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The use of supplementary materials for teaching children in EFL classes

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AUTHORS:

Carrillo Gortaire Carla Carolina

Proaño Alomoto Grace Fabiana

ADVISOR:

Camacho Minuche Gina Karina, M.S. Ed.

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GINA CAMACHO M.S. Ed.

CERTIFIES THAT:

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

Loja, Marzo 2012.

Gina Camacho M.S. Ed.

Thesis Advisor

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DEDICATION

First of all, I would like to thank God for all the special things that He has given me.

I would like to thank my parents and all my family for the support that they have given me during this difficult part of my life, and finally I would like to thank the professors of t Universidad Técnica Particular de Loja for all their wise teachings during my entire career.

Grace Fabiana Proaño Alomoto

I dedicate this research paper to my grandparents who have greatly supported me during my studies with their affection and trust. It is also dedicated to my mother and sister, for giving me strength and motivation to overcome hard times. To my husband, Daniel, and my beloved children: Emilia, Manuela and Daniela because they are the main reason of my existence; without their inspiration, it would have been difficult to achieve success. I would also like to thank all my family, friends and people who have granted me their love and concern, and have helped me in some way to conclude my career. Finally, my most sincere thanks to my professors for letting me share their knowledge and teachings.

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Abstract

The present research explored *The Use of Supplementary Materials for Teaching Children in EFL Classes*. The main purpose of this research was to determine and analyze the type of supporting materials used for teaching children in EFL classes.

The study was conducted in Quito, Ecuador. The sample included 152 children ranging between 8 to 10 years of age that belonged to the 4th, 5th, and 6th grades, 4 female English teachers.

Qualitative and quantitative approaches were used for this research. Data collection formats such as observation formats, surveys and charts were applied to gather information about the appropriateness, pertinence, and quality of the supplementary materials that were used during the observed classes.

The findings of the study reveal that supplementary materials were frequently used in the English classes of the visited school. During the observed classes it was noticed that many kinds of supporting materials were used in a pertinent and appropriate way. All of them helped the teachers to reach the objective of the class, giving the students the opportunity to take advantage of them and enjoying the classes imparted.

Introduction

Teaching a foreign language has been a challenge all around the world. The teaching of a new language which also brings a cultural background might be successful with a methodological process appropriate for different ages, levels, and learning styles. Certainly, the application and use of didactic aids in an English class, in order to improve the teaching – learning process, involves many factors such as school resources and class size, as well as teachers' quality and experience. For a long time, experts in linguistics have deeply researched the best materials, methodologies and ages for acquiring a foreign language. However, the complexity of the human brain and the huge differences in all aspects of people, have always been obstacles in obtaining the magical formula for teaching and learning a foreign language, no matter which language it may be nor where the students are from. In addition, the way people of all ages get and internalize the transmitted information is as different as each person in the world is.

It is important to investigate the use of supplementary materials for teaching children in EFL classes since some teachers do not use these materials correctly and others do not use them at all. Through this research, not only the education system could be improved but also students and teachers would benefit because the use of supporting aids in class makes learning more motivating and interesting.

The main purpose of this research is to find out to what extend teachers use supplementary materials and analyze how appropriate, pertinent and qualified those materials are.

Nowadays, technology is present in all fields and education would not be an exception. Globalization demands constant updating, thus, some private schools,

language institutes and others try to improve their facilities so that they may take advantages of current technology.

Wan & Templeton (2008), conducted a study in Japan in order to investigate what are the perceptions the impact of a software program in English classes. Its conclusions showed that most students found the use of this material interesting and challenging since they were forced to create their own ideas and ask questions which improved their language skills. Some limitations of this study were the lack of teachers' opinions about this multimedia material.

Another study conducted by Kelsen (2007) investigated the use of You Tube as supplementary material. The purpose of the research was to gauge the student's perception of its use in EFL classes, confirmed the hypothesis that You Tube as a teaching aid made classes interesting, motivating, and relevant for language learning despite the limited number of students in the research.

The last study included was conducted by Hsiu-Chinh (2009). She argues that traditional teaching materials have always helped teachers in all subjects; visual materials such as picture cards are very useful in teaching all ages. Researchers found out that telling stories using pictures promote the use of kid's imagination and the generation of ideas and spoken language use. One of the limitations of this study is that it does not show enough evidence to support that pictures facilitate language-learning directly. Also, are not always universal for all cultures, thus there is still missing more studies about the use of this material. The results showed that despite the difficulty level and the lack of cultural knowledge, students enjoyed reading picture story books and felt it was helpful in order to improve their language level and also expand their imagination.

During our research the only limitation we found was that the observation of the classes was done when the school year was almost ending. Consequently, the teacher slowed down the rhythm of teaching and so it did not show the real situation. Nevertheless, teachers in the participant school had to work on programs until the very end of the year.

Additionally, the results obtained from this study could be used as a base for future research. Furthermore, the results allow English teachers to be informed of the advantages of using the broad variety of resources and tools available at present. This research paper will definitely help teachers and learners to better approach the target language. The study also highlights the importance of considering the appropriateness, the quality, and the pertinence of every material used in class in order to achieve better results in the teaching – learning process.

Method

This research tries to show how often teachers use supplementary materials to teach English as a Foreign Language in Ecuadorian schools.

First of all, it is important to know what supplementary materials are and how their use is influenced by the learners' characteristics. For this proposal, it was extremely necessary to conduct a deep bibliographical research, which was not an easy task, since it was difficult to find the required information. Books were downloaded from the Internet, others were borrowed and others were bought to find all the information related to the correct use of supplementary materials. It was also interesting to read previous research papers about the use of supplementary materials in EFL classes and some of their results in the teaching-learning process. All the compiled information helped us to better understand the correct use of these materials and how appropriate they are according to students' needs. Since the teaching-learning process is different according to the kind of school and the economic and social level of students, we chose a private school in which English is taught in almost half of the total weekly class hours and many subjects are taught in this language. Teachers have many tools to help students in the learning process and it was interesting to find out how they try to use all of them to get all kinds of students' interested.

Setting and Participants

This study was carried out in Quito at a private school, located in an urban zone in the northern zone. Ten observations were done in English classes in order to see how supplementary materials are used in each of them.

The sample included fourth, fifth and sixth grade students, a total of 152 individuals. In fourth grade we could observe 49 students, in fifth grade there were

51 students and in sixth grade there were 52 students. Each grade was divided into two groups; all the students interacted with the teacher during the class. The ages were from 8 to 10 years old.

The school in which the study was conducted had comfortable classrooms that included projectors, computers and interactive whiteboards. In this school not only English Grammar is taught, five other subjects that use English as a communicative language are also taught. This means that subjects use English in a cross curricula form. The English weekly load is fifteen hours. This is an important factor that helps students to understand English and participate better during the mentioned classes.

All the observed classes had students who come from a middle-high social-economic class. This important factor gives them the opportunity to focus all their attention on school and it leaves them time to complete all their homework and workshops.

Procedures

To start the present research study a deep literature review was done, since it was necessary to have a clear idea about some important items such as teaching a foreign language, learners, learning styles, teaching techniques, teaching contexts, supplementary materials, and previous studies about similar topics. All this information provided the theoretical support that was use to explain how and why supplementary materials are used during EFL classes.

The design used to achieve the main objective of this research was a mixed method which combined both, qualitative and quantitative methods that were used at different moments of the investigation. All the results from the field observation

provided significant information about the use of supplementary materials during EFL classes.

In order to compile valid information about the use of supplementary materials as aids in English classes and also about their quality, pertinence and appropriateness; the researchers used a helpful observation format in which it was possible to check the frequency and use of the materials.

At the end of each observed class a survey was applied for two students chosen at random. The survey contained some questions that pretended to discover if they liked the extra material used by the teacher and if they were used in a correct way. They could also make suggestions about the materials they would prefer and at the same time evaluate how teachers use the mentioned material.

It was necessary to know if teachers realize about the importance of the use of supplementary materials during an EFL class, and also, what types of supplementary materials teachers used and the frequency of their use.

The information obtained from teachers and students helped us to determine the frequency of use of supplementary materials in EFL classes. All the information collected from the observation formats was tabulated, and the number of times that each material was used during every class was counted and consequently percentages were obtained. All collected data was analyzed.

To accomplish the qualitative analysis of the study, all compiled information from observed classes was deeply analyzed in order to establish the quality, the appropriateness and pertinence of the material used for EFL classes in relation to students' ages and needs as individuals.

DISCUSSION

Literature Review

Supplementary materials are powerful tools when talking about teaching. The use of these resources has been increasing, in the teaching - learning process of a new language. These special materials are very important issues that teachers must take into account when they are planning EFL classes especially for children, because it is necessary to consider that they need to get their attention to gain the goals that the language require in a specific learners' age .

In our country some private schools are developing new projects in which they are going to introduce a foreign language in their curriculum. All the institutions that are promoting this kind of service for students must take into account all the extra material that is required to introduce and work in a new language. Teachers should work with several techniques that develop in a deep way the student's abilities in the new language they are acquiring.

This bibliographical research is going to be focused in some descriptive and conceptual definitions that are important to understand the use of some supplementary materials and the procedures that teachers have to follow to attain better results using them in teaching, in order to have a clear idea about some topics that are indispensable to comprehend how to teach a foreign language.

Teaching a foreign language

For many years, several investigations have identified three different ways to learn a foreign language. As Spratt, Pulverness & Williams (2005, p. 41) say that acquiring language is the same as picking it up. It means that an often exposure to a language in learner's surroundings, hearing and reading the target language with all its rich variety of uses. This acquisition takes place over a period of time; it means

that there is a silent period before a learner starts to use the language. Yet, the language learning needs to be done in interaction with others in order to express and make meanings clear and understand them. Besides, when teaching a language, it is important to focus on form. Although studies about acquiring a foreign language continue, it is imperative to notice that when teaching a foreign language it has to be taken into account that learning occurs by picking up a language, interacting, communicating and focusing on form.

In addition, it is useful to know that all around the world English is widely used for communication between people who do not share the same language in activities such as economics, information exchange and traveling, among others. Due to globalization EFL is part of the normal curriculums in most schools and private language institutes. As Harmer (2007, p. 19) says, “EFL described situations where students were learning English in order to use it with any other English speakers in the world...”. Some people often study EFL in their own country or sometimes in short courses in Britain, the USA, Australia, Canada, Ireland, New Eland, etc. For this reason it could be said that the learning of a foreign language also connects students to a new culture, since they are in fact part of a global target language community.

Teaching a foreign language is considered a difficult task to accomplish. This is because all the students have different situations in their individual learning process like learning styles, language level or low motivation for the foreign language. Moreover Araya (2007, p. 2) argued that “Teaching-learning a language implies not only developing certain linguistic skills but also being aware of the ideological implications of the educational processes related to language that learners are acquiring.”

Focusing on children, equally important is the point of view of Halliwell (1992, p. 2) that claims, “Teaching EFL to children can be both a rewarding and a demanding experience.”, here, we can see how important is the teacher in the class’ development as Halliwell (1992, p. 5) adds, “Teachers must try to identify what learning a language in school demands from young children and what it can offer them. We should also acknowledge what the implications of those demands and needs are for the children.”

The process of learning English as a foreign language requires some skills that humans automatically have or get during the acquisition of the first language; many linguistic approaches have investigated why some learners are more successful than others, (Saville - Troike, 2006, p. 62)

Learners

Learners are the group of people of different ages that are interested in getting some knowledge about something, in this case a foreign language, no matter the reasons they have for this learning they want to engage with a teaching - learning process. When talking about learners, it is mandatory to notice the age factor which is very important to take into account the moment of applying the appropriate methodology and materials to be used in the classroom. Harmer (2007, p. 81) states that “People of different ages have different needs, competences and cognitive skills...”. Consequently it is imperative to say that children need some opportunities to develop their own abilities playing with different materials that are going to expand their skills during a teaching – learning process. In addition adolescents have a huge ability to understand the need of learning something new, at the same time they have a deep point of view of the goals that they have to obtain during the language learning process. Finally, adults can connect concepts with abstract

thoughts; this means that they can work structures that are more complex. They are also more disciplined than other age groups. Harmer (2007, p. 86) mention “They can be critical of teaching method. Their previous learning experiences may have predisposed them to one particular methodological style, which makes them uncomfortable with unfamiliar teaching patterns.”, therefore we must take into account the differences that learners presented in their normal learning development.

According to this point of view, is important to realize that we are different. Every single person in the world thinks and learns in a different way. For this reason, Gardner (1993, p. 116), showed a new vision that changed the concept about learners. This philosophy is based on eight different intelligences; Logical – mathematical, linguistic, musical, spatial, kinesthetic, interpersonal, intrapersonal, naturalistic, that have their own specifications and methodology. Gardner’s theory of multiple intelligences tells that interpersonal and intrapersonal intelligence are a vital part of human beings. This theory indicates how people may solve their problems in socializing with others and when establishing relationships. Here appears the emotional intelligence that must be developed in learners since life requires more than cognitive skills. Emotional advances, allow teacher’s role to go beyond contents. It is necessary that teachers focus their attention on student’s emotions and attitudes towards the learning process. It also shows and demonstrates that with all this kinds of intelligences the teachers must use different types of materials in developing class activities to teach a specific topic.

On the other hand, Woolfolk, (2007, p. 65) claims that “Motivation is an internal state that arouses, directs and maintain behavior, the study of motivation focuses on how and why people initiate actions directed toward specific goals. Motivation can be intrinsic and extrinsic.”. Social learning theory distinguished

between acquisition and performance. We may acquire a new skill or behavior through observation, but we may not perform that behavior until there is some motivation or incentive to do so.

Learning Styles

As all teachers know effective learning follows some natural processes, in which, according to Lefever, (2004, p. 15) “learners start with what they already know or feel or need.” , this real – life connection prepares them for the next step that is learning something new. Finally, learners want to turn what they learn into something they think is going to be useful for their lives.

Learning styles have a cycle that each one of the students can apply in their own lives; this cycle is summarized with the following stages proposed by Lefever, (2004, p. 15), those are: Imaginative Learners that easily share knowledge from their past experience providing a context for learning. Analytic Learners who need to learn something new in each lesson. Common sense Learners are those that need to see if what they learned makes sense at the moment of their lives. Dynamic Learners that find creative ways to use what they have learned.

As seen before, there are many different learning styles that have been described; most of them are focused in the differences between deep and surface approaches, and also how to process the information in many learning situations. Woolfolk (2007, p. 124) states that, “Individuals who have a deep processing approach see the learning activities as a mean for understanding some underlying concepts or meanings and students who take a surface processing approach focus on memorizing the learning material, not understanding them.”

These two approaches are very important to determine if the teaching subject has meaningful learning or not. It is important to remember that learners must have

acquired contents that are learned not only memorized; they have to use them in the real live and in a correct way.

It is clear that each style contributes with learning. Learners can feel identified with the appropriate learning style as we can see in the following examples of questions that can be used in each one of the styles;

Imaginative learners, answers questions like, why do I need this?

Analytic learners answer questions like, what does the bible said about my need?

Common sense learners, answer questions like, How does what the bible teaches actually work?

Dynamic Learners, answer questions like, Now, How will I use what I have learned? (Lefever, 2004, p. 16)

On the other hand, as Harmer (2007, p. 88) cites, “A preoccupation with learner personalities and styles has been a major factor in psycholinguistic research.”, four different learning styles have been distinguished, supported by the point of view of Tony Wright (1987, p. 98) who says that,

The enthusiastic, looks to the teacher as a point of reference and is concerned with the goals of the learning group. The oracular also focuses on the teacher but is more oriented towards the satisfaction of personal goals.

The participator tends to concentrate on group goals and group solidarity.

