards, and white board.
- Most of the supplementary materials used were pertinent to the topic and the objective of the class because teachers looked for a better way to facilitate students' learning by showing extra aids such as supplementary materials to complement the text book. In addition, these materials gave more variety to the activities done in class.
- With respect to the appropriateness of the supplementary materials, most of the time, they were properly used considering the student's level and knowledge because it was observed that through the use of these materials, students could do the activities relatively quickly and easily. This use was also helpful in class in order to make classes more interesting and gain more participation from students.
- Regarding quality, most of the materials were made by the teachers themselves. In the case of power point presentations or pictures, teachers almost always used different colors and descriptive images. In the case of handouts, the teacher considered some pertinent exercises for the students to practice.

- In the three grades observed in the private school, there was variety in the use of supplementary materials. From the eighteen materials included in this research, ten of them were used in class considering visual, audio, audiovisual and online variables because these materials were easier for teachers to make.
- Concerning the frequency of use of these supplementary materials, 50 % corresponds to the visual variable which comprises flashcards, power point presentations, pictures, handouts, word cards, and white board. This percentage is higher than the rest of the materials used because the teacher considered that the students were mainly visual learners.

Recommendations

- Teachers should be more creative when making supplementary materials since more colorful and brighter pictures or power point presentations can engage students even more in class activities.
- Teacher should have more training and be aware of the use of supplementary materials in order to take advantage of the benefits they bring.
- Teacher should consider all the types of learning styles because every student is different and have their own capacity to learn.

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