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**The use of supplementary material for
teaching children in EFL classes**

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the Bachelor's Degree in Teaching
English as a Foreign Language*

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CERTIFICATION

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CERTIFIES THAT:

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

Loja, marzo de 2012

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DEDICATION

All this sacrifice and achievement I dedicate with much love and affect to God, my dear parents and brother and my friend and teacher Sandra. I dedicate this work to my family for the support that they have offered me because they have always wished the best for me. They understand me and guide me through the route of the good to achieve the goal that I have imposed myself to make it true.

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Abstract

This thesis is about the use of supplementary materials for teaching children in EFL classes. The purpose of this study was to know if teachers utilize additional materials, and if they do, how pertinent, appropriate, and qualified they are. The methods used were qualitative and quantitative.

This research was carried out at a public elementary school in Cuenca. The students of 4th, 5th, and 6th grades between the ages eight to ten years were taken into account to perform this study. Surveys were applied to the teacher and the students of these three grades concerning the use of kind of supplementary material in their classes.

In this elementary school, the English teacher used the whiteboard, flashcards, maps, pictures, charts, posters, songs and realia. Besides, the teacher used “ABC noodles” to reinforce the writing skill of every new vocabulary learnt.

It can be concluded that the supplementary material which was most used in all the classes was the whiteboard. Perhaps, this material was the most used because it was the simplest material to utilize since it came in hand continually.

Introduction

The learning of English as a foreign language is a topic that has concerned teachers over the times because of the difficulty and variety of the elements involved.

In the perspective of the learning procedure, it is essential to take into account that teachers do not labor by themselves in order to attain their objectives; they depend on diverse types of assistance and resources that can develop their activities successfully to get goals if they are used in a suitable way. One of the main supports is the employment of additional material that may be an excellent tool to make this procedure possible.

The use of additional materials helps the teacher to make classes more attractive and encouraging, but selecting the appropriate objects for all the classes and utilizing it effectively is without doubt the most fundamental characteristic in a very good class. Therefore, when selecting the accurate material, it is necessary to consider pertinence (theme, purposes, and content of the class) and appropriateness (students' requirements).

There is a large variety of supplementary materials to select from; such as, visual, audio-visual, realia, websites, and more. On the other hand, it is believed that some teachers are not using materials suitably, or they are not applying them in any way. That is the cause it was advisable to explore the use of extra materials for training English to kids in Ecuadorian EFL classes.

Consequently, the purpose of this study is to discover whether or not teachers utilize additional materials, and if they are utilized, how pertinent, appropriate, and qualified these materials are.

This research will be helpful for children and teachers because through it, the teachers will catch teachers' attention to utilize additional material in their lessons,

having, as a consequence, more encouraging and more fascinating classes to be developed.

The specific objectives of this thesis were first to identify and analyze supporting materials used for teaching children in EFL classes. Secondly, to describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (students' needs), and quality. And a final objective is to determine the frequency and variety of the supplementary material used in the observed classes.

In order to support the topic of this thesis about "The use of supplementary materials for teaching children in EFL classes", it is important to highlight some information from researchers who carried out previous studies about the use and importance of supplementary material.

First of all, Ibrahim (2009) tried to figure out if EFL students' and trainers' convictions and approaches are related to the employment of authentic reading tools at the high school level in Saudi Arabia. In relation to the conclusions about this study in foreign language pedagogy, the author concludes that the authentic tools are successful sources that can absolutely assist learners' knowledge and success. One of the limitations of this study is that the learners' English skills remain insufficient. This failure may be credited to several issues, like the English program, the extreme use of Arabic in training, the little amount of teaching hours per week (2 or 3 hours), incomplete service of the media, over-dependence on the whiteboard and the textbook, and the employment of customary training techniques (e.g. grammar and vocabulary translation), which do not improve communication. The English program in Saudi Arabia, as a result, was supposed to suffer from severe pitfalls.

Bae (2008) reported in his study how web-based language learning can be used. The author highlights expansion and achievement of successful pedagogy in Web situations. Overall, the students showed positive attitudes toward the use of the Web, agreed that they enjoyed the Web activities and would like to use more WBLL activities during and outside class time. The author states that there is a great need for instructors become dynamic and decisive Web consumers and expand their personal abilities and approaches for choosing and directing Web tools.

Peacock (1997) made a study to see whether authentic materials enhance the classroom motivation of students. Students were requested their view of the tools applied that day. The result in this study was that, overall, students said authentic tools to be important not as much motivating than artificial tools. Authentic tools are more encouraging because they are fundamentally more attractive. One of the limitations of this study was that the questions were performed in English, which to a definite degree limited the answers of this novice – level students. Students also said authentic tools to be importantly fewer motivating than artificial tools. The feasibility of the outcomes is restricted by the little rank of the study and the stage of the learners, who were all beginners.

The beneficiaries of this research called “The use of supplementary material for teaching children in EFL classes” are the students of fourth, fifth and sixth grade who are learning English in the elementary schools as well as the teachers and authorities of elementary schools, since with the development of this thesis they will be able to know what the best supporting material for their students may be. Finally, this topic can be used as a basis for further researches in the educational field.

One of the limitations of this study is that as students were about to end their scholar period, classes were irregular; that is why sometimes students did not have classes.