The rebel is mainly concerned with the satisfaction of his or her own goals.

It is also essential to talk about a different scheme that Willing (1987, p. 79) suggests about learner categories, these are: Convergers are solitary students that are confident in their own abilities and tend to be cool and pragmatic by imposing their own learning structures. Conformists prefer to emphasize learning the language

considering it more important that using it and they work in non - communicative classroom just doing assigned activities Concrete learners enjoy group work learning from direct experience, they learn language as a communication tool better than only as a system. Communicative learners are oriented in the use of language and more interested in interacting with other speakers instead of analyzing the language.

Teachers must distinguish the different learning styles of their students and provide them with the correct methodology for the foreign language learning process.

Teaching Techniques

When talking about teaching techniques, it is important to know about approaches and methods, and how they influence the decision of choosing one specific technique that is the reason why this research tries to explain a little bit of this important theme. Anthony (1963, p. 63) states that, "...an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught..."

In addition is also fundamental to have a clear idea of what a method is. Explained as follows;

...Method is an overall plan for the orderly presentation of language material, no part of it contradicts, and all of which is based upon, the select approach. An approach is axiomatic a method is procedural. Within one approach, there can be many methods...(Anthony 1963, p. 65)

Definitely the different teaching styles and learner's differences must give a guide for the teachers, to choose the appropriate techniques to develop each one of

the English skills: listening, speaking, reading and writing. This technique implementation, actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an intermediate class objective.

To develop each one of the English skills we have to know that “The teaching techniques are the science of teaching.” (Jarvis 2002, p. 23). Summing up as Anthony 1963, p. 65) states “Techniques must be consistent with a method, and therefore in harmony with an approach as well.”

Yet, it is fair to mention that Larsen-Freeman (1986, p.2) claims that all language teachers must make decisions about teaching. Some of them might not be very deep but others propose important questions about methods, objectives and evaluation in EFL class. It is imperative to notice that each teacher has her/his own beliefs about teaching and learning. Eight different methods are proposed in order to show teachers what can be convenient to use or do in class. These methods are the Grammar Translation Method, the Direct Method, the Audio-lingual Method, The Silent Way, Suggestopedia, Community Language learning, The Total Physical Response method, the Communicative Approach. Each of them has its own principles and techniques and even the teaching – learning experience is different.

Although certain techniques are associated with particular methods and are derivable from particular principles, most techniques can be adapted to any teaching style and situation. It is not so much the technique itself as the way a teacher works with it that makes the difference...You are limited only by your imagination... Larsen-Freeman (1986, p.3)

As Raimes (1983, p. 27) exposes, techniques are being used all the time during a teaching - learning process, some of these techniques use images as powerful tools: pictures, drawings, photographs, posters, slides, cartoons, magazine

advertisements, diagrams, graphs, tables, charts, and maps can be valuable resources for all ESL writing teachers . In addition, tasks such as mechanical controlled compositions, sentence-combining exercises, dialogues, letters, reports, or essays can be based in one single picture. In the same way there are techniques that use readings during the learning process. Guided reading activities can also be used to create an information gap to introduce students to communicative activities. It is also seen that teachers often use some ideas, suggestions, demonstrations, and examples of teaching techniques that have been successfully proven in the classroom. It is also essential to add what Raimes (1983, p. 30) says, “The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.”

Different Context of Learning

To start providing the information that is required in this stage of the research it will be useful to explain what an ANT is, “Actor-Network Theory” this is not a learning theory, as such, nor is pedagogy, but it is a theory of knowledge, this will provide a new context of learning. Edwards, Biesta, & Thorpe (2009 p. 36) argue that “When we apply ANT to an understanding of contexts for learning and teaching, we will necessarily be seeing ‘the learner’ and ‘learner process’ in a distinctive way, consistent with ANT as a process-oriented sociology.” Learning can be presented in almost all the environments and also it will have different context of learning. (Fox 2009, p. 36).

The society also takes an important place in the learning process, in fact “Socio linguistic is interested in explaining why we speak differently in different social context, and they are concern to identifying the social functions of language

and the way it is used to convey social meaning.” (Edwards, Biesta, & Thorpe, 2009 p. 36)

In fact analyzing different social contexts help teachers to provide information about how a language works in some places with social relationships in the community and in the way people show some aspects of their social identity.

Holmes (2008, p. 2) alleges that “The way people talk is influenced by the social context in which they are talking. It matters who can hear us and where we are talking as well as how we are feeling.”, language is universal and it provides many ways in which people can say one thing in different modes. In brief, Holmes (2008, p. 5) says that languages in different context offers variety of factors like relationships between people in a special situation with messages that can reach almost everybody.

Supplementary materials

It is important to know that in the case of traditional conceptions all the materials that teachers use are considered instruments to access to the target language. These materials are always dealing with grammar, syntax, phonetics and also some cultural manners among others.

Teaching materials, are elements that help teacher to construct children knowledge and also motivate them, we can use some society and culture information that is going to improve teaching of a foreign language. As Araya (2007, p. 8) “Learning a language is an affective process that demands a cultural and ideological comprehension of one selves and others.”

The role of supplementary material is very clear for, Araya (2007, p. 12) that said, “The supplementary material is important because they function as stimulus to promote learning in a positive way.”

The use of supplementary materials is significant during the class, they have given a special moment where the students are motivated to learn what the teacher is exposing.

Visuals, such as picture cards, audiovisual such as videos, audio that are songs or tales, realia, like food and on - line specific information that is going to increase the dominion of the language that students are acquiring. Wingo & Schorling (1960, p. 186) claim that “One of the greatest advances in the methodology of teaching which has occurred in this century is the increased use of and variety in audio-visual materials of instruction.” At the same time it is important to know that audio visual material can be of great assistance to you in helping children form clear and accurate concepts in all areas of the curriculum that they are learning on different situations “Audio visual material lends a new dimension to learning, for they afford a more direct kind of sensory experience than is possible through the exclusive use of printed material.” (Wingo & Schorling 1960, p. 188).

Harmer (2007, p. 178 – 179) says that pictures or graphics drawn, taken from books, newspapers, magazines, or photographs facilitate learning and have always been used by teachers. Projected slides, images from an overhead projector or projected computes images as well as pictures drawn by teachers on board help with explanation in language work. All the images can be used in a multiplicity of ways such as: drills, communication games, understanding, ornamentation, prediction and discussion. It is important to point that pictures should be big enough so that all the students are able to see all necessary details from where they will be sitting. Pictures should have three qualities to be useful in class: they need to be appropriate for the purpose and the classes, they must be chosen according to the age and they have to be culturally appropriate.

Teachers must use these visual material especially for children, a flashcard is a powerful visual aid that is piece of card or paper with a picture on one or both sides. The picture is usually of one object, and the card is used above all for the introduction, learning and recall of Vocabulary items. "A poster is simply a static, visual medium (usually of the paper and board variety) that you use to communicate ideas and messages." (Wingo & Schorling 1960, p. 190). The difference between poster and oral presentations is that teachers should let the poster do most of the 'talking'; that is, the material presented should convey the essence of the message given to students. Besides, audio material such as music, is also important to offer children a new way to expose the language that teachers are imparting "English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the centre of debate." (Richards & Rodgers 2007, p. 213).

Moreover, Harmer (2007, p. 187) claims that students get exposure to language from many resources one of them is the teacher whose voice is the most important source of language input and also by listening to each other. It is common for teachers to work with recorder audio materials that are now available in digital formats.

After all the information given about the basic concepts of learning English as a Foreign Language, it is essential to review some previews studies that show how the use of supplementary materials in EFL classes help students improve their English skills.

As Harmer (2007, p. 121) states, Internet access has helped to bring about new virtual learning environments, that is why most of the next studies are focused on the use of Internet as a supplementary material in EFL classes.

Wan & Templeton (2008), made a study to seventy nine advanced senior students at Osaka University in Japan in order to investigate what are the perceptions and impact of a program called FM Magic, and to understand how students improve their English by using this supplementary material in class. Using quantitative and qualitative methods, a survey and a Student Open-ended questionnaire were applied and taken into analysis and interpretation and as a proof of reliability multiple data sources are used. The conclusions of this research show that most students find the use of this material interesting and challenging since they are forced to create their own ideas and ask questions. They also participated in forums where they learned English by applying it and the teacher becomes a support for the students making them responsible of their own learning. Some of the limitations found in this research are the lack of teacher's and opinions about this multimedia material but it is compensated with the answers given by students in the Open-ended questionnaire. The authors also recommend the use of this sort of supplementary material in EFL classes.

The study done by Kensel (2009) shows that the web page YOUTUBE has been known only as an entertainment site, but it can be a powerful tool when talking about supplementary materials in EFL class. Today's youth is totally connected to technology, this phenomena has been informally called the IGeneration.

This research applied at Yuanze University in Taiwan shows us how the use of YouTube as a supplementary material in class can be very useful as an approach to real language. A survey applied to thirty one to thirty eight year old students of Chemistry majors Engineering that were taking conversation classes. For this study quantitative and qualitative methods were used by applying a survey and a questionnaire at the beginning and the end of the semester, focusing on their previous

experiences on YouTube. Some videos were shown during classes and students had a positive response and found the use of YouTube very useful for learning English. Results in applied activities also showed that students improved some skills in English. The author recommends the use of YouTube as a supplementary material in class. Despite of some limitations in the research such as the limited number of students, they generally showed they liked to use this site. In conclusion, YouTube may be a powerful tool to introduce real language to students and it can also be fun as long as students know how to use it and teachers guide the activities and some extra exercises are given to support its use.

Al-Jarf (2005) conducted a study about how Grammar exercises may help students to use the language correctly and to understand the different structures and their uses. Extra grammar exercises in different contexts support learning and understanding. There are various sites that offer on-line exercises where each one can realize, check, correct, and understand errors and mistakes. At King Saud University, Riyadh, Saudi Arabia a group of two hundred thirty eight women eighteen years old average students majoring in translation taking fourteen hours of English per week was the participant group of a study which wanted to investigate if there were a significant difference between the group that took and on-line Grammar course to reinforce their grammar skills. This course was not obligatory since not all students had internet access. Both, Qualitative and Quantitative instead of using surveys, pre-tests and post-tests were applied and also open-ended questionnaire about working grammar on-line. As a result of the study, the experimental group that used on-line course had positive results related to the frequency of use of on-line courses. It was also shown that as the participants of the experimental group participated in discussion topics on-line was related to high achievement. After analyzing the results

of the post-treatment questionnaires many positive comments and attitudes towards the use of these kinds of sites were found. Students were highly motivated. As a conclusion the research showed that there exist significant differences in grammar achievement between the experimental group and the other students which indicate that active students get better results and the use of technology resources instead of only teacher-centered class motivate and help students to learn the language. Previous studies cited by the author tell us that the use of on-line resources are broadly used and accepted by most students. Despite positive results, some limitations were found such as the lack of internet access and cultural component.

As told before, methods and material shall be chosen according to learner's age. A study made by Cheon (2003) shows that one of the advantages of using internet is that it can be used for all ages, everything can be found there, and taking advantage of its broad content depends on the teacher. A group of twenty ninth-grade students in a range of 15 to 16 years in a girl's junior high school in Pusan, Korea were participants as volunteers in a study proposed to investigate how to combine the students' interest in computers and chatting with their English courses and how useful it can be to improve their skills such as negotiating in English through the chat. This research used a mix of quasi-experiment and observations as a source of data collection and questionnaires as auxiliary methods. All these methods showed the individual's perceptions and also group behaviors. As a result, some tasks seemed to be more productive in stimulating negotiations of meaning than other tasks. It was shown this task based synchronous or real time chat may provide the students with more opportunities to apply the target language although improving grammatical competence is uncertain. In conclusion it was found that the interaction among students through chat in the target language generating meaning negotiation.

As a recommendation for future studies it is suggested that the task should be done between different gender individuals. The results cannot be generalized to all Korean students because the sample is too small and also the lack of proficiency limits the students in the correct meaning negotiation.

The last included study was conducted by Hsiu-Chinh (2009), it argues that traditional teaching materials have always helped teachers in all subjects; these materials such as picture cards are very useful in teaching all ages. Telling stories using pictures promote the use of kid's imagination and the generation of ideas and spoken language use. The research was applied in a private language institute in Taiwan where twenty two students between eight and eleven years old that had extra English classes during Saturday and Sunday and are in an elementary level. The objectives of this study were to understand the views of the students on the educational values of reading English picture story books and how difficult it can be to read picture story books. Semi-structured interviews were applied as a qualitative method, students had thirty minutes reading sessions once a week as well as studying books and read them with the researcher. English was spoken during the reading sessions and students tried to guess the meaning of difficult words and this kept them connected to the story. At the end of the research interviews were made to students in Chinese and then translated to English. The results showed that despite the difficulty level and the lack of cultural knowledge, students enjoyed reading picture story books and they felt it helped them improve their language level and also expand their imagination. Reading out loud was a challenge for them and helped their self-confidence in fluency and reading skills. In conclusion three main values were taken from this research: the linguistic value, the value of the story and the value of the pictures. Most students were highly motivated by the story and improved their

English in the lexical and syntactic level. It is important to notice that it shows that with the guidance of the teacher, the stories can provide the students the opportunity to apply their knowledge and also motivate students to involve their own experiences through reading stories and learn about the culture beyond language. Although these results cannot generalize the advantages of using picture story cards, many students found them challenging and stimulating to their imagination.

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 | | ✓ |

Authors: Carla Carrillo Gortaire & Grace Proaño Alomoto

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

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

| Variable | Indicators | 1 st class | | 2 nd class | | 3 rd class | | 4 th class | | 5 th class | | 6 th class | | 7 th class | | 8 th class | | 9 th class | | 10 th class | |
|-------------|-------------------------------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|------------------------|---------|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | | | | | | ✓ | ✓ | | |
| | power point presentations | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | Maps | | | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | Pictures | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ |
| | Charts | | | | | | | ✓ | ✓ | | | | | ✓ | ✓ | | | | | ✓ | ✓ |
| | Handouts | | | | | ✓ | ✓ | | | | | | | | | ✓ | ✓ | | | ✓ | ✓ |
| | Posters | | | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | word cards | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| | Whiteboard | | | | | | | | | | | | | | | | | | | | |
| Audio | songs | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | |
| | Dialogues | | | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ |
| | Stories | | | | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | | | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | Videos | | | | | | | | | | | | | | | | | | | | |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | documentaries | | | | | | | | | | | | | | | | | | | | |
| Realia | Object (toys, plants, fruits) | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Authors: Carla Carrillo Gortaire & Grace Proaño Alomoto

Source: 4th (8 years old approx.)

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

| Variable | Indicators | 1 st class | | 2 nd class | | 3 rd class | | 4 th class | | 5 th class | | 6 th class | | 7 th class | | 8 th class | | 9 th class | | 10 th class | |
|-------------|-------------------------------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|------------------------|---------|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | |
| | power point presentations | ✓ | ✓ | ✓ | ✓ | | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | ✓ | ✓ | | | | | | | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ |
| | Charts | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | Posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| | white/black board | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | ✓ | ✓ |
| Audio | songs | | | | | | | | | | | | | | | | | | | | |
| | Dialogues | | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | Stories | | | | | | | ✓ | ✓ | | | | | | | | | ✓ | ✓ | | |
| | Tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | Videos | | | | | | | | | | | | | | | | | | | ✓ | ✓ |
| | Movies | | | | | | | | | | | | | | | | | | | | |
| | documentaries | | | | | | | | | | | | | | | | | | | | |
| Realia | Object (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Authors: Carla Carrillo Gortaire & Grace Proaño Alomoto

Source: 5th (9 years old approx.)

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

| Variable | Indicators | 1 st class | | 2 nd class | | 3 rd class | | 4 th class | | 5 th class | | 6 th class | | 7 th class | | 8 th class | | 9 th class | | 10 th class | |
|-------------|-------------------------------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|------------------------|---------|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | |
| | power point presentation | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | | |
| | Charts | ✓ | ✓ | | | | | | | | | | | | | | | ✓ | ✓ | | |
| | Handouts | ✓ | ✓ | | | | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | |
| | Posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | ✓ | ✓ | | | | | | | | | | | | | | |
| | white/black board | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Audio | songs | | | | | | | | | | | | | | | | | | | | |
| | Dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | ✓ | ✓ | | | ✓ | ✓ | | | | | | | ✓ | ✓ |
| | tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | ✓ | ✓ | | | | |
| | movies | | | | | | | | | | | | | | | | | | | | |
| | documentarie | | | | | | | | | | | | | | | | | | | | |
| Realia | Object (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Authors: Carla Carrillo Gortaire & Grace Proaño Alomoto

Source: 6th (10 years old approx.)

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

| Variable | Indicators | 4 th (8 years old approx.) | 5 th (9 years old approx.) | 6 th (10 years old approx.) | Total | |
|-------------|--------------------------------|--|--|--|-----------|--------------|
| | | f | f | f | f | % |
| Visual | flash cards | 4 | 4 | 3 | 11 | 12,09 |
| | power point presentations | 4 | 4 | 4 | 12 | 13,19 |
| | Maps | 3 | | | 3 | 3,30 |
| | Pictures | 6 | 4 | 3 | 13 | 14,29 |
| | charts | 3 | 1 | 2 | 6 | 6,59 |
| | handouts | 3 | | 3 | 6 | 6,59 |
| | posters | 1 | | | 1 | 1,10 |
| | word cards | 3 | 3 | 1 | 7 | 7,69 |
| | white/black board | | 3 | 9 | 12 | 13,19 |
| Audio | songs | 2 | | | 2 | 2,20 |
| | dialogues | 4 | 3 | | 7 | 7,69 |
| | stories | 2 | 2 | 3 | 7 | 7,69 |
| | tales | | | | | |
| Audiovisual | videos | | 1 | 1 | 2 | 2,20 |
| | movies | | | | | |
| | documentaries | | | | | |
| Realia | objects (toys, plants, fruits) | 2 | | | 2 | 2,20 |
| Online | Websites | | | | | |
| Total | | 37 | 25 | 29 | 91 | 100 |

Authors: Carla Carrillo Gortaire & Grace Proaño Alomoto

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

Description, Analysis, and Interpretation of Results

It is effective the use of supplementary material such as flash cards, handouts, vocabulary charts, pictures, and so on during EFL classes specially when teaching children. We could notice this in each observed classes. Teachers used this powerful tool to strongly motivate students and the latter had the opportunity to learn English more efficiently by using different learning and teaching techniques.

On the other hand, teachers must know how and when they have to use supplementary material to motivate children to learn the language and accomplish all the objectives proposed. The following section will include information about how the observed classes were developed and all the supplementary materials used in each class. In addition to this, it is important to say that the observed school has 15 English contact hours a week. The students also receive different signatures where English is used; they have subjects such as, Grammar, Reading Comprehension, Writing, Oral Language, and Science. The English contact hours this school has per week, give the students the opportunity to improve their English in a quick way, and this fact provides the teachers the occasion to use different kinds of supplementary materials for the lessons in each class.

Qualitative Analysis

4th Grade / 8 Years old

Flash Cards

Flash cards were used in the first class observed. It was a Grammar class; the topic was “Common and Proper Nouns”; its main objective was “to develop grammar skills by identifying Common and Proper Nouns”. As a warm-up activity, the teacher used flash cards that showed some people, animals, things and places in order to make students elicit their names and then identify them to realize if they

were Common or Proper nouns. This activity forced students to speak by explaining each one of the shown pictures and determine if they were Common or Proper nouns. The teacher displayed the flash cards on different parts of the classroom, so students had to recognize where common and proper nouns were located. Then, the teacher explained how they had to spell and use common and proper nouns in a complete grammatical structure.

Consequently, the use of flash cards was pertinent because it was related to the topic and helped students to understand the use of Common and Proper nouns. Students were able to use complete grammatical structures and by doing this, the teacher could achieve the main objective of the class.

All the flash cards used had clear, catchy and understandable images, whose drawings helped the students to understand the class better, so we could say that they were appropriate for the students' age and it was also according to their English level.

As the flash cards were part of the teacher's teaching resources that accompany the textbook, their quality was good; they had an excellent size, and color. The mentioned supplementary material helped students to see, understand, and work with them during the first part of the class.

In the second class we observed that flash cards were used again. That was a Grammar class; its topic was "Prepositions of Location". The teacher used the same group of flash cards that she showed the former class to recognize proper and common nouns. The main objective of the class was to practice proper and common nouns and the use of prepositions of location such as, in, on and under.

It was attractive to see how the teacher linked the last class with the new one. She used this known material to motivate the students to generate sentences by using

common and proper nouns with the prepositions of location taught. The teacher presented the flash cards and asked the students to elicit sentences by using the correct shown prepositions. The teacher, explained the students how prepositions are used in real sentences and how they can construct their own sentences by imitating those structures.

The use of this supplementary material was pertinent, because it was related to the topic and allowed the teacher to fulfill the main objective of the class. It is also important to mention that it was in accordance with the students' level of understanding, because all of them could understand their meaning, and they responded actively to the activity proposed.

The flash cards were part of the teacher's resources that accompany the textbook, their quality was good; they had an excellent size, and color. The mentioned supplementary material helped students work in an interactive way during the class.

Similarly, during the fifth observation we had, it was a Grammar class. Its main topic was "Personal Pronouns". The teacher used some flash cards that illustrated some people in order to introduce the correct use and identification of personal pronouns, that was the main teaching objective of the class.

The teacher presented seven flash cards and asked students to name the correct personal pronoun that each picture represented. Then, students elicited sentences by sing pronouns in different structures. After that, the teacher explained the students that all the pronouns can be used with different structures and all tenses. Consequently, the objective of the class was fulfilled.

Te use of this material was relevant because it helped the students understand pronouns and their correct use and meaning.

We consider that this material was appropriate because the students felt motivated with all the images and they were according to their age and level. They got connected to the class because the drawings presented were clear and understandable.

This material was not prepared by the teachers; it was part of the teacher's resources that accompany the textbook. The material has an excellent quality in size and color. All the students were able to see, understand, and work with them during the whole class.

The last class in which flash cards were used was in the ninth one. It was a Grammar class, its topic was "Demonstrative Adjectives". The teacher used some flash cards that showed some things with the price printed on them. The objective of the class was to introduce the correct use of demonstrative adjectives and how to ask questions about prices.

The teacher used this material to force students to speak and to use the correct structure when they ask and answer questions. For this activity, the teacher explained students how to use the demonstrative pronouns in the answers and how to make questions with "how much". The teacher displayed the flash cards on different parts of the classroom and she created a kind of store with sales people and costumers. The purpose of this activity was to ask questions with "how much" and answer these questions by using the correct demonstrative adjective. As a result, the teacher reached the objective of the class, flash cards were used as a guide to understand the correct structure and make students speak English as a communicative language. Because of all the above mentioned information this supplementary material was appropriate for the students' level and age.

Flash cards were pertinently used during the ninth class observed, because all their images helped students understand exactly what they were talking about and were totally related to the topic.

Teachers did not prepare the material, it was part of the teacher's resources that accompany the textbook, so they have an excellent quality in size and color because all the students were able to see, understand, and use them correctly.

Power Point Presentations

This supplementary material was used during the fourth observation in an Oral Language class. The topic of the class was "Capitalization in Sentences"; the teacher used a power point presentation that showed some sentences with errors in capitalization and punctuation, this helped introduce the correct use of capital letters and periods, that was the main objective of the class.

The teacher used the presentation to force students to learn to look for mistakes and recognize them. As stated before, the observed school has a computer and a projector in each classroom which facilitates the use of a high quality power point presentation. The teacher presented the examples and students read them. Each student participated by correcting the sentence in the presentation, always noticing the use of capital letters at the beginning of the sentence and a period at the end of it. Therefore, the teacher reached the objective of the class, so the use of the power point presentation acted as a guide to get students use the correct capitalization and punctuation therefore; students were able to construct their own knowledge.

Students enjoy using technology, when using it; they engaged with the class and get excited to participate. All the images showed in the power point presentation were clear and understandable making students feel comfortable. It means that it was appropriate for the age and level since they all understood the meaning of each

sentence. The teacher prepared the presentation, in a clear and correct way. It is important to notice that the teaching ware had an excellent quality in size, color and image because all the students were able to see, understand, and interact with the teacher.

The next class, in which this material was used, was the fifth class observed, a Grammar class. The topic was “Pronouns”, the teacher used a presentation that showed a group of animated pictures demonstrating some actions, when she presented the slides she elicited some examples in order to show the correct use of the pronouns in each sentence. The objective of the class was to understand the complete structure that a sentence must have and the use of pronouns in each part of the sentence.

The teacher started with a warm-up activity that required students to recognize the pronouns in the power point presentation that had some animated pictures that forced students to build up sentences according to the action of the animated picture. The teacher started the presentation with an example and then, all students participated by constructing sentences with the appropriate pronoun, verb and complement. The use of this material allowed the teacher to fulfill the objective of the class.

This material was pertinently used since students were highly motivated because all the images got them connected to the class.

The kinds of drawings showed in the power point presentation were clear and understandable making students feel comfortable. It means that it was appropriate for the students’ age and it was according to the English level of the students.

The teacher prepared the power point presentation, in a clear and correct way; she used animated pictures gotten from websites that impacted children during the

class. The presentation had an excellent quality in size and color because all the students were able to see, understand, they could interact with the teacher.

In the sixth observation in an Oral Language class, the topic was “Beginning and Ending Sentences” the teacher used a power point presentation that showed some sentences with mistakes in capitalization and punctuation in order to reinforce the correct use of capital letters and periods at the end of the sentence. This topic was introduced during the fourth class, but the teacher explained to us that the reinforcement is something very important when working with children.

The teacher used the presentation to force students to recognize mistakes, which makes students feel more comfortable and confident to participate. The teacher presented new examples; each student participated by correcting the sentence working on the whiteboard. The teacher kept reinforcing the use of capital letters at the beginning of the sentence and the use of a period at the end of it. As a result of this process, the teacher reached the main objective of the class that was to reinforce the capitalization and punctuation in a sentence.

The power point presentation was a guide to make the students be aware of the correct use of capitalization and punctuation.

In addition, it is very important to notice that all the sentences showed in the power point presentation were clear and understandable, that made students feel confident.

The use of this supplementary material was appropriate for the age and the English level of the students because all of them knew and understood the exact meaning of each sentence and were able to recognize the mistakes and correct them. It means that the reinforcement was effective.

When talking about pertinence, the example sentences used in the presentation were related to the topic supported by some animated pictures that clearly showed the corresponding meaning of the sentences.

The presentation was clearly and correctly prepared. It had a good size, excellent image and colors. All the students could see them.

The last class, in which the use of this material was seen, was the seventh one. The Grammar class focused their attention on “Present Negative Sentences” and their contracted form. The teacher used a power point presentation that showed some affirmative sentences in order to introduce what a negative sentence is and how students must use the contractions in each one.

The teacher encouraged students to write the negative form of the example sentence. The teacher recalled the correct way to write negative contractions. This reinforcement made students feel more secure, so they could participate with a lot of confidence. The teacher presented new examples; each student participated by writing negative sentences with and without contractions. As a result of this process, the teacher reached the main objective that was to reinforce and practice the negative sentences and their contractions.

The use of power point presentations in this class is considered pertinent because it is completely related to the topic of the class.

It was appropriate because it was clear and understandable for all students’ age and level. Also, students were motivated with technology, so they were engaged to the class and all the time they were very excited to participate.

The teacher prepared the presentation, in a clear, funny and correct way. It is important to notice that the materials have an excellent quality in size, color and

image because all the students could understand and interact with the teacher writing the negative contractions in all examples shown.

Maps

This material was observed in the seventh class. It was used in a Grammar class. The topic was “Negative Contractions”. The main objective of the class was to introduce what a negative sentence is and how contractions have to be used in each sentence.

The teacher used a power point presentation and also a map. The teacher presented sentences to students and asked them to create new sentences based on the correct information given on the map. Then she encouraged the students to write the negative expression of the sentences read. The teacher used structures such as, “She is from Mexico. She isn’t from Africa”. In this case the use of the map only clarified the idea of the negative sentence and their contractions. The teacher reinforced the writing of negative contractions. The use of maps made students feel more comfortable, so they could participate with a lot of security. The teacher presented new examples; each student participated writing their negative form with contractions and without contraction using the information that was given in the map. As a result of this process, teacher reached the main objective.

The use of the map, acts as a real guide to motivate and encourage students to write correct negative sentences and made students understand the right meaning of the negative form of the sentence.

The use of this supplementary material was appropriate for the age and according to the English level of the students. This material was pertinently used because all students understood how it was related to the topic and was a guide to

know what they have to do with the information presented and how to use the information presented on it.

The teachers did not prepare the mentioned material, it was provided by different publishers. But, it is important to notice that they have an excellent quality in size and color because all the students were able to see, understand, and associate the real information in order to accomplish the grammar exercise.

The eight class observed was a Reading Comprehension class. The topic in this class was “Meet Sue the T- Rex”. The teacher used a map to introduce the topic and motivated students by asking questions about the T- Rex. Then the teacher showed a T- Rex little picture and displayed along the map showing the places where these dinosaurs lived when they were alive. She started reading the story by using different types of voice and emphasizing the important facts that they have to retell once she has finished reading.

The objective of the class was to retell the story by using students’ own words. It is important to say that students love to study anything related to dinosaurs. The teacher used the map to catch the attention from all students in order to read and understand the story that was very interesting and funny. At the end of the story, the students had the opportunity to play the role of the teacher retelling the story for all their classmates. This kind of activities makes students appreciate reading, so the teacher reached the main objective of the class.

Students were always motivated with the map and visual aids like little pictures of T-Rex, so they were engaged with the class all the time. They were very excited about participating and became teachers for one minute in the class. In addition, it was very important to notice that the map was very clear and understandable making students feel more confident when speaking.

The use of this supplementary material was appropriate for students' age and level. We also considered this material was pertinently used, since all students understood what they had to do and it was related to the topic

The material was part of the teachers' resource room. It had an excellent quality in size and color. Students were able to participate with it during the exciting reading class.

The last class that used maps as a supplementary material was the ninth. It was a Grammar class. The main topic was "Demonstrative Adjectives" this, that, these and those, and the use of "How much" to ask about the cost of something. The teacher used a group of flash cards and a map that showed some things with the price printed on them in order to introduce the correct use of how much and the demonstrative adjectives to answer the question.

The teacher connected these two materials to make students participate in class. She put some flash cards with prices in different countries in the world map. This activity encouraged students to pay attention and answer the questions in a correct form by finding the correct information in the map.

The main idea of this activity was to ask questions with how much and answer these questions with the correct demonstrative adjective.

In our opinion, the use of a map as a visual aid is very appropriate because in this class it was used according to students' age and level. It also helped students get the correct structures and practice them by using the language taught.

The use of a map in this activity made students feel motivated with the language since they were able to use the demonstrative adjectives correctly. It means that it was pertinently used according to the imparted topic and helped students understand it.

The map was an additional resource of the teacher's material so it has an excellent quality in size and color because all the students were able to see, understand, and work with it.

Pictures

Pictures were used in the first class observed. It was a Grammar class; the topic was "Common and Proper nouns"; its main objective was "to develop grammar skills by identifying Common and Proper nouns". The teacher used pictures that showed some people, animals, things and places in order to make students elicit their names and then identify if they were Common or Proper nouns. The teacher used this material to make students work in their notebooks, to evaluate if they understood the differences between common and proper nouns. Students must paste all the pictures that the teacher gave them by classifying them in two pages, one with all the common nouns and the other with all the proper nouns. After that, students wrote the picture's names next to them. Finally the teacher explained how they have to use common and proper nouns in a complete structure, so they have to write one short example showing the correct use of them.

This evaluation activity was done at the end of the class, so students were motivated to demonstrate how much they have learned.

Consequently, the use of pictures was relevant because it was related to the topic and helped students understand the use of Common and Proper nouns in a complete grammatical structure and achieve the main objective of the class.

All the used pictures had clear and understandable images, with drawings that helped students understand the class better, so we could say that they were appropriate for students' age and it was also according to their English level.

The pictures were part of the teachers' resource room. Their quality was good; they had an excellent size, and color. The mentioned supplementary material helped students work by themselves by using the contents they had learned during the class.

In the same way pictures were used in the second observation that was a Grammar class too, whose topic was "Prepositions of Location". The teacher used some pictures that exemplify a specific location of the preposition to make students work by themselves in their notebook. The teacher reinforced the use of common and proper nouns that was the last class topic. The teacher gave eight pictures to each student, she gave an example that showed how prepositions are located in a sentence and how they can construct their own sentences by following a structure and by using the information that was in the picture. The students pasted the pictures in the order shown by the teacher, after that, they have time to create their own sentences by using the information given during the class.

The use of this supplementary material was pertinent, because it was related to the topic and allowed the teacher to reach the main objective of the class. It is also important to mention that it was appropriate for the students' age and level of understanding, because all of them could understand their meaning, and they responded actively to the proposed activity.

The pictures were part of the extra material that the school had, the quality was good; they had an excellent size, and color. The mentioned supplementary material helped students work by themselves by using the taught structure in a correct way.

During the fifth observation, the Grammar class was focused on "Personal Pronouns" which was the topic of this class. The teacher used a group of pictures that showed some people in order to use and identify personal pronouns and their use in a complete grammatical structure.

The teacher used the pictures to force students to apply the knowledge that was imparted at the beginning of the class. Students practiced personal pronouns and their use. The teacher gave students ten pictures that had to be pasted on their notebook in any order. Then, in a power point presentation the teacher shared with them some examples that explained how to use personal pronouns in a complete grammatical structure. Finally, the students were motivated to work in their notebook with complete confidence.

As a result of this process, the teacher reached the objective of the class. The supplementary material was pertinently used because students understood the correct use and meaning of the personal pronouns, which showed that the used material was related to the topic.

The pictures were appropriate for the student's age and they were according to their English level. The material was correctly used during the class; since all students knew the exact meaning of each picture and were able to understand the use of them by working by themselves.

The material was not prepared by the teacher. She got the pictures from websites and printed them. They had a good quality in size and color. All the pictures helped students work by themselves speaking English.

This material was also used during the sixth observation. It was a Grammar class about "Capitalization and Punctuation". The teacher used pictures that showed some actions in order to write appropriate sentences for each one, with the correct capitalization and punctuation.

Pictures were used to motivate and evaluate students. The teacher gave students seven pictures that they had to paste on their notebook using a specific order. Then, some examples were given through a power point presentation, it

explained how they have to use capitalization and punctuation in a sentence. At the end of this procedure the students were very happy to work in their folders with the complete confidence they needed.

The use of this material helped the teacher reach the objective of the class. We consider it pertinent because it was strongly related to the topic and helped students understand it.

The pictures were appropriate for the student's age and level. The materials were correctly used during the class; since all students knew the exact meaning of each picture and were able to understand the use of them, working by themselves.

The material was not prepared by the teacher; book's websites were used to print the pictures and some extra exercises for reinforcement. They have a good quality in size and color. All the pictures helped students to work by themselves, feeling comfortable with their knowledge and motivated to learn more and more in each class.

The eighth observation was in a Reading Comprehension class. The topic was "Meet Sue the T- Rex". The teacher used a map where she put some T-Rex pictures which were useful to motivate students about the topic. The pictures were pasted on the places where T- Rex Dinosaurs lived during the end of the Cretaceous era.

The story was very interesting and funny. At the end of the story the students had the opportunity to read the story for themselves. This activity helped the teacher reach the goal of the class.

The material was appropriate to students' age and level because students were motivated with the map and the little dinosaur pictures that helped them understand and develop the speaking skill.

In addition, it was very important to notice that the little pictures were very clear and understandable and made students feel confident and totally related to the topic of the class, all this shows how pertinent the material was.

When talking about quality, the pictures were part of the resource room of the school and were very clear in color but we consider the size was not the correct for the number of students because not all of them could see them clearly. In spite of that, the students were very happy with the class and they learned how to retell a story using main ideas and details.

Now, let us explain how pictures were used in a Grammar class during the tenth observation. The topic was “Subject and Object pronouns”, the teacher used a group of pictures that showed some people, and animals performing a specific action. The teacher recalled the parts of the sentence and explained students where to write personal or object pronouns in a sentence, since this is a difficult and abstract concept the teacher spent most of the class explaining and using examples to explain.

The teacher used this material to make students understand this difficult topic, but at the end of the class the teacher did not reach the main objective of the class, which was to write sentences using personal and object pronouns. At least we can say that the material was very clear and understandable, but the teacher could notice that last year students did not finished the established program, so they do not clearly know these kinds of pronouns. The teacher explained to us that this situation is not common in the school, but sometimes they have to review if students have a previous knowledge about the topic.

Despite of the lack of previous knowledge in students, the used material was completely appropriate for their age and level.

We also consider the use of this material pertinent because it was very helpful when students were trying to understand the topic.

The pictures used in this class had good quality in size and color, although they were not prepared by the teacher, they were printed from the Internet.

This supplementary material was used again in the next class to introduce the object pronoun topic and made students learn the differences and their usage.

Charts

In general, charts were used for some explanations that teacher does in each class. During the fourth observation, in a Grammar class, the teacher, used a chart that has a sentence divided in two parts, the initial part and the final part. In this chart the teacher explained that it is a must to use a capital letter at the beginning of the sentence, and at the same time, the teacher explained that at the end of the sentence there must always be a period that marks the end of the idea and the beginning of a new one.

At the beginning of the class the teacher showed a chart that had interesting drawings that showed the beginning of the sentence and the end of it.

The chart was very clear and understandable; the drawings got them connected to the class. The drawings were clear and understandable making students feel comfortable. All of this shows the chart was appropriate for students' age and English level.

The material was pertinently used according to the topic since all students knew how to work with the chart and clearly understood the examples.

The teacher prepared the material; it was done on cardboard by using different color markers and students found it interesting. By all means, it is important to notice

that the chart had a good quality in size and color because all the students were able to see, understand, and work with it.

Similarly, a chart was used in a Grammar class, during the seventh observation. The topic of the class was “Contractions”. The objective of the class was to review and practice the negative contractions “don’t /doesn’t”.

The used chart was done by the teacher and had two parts: in the first one we observed the long form of negative sentences and the other part showed the contractions for each of them.

The way the teacher explained what a contraction is, and the complete structure of the negative form was interesting. Students were engaged with the class and felt motivated.

The chart was very clear, understandable and pertinent according to the topic. It was very helpful when showing structure for guiding students to use the structures.

Kids felt comfortable with the material, this means that it was appropriate for the age and according to their English level.

The material was colorfully done in a cardboard and was very colorful. It is important to notice that the chart has a good quality in size and color because all the students were able to see, understand, and work with it.

The last description of the use of this supplementary material is about the tenth observation in a Grammar class. The topic was “Subject and Object Pronouns”. The objective of the class was to write sentences using personal and object pronouns placing them in the correct part of the sentence. The teacher used a chart to divide the sentence in two parts, trying to explain that personal pronouns were used in the first part of the chart and object pronouns were used in the second part of the chart.

This explanation helped students understand where the personal or the object pronoun must be placed in a sentence.

As an introduction for this topic, the teacher spent a lot of time explaining the differences between both kind of pronouns. She wrote the personal pronoun with the correspondent object pronoun, but students got confused in this difficult part, because they started using the personal pronouns instead of the object pronouns and the object pronouns instead of the personal pronouns.

This material was pertinently used because students could understand the difficult topic although the teacher did not reach the main objective of the class.

The teacher prepared the material, it was done on a cardboard, with many color markers which made the material interesting and attractive for the students. The chart has a good quality in size and color because all the students were able to see, but it did not help children to understand the class because the requirements that are needed to understand the topic were not present in the children pre-knowledge.

Handouts

Handouts were used in the third observation, which was a Grammar class. The topic of the class was “Possessive Nouns”. The objective was to use proper and possessive nouns correctly in a sentence. The teacher used this supplementary material after explaining the topic by using a poster as a resource. This activity helped students practice proper and possessive nouns use with holidays and also evaluate how they understood the topic.

The teacher gave one page to each student. Each page had a little chart that talked about special holidays in the year. Students had to use nouns and their possessive form to build up sentences that described all the important dates. The teacher explained students by using the two first examples in the extra paper.

The handouts used in this class were appropriate because students clearly understood instructions and examples. It was according to their age and level.

Students were motivated because the handouts were colorful. All images got students connected to the class. The kinds of drawings presented in the handout were clear and understandable making students feel comfortable and they were prepared according to the topic. For this reason we considered the handouts were pertinently used.

The teacher did not prepare the material; it was downloaded and printed from an educational website. It had an excellent quality in size and color because all the students were able to understand and work with them during the class.

The eighth observed class was a Reading Comprehension class. The topic was Meet Sue the T- Rex. The objective of the class was to find main ideas and retell the story by using students' own words.

The teacher used handouts in order to evaluate their comprehension of the story and helped them identify its main ideas.

The teacher motivated students to work by themselves in their handout, so they could freely write what they wanted to say.

Students were motivated with the handout that was also an evaluation tool. In addition, it was very important to notice that all handouts were clear and understandable what made students feel comfortable in the class which shows that it was appropriate for the age and their English level.

Handouts were pertinently used, since all students knew the exact meaning of each question and were able to do all the activities that were related to the topic.

The teachers did not prepare the material, it was an additional resource that accompanied the textbook. Nevertheless, it is important to notice that they had an

excellent quality in size and color because all the students were able to read, understand, and then successfully complete all the activities.

The last class that used this supplementary material was number tenth. The teacher could not use it as it was planned because students did not understand the correct use of personal pronouns and object pronouns, so she explained to us that there will be an evaluation handout next class to check students' understanding.

Posters

The only class that used a poster as a supplementary material was the ninth. It was a Grammar class. Its main topic was "Demonstrative Adjectives" and the use of "How Much" to ask the cost of something. The teacher pasted a poster that had a big drawing of a store showing some things with the price printed on it. The teacher evaluated if students used how much and demonstrative adjectives to answer questions.

For this activity the teacher explained students how to write questions with "How much". After writing the questions they were supposed to answer those using demonstrative pronouns and the information presented in the poster. The main idea of this activity was to ask and answer questions with the taught structure. Students were motivated using this supplementary material.

The use of this material was pertinent because it was related to the topic and children enjoy this fun activity. This factor was an evidence that the used supplementary material was appropriate for the age and according to the English level of the students.

The material was part of the additional resources that teacher had in the school, so it had an excellent quality in size and color because all the students were able to see, understand, and develop the proposed activity in a good way.

Word Cards

Word cards were used during the third observation. It was a Grammar class. The topic was “Possessive Nouns”. The objective of the class was to learn and understand the correct use of possessive nouns.

The teacher presented many word cards with proper and common nouns to students and then put all word cards on the board and asked students to elicit sentences using their possessive form. Next, the teacher explained students about the rules of the use of the apostrophe. After that, students had to pass and use the word cards to form example sentences. Consequently, word cards were used as a guide to get the correct structure and make students construct their own examples; this activity allowed the teacher to reach the objective of the class.

Students felt motivated with the supplementary material. The type of letter presented in the word cards were clear and understandable making students feel comfortable. It means that it was appropriate for the age and level of the students.

These materials were pertinently used, since all students knew the exact meaning of each word card and how to use it within the structure.

The teacher prepared the material. It was done by computer, it had an excellent size and color; all students were able to see, understand, and work with them.

Word cards were also used in the fourth class observed. It was an Oral Language class. The main topic was “Sentences”. The main objective of the class was to learn the correct use of capital letters and periods in a sentence.

The teacher used the word cards to force students to identify and recognize mistakes. The teacher gave students a group of ten word cards with sentences written on them. After, students had to paste them in their notebooks and rewrite the

sentences correctly, it means, by correcting the mistakes they found in the word cards.

The teacher made three examples with the students and after that, they had to continue working by themselves by applying the use of capital letters at the beginning of the sentence and a period at the end of it. Therefore, the teacher reached the objective of the class.

The use of the word cards acted as a guide to understand in structure the correct capitalization and punctuation. All sentences and words of this material were clear and understandable because students knew how to work with it. For all this, we consider this material was appropriate for the age and level of the students.

Students felt motivated by using the cards, they were engaged to the class, and were eager to participate. Everything that was written in the word cards was clear and understandable. Word cards were pertinently used because all students knew the exact meaning of each word and sentence and were able to correct most mistakes presented to them.

The teacher prepared the word cards. They were done by computer. They had clear letters and an excellent quality in size and color because all the students were able to read, understand, and work with them by themselves.

The last class that used this kind of supplementary material was the fifth one. It was a Grammar class. The topic was "Personal Pronouns". The objective of the class was to make students write sentences in a complete structure by using the personal pronoun shown in a word card. The word cards were used in a warm-up activity before introducing the structure.

The teacher displayed some word cards; each of them presented a specific personal pronoun. After using some other supplementary materials, the teacher used

the word cards again almost at the end of the class as a part of the evaluation. Students had to build up sentences according to the pronoun written in the word card. The teacher started the activity with one example and then all the students participated by constructing sentences by using correct pronouns, verb and complement on their own notebook.

We found the use of word cards at the beginning and the end of the class very appropriate since the material was clear and understandable besides, it was prepared considering the age and level of the students.

Students felt motivated because all the word cards had different colors and type of letter. The use of word cards in the class is considered pertinent, since all students knew the exact meaning of each word card and were able to make their own sentences by using a complete grammatical structure, it means, they were totally related to the topic.

The teacher prepared the word cards. They were done by computer and printed with different colors. They had an excellent quality in size and color because all the students were able to read, understand, and work with them.

Songs

The first class observed was a Grammar class. The topic was Common and Proper nouns. The teacher used a song that talked about people, animals, things and places to introduce the class. The main objective of the class was to identify common and proper nouns.

The teacher used this material as a warm-up activity to motivate students to sing by themselves in order to practice their English pronunciation. Students first listened to the song, then they sang with the teacher and finally they sang in a karaoke version. The teacher made a singing contest. All the students sang aloud,

trying to pronounce each word in the song. In consequence, the use of this supplementary material allowed the teacher to reach a secondary objective of the activity that was to get the student's attention and catch their interest before starting the class.

The pronunciation of the song was clear and understandable, so children felt comfortable with it. It is important to notice that the rhythm attracted all the kids' attention. For all of this, it was appropriate for the age and it was also according to the English level of the students.

Due to the fact that the song was part of the program, we have to say that it was pertinently used and totally related to the topic.

The teachers did not prepare the material, it was an additional resource that accompanied the Grammar textbook. By all means, it is important to notice that they had an excellent quality in sound because all the students were able to listen and sing it.

In the same way a song was used in the second observation in a Grammar class. In which the topic was "Prepositions". The objective of the class was to understand the use of prepositions of place. For this aim, the teacher used a rap song that showed some prepositions of place and students sang by themselves.

This song motivated students to sing by themselves and helped them practice their English pronunciation. Students first listened to the song, then they sang with the teacher and finally they sang in a karaoke version.

The pronunciation of the song was clear and understandable, children felt comfortable with it. It is important to notice that the rhythm was very attractive for kids. The material was appropriate for students' level and age.

It is important to say that these songs are part of the Grammar program and come with the book and are totally related to each imparted topic so they are pertinently used.

The teachers did not prepare the material because it was an additional resource that accompanied the Grammar textbook .Yet, it is important to notice that they have an excellent quality in sound because all the students were able to listen to it and understand it clearly, therefore able to sing it.

Dialogues

The teacher used dialogues during third, fifth, seventh and tenth class. She used all dialogues in the same way. Students had to repeat de dialogues and then create a new one. The teacher gave an example of how a conversation about a specific topic can be started. She clearly pronounced each word and after that students repeated the mentioned example. Finally, they created a new dialogue following the teacher's directions.

We found interesting the way teacher used the material to force students to speak and create their own conversations by using the structures they already knew.

We consider the material was pertinently used in all observed classes no matter what the topic or objective was. It was used as an application of each new structure students learned.

All the presented dialogues were appropriate for the age and according to the English level of the students, because they were able to use the Grammar structure taught.

The teachers did not prepare the material, it was part of the extra resources that school had. By all means, it is important to notice that they have an excellent quality

in grammatical structure and word usage in the conversation. Dialogues were used by all the students because they were able to understand, and repeat it in a natural way.

Stories

Stories were used during the sixth observation, in a Grammar class. The topic was “Capitalization and Punctuation in a Sentence”. The objective was to learn how to use capital letters and punctuation correctly in a sentence.

The teacher used the story to apply in advance the contents that she was going to impart during the rest of the class. First, the teacher started by reading the story by making different voices which was very attractive to students. The teacher used the story to show real examples of how capitalization and punctuation have to be used and how important it is to use them correctly in order to separate ideas.

Students felt comfortable working with this material. It was very useful to understand and internalize the importance of capitalization and punctuation.

The story was clear and understandable. This important factor made students feel confident with the supplementary material used. The story was appropriate for the student’s age and level.

The story used in this observed class was a very good example of what the teacher wanted students to understand and she created a relation between the story and the topic of the class. For this reason we think it was pertinently and correctly used. Students understood the idea of the story.

The story was not prepared by teachers; book’s websites were used to print the material and some extra exercises for the reinforcement. It had an excellent quality in size because colors were not necessary. The vocabulary used in the story was clear; students knew the meaning of almost each word presented to them.

The eighth observation was done in a Reading Comprehension class. The topic was Meet Sue the T- Rex. The main objective of the class was to understand the story and retell it by using main ideas and details.

Since it was a Reading class, the story was the main material to use. Teacher and kids read the story together and then tried to get main ideas about it guided by the teacher. Once they had found and highlighted all main ideas, the teacher used other supplementary materials to evaluate students' comprehension of the story.

It is interesting to see how kids love this dinosaur's topic. They enjoyed the story and understood it very clearly because the story had simple grammatical structures and known vocabulary. This made students feel more confident during the reading class. They all were really motivated. For this reason we consider really appropriate the use of this story for children's age and level.

This supplementary material was pertinently used due to the interest it had for the students and how they were able to identify main ideas totally related to the story.

The teachers did not prepare the mentioned material. All students have their Reading Comprehension book with many colorful pictures on them as well as a rich vocabulary, comprehension and writing activities for each story. Books are provided by a known English publisher, so it had an excellence in size, color and images.

Objects (toys, plants, fruits)

We could observe the use of objects in the first observation that was a Grammar class. The topic was Common and Proper nouns. The main objective of the class was to identify common and proper nouns.

The teacher used a group of toys. Here the students could see some people, animals and things. The teacher used this material to force students to speak in order to explain each of the shown toys and determine if they were common or proper

nouns. The teacher had two boxes, one for the proper nouns and the second for the common nouns. Students were asked to put the toys in the corresponding box. This attractive activity helped the teacher to make the students recognize common and proper nouns.

The use of toys during the class was appropriate for the student's age and also was according to the English level of the students.

The teacher connected in an excellent way the toys with the topic of the class. For this reason, we considered they were pertinently used besides; all students clearly knew the meaning of each toy and were able to recognize the correct box.

The teachers did not prepare the material, it was provided by the school. They are excellent in quality in size, color and material.

The second observation was done in a Grammar class. The topic was "Prepositions of Place". The objective of the class was to introduce the correct use of preposition of place and to promote the active participation of all the students.

The teacher used the same group of toys that she showed the last class to recognize proper and common nouns. In that class the teacher practiced proper and common nouns and the correct use of prepositions of place.

It was interesting to see how the teacher connected the topic of the last class with the new class. She used this known material to motivate students recognize different prepositions of place. First she proposed students to play a game. The game was very easy, students had a different toy in their hands, and they had to follow instructions given by the teacher, a Simon says game. The teacher gave some directions.

We think the use of these toys is really appropriate for students' age and level, all the kids love toys and they were really excited for playing with them.

The materials were pertinently used, since all students knew what the toys were representing and were able to play the game because they understood all the instructions.

The material was not prepared by the teachers, it was provided by the school. That is the reason why they had an excellent quality and bright colors. All students were able to manipulate, play and understand the use of toys during the class.

Learning Styles

As everybody knows, not all the students learn in the same way. Teachers must use different methods and techniques thinking in children's necessities. Learning styles have a cycle that each one of the students can apply in their own learning processes. Lefever (2004, p. 15), proposed that the styles presented in learning processes can have Imaginative Learners, whose principal characteristic is to share knowledge from their past experience providing a context for learning, additionally Analytic Learners need to learn something new in each lesson. Common sense Learners are those that need to see if what they learned makes sense at that moment of their lives. Moreover, Dynamic Learners are those who find creative ways to use what they have learned.

All this important description makes us think that not all the supplementary materials are good teaching tools during a learning process. During the class observations, we could see that some materials were funny and useful for a group of children, but the same material was not attractive for other students. That was the principal fact that made the teacher work with two or three supplementary material during one contact class. Teachers must fulfill all her students' necessities considering the use of different ways of teaching and supporting materials that help during this process. According to Gardner (1993, p. 116), a new vision that changed

the concept about learners. It is based on eight different intelligences; Logical – mathematical, linguistic, musical, spatial, kinesthetic, interpersonal, intrapersonal, naturalistic, that have their own specifications, methodology and material that teacher can use during the learning-teaching process.

By observing these classes we could realize that all the students' necessities are different and teachers must deal with this. In this special situation, supplementary materials gives us a huge possibility to catch up children's attention and interest, only by using them in an appropriate way.

It is important to take into account that emotions are also important when we talk about children, that is the reason why always teachers must look for new strategies that keep children learning in a relaxed and happy way.

5th Grade / 9 Years old

Flash Cards

The third observed class was a Reading class. The topic was "Characters". The teacher used some flash cards that showed people and animals, in order to achieve the main objective of the class, to make students identify and describe the main characters in a story.

The use of this material forced students to speak in class, to explain each one of the presented flash cards and determine if they were main characters or not in the story. The teacher displayed the flash cards on the board as she read the story, so students first recognized all the main characters in the story. Then they could describe them by using details told in the story. The teacher explained how students must recognize and describe main characters in a story. As a result, flash cards guided toward the correct identification and description of main characters in the

story. Flash cards also make express their ideas by exposing the information that they got from the story allowing the teacher to reach the objective of the class.

The materials were appropriate because they had clear and understandable images, with drawings that make students feel comfortable during the class.

It was also pertinently used according to the English level of the students. The materials were correctly used, since all students knew the exact meaning of each flash card and were able to use them to describe some characters' features.

The used flash cards had an excellent quality, clear images, bright colors and correct size and students could clearly observe all of them.

The Flash Cards were provided by the Reading Comprehension Book's publisher, it means that these flash cards are part of the Reading Program.

The fourth observation was done in a Grammar class. The topic was "Future Tense". The objective of the class was to practice the correct future grammatical structure and its usage.

The teacher used some flash cards with pictures that represented actions. The teacher used this material to motivate students to build up sentences by using the correct future tense structure. The teacher displayed the flash cards on the board and asked students to elicit sentences by using the future tense and by correcting when necessary. She only taught the affirmative form of the future tense and then they started constructing their own sentences by following the presented structure. As a result, the use of flash cards allowed the teacher to reach the objective of the class.

Students felt motivated with all the images presented, teacher got them connected to the class. The kinds of drawings presented in the flash cards were clear and understandable so students felt happy working with the material. It means that it was appropriate for their age and according to their English level.

We consider the material was pertinently used, since all students knew the exact meaning of each flash card and used it to make their own sentences.

The flash cards had an excellent quality in size, color and image. All the students were able to see, understand, and work with them. The flash cards were part of a Grammar program, book, textbook, videos, flash cards, etc. the school used to have but teachers still use them all in order to make their classes more interesting and funny for kids. These materials are always available for teachers.

During the fifth observation in a Writing class we also observed the use of flash cards. The topic of the class was Persuasive Paragraphs. The main objective of the class was to introduce the steps to construct a persuasive paragraph.

The teacher used some flash cards that showed different situations. She drew and explained each of the steps to follow in order to write this kind of paragraphs and its objective. She used this interesting material to motivate students to structure and write the mentioned paragraph. The teacher displayed the material on the board then she asked some questions to her students to make them elicit ideas about the observed flash cards. Therefore, the use of flash cards allowed the teacher to reach the objective of the class, by following the taught scheme.

We consider this material appropriate because students felt motivated with all the images presented, they got connected to the class. The kinds of drawings presented in the flash cards were clear and understandable so students felt happy by working with the mentioned supplementary material. Thus, it was used according to students' age and level.

This material was pertinently used since all students knew the exact meaning of each flash card and used their images to structure their own paragraphs by following the steps presented.

Most text books used in the school observed have supplementary material that accompany the text books and help in teaching. The flash cards used in this class had a good size, clear images and bright colors, this means, an excellent quality. All students were able to see, understand, and work with the material.

The sixth observation took place in a Grammar class. The topic was verb To Be + Noun. The teacher used some flash cards that showed some people, animals and things. In this class the teacher practiced the correct use of the structure to be + noun which was the main objective of the class.

The teacher used this material in a very interesting way to motivate students to build up sentences by using the correct structure. The teacher put the flash cards on the board and asked students to elicit sentences by using the mentioned structure. As a result, the use of flash cards allowed the teacher to reach the objective of the class.

Students felt motivated with all the images presented, teacher got them connected to the class. The kinds of drawings presented in the flash cards were clear and understandable so students felt comfortable working with the material. It means that it was appropriate for their age and English level.

The use of this material was considered pertinent. Students easily understood each flash card and were able to make their own sentences by using them as a guide.

Grammar books had been provided by different publishers and they bring some extra materials to help teachers. The teacher used this material that is part of a Grammar program and is available to be used any time. That is the reason why they have an excellent quality in size, color and image. All the students were able to see, understand, and work with the material; they felt motivated and engaged with the class.

Power Points Presentations

The first and the second observation were done in Science classes. The topic of the observed class was Plants Reproduction. This topic was imparted in two contact classes so both of them were observed. The main objective of the classes was to learn different types of reproduction in plants.

The teacher used a power point presentation that showed pictures in which students could see different kinds of reproduction, through spores, seeds, etc. These pictures were taken in our country. The displayed presentation also showed some interesting information about different kinds of reproduction.

As told before the observed school had a computer and a projector in each class so the power point presentation has a high quality. By using this material the teacher reached the main objective of the classes.

Students were motivated through technology, so they were interested in the class and they were very excited for participating in it. All the images and explanations showed in the power point presentation were clear and understandable and students felt happy. It means that it was appropriate for their age and level.

The materials were pertinently used, since all the students understood the exact meaning of each picture and the given explanation about the topic. Students were able to distinguish different plants and their reproduction.

The teacher prepared the presentation, in a clear and correct way. Pictures were scanned and downloaded and explanations gotten from the text book. It is important to notice that they have an excellent quality in size, color and image because all the students were able to see, understand, and interact with the teacher.

The seventh and the eight observations were done in Grammar classes. As the last observation the topic was imparted in two contact classes hour and both of them

were observed. The topic of the classes was “The Correct Use of Verb TO BE”. The main objective of the classes was to learn and used the Verb To Be structure in a correct way. The main objective of the class was to practice the correct structure of affirmative, negative sentences and questions using verb To Be.

The teacher used a power point presentation that showed some affirmative sentences in order to practice the correct grammatical structure when writing them. Then she used some power point animation to show how structures change when asking questions and when using negatives. She encouraged the students to write some sentences and read them aloud for all their classmates and then changing them to negative and questions. She reinforced the correct use of verb to be depending on the pronoun or noun that is used in the sentence. As I stated before, this reinforcement made students feel more comfortable, so they participated with a lot of security. The teacher presented new examples; each student participated by writing a sentence with contractions and without contractions. Consequently, the use of this material helped the teacher reach the main objective of the class and most students understood the structure and uses of verb To Be. The use of the power point presentations acted as a guide to motivate and encourage students to write correct sentences by using verb to be.

Students were always motivated through technology, so they were engaged with the class and very excited for participating.

It is very important to notice that all the sentences showed in the power point presentation were clear and understandable making students feel comfortable and we consider the use of this power point presentation appropriate for the age and English level of the students.

We found the use of this material pertinent because all the students understood the exact meaning of each sentence and were able to write new examples by using the correct grammatical structure as well as easily by changing it into negative and question forms.

The teacher prepared the presentation, in a clear, funny and correct way. It is important to say that they have an excellent quality in size, color and image because all the students were able to see, understand, and interact with teacher at any time during the class.

Pictures

The first observed class that used pictures as a supplementary material was a Science class. Its topic was “Plant Reproduction”. The teacher used some pictures that showed different plants in order to identify the main differences among them and understand why their reproduction differs depending on the kind of plant, all of this as the main objective of the class.

The teacher told students about some interesting facts about plants such as that they were the first living things on land which called students’ attention and making them feel eager to learn more about plants. When introducing different kinds of plants she showed a picture of each kind of plant and the way they reproduce and put them on the left side of the board.

The pictures clearly showed the parts of the plants and their reproduction sequence. Students were motivated with pictures, got connected to the topic of the class and enjoyed participating.

All shown pictures during the class were clear and understandable and made students feel comfortable. It means that it was appropriate for their age and students’ level.

The materials were pertinently used because all pictures were related to the topic of the class. Pictures helped students to compare and contrast different ways of reproduction.

The material was prepared by the teacher in a clear and correct way. It is important to notice that they have an excellent quality in size, bright colors and good image because she used a good printer. All the students were able to see, understand, and interact with the teacher by using the described material.

The sixth observation was done in a Grammar class. The topic was the correct use of Verb To Be. The main objective of the class was to practice grammatical structure to write sentences correctly.

The teacher used pictures that showed some people, animals and things. The teacher used the pictures to encourage them to write and elicit some sentences. Then she gave ten different pictures to each student. The teacher explained that they had to paste all the pictures in their notebook and write some sentences using the correct structure describing the pictures.

All the pictures were very clear and understandable with nice images. They all were really appropriate for children's age and level.

The use of pictures motivated and encouraged students to write correct sentences by using verb to be. The way the teacher used the pictures relating them with the topic was very interesting because it helped students understand structures in an easier way. For this reason we think the material was pertinently used.

The pictures were prepared by the teacher. They were printed in color to impact students during the class. They had an excellent quality in size and color. All the students were able to see, understand, and work with the material. They felt motivated and interested in the class.

The ninth observation was done in a Grammar class. The topic was “The Use of Verbs in Simple Present”. The main objective was to introduce the correct use of verbs in third person in simple present tense by reading a story and adding –s or –es correctly.

The teacher used some pictures that showed different actions and orally described them by emphasizing the use of –s or –es at the end of verbs in order to make students recall what a third person is and how to structure sentences correctly. Then the teacher explained on the board the use of the “s” at the end of the verb when using them in third singular person in simple present tense. Next, she showed the pictures to many students and they were asked to elicit sentences applying the learned structure.

After some oral examples, the teacher put all the pictures on the board and students realized it was a kind of picture story. Finally, students had to write the story in order guided by the pictures and applying the use of the verbs ending in “-s” on their notebooks.

As a result, the use of pictures helped students understand and reach the objective of the class. All pictures were very clear, colorful and funny. Students clearly understood and enjoyed working with them. Along these lines, we can conclude that the material was appropriately used according to students’ age and level.

Besides motivating students with images and getting them connected to the class, the pictures were an excellent tool to present the topic and to give examples. Above all, pictures forced students to make their own examples and develop writing skills.

These mentioned pictures were not prepared by the teacher. They were provided by the Reading Comprehension Book publisher. For this reason, they have an excellent quality, clear images, correct size and nice colors. All pictures were clearly seen by students who understood and work with them in an independent way.

The last class in which we observed pictures used as supplementary materials was the tenth one. It was a Science class in which the topic was, “How are living things from the past similar to those that live in the present time?”. The teacher used a group of pictures that showed some images of the different geological eras.

We do not consider the teacher used this material correctly because the topic of the class was too difficult to understand in a foreign language. The vocabulary was not clear, so students could not work as wanted.

The kinds of drawings presented in the pictures were not understandable. It made students feel uncomfortable when using them, because they did not understand their meaning. It was inappropriate for the age and it was not according to the English level of the students. The materials were not correctly used, since all students did not know the meaning of the pictures and they were not able to rewrite the story by making their own sentences.

The teacher did not prepare the material; it was part of the old Science program of the school and was found in the resources room. For this reason they had an excellent quality in size, color and image but the topic was difficult for nine years old children.

Charts

The third observation was done in a Reading class. The topic was “Characters”. The main objective of the class was to make students identify and describe the main characters in a story.

The teacher used a chart that showed some people and animals. This material helped students to organize in a correct way some important details about each character. The teacher explained how students must recognize and describe main characters in a story. She used a chart in which she wrote all the main characters and their descriptions by using the student's ideas.

The chart had clear and understandable sentences, with known grammatical structures. For this reason we consider the use of this material appropriate for students' age and English level.

The chart was pertinently used. All students understood the meaning of the chart information and they were able to use them to describe some characters' characteristics.

The teachers prepared the material; it was done in many colors and different nice letters. It was important because they have a good quality in size, bright and clear color and good image. The chart helped students to see, understand, and use correctly the information presented on it.

Word Cards

To describe the use of this supplementary material we are going to use the information gathered during the third observation done in a Reading class. The main topic was "Characters". The objective of the class was to identify and describe the main characters of a story.

The teacher used some word cards that showed the names of some people and animals that were part of the story. They recognized and organized the information and found all Characters of the story. The teacher explained how to use the materials. Students had to paste all the word cards in a drawn chart done on their notebooks. They read the story and underlined main ideas about the characters, then

they had to recognize who were the main characters and complete the chart. Finally, students wrote a description of each character by using the information registered on the chart. This activity forced students to write descriptions by using their own words.

The word cards had clear and understandable vocabulary. It was appropriate for students' age and level.

The word cards were pertinently used because all clearly understood the meaning of all words and were totally related to the topic.

The teacher prepared the material; it was done in a computer in different kind of letters and colors, which means they have a good quality in size and color. The word cards helped students organize the ideas to write about the characters of a story.

The fourth observed class was a Grammar class. The topic of this class was "Future Tense". The teacher used some word cards that showed actions or activities that could be made in a future time. The main objective of the class was to practice the correct structure of the Future Tense and its use.

After accomplishing the warm up activity in which the teacher used flash cards, she started by using word cards to motivate students and build up sentences by using the correct future tense structure. The teacher put the word cards on the board and asked students to elicit sentences by using the future time in a correct way. Then, she explained to students how connected sentences could be part of a letter. She talked about the parts of a letter. Thus, the use of word cards helped achieving the objective of the class.

Students felt motivated when the teacher explained them that that letters that they were going to write will be read by an American boy next month. She had

already found some contacts with teachers around the world to share student's development and new teaching techniques that would help the students' learning.

The letters used in the word cards was clear and understandable so students felt happy working with the material. It means that it was appropriate for their age and level.

The material was pertinently used because it was related to the topic as well as helpful when introducing the topic to children.

The teachers prepared the material; it was done in computer by using different kind of letters printed in many colors. They had a good size. The word cards helped students organize ideas and write an understandable letter telling all the future activities that they were going to do.

This material was used for the last time during our observations in the fifth class, a Writing class. The topic was "Persuasive Paragraphs". The objective of the class was to write a persuasive paragraph by using colorful words. The teacher used some word cards that described different types of situations. In this class the teacher introduced the steps that a writer must follow to persuade someone to do something.

The teacher explains each one of the steps that the students must follow to write this kind of paragraph. She first made a graphic organizer getting students ideas and helped them organize ideas to start writing. Word cards were used to motivate students to start writing a complete paragraph on their own. The teacher displayed the material on notebooks and then students started writing their ideas as a brainstorming form.

We consider that the material was appropriately used according to students' age and level because all the students were very excited when looking all the extra

material used during this class and word cards were clear and understandable for all the students.

The kind of letters presented in the word cards was clear and understandable so students felt happy and comfortable. The words presented were helpful to use when writing a persuasive paragraph. It means that it was related to the topic.

The word cards were prepared by the teachers; it was done by computer with different types of letters and colors. This factor was important because they have a good quality in size and color.

Whiteboard

The whiteboard as a supplementary material was used during the first, second and tenth observed classes.

The teachers used the whiteboard to complete the ideas of the topic taught or to give any extra explanation. For instance, during the first and the second observations, the teacher only used the whiteboard to complete some extra ideas that students had during the power point presentations prepared by the teacher. Likewise, it was used in the tenth class where she wrote some main ideas during the movie. All of this, in order to give an extra explanation about some specific expressions students did not understand. The teacher wrote in a clear and understandable way, so that students could read that information and increase the knowledge about the topic taught.

The way teachers used this material to give more explanations and ideas was appropriate for each class. The use of this supplementary material was relevant, because it was used according to the class and students needs.

It is important to notice that the whiteboard had a good size and all the markers wrote clearly. It is also necessary to say that the handwriting was

understandable. It was appropriate for the students for the same reasons previously stated.

Dialogues

Dialogues were used as supplementary materials during the sixth, seventh and eighth observed classes. The teacher used this material by following the same methodology in all the classes. The students were asked to create a new dialogue by applying the learned structures and depending on the topic presented by the teacher. These activities started with a given example of how a conversation could be. She pronounced each word in a clear and understandable way, so students repeated the mentioned example and then they were able to create a new dialogue by following the teacher's instructions.

The teacher used the material to force students to generate their own conversations by using the taught structures and the given information. The use of this supplementary material was pertinent and appropriate. All students were happy of participating during the activity. They looked for their friends and started talking in a natural form. Dialogues were used according to the students' age and level which shows appropriateness in its use.

The pertinence of the used material is clearly shown in all the dialogues that were prepared to be according to the topic.

The teachers did not prepare the dialogues, they were provided by the book's publisher. By all means, it is important to notice that they had an excellent quality in grammatical structure and word use in the conversation. Dialogues were used and applied by all the students because they were able to understand and repeat them in a natural way.

Stories

In the fourth observation the teacher used one story as extra material. It was a Grammar class. The topic was Future tense. The teacher used a story to motivate students to start a new Grammar structure. This story talked about a girl that dreamed with some extraordinary activities that she could do in a future time. In this class the main objective was to practice the correct Future Tense structure and its usage.

The teacher accomplished a warm up activity where she used flash cards and this interesting story. Students could hear how the future tense structure is used. The teacher read the story with different pitches of voice and intonations in order to keep students' attention all the time.

The teacher used the story to encourage students to use future tense by predicting the end of it, so not only Grammar structure was taught but also some skills such as Predicting. The story was interesting and used clear and understandable vocabulary so students felt comfortable working with the material. It means that it was appropriate for their age and level.

This material is considered relevant because all the students understood the story and could use the information given to correctly apply the Future Tense structure. It was related to the topic.

The teacher did not prepare the material. The Grammar book program provided many interesting materials such as these stories. This story was given by the English book's publisher. For this reason it had an excellent quality in size, color and image.

During the ninth observation the teacher reconsidered the use of a story to motivate and engage students to the English class. It was a Grammar class. The topic

was “Verbs” and the main objective of the class was to use “Verbs in Third Person Singular in Simple Present Tense”.

The teacher used a funny story that showed a lot of verbs. The students had to read the story one by one, trying to understand all the new vocabulary and practicing the English pronunciation. As a result of this activity, the story acted as a guide to get the correct grammatical structure and to understand the use of some verbs in a story. Students felt comfortable. Reading the story and using other supplementary materials allowed the teacher reach the objective of the class.

Besides motivating students with the story and getting them connected to the class, it is important to notice that it had a clear and understandable vocabulary. It means that it was appropriate for the age and level of the students.

The materials were pertinently used since all the students understood the story and they could use the presented verbs in their own sentences and stories.

The teachers did not prepare the material, it was provided by the Reading Book Publisher as an extra part of the program. For this reason, they had an excellent quality in size, bright colors and clear images because all the students were able to see, understand, and work with them.

Video

In the tenth observation in a Science class, the topic was “How are living things from the past similar to those that live in the present time?”. The teacher also used a video that showed the different geological eras.

The way the teacher used this material was correct, because the topic was too difficult to understand it in a foreign language, the vocabulary was not clear, so students could not work with the video.

The video presented was not understandable and students feel uncomfortable using it although the images were clear and helpful. They did not understand its meaning. It was inappropriate for the age and not according to the English level of the students. The materials were not correctly used, since all students did not understand the correct meaning of the video and they were not able to rewrite the story by making their own sentences.

The teachers did not prepare the material, it was part a documentary taken from a Science Channel. For this reason they have an excellent quality although the topic was too difficult for children to understand.

Learning Styles

All the descriptions made about the observed classes show how important the use of supplementary material during an EFL class with children is. Furthermore, it is important to say that teaching is an art. Teachers must focus their attention to all their students. Teachers must fulfill students' learning needs, and they have to take care of their emotional part. When talking about children we must have a clear idea of how they work, what they can do and what they cannot do. For this reason, we think that learning styles are the most important part that teachers have to take into consideration. During our observations we could notice how important is the variety of the materials is that teachers used to get students connected to the class and made them feel motivated in learning English.

Supplementary materials have a lot of advantages during the class because they can reach each one of the students' needs and give them the opportunity to feel comfortable when learning a new language. As mentioned earlier teachers have to be very creative and active to make students learn funny and significant lessons.

Students that work in a class, learned differently. Some of them only learn by singing while others might learn by playing and associating. For this reason teachers must know about methodology when teaching children. It is important to notice that pertinence and appropriateness are clues for success when choosing supplementary materials for the classes.

These observations gave us a clear vision of what the role of a teacher during the class is. Certainly, the way teachers use any supplementary materials might help or not to reach the class objective and make students feel happy and comfortable learning new things.

6th Grade / 10 Years old

Flash Cards

Flash cards were used in the second observation made in a Science class. The topic was the “Cell and its parts”. The main objective was to observe a cell and identify its different parts. The teacher used flash cards showing the names of the parts of the cell and talked about their function. Then the teacher displayed the flash cards on the right side of the board. Although students did not previously know all the names of the cell parts, they clearly understood their functions.

The way students were engaged to the topic of the class was interesting. This shows the appropriateness of the used material according to students’ age and level.

The quality of the flash cards was excellent because all the science material is part of the program and has to be used according to the text book for this subject. Consequently, teachers do not need to prepare flash cards. Students could see and clearly understood what was written on the flash cards which confirm its quality. Students were very curious to know more about cells.

In this class observed we saw that the use of flash cards was pertinent, because it was related to the topic.

The third class observed was a Grammar class in which the topic was “Prepositions of Place”. The teacher’s main objective was to identify and recall the use of some prepositions of place such as in, on ,at, to show location.

At the beginning the teacher gave some commands to students to recall some known prepositions such as in front of, behind, etc. The teacher showed students two-sided flash cards with images and written prepositions and explained to the students the use of some they did not know.

The appropriateness and pertinence of the material are shown in the fact that students clearly understood the images that made easier to explain the use of prepositions and the pictures were according the students’ age and level. The used flash cards were displayed and students passed to the front to use them to form sentences to apply the correct use of prepositions.

The quality of the materials was excellent in size and color because flash cards were very attractive to students and made them have fun and enjoy the class.

The next time we saw a teacher using flash cards was in the seventh class. It was a Grammar class and topic was the Simple Past vs. Past Progressive. The main objective of this class was to identify when to use each of these tenses to describe past events. Since it is a difficult part of the Grammar program for students, the teacher used all possible tools to allow all students clearly understand the uses of these two tenses. By showing some flash cards with images of different actions, students were asked to elicit sentences by using present progressive.

Then, the teacher divided the board into two parts and pasted different verb flash cards on the left side of it. She asked students to elicit the shown verbs in past

and also remained students the past form of the verb to be. Some students built up sentences in past tense trying to tell some events they have experienced lately. The teacher used the flash cards to show the difference between actions that can be progressive and those that suddenly happen and then wrote some examples by using the flash cards as pictographs.

Students clearly understood the presented verbs on them and they were used in a correct way according to the topic. This means that they were appropriate and pertinent for students' age and level. It was interesting to see how the teacher used these verb flash cards to replace the written words when structuring sentences.

Flash cards quality was also good since they were provided by an English books publisher so the teacher did not prepare them. During this observation we found out that the only limit for the use of flash cards is the experience and creativity of the teacher.

Power point presentations

In the first class observed that was a Science class, the topic was "The Skeletal System". The objective of the class was to identify its parts and its function and also to know its importance in the human body. It is important to say that all classrooms in the school have their own computer and in-focus. Taking advantage of these resources the Science teacher prepared a power point presentation with sounds and images. The first images reminded the students the differences between vertebrates and invertebrates and posed the following question: Why are vertebrates bigger than invertebrates?. While students were trying to find out the answer, the teacher continued the presentation with images that made students build their own knowledge about the main function of the skeletal system. Then, it showed images of the skeletal system with its main parts with animations of the heart beating and lungs

breathing that made students understand that bones protect vital part of our bodies. It was also shown that the brain is protected by the skull. We also saw the biggest and smallest bones of the body. While the teacher was passing the images, she was explaining the main features about the skeletal system.

Students found out by themselves the importance of the skeletal system in the human body. When images are carefully selected according to students' age, they make learning process funny and interesting. The English level of the used material was clear and understandable for students despite of some difficult bone names. All of this showed the appropriateness of its use.

The way students paid attention and enjoyed the class which showed the pertinence of the used material was great. They all understood what the teacher wanted to tell them by using images.

The material was prepared by the teacher by using images, animations and information from textbooks and the internet. It had an excellent quality, all images were clear, colorful and specially created for children so they were motivated and built their own knowledge. It was really interesting.

The next class in which this material was used was the fourth one. The topic of this Grammar class was "Modals Can and Could". The main objective was to learn how and when to use the above mentioned modals.

First of all, the teacher presented some images of people doing some activities that might be difficult for the students and she presented some written examples. Through these images and examples, students clearly understood the use of "can" and "can't" in present tense and posed many examples of it. Then the next slide showed images of present and past tenses by presenting pictures of babies and little kids trying to do some difficult things that they surely could not do. That situation

caused laughing in students. Then, the next slide presented some written examples of how to use “could” expressing what people are able to do according to the age and by showing pictures of many activities.

Then students were encouraged to give their own examples and the results were incredible, most of them clearly understood the use of the modals taught and structured their own examples in present and past tenses perfectly.

The images and examples used in this presentation were appropriate because, besides being very clear and colorful with excellent quality, they were funny and totally according to the kids’ age. These material motivated and made students enjoy the class.

The complete presentation was shown in a language that students understood with words that were known by kids and examples given by the teacher were totally related to the topic. This means that the material was relevant in its use.

The presentation was prepared by the teacher, who got the images from the web and completed the information with the textbook examples. They had a good quality.

During the fifth class observed, the teacher used a power point presentation for a Reading class in which the main topic was “Time Machine”. The objective was to read, understand, add different endings and dramatize the story read.

First, lights were turned off and the teacher started telling the beginning of the story. Then the story started to be presented in the slides supported by some images to make sure all students understand it. At the middle of the story when most students got its main idea, only written parts were presented and students read the story out loud taking turns. At the end they all had the opportunity of re-read the story in silence. The teacher seemed to be upset and told the students she did not like

the end of the story and presented a slide with her own ending of it and encouraged students to do the same as a class activity. The students were also asked to prepare a dramatization of the story with their own finals.

The stories used in the Reading subject are previously chosen according to kids' age and English level. They are pertinent and appropriate when talking about the kind of reading. The images used in this presentation were cartoon-like and students felt comfortable with them because they help them understand some difficult parts of the story they were reading.

The kind of letters used in the written parts was very clear in size and color what means that the material had very good quality. This slide shown was prepared by the teacher to make the reading class funnier and more graphic. She used images gotten from the internet and the story taken from the Reading Comprehension book.

In the ninth class observed, the teacher used a power point presentation to show some examples of the topic of the Writing class, "Main Ideas and Details" in order to have students finding the main ideas of a paragraph and recognizing the details that support it. Then, the main objective was to encourage students to write a complete paragraph by themselves by using the studied model.

First, the teacher showed a slide where students could see a written model scanned from the book. Some volunteers read the model and then the teacher asked them to find the main idea and explained that normally it is written in the first line but it is still important to read the complete paragraph in order to find it. In the same slide the teacher highlighted the main idea once the students had found it. The next slide showed students a graphic organizer where they were supposed to include the details that support the main idea. They found the details in their own books and started appearing one by one in the presentation as students recognized them.

The graphic organizer used in this presentation helped kids reach the objective of the class. We consider the use of this material relevant because students could feel comfortable doing it much more graphically and funny since technology always generates curiosity and stuck students to the class. The material was totally related to the topic and taken from the textbook.

Finally, by following the graphic organizer and paragraph models shown in the presentation, students were encouraged to write their own paragraphs as class activity which was successfully achieved by most of them.

The material was appropriate because it was carefully selected for each grade and level.

When talking about quality, despite the material was scanned, it appeared very clear and understandable, all colors and little images were completely visible and students liked it. The presentation was made by the teacher with the support of a person that is in charge of scanning. She included graphic organizers as models to follow in order to organize ideas before writing. It was very useful for students when writing their paragraphs.

Pictures

A Science class was the second one to be observed. The topic was “The Cell and its Parts”. The main objective was to observe and identify the different parts of the cell.

The teacher first talked about the parts of the cell and their functions. Then she showed the students a picture of a plant cell and a picture of an animal cell and pasted them on the board. She showed the parts and recalled their function and the differences between both kinds of cells. Next, the pictures and other materials were used as a guide to draw both cells and label its parts. Students were asked to write the

function of each part. Although the pictures were used only a few minutes to show the cells they were very useful for the complete understanding of the topic.

The quality of the pictures was excellent because all the science material is part of the program and has to be used according to the text book for this subject. Consequently, teachers do not need to prepare it.

Since all programs are carefully selected according to kids' level and age, the used material is pertinent and appropriate.

In the fifth class we observed, a Reading class, the topic was the "Time Machine". The objective was to read, understand and add a different final to the story and then dramatize it. After reading the story and suggesting students to create their own finals of it, the teacher used some pictures that showed some events in past that could be used to have an idea of a different ending for the story in order to give students some clues to follow the style of the story. The pictures were pasted on the board.

The material was made by the teacher by using pictures from old books and magazines. Despite that, their quality was really good, clear and understandable but above all they were very useful for the students when trying to create an own final for the Time Machine story.

Since the pictures were especially made to support this class and this specific topic it was carefully prepared according to students age and level. They were pertinent and appropriate because everything was clear and understandable to accomplish the main objective of the class.

When observing the sixth class which was a Grammar class. The topic was the "Past tense". The teacher wanted students to use the past tense in order to retell a story in past which was the main objective of the class.

First, the teacher used the pictures pasted on the board and asked a student to tell a story based on the pictures. Many students tried to do it by using present tense and present progressive. Once the kids were engaged to the pictures, she added some words and asked kids to tell a story by using the pictures in past tense. They tried hard and many of them participated telling short stories in past by adding past indicators such as yesterday, last, ago, etc. Then all kids were asked to write a story in present by using the images of the pictures and then change them into past.

We found this material appropriate for kids. They all understood and felt comfortable with the kinds of drawings. The pictures were pertinently used according to the topic of the class.

The pictures that are used in the school are part of many English programs and have been provided by many different publishers. Their quality is very good in size and color; they were totally understood and all the students were able to see them.

The seventh observation was done in a Grammar class. The topic was “Past and Past progressive” and the objective was to learn how to use simple past and past progressive to describe past events.

Pictures were displayed with images of different activities such as watching TV, a phone ringing, and so on. By using the images in the pictures as a guide, students were encouraged to create at least five sentences using past progressive and past tense. This graphic guide helped students understand the correct application of these tenses and how they have to structure sentences.

The kinds of images were chosen according to students’ age. When talking about the level, the pictures helped students to figure out the correct use of the tenses

taught in a clearer way. For this reason we would say that the material was appropriate and relevant.

The pictures were very clear and colorful, students perfectly understood what they expressed and all of them were able to see pictures from any part of the classroom which shows their good quality. The teacher made these pictures by recycling old posters she found in the warehouse of the school. These old posters had been given to the school by an English books publisher but they were not useful any more. The teacher got the main images and used them to make the pictures she needed for the class. Students liked the pictures very much. They were a little funny because the clothing of the people presented in them was old fashioned.

Charts

The Science teacher used the charts in a very interesting way during the skeletal system class. The objective was to identify the parts, function and its importance in the Human Body. The chart used by the teacher was pasted on one side of the board and showed the names of the main bones of the body, their location and their function which helped students to understand better and reach the objective of the class.

The chart is part of the Science whole program, therefore, the quality of the chart is excellent in color and size. Students were able to see it and clearly understand it.

It is important to mention that the materials are carefully selected according to the students' age and level in each grade. This means that their use was appropriate and pertinent.

We attended a Writing class that was the ninth observation. The topic was "Main Ideas and Details" in order to have students finding the main ideas of a

paragraph and recognizing the details that support it. Then, the main objective was to encourage students to write a paragraph all by themselves by using the model studied. Once kids had seen the model a chart was presented and pasted on the board.

This chart had a list of key words and the way to be used to write a paragraph with details that support ideas, some of them were sequence words and some other expressions such as in addition to, besides, and others.

It is important to mention that materials are carefully selected according to students' age and level in each grade. This means that their use was appropriate and pertinent.

This chart was very useful to students when they started writing their paragraph. The material was provided by one of the publishers that always give schools supporting materials. Most of them are pasted on the walls of the classrooms to remind kids the most important grammar structures. In this case, the chart was used as a guide when students started working on the required task.

Handouts

The first class was a Science class. The topic was The Skeletal System. The main objective was to identify its parts, the function and their importance in the Human Body. After the explanation, the teacher gave the students handouts with a picture of the skeletal system where the students were asked to fill in the blanks with the correct names of the main bones.

This material was prepared by the teacher by making photocopies of a picture gotten from the internet.

It was very clear and also similar to the one previously observed by students during the class, so it was pertinent, appropriate and with a high quality.

In the sixth class observed the teacher used handouts in order to evaluate what students had understood. It was a Grammar class in which the topic was Past tense. In the handout there was a short story written in present tense. Then, the students were asked to retell the same story but in past and also by changing the present expressions into past.

The material was prepared by the teacher by following the models of the textbook activities and made necessary photocopies for all the students.

It had a very good quality and all the expressions used were according to the students' level and age that shows its pertinence and appropriateness.

During the seventh observation, we attended a Grammar class about Simple Past vs. Past Progressive. The teacher used handouts to evaluate what students had learned in order to check if the objective of the class was accomplished. There were some pictures that showed different situations and incomplete paragraphs in which students were required to complete whether with simple past or past progressive. The material was totally clear and understandable for the students and the words, expressions and sentences were known by the students.

The handouts used were appropriate and pertinent for the students' age and level. The handouts had a very good quality in images and letters and were not prepared by the teacher because they were part of the test bank book that is part of the Grammar program. The teacher made photocopies of it.

Word cards

The third class observed, was a Grammar class. The topic was "Prepositions of Place" and the objective was to identify different prepositions of place and their use. The teacher pasted the word cards with the prepositions and wrote many incomplete sentences. Then, she asked the students to get the word cards to complete

the sentences on the board which showed that they completely understood the use of the prepositions taught.

The material was prepared by the teacher by cutting out cardboards and by using color markers to write the prepositions on them. Word cards quality was excellent in colors and size. All students could see them and understand them clearly.

They were appropriate and pertinent for the students' age and level. They understood the written sentences and the prepositions which shows the relation with the topic. Students enjoyed participating in class by using this material.

Whiteboard

This supplementary material is broadly used in almost all classes. During our observations in the second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth classes the board was used as support for additional explanation and above all, to write examples of the topic taught.

Since it was used at the moment of the class, the materials were pertinently used, because the information that was written on it was related to the class and helped the teacher to reach the objectives proposed.

The material was appropriate for the students' age and level. The students could understand and work with it.

The whiteboard use is clear and it also had a good quality because all the examples were written with different colors with markers that worked perfectly. Therefore, all students were able to clearly see and understand what was written on the board.

Stories

The fourth class observed was a Grammar class. The topic was “Modals Can and Could” the teacher used a story to make students reach then main objective of the class which was to learn how and when to use the modals mentioned above.

The teacher presented a story about a boy who was growing and acquiring new physical abilities that allowed him to do more things as he was growing. As the story went on the boy was telling how he could not do some things and how he was able to do them later. After reading the story, students clearly understood the use of these modals.

Images, vocabulary and expressions used in these stories were appropriate for the kids’ age and level. It is important to notice that the story was pertinently used, because it was related to the topic.

The material was prepared by the teacher who got it from the internet then she printed and copied it to make kinds of pocket books for each student. They had a very good quality in images and letters, and then the students were supposed to color the pictures of the story.

In the sixth class observed, the teacher used a story in order to introduce the Grammar Past tense structure. The objective of the class was to use the past tense in order to retell a story. A story in present tense was presented to students. After they read it, they were asked to retell it in past tense. This material was helpful for students since they could use it as a guide of structure and also reinforce their reading comprehension.

The pertinence and appropriateness are shown when we confirm that the language used in the story was clear and understandable and its main idea was

appropriate for kids. The little booklet in which the story was presented was very clear; it had a very good quality.

During the tenth class observed, the teacher took a story book and read the kids a story about how a girl that was about the same age wrote a letter to her mother to convince her to buy a new doll for her although it was not a special date to give presents. The topic of the class was “Persuasive Paragraph”. The main objective of the class was to use interesting adjectives and colorful words to try to convince someone to do something. After reading the story the students were asked to write a persuasive paragraph in order to convince the teacher to give the students a free hour to play soccer or watch a movie. This motivated the students to write the required paragraph by following all steps taught.

The story language was very clear and understandable for the students and according to their age. For these reasons, the use of this story was appropriate and relevant.

The quality was very good and the teacher did not prepare the story because it was part of the Writing material as a model to follow in developing writing skills.

Videos

It was interesting to see when the teacher presented a video to the students to represent actions done in a certain moment of the daily activities. The topic of the class was Simple Present vs. Present Progressive. The main objective of the class was to recall and practice the use of the Simple Present tense and Present progressive. By using the video most students were able to understand the use of these tenses and proposed their own examples.

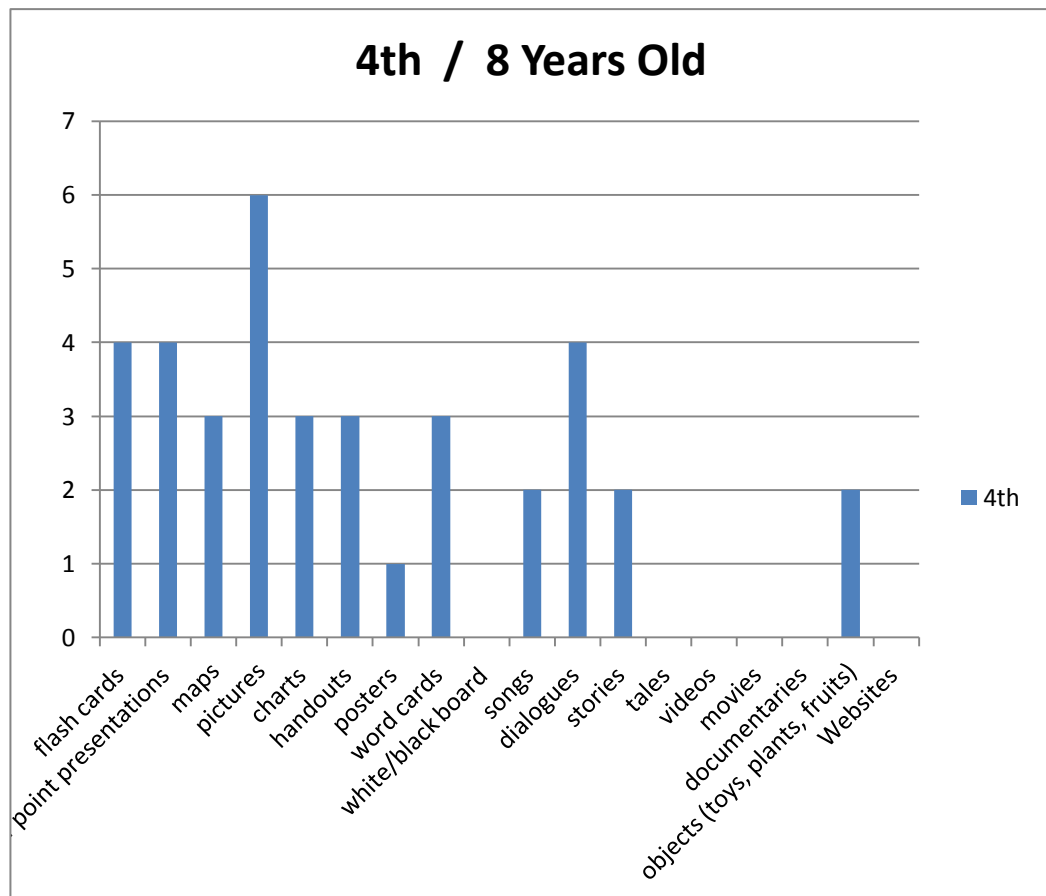
The material had an excellent quality. The language structure and pronunciation was appropriate and pertinent according to students' age and level. Besides that, students laughed and enjoyed the class.

Learning styles

We have studied about what supplementary materials are and the way they have to be used respecting students learning features. It was seen during the observation of these classes that all the supporting materials used can help teachers to reach all kinds of students with different abilities. By using many visual materials most students felt comfortable and interested in the topics taught. External motivation caused by the use of supporting materials pushed most students to work hard and actively participate during the English classes.

Quantitative Analysis

The use of supplementary materials is an important factor when we talk about teaching children, for this reason during all the observation process, we could notice the different kinds of materials that teachers used when they started their classes. Teachers focused their attention on the different steps that a class must have. They used different materials to introduce the class, to present the topic and finally to evaluate if students understood the contents taught during the class. Results showed that teachers used a variety of Supplementary Materials during the class observations in all the grades. These general results revealed that visual, audio and realia are the materials that the teachers use the most during EFL class with children.



By analyzing the previous graphic, we can see that pictures are used as a supplementary material in six of the observed classes. Pictures are commonly used

when teachers start their classes. It means that they used them as a part of the warm up activity done during each class.

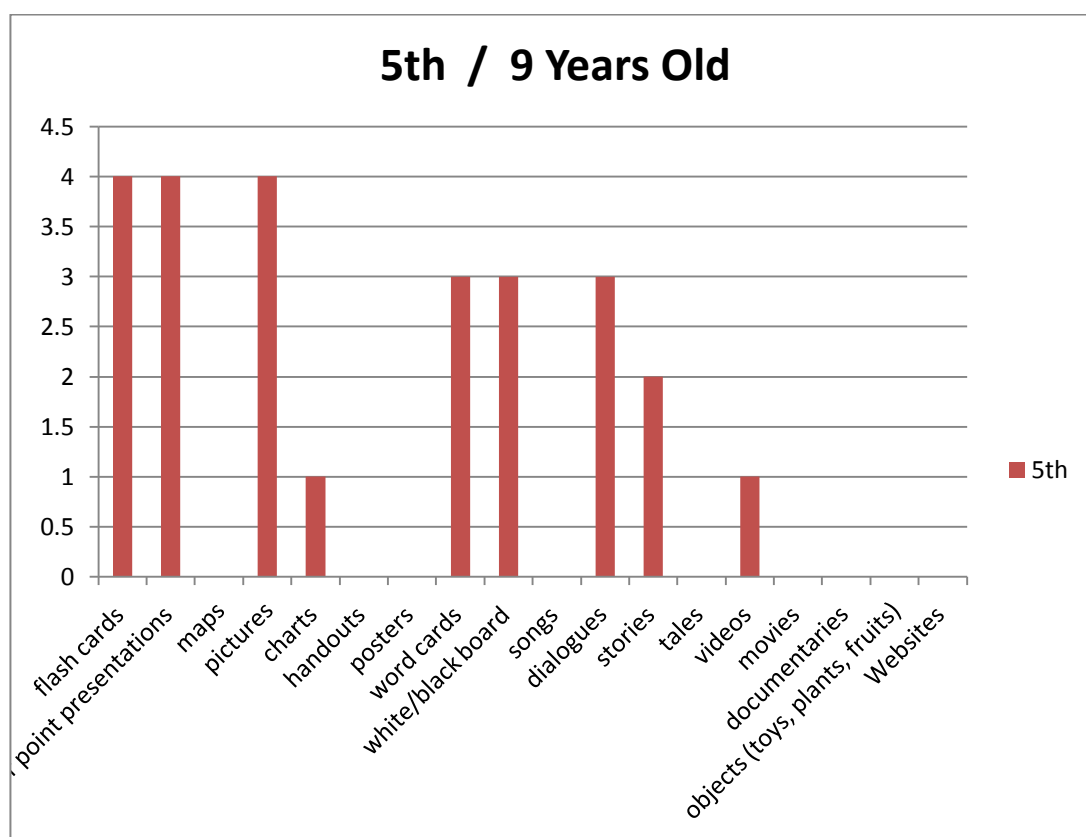
Besides pictures, teachers also used flash cards, power point presentations and dialogues during the classes observed. They used the mentioned material in different moments of the class. Flash cards were used at the first part of the class, but power point presentations were used the most when presenting the contents. Finally, dialogues are used as an evaluation instrument in which teachers could observe if their students have understood the topic taught.

Maps, charts, handouts and word cards were used three times during all the observation process, always following the sequence mentioned before. Some materials were used in the warm-up activities, others in the presentation of contents and others in the evaluation process.

Teacher used songs, stories and objects twice during the class observations. They were used for different teaching purposes. The use of these materials motivated students and got them engaged to the class.

At the end of this analysis, we can see that posters were used only once during the class observations. The poster was used in a warm up activity to give students the appropriate information for the development of some tasks during the class.

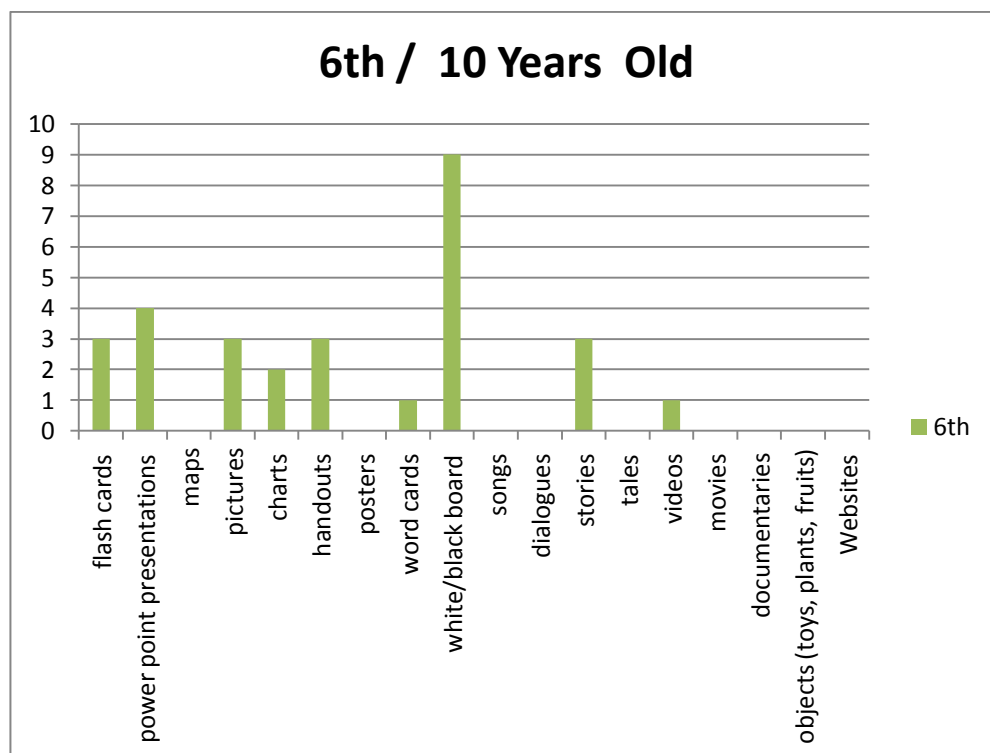
Whiteboard, tales, videos, movies and documentaries were not used during the observation. This situation makes us think, that it is important to mention that when planning the classes the teachers always use websites as part of the planned activities. The teacher did not use websites during the class but she used some exercises that provided students new and funny activities, in order to motivate them to pay attention and work in class.



By observing the graphic above, we can see that the teacher used flash cards, power point presentation and pictures four times. The teacher used the mentioned materials in different steps of the class, to catch the attention of the students by making them enjoy while working in the class.

Word cards, whiteboard and dialogues were used three times by the teacher. They helped her to accomplish the objectives of each class, by following the known steps.

The teacher used stories twice during the English classes to motivate the students in learning the topic taught. Charts and videos were used once and handouts, posters songs, tales, movies, documentaries, objects and websites were not used at all during the observation process.



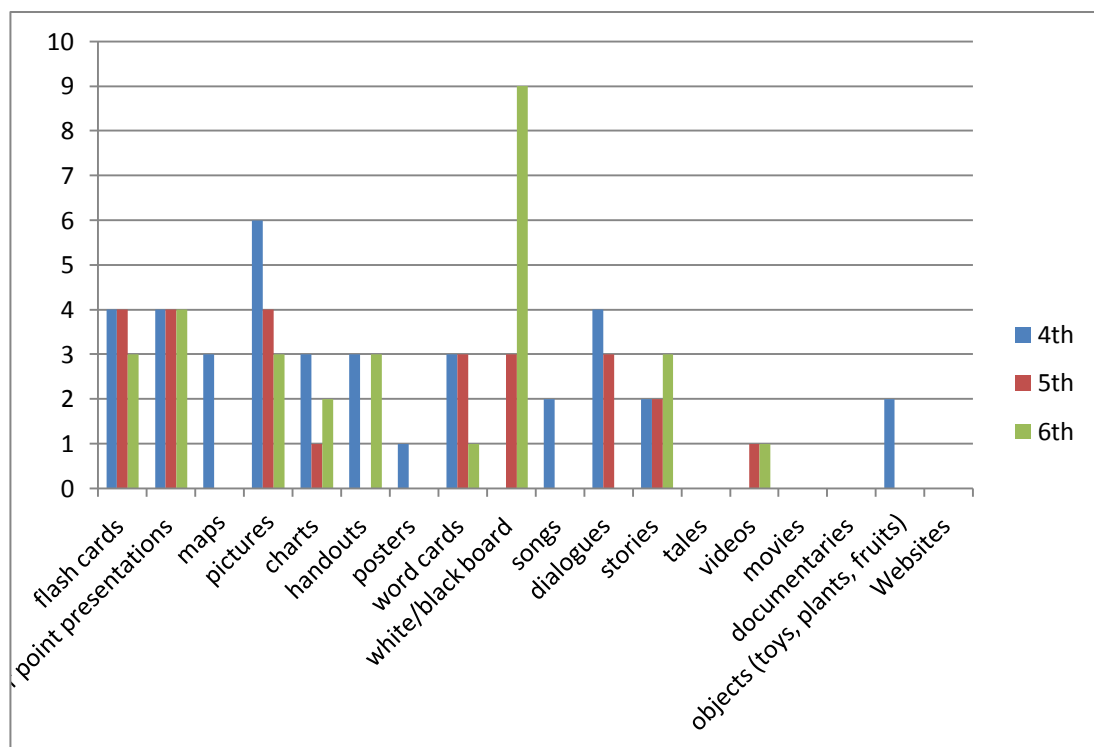
The graphic above shows the results obtained during the class observation in the sixth grade.

The graphic shows that the whiteboard is the commonly used material during the classes observed. The whiteboard was used nine times during the class observations. This is an important material during the EFL classes because it gives students the opportunity to participate and interact directly with the teacher.

The teacher used power point presentation as a supplementary material four times during the class. It is important to mention that technology makes students feel motivated with the class.

Flash cards, pictures, handouts and stories were used as supplementary material three times in different classes. Teacher highly motivated the students to participate by themselves with this kind of materials, because she forced students to use English as a communicative language.

Charts were used once during the observations to explain and organize important details that have to be taken into consideration to reach the main objective of the class. Maps, posters, songs, dialogues, tales, movies, documentaries, objects and websites were not used as supplementary materials during the classes observed.



Summing up all the information of these graphics, we could notice the frequency of the use of the supplementary materials shown and the grades in which they were used. Here, we can compare what kind of material is more successful in some grades it confirms why other supplementary material is not used in a class. In fourth grade visual supplementary materials are broadly used getting an excellent result during the learning –teaching process. In the same way, in the fifth and sixth grades, the teachers used a lot of visual supplementary material that helped students be engaged with the class and develop all their skills when learning English.

Conclusions

- During the classes observed we clearly noticed that many kinds of supporting materials were used in a relevant and appropriate way. All of them helped the teachers fulfill the objective of the class, by giving the students the opportunity to take advantage of them and enjoy the classes.
- Visual and audio materials were used the most in the fourth grade. The use of them motivated children to be interested in the class and gave them the opportunity to improve fluency and practice writing.
- Visual material was used the most in the fifth grade. We could see that the use of this kind of material motivated students to work with the teacher in an interactive way. This situation makes teacher realize about the progress of the students.
- Kids always enjoy new things in the classroom. The use of visual materials caught students' attention and made them feel interested in the topic of the class. These aids help students to understand better most of the topics taught.
- Due to the teachers experience, almost all the supplementary materials that were used in the classes were pertinent, appropriate and had high quality whether they were prepared by the teachers or not.
- It is necessary to mention that no matter the supporting material the teachers have; they always need to use the whiteboard. This proves that teachers cannot leave the use of the whiteboard behind in spite of all the technological tools available because it is still necessary to be used. Also the students need to focus their attention on the board.

RECOMMENDATIONS

- Taking into consideration all the available technology this school had for the students and the teacher; we would recommend teachers use more videos, movies and documentaries in order to meet all the students' needs.
- English teachers should use on line materials in their EFL classes with children, because they have to remember that kids are living in the technology age and they are perfectly capable of using it at any time.
- School authorities must find ways to train all English teachers in the use of new technologies, because they need to update their knowledge and use these important tools that make the teaching-learning process more enjoyable.

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Annex N° 1

Chart one: Type of supplementary material used to teach children

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

Author:

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

Annex N° 2

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

| Variable | Indicators | 1 st class | | 2 nd class | | 3 rd class | | 4 th class | | 5 th class | | 6 th class | | 7 th class | | 8 th class | | 9 th class | | 10 th class | |
|-------------|-------------------------------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|------------------------|---------|
| | | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. | Pert. | Approp. |
| Visual | flash cards | | | | | | | | | | | | | | | | | | | | |
| | power point presentation | | | | | | | | | | | | | | | | | | | | |
| | Maps | | | | | | | | | | | | | | | | | | | | |
| | Pictures | | | | | | | | | | | | | | | | | | | | |
| | Charts | | | | | | | | | | | | | | | | | | | | |
| | Handouts | | | | | | | | | | | | | | | | | | | | |
| | Posters | | | | | | | | | | | | | | | | | | | | |
| | word cards | | | | | | | | | | | | | | | | | | | | |
| | white/black board | | | | | | | | | | | | | | | | | | | | |
| Audio | songs | | | | | | | | | | | | | | | | | | | | |
| | Dialogues | | | | | | | | | | | | | | | | | | | | |
| | stories | | | | | | | | | | | | | | | | | | | | |
| | tales | | | | | | | | | | | | | | | | | | | | |
| Audiovisual | videos | | | | | | | | | | | | | | | | | | | | |
| | movies | | | | | | | | | | | | | | | | | | | | |
| | documentarie | | | | | | | | | | | | | | | | | | | | |
| Realia | Object (toys, plants, fruits) | | | | | | | | | | | | | | | | | | | | |
| Online | Websites | | | | | | | | | | | | | | | | | | | | |

Author:

Source: 4th (8 years old approx.)

Annex N° 3

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

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

Author:

Source: 5th (9 years old approx.)

Annex N° 4

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

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

Author:

Source: 6th (10 years old approx.)

Annex N° 5

Chart four: Frequency of use of supplementary material

| Variable | Indicators | 4 th (8 years old approx.) | 5 th (9 years old approx.) | 6 th (10 years old approx.) | Total | |
|-------------|--------------------------------|--|--|--|-------|---|
| | | F | f | f | f | % |
| 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 | | | | | |
| | Total | | | | | |

Author:

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