As a suggestion, I could say in this institution should have a fewer number of students in each class in order the English teacher to develop their activities more efficiently with the help of supplementary material. Besides, for further researches in educational institutions, it is advisable that the period of observation could be longer in order to obtain more accurate information.

Method

In order to accomplish the research called “the use of supplementary materials for teaching children in EFL classes”, it was necessary to follow some steps that started from developing the literature review until drawing the conclusions about the importance of the use of supplementary material. Therefore, the following information includes the scope, participants and steps followed to accomplish the goal of finding out if supplementary material is actually used in EFL classrooms.

Settings and Participants

This research was carried out in a public elementary school in the city of Cuenca. It was located in the urban zone. All the students in this school were boys. Each one of the grades had around forty to fifty students per class. The observations were applied in the fourth, fifth, and sixth grades.

Procedures

In order to write the literature review, it was necessary to search on the Internet and scientific books found in libraries from the city of Cuenca, topics related to the use of supplementary materials, especially addressed to teaching children in EFL (English as a foreign language) classes. The general approach of this study was Qualitative and Quantitative. The results were analyzed qualitatively, taking into account the materials used by the teacher, in order to determine their pertinence, appropriateness, and quality. On the other hand, the results were analyzed quantitatively in order to determine the frequency of use of the supplementary material.

The techniques were used to carry out his research were reading, in order to develop the literature review; note – taking, used in the field research to collect the

data during the observations to be finally used in the qualitative and quantitative analysis, and surveys which were applied to children from fourth, fifth, and sixth grades in the elementary school about their preferences concerning the supplementary material which they liked the teacher used in the class.

Moreover, three questionnaires were applied to the English teacher about the type of extra material she liked to use more in her class, and the reasons for her preference, and the kind of supplementary material which her students liked to be used in the classroom, as well as the reasons for them to use such material. Furthermore, the questionnaires included the different learning styles which she used to design and elaborate the supplementary material for her students and the reasons. Moreover, they included information about how important for her was to use some kind of supplementary material in the class and her explanations.

The instruments used were data collection formats, observation formats, tables, that were included in the didactic guide of the Thesis Project Tutoring subject, and questionnaires.

Concerning the resources used to develop this thesis they were books, internet and the didactic guide provided by the UTPL.

In order to carry out this research, thirty EFL classes were observed; that is, ten classes in the fourth grade, ten classes in the fifth grade, and ten more classes in the sixth grade. In each one of these grades, surveys were applied to two children per class about the students' preferences in the use of supplementary material they liked, and also about what materials their teacher actually used in class.

In all the observed classes, the English teacher used some kind of supplementary material to teach English to children such as: flashcards, maps, pictures, charts, posters, songs, realia, but especially she used the whiteboard in all

her classes in order to introduce some vocabulary and solve the exercises from the textbook with the students, but there were some type of materials that the teacher did not use because the institution did not have all the enough material, or the teacher did not have the enough creativity to elaborate and use them in class. However, all the extra material which the teacher used was according to the children's age and learning level. Students were motivated to work in class with the complementary material presented.

After the observations, the next step to follow was the tabulation of results. Therefore, there were used five tables in order to tabulate the information. In the first table, there was included the information about the types of materials used. On the other hand, the other four tables included information about the frequency and percentage of the material used in the observed classrooms.

Once the information was tabulated, the results were qualitatively and quantitatively analyzed. In the quantitative analysis, it was determined if the material used in the elementary school was pertinent, appropriate, and of quality. The quantitative analysis consisted of describing the frequency of use of the supplementary materials and determining the possible causes of such incidence.

DISCUSSION

Literature Review

The relevance of supplementary materials is the positive effect they have on learner's motivation in the foreign language classroom since they are more interesting and stimulating than artificial or non-authentic materials. We can teach a second language in an interactive and dynamic way by using multimedia instead of textbooks. Children use more their senses.

This literature review is focused on the importance of teaching a foreign language to young learners, especially children; learners' differences and motivation for teaching and the definition, importance and role of supplementary material in class. It refers to the role of multimedia (video, audio, audiovisual, realia and online resources) in the English teaching-learning process. Also, it will include theoretical support on five previous studies about the use of supplementary material in different contexts.

Teaching a Foreign Language

According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980), English is considered as a second language in some countries, but in the rest of the world, it is a foreign language. That is, it is taught in schools. Many apprentices of English are inclined to include an influential stimulus for the foreign language acquisition. The training of up to date languages in schools has a didactic purpose, and the older learner who intentionally decides to learn English has an understandable helpful meaning: For instance, a person may have the desire to visit England, to be able to be in touch with English-speaking visitors or friends, to be able to understand English in books and newspapers.

Kramersch (1995) about teaching a foreign language explains that the contemporary concern about the function of customs in foreign language training is related to the great quantity of issues like politics, education, and philosophy. In Europe and in the United States together, there is a large amount of opinionated force in relation to the second language acquisition. After some years of searching “communication skills” when learning a foreign language, educators nowadays are flattering philosophy through merely useful employment of foreign language.

Hawkins (1999) said to this respect that a foreign language is a relevant element of education since it has been ignored in a great deal of current debate. What might have not been seen is the pure enthusiasm of the expedition into a foreign language and a foreign culture. It is the essentially a gratifying environment of such an expedition that Hawkins has attempted to communicate. There are three precise methods in which the foreign language provides some consciousness of the language: 1) by constructive feedback on the first language and educational typecasts; (2) by motivating near interest to concord words with their respective denotations; (3) by constructing self-assurance in the purpose of language.

Learners

For teaching a foreign language successfully, we need to know about learner’s differences when learning a new language. Children, for example, acquire their knowledge in a different way as compared with adults because children’s brain is more flexible. Motivation that is learners’ interest, enthusiasm or commitment towards acquisition of the new language is very important.

Kroll (1997) said that there are seven recognized types of individual student dissimilarities. Three of these types are age, aptitude and motivation. They are the purpose of silent methodological study and theory. Other features are learning style,

beliefs, affective states, and personality. One essential event of inter individual distinctions is age. Kids get two languages at a similar instance simply and more rapidly than adults. Several people may be motivated to become skilled at a language to turn into the target language society quickly, while others acquire the language simply for practical reasons. This may be predictable to influence what learning condition they will look for, how often, and what they will discover from them. Learning style dissimilarities may, in theory, also motivate individual dissimilarities in achievement. Principles about language learning or concerning the target language itself may have an effect on learning achievement. The study on these five individual learner differences is due to a difficulty with forecasting individual differences in looking for, producing, or generating learning prospects.

Oxford (1992) said that educators of second languages, to be largely efficient, must know who their students in reality are. This encompasses instructors understanding dissimilarities between their learners in various individual features, such as age, motivation, language learning strategies and styles, and other relevant issues.

About age, Oxford refers to two disagreements in younger students such as the cognitive nativist dispute in which language learning is a native aptitude that disperses with age, and the neurological dispute defending that one's neural flexibility reduces with age, thus disturbing language learning aptitude.

Motivation, as said by Oxford, has four internal, attitudinal issues and three external, behavioral features. Internal aspects are: concentration, significance, expectation, and results. The behavioral characteristics of motivation are: choice, perseverance, and activity intensity. The student makes a decision to select, consider, and connect in one task but not others; perseveres over an extensive point and goes

back to the task after any breaks; and upholds elevated action intensity. Language learning approaches are the exact performances or methods students employ to improve several features of their personal language growth. Language learning styles are the universal advances learners utilize to become skilled at a new language. Approaches and styles are closely connected.

Saville-Troike (2006) said that several L2 students are further victorious than others from a linguistic, social and psychological viewpoint. The distinctions we discover at this point are age, sex, aptitude, motivation, cognitive style, personality, and learning approaches. Advantages related to age are brain plasticity, lower level of reserve than older students and fragile sensations of individuality with speakers of the same language. Young students are further victorious in casual and naturalistic L2 learning backgrounds.

Motivation, says Saville-Troike, decides the intensity of endeavor which students use at different phases in their L2 growth, frequently a solution to final stage of aptitude. Motivation encompasses important objective or requirements, wish to reach the aim, awareness that learning L2 is appropriate to satisfying the objective or gathering the requirement, conviction in the probable achievement or breakdown of learning L2 and importance of possible results/prizes.

Learning styles

Learning styles are significant as they relate to techniques, methods, or skills used by learners to acquire knowledge and study a new language.

Cassidy (2010) stated that there is a great deal of notions about learning, in example, for Cassidy & Eachus (2000:420), “awareness of educational managers and motivation attainment count when trying to recognize aspects influencing learning development. An individual notion giving valuable approach into acquiring in

education and further situations is *learning style*.” People select liable systems to advance a learning position as they contact on development and attainment of learning results. Learning style has been the centre of attention of an immeasurable quantity of explorations based on revisions in the locale, there is a large number of concepts, notional situations, forms, analyses and assesses of the construct.

Oxford (2003) stated that language learning styles and approaches are in the middle of the key features to establish how our learners acquire a second or foreign language. A foreign language is a verbal communication relevant contact people, where effort survives in that language. An unfamiliar language setting is not the principal mean to interrelate every day and where participation in that speech is limited. Learning styles are the total methods; for instance, universal or logical, aural or visual that learners utilize in obtaining a new language or in acquiring knowledge about any different topic.

Peacock (2001) about learning styles said that the second language training styles indicate a normal, usual, and ideal methods of captivating and developing second language training and abilities in the class. Learning styles include the visual method, i.e. when reading teachers handouts. Auditory style refers to paying attention to the educator speaking. Kinesthetic deals with role-plays with a group of learners. Tactile includes manipulation of objects, like writing notes. Grouping is talking about a specific theme with several learners. Individual style denotes developing a certain activity by oneself on a workbook activity. EFL educators should attempt to recognize their individual learning style, discover their pupils’ learning styles, and struggle to hold those learning styles.

Teaching techniques

We will learn how to use some techniques, methods, systems or appropriate resources to awake the children interest in learning a second language according to some factors such as their age and learning level.

For instance, for Scott & Yetreberg (1990), tasks for younger students should consist of movement and mind engagement. Teachers should include things and images to apply, use the school settings and their background experience. Show what teachers desire them to do. Teachers should let learners talk to themselves, structure rhymes, sing songs, tell stories, play with the language. It is frequent in first language progress and a normal phase in the first steps of foreign language acquisition. The spoken word is often assisted by other signs such as facial expression, movement, and so on. Educators should avoid prizes and awards; instead, teachers could apply different efficient types of support. Room for common knowledge is achieved by grouping the kids collectively at any time since most of them are fond of including other kids around them as grouping persuades collaboration with real training including a minimum component of grammar.

About teaching techniques, Winebrenner (2009) said that teachers should let and persuade learners to show their knowledge in learning style friendly behavior. They should be convinced they perceive and recognize the great image of a unit or narrative before inquiring them to be trained about it in parts. Graphic organizers can assist them. If learners have complex lettering, teachers should give them further alternatives such as, instead of reading something and writing about it, they might say aloud any knowledge into a tape player or use a processor. When learners have considerably complex reading books, additional information should be examined aloud to them. Teachers should give obvious, brief printed instructions, and not

provide many orders at once. Educators should apply colors and figures to assist relation with what is projected. Teachers should inquire learners to explain what they believe they are supposed to do before they start an activity. When possible, educators should plan learning backgrounds for each learner around their loving preferences. Educators should give learners two texts (one to utilize at school and one to study at home) and learning.

Vale & Feunteun (1995) said that a good technique is that children can be relaxed in the extended circumstances, and to adjust the thoughts to ensemble their personal method of training and schooling conditions. It is very important to set universal view related to the manners the educator may comprise, and the methods the instructor may help in the schooling of English to kids. Raise teachers' awareness of specific language teaching points by using a realistic work. Increase the educator knowledge and offer the educator perform with a diversity of practical class teaching speech. Provide the instructor the chance to labor directly and agreeably with the rest of their colleagues in the teaching fields. The educator is contributing kids a lot of chances for achievement.

Different contexts for teaching

The different contexts such as linguistic, psychological and societal for teaching English to learners are relevant. It refers to the environment where students acquire the new knowledge from their teachers.

Saville-Troike (2006) said that the creating foreign language learner requires mainly communicative contexts in which it has been acquired and applied. Important contextual factors are *Linguistic contexts*, the components of language acquisition which structure and are purpose linked with the changeable aspect. *Psychological contexts* are aspects connected with the interest for language shape through

information, the rank of this process against management in processing, or the logical requires of a certain activity. *Microsocial contexts* refer to features for establishing a state and contact concerning to outgoing experiences in which language is being created, understood, and discussed. They comprise stage of regulations and individuals' correlation to each other and either the communication is free or personal.

Woolfolk (2007) said that Erikson emphasized the function of social and cultural context in individual social growth, but according to Bronfenbrenner (1989); Bronfenbrenner & Evan (2000), the different contexts for teaching were related to the interaction of many social contexts which influence growth with its bioecological model of expansion. The bio feature of the model is aware that individuals transport their natural identities to expansion. The environmental component distinguishes that the social contexts in which people grow are ecological units since they are in continuous contact and control among them.

Woolfolk explains that every human being subsists inside a microsystem, in a mesosystem, implanted within an exosystem; each is included inside the macrosystem. Inside the microsystem are human being's nearer interaction and behavior. For a kid, it might be their more direct relatives, friends, or educators and the actions of having fun and their place of learning. Connections in shared microsystems run in the two ways. Children have an effect on their parents and simultaneously parents persuade their kids. The macrosystem is the bigger humanity which is related to its rules, principles, customs and their ways of life.

For Halliday (1994), "the social context with which the educators are immersed is the social contact in the class speech training and knowledge influencing and assisting actual situations understanding." According to the author, educators think

that it is not enough to glance simply inside the class to value this communication. The importance in the societal context of English speech used for learning has been significant and diverse. Macro differs from micro features of social context in the subsequent method. The macro context contains the broad situations and establishment of difficulties in the teaching place. On the contrary, the micro social context depends on the socio-psychosomatic facet of personal relationships in the class.

Supplementary material

The use of supplementary materials in EFL classrooms is significant because it has a constructive consequence on learner's motivation when teaching English in the foreign language classroom because they are more attractive and inspiring than artificial or non-authentic tools. Thus, we can teach a second language to learners in an interactive and lively scheme with the use of visual, audio, audiovisual, realia or online sources instead of utilizing only textbooks.

Makovickova (2007) considers as essential the use of supplementary materials which are any kind of materials used in addition to standard classes for training English language at the first phase of primary school, typically available for educators without a vast economic asset. The tip is not only to have abundant tools, but also the capacity to use them with the right methodology so that we attain the goals for training English. Cassette and CD recorders are great support. They are reasonably economical and faster to work with.

The author also explains that video is up-to-date media that illustrate extensive viewing and listening. Students can determine who is performing. Visual nonverbal communication – such as gestures, facial expression, nearness, and look – assists understanding. Learners can observe where the speakers are and what they are doing.

Besides, a computer is attractive for kids for developing a certain activity. There are lots of training plans and websites, too. Finally, Makovickova states that we can use authentic things in the classroom, according to our imagination and desire, and kids already own them; for instance, toys, puppets and fruit.

Chang (2006) said that no few educators still think that training English as foreign language is gradually and completely pursuing the text-supported tools as a precise and customary method. Additional tools are practical to motivate foreign language students and mainly to improve the comprehension and understanding of the foreign language, its speech and way of life. Some complementary tools are flashcards, which are used particularly for training terminology with a double-sided tool. Images come from a diversity of resources: pictures, publications, articles, postcards, and photos. A third source is videos, which are a mixture of sound and visualization. They are lively, instant, and easily available. The purpose of these supplementary tools in the classroom is assisting us to make a powerful talkative setting in which students are encouraged to obtain English in an interactive and interesting manner.

Gower, Phillips & Walters (1995) suggested different types of supplementary material. As said by them, supplementary material is everything a local speaker of English would perceive or understand or apply can be illustrated as real, theatre series, newspapers, magazines, poems, songs, information sheets, handouts, menus, reports shows, movies on tape the file is infinite. The identical kind of real tools can be applied at diverse stages; a very simple activity can be established for beginner stage learners in addition to it, a hard task can be created for superior classes with more knowledgeable learners. For higher expertise levels, if the learners are setting

up a theatre visit, it is an authentic circumstance. We should differentiate, subsequently, among real objects and real activities.

Previous studies

In order to support the topics described above, information from research carried out in five previous studies about the use and importance of supplementary material is described below.

Ibrahim (2009) tried to extract if EFL students' and trainers' convictions and approaches are in relation to the employment of authentic reading tools at the college level in Saudi Arabia. The research plan applied included both qualitative and quantitative instruments to achieve the learning goals. Two questionnaires were applied – a students' approach questionnaire and an educators' approach questionnaire—and interviews with both students and educators from a randomly chosen sample. The sample included 144 female Saudi university learners majoring in EFL and 32 female college EFL educators from three superior teaching organizations in Riyadh. In relation to the conclusions about this study in foreign language pedagogy, the author shows that the authentic tools are successful sources that can absolutely assist learners' knowledge and success. Centering on female EFL instructors and students registered in the university English program in Saudi Arabia, the current revision tried to extract students' and trainers' convictions and approaches to utilizing certain tools in reading training at the college level in Saudi Arabia. As a final point, the study recognized the kinds and themes of authentic texts which the students desire to manage in reading classes. Also, researchers should examine dissimilarities between the two genders regarding to approach. Trainer and student approaches should focus on authentic listening tools.

Bae (2008) reported in his study how web-based language learning can be used. In relation to the method, a low study level of ESL learners' views on the value of the Web – Based Language Learning tasks was performed by employing a self-report questionnaire. The questionnaire was given to the learners after the completion of four Web Based Language Learning (WBLL) meetings (a 1.5 hour-sitting per week for 4 weeks) with the Web location. A sum of 12 learners (7 male and 5 female; mean age 27, varying from 18 to 41 years; 4 Chinese, 4 Korean, 3 Arabs and 1 Japanese) in a Higher-Intermediate ELICOS program completed the questionnaire. Concerning the learners' points of view on the Web location and WBLL tasks, the questionnaire included 7 statements to which the learners answered with Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree, all of which related to the use of the Web. In conclusion, the author highlights expansion and achievement of successful pedagogy in Web situations, there is a great need for instructors to turn into dynamic and decisive Web consumers and expand their personal abilities and approaches for choosing and directing Web tools. Instructors require choosing or expanding superior class Web sources and utilize the sources during well-prepared WBLL tasks. Web sites should be combined with classroom training and expanded to get a better and wider variety of learner skills while promoting learner's knowledge acquisition.

Peacock (1997) reported in this study that a classroom investigation plans to see whether authentic materials enhance the classroom motivation of students. A description of motivation significant to instructors was assumed-student attention, perseverance, interest, achievement, and pleasure. Regarding the method used, two novice-stage EFL lessons contributed, and both employed genuine and false tools alternatively.

For this study a normally established meaning of real objects was used: supplies created 'to complete various common reasons in the language society' that is, objects not made for second language students. Models are newspapers, poems, and songs. Among the real tools utilized with the lessons in this revision were two poems; some television records; two undersized pieces of writings; a recommendation article from a native English-language newspaper; an American pop song, and various English language magazine ads. The students involved in this revision were novice stage learners in two courses at a South Korean university EFL institution. The author taught both classes. This review tried out the experimental assumptions, which calculated and examined that when real objects were used stages of on-task behavior, observed motivation, and self-reported motivation would raise (or reduce) considerably.

To conclude, the author says that novices attempt suitable authentic tools in their classroom, as they can improve their students' grades of on-task behavior, attention, and participation in the target activity over artificial tools. It is probable to wonder that this would use uniformly in intermediate and advanced levels. It is relevant that tools chosen for the classroom prompt students. The result in this study was that, overall, students said authentic tools to be importantly not as much motivating than artificial tools. Authentic tools are more encouraging because they are fundamentally more attractive.

Peacock (1998) developed other study, and this time he stated that there is a relationship between on-task behavior, usefulness, and enjoyableness of materials. In relation to the method used in this study the author said that two courses participated in the revision, including 22 students in total (12 male, 10 female).

The standard age was 20, varying from 18 to 23. All the students were South Korean university learners in a university EFL institution in Seoul, South Korea. Both courses were branded higher beginning.

Two data-collection instruments, both quantitative, were employed: (1) a tally sheet for quantifying learner on-task behavior, which was composed of 12 lines for examinations and 18 scans for students, and was intended to be packed by a non-applicant observer or the course group educator whereas students worked in groups. (2) A self-report questionnaire for students was widely applied for their familiarization. It was completed namelessly by each one of the students. The goal of this printed questionnaire was to allow students state their view on the usefulness and enjoyableness of the supplementary tools they had employed on the date in matter.

The author concludes that there is slight relationship among on-task behavior and the student-rated value and pleasantness, of tools. These outcomes show that the students in this study did not use a superior percentage of the time on task because they recognized the tools to be more helpful, or more pleasurable, but for some other cause. It is notable that class stages of on-task behavior changed significantly from day to day, and not just the stages of individual students; that is, the classes inclined to change all together.

Kyeung (2008) made a study to determine if computers would be applied in a learner-centered and a constructivist learning system, leaving from an instructor-centered training system. The employment of computers in the classroom, though, changes in relation to the instructors' insights and beliefs of computers. In relation to the method used in this study, the author says that a grounded theory method was employed as the structure for this revision.

The aim of a grounded theory revision is to make or find out a theoretical logical plan of a fact that transmits to an exacting condition. In this revision, 50-minute interviews were carried out with 10 ESL/EFL educators registered in both an educator teaching curriculum and an Advanced Certificate of Educational Technology (ACET) curriculum. The 10 contributors were all graduate learners joined in a training-English-to-narrators-of-other-languages curriculum at an institution of higher education in western New York.

To conclude, the author suggests three aspects. First, opposing to the beliefs and suggestions of teachers and investigators, the trainer's insights of the function of computer knowledge were restricted to its function as a complementary and teaching material in their language classrooms.

The employment of computers was discriminating, manageable, and restricted, which guided them to utilize computers as trainer's materials. The belief that the teachers unnoticed learner's inner knowledge procedures with respect to their employment of computers shows their breakdown to use computers in a constructivist method. Second, trainer's insights of CALL were still derived from the trainer focused in training pattern. Although present language training methods have changed from trainer focused to learner, the trainers' insights and beliefs of CALL have not yet altered, nor, as a result, manipulated their insights about the function of computers. Computers in classrooms are frequently not utilized to complete capacities since trainers support a customary trainer focused in training methodology. Third, unsuccessfulness to describe the teachers' responsibility and the function of computers in a constructivist knowledge setting will probably cause in a manageable employment of computer skills and limitations of their possible application. When trainers are not strict in their responsibility as trainers, they are able to get bigger the

purpose of computers. For wider employment of computers, trainers require to adapt their trainer focus in training attitudes and their insights of computers.

Results

Qualitative tabulation

Chart One: Type of supplementary material used to teach children

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

Author: María Dolores Pesántez

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

Author: María Dolores Pesántez
 Source: 4th (8 years old approx.) grade

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

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

Author: María Dolores Pesántez
 Source: 5th (9 years old approx.) grade

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

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

Author: María Dolores Pesántez

Source: 6th (10 years old approx.) grade

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4th. Grade	5th. Grade	6th. Grade	TOTAL	
		f	f	f	f	%
Visual	flash cards	8	7	9	24	32.88%
	power point presentations					
	maps	0	0	1	1	1.37%
	pictures	0	2	0	2	2.74%
	charts	2	0	1	3	4.11%
	handouts					
	posters	2	1	1	4	5.48%
	word cards					
	white/black board	10	10	10	30	41.09%
	others ABC noodles	0	1	0	1	1.37%
Audio	songs	1	2	2	5	6.85%
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)	3	0	0	3	4.11%
Online	websites					
Total					73	100%

Author: María Dolores Pesántez

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

Description, Analysis and Interpretation of Results

This section includes the description, analysis and interpretation of the results collected during the observations developed in a public elementary school in the city of Cuenca, Ecuador.

This analysis is carried out qualitatively and quantitatively. The qualitative analysis comprises the pertinence, appropriateness, quality, and the learning styles of each supplementary material used in the EFL classes. On the other hand, the quantitative analysis has to do with the frequency of the materials used in each class.

Qualitative Analysis

4th Grade/8 Years old

In this grade the following materials were used, flashcards, charts, posters, whiteboard, songs and realia.

Flashcards

In the first class, the teacher presented flashcards to introduce the topic “An interesting job”, whose objective was to identify some professions and occupations in English and to ask and answer questions about occupations and professions. Therefore, to introduce the class, the teacher showed the students flashcards of occupations like butcher, attendant, priest, and cashier. After the teacher showed them the flashcards, students had to repeat the name of the occupation until they memorized the name of each.

Flashcards were used according to the topic and objectives of the class because they showed some professions and occupations; therefore, it was used in a pertinent way.

The material was used according to the students’ needs, and the students were able to understand the topic easily because at the end of the class they gave their

opinion about what they would like to be when they were older; consequently, flashcards awoke their interest and curiosity.

Moreover it is important to point out that the flashcards used for this class were visible enough and well elaborated in plastic. As a result, the students were motivated and eager to learn with them.

The topic of the second class was “A wild party”, and the objective of this class was to learn new vocabulary about animals. As in the previous class, the teacher introduced the topic by showing the students some flashcards of wild animals like an elephant, a zebra, a giraffe, a monkey, and a tiger. The teacher named each animal, and students had to repeat after her their name until they memorized them.

Since students memorized the name of each animal in an easy way, this material was pertinent because it was used according to the topic and objective of the class.

The material was used according to the students’ age and interest since it was easy to understand and students were able to name some of the wild animals from the jungle with their teacher as well as with their partners.

Moreover, flashcards were perceptible and well made on cardboard. Consequently, the students were interested to learn new words about animals and they felt pleased to say their favorite animals in English.

In this third class the teacher continued with the topic “A wild party”, whose objective was to learn new vocabulary about animals. For this, the teacher showed flashcards to name some animals taking into account the pronunciation of this vocabulary.

The material used was pertinent to the topic and objectives of the class, because they were used to review the vocabulary and its correct pronunciation that students were supposed to learn in this lesson.

Flashcards were motivating because the learners were interested in learning in class, especially because they were already showed the same flashcards in the previous class; as a consequence, the material was used according to learning students' level and they were understandable to them. This occurred because the teacher used this supplementary material in a way that they enjoyed, using vocabulary students already knew and that was according to their age and interest.

Finally, flashcards were visible, colorful and they were made of a good material. As a result, the students were motivated to learn new words about animals.

In this fourth class, the topic was "A good start!", whose objectives were to say in English some food names, and draw and color some food names.

To accomplish these objectives, the teacher showed flashcards to name some kind of food related to breakfast focusing on pronunciation of words like egg, cheese,, toast, chocolate, juice, and milk. As a result, the material used was pertinent to the class.

Flashcards were interesting because they awoke students' attention to learn in class since the material was used according to students' age, and they were eager to talk about their food preferences. This topic was of students' interest because they interacted with the teacher and also with their partners talking about the food they liked and the food they do not like.

Consequently, flashcards were funny, interesting, colorful and they were made of a good material and the children were involved in the learning of some kind of food, being able to talk about to their food preferences.

In this fifth class the teacher continued with the topic “A good start!” and used flashcards one more time in order to present some kind of food related to breakfast. Among the words the students learned were egg, cheese, toast, and coffee. Thus, the teacher showed them the flashcards, and then students repeated after him.

The flashcards show some types of foods and students named them without difficulty. Consequently, the material was pertinent to the class since it was used taking into account the topic and objectives of the class.

The material in this class was used according to the students’ age and learning level making easier the children’s understanding of this topic. The children could say which their food preferences were, especially because they already talked about this topic in the previous class, so it was easier for them to talk about this topic. Besides, flashcards were interesting because they once again caught the students’ attention to learn about food items

Flashcards were visible and they had the one side the drawing and the other side had the written word in big letters with marker. As a result, the children showed interest and eagerness to learn.

In this sixth class, the teacher used flashcards in order to introduce the topic “Knowing my body”, and the objectives of this class were to say in English the parts of the body, and to write this new vocabulary about the parts of the body in English. Some of the new words students had to learn were arm, finger, leg, knee, and foot. Thus, the teacher showed them the flashcards, and students had to repeat after her until they memorize the new words.

Since the teacher used the flashcards for students to learn the new vocabulary proposed for this lesson, this material was pertinent to its topic and objectives.

Flashcards were used according to the students' needs and interests making easier the children's comprehension of this topic. Then, the learners could relate their body parts with their names easily. They showed interest because they were able to identify their body parts. Flashcards were attractive and they awoke the students' interest to learn. Besides, the pictures the flashcards showed were some parts of the body

Consequently, flashcards were colorful, big enough and they had double side; thus, in one of them, they had the picture of the body part, and on the other side, they had the word the picture represented written in big letters, and the students demonstrated enthusiasm and readiness to discover the new vocabulary.

In this seventh class, the teacher used flashcards to continue the review of the topic "Knowing my body". In this class, the teacher used the flashcards in the same way she used them in the previous class; that is, she showed them the flashcards and students had to repeat after her the new words until they memorize them.

The material used was pertinent because with its help, students were able to review the topic and achieve the objectives of the class that was learning vocabulary related to parts of the body.

These flashcards caught the students' attention and they were not bored, yet students were motivated because they were able to identify the vocabulary they already learned in an easy way. As a result, flashcards were used according to the students' age and knowledge level, making simpler for the children to understanding this topic, especially because it was only a review of the previous class.

The materials used for this class were big enough, colorful, and they had a double side with the picture on one side, and the written word on the other side.

In the ninth class the teacher used flashcards in order to introduce new vocabulary about some things in a birthday party taking into account the correct pronunciation of each word of them. The topic of the class was “My birthday party”.

Such flashcards were pertinent to the topic and objective of the class because the teacher showed the students some objects used in a birthday party, such as card, present, balloon, coolie, ice cream, and cake.

Flashcards awoke students’ attention because they enjoy having birthday parties, so learning vocabulary about this topic interested them a lot. Consequently, the material was used according to the children’s age and interests. The use of this material helped the students to understand these words in a simple way. After that, the children could associate these objects easily with their correct corresponding writing of the word.

Flashcards were big enough and multicolored. They had a doubled side, as well. This extra material was very attractive, and the students were motivated with the learning of these new words because all of them participated by saying the new words in the class

Charts

In this first class, the teacher used a chart to teach the Verb “To be” structures using the professions and occupations learnt; that is, how to write affirmative and negative sentences, questions and short affirmative and negative answers through practical examples.

The children were interested in learning this topic because they participated by saying sentences and questions related to the topic, the structure and vocabulary supposed to learn in this class. Besides, they were able to create short sentences like

“He is a policeman” or “She is a doctor” what means that this material was pertinent to the topic and objective of the class.

The material was used according to the students’ age and they learnt this topic in an easier and simpler way, especially because the information included in the chart was very useful because students could visualize in a simple way how they can make sentences using the verb to be. Besides, students were able to participate without any difficulties.

Finally, the chart was made on a cardboard, it was interesting and its color motivated to the students to learn this topic; this was especially demonstrated because of the eagerness students showed to participate by making sentences.

In this second class, whose topic was “A wild party”, the teacher showed a chart with some verb “to be” structures using the vocabulary learnt about animals; in other words, the objective of this class was focused on how to write affirmative and negative sentences, questions and short affirmative and negative answers through practical examples.

The chart was effective to show these structures to the students. In different columns the teacher wrote affirmative, negative sentences, and questions. Thus, the material was used in a pertinent way.

The material was used according to the learning students’ level and they were able to talk about animals using affirmative, negative, and questions with the verb “to be”. For example, one student had to say “Is this a zebra”, and other student had to answer “Yes, it is” or “No, it isn’t”. The teacher used the chart in such a way that her students were able to make sentences easily especially because this topic was also seen in the previous class.

Finally, the chart was made on cardboard and elaborated in a way that it was motivating for a better students' understanding.

Posters

In this seventh class the teacher used a poster to introduce the new vocabulary related to the body parts. The objective of this class was to learn new vocabulary related to body parts. In the poster students were able to see the parts of a human body, so the teacher pointed at a part, and students had to repeat what the teacher said. For instance, the teacher said, "knee", and then students repeated after her.

Students could recognize and pronounce the vocabulary learned in English; it was demonstrated because the poster showed a boy and also the name of each part of his body in rectangles. Therefore it was easy for them to identify and repeat each body part. Therefore, this material was pertinent to the class since the poster was related to the vocabulary students were supposed to learn for that lesson.

This material was used taking into account the students' age, and in this way, they could learn these topics actively because they were able to memorize each part of the body since after this activity, the teacher started to touch some parts of her body, and students did not have any problems when naming these parts.

This poster made of cardboard was colorful and it showed a big picture, making simpler the students' understanding and learning.

In the eighth class, the teacher used a poster to illustrate body parts as in the previous class. Therefore, the topic was "Knowing my body" and the objective of this class was also to learn new vocabulary related to body parts.

The material was pertinent to the objective of the class because it was used to review the parts of the body, which was the topic of the class. The teacher once again used the poster of a person in order to show them the parts of the body.

This material was used according to the students' age level, and curiosity, and through this, they could learn these topics in a dynamic way because they also participated by touching their parts of the body, as well.

It is important to notice that this material was multicolored and it had big pictures, which caught students' attention, making easier the students' comprehension about this topic.

Whiteboard

In this first class the teacher used the whiteboard to introduce the new vocabulary about the professions and occupations. The topic of this class was "An interesting job". The students repeated the pronunciation of these words after the teacher and finally they repeated such words by themselves.

The whiteboard was used in a pertinent way, because the vocabulary about the professions and occupations and the structures how to write affirmative and negative sentences, questions and answers were clear enough.

The material was used according to the students' level and age since they could understand these topics in an easy way, being also motivating for them to learn this new vocabulary because the teacher wrote the new vocabulary on the board, and students had to repeat them and pronounce them correctly. Students were interested in learning because there was good predisposition to learn about this topic.

Finally, it is possible to say that the material was visible and clear enough since the vocabulary and the verb "To be" structures were written neatly so students were able to understand them well.

In the second class, the teacher used the whiteboard to introduce new vocabulary about some animals. The topic of this class was "A wild party" The

students repeated the pronunciation of these words with their teacher and by themselves, too.

The whiteboard was used in a suitable manner to accomplish the objective of the class because the vocabulary about the animals and the structures about how to write affirmative and negative sentences, questions and answers were understandable because they saw the new vocabulary written on it and were able to say affirmative, negative sentences, and questions related to occupations in an easy way.

This material was also appropriate because it was used according to the students' age and they could learn these topics in a simple way, especially because the teacher used vocabulary students already learned, so it was easier for them to form sentences.

The information shown on the whiteboard was clear and faultless and what the teacher wrote was understandable for the students' better comprehension.

In the third class, the topic was "A wild party!" The teacher used the whiteboard to introduce the vocabulary about animals because the objective of the class was to learn vocabulary related to animals. For this, the teacher wrote on the board the name of wild animals like zebra, elephant, giraffe, and fox. The students repeated the correct pronunciation of these words with their teacher and also by themselves.

The whiteboard was used in a pertinent way because the teacher wrote the vocabulary about the animals and some exercises of the textbook to solve them with the children. There was a lot of students' participation on the whiteboard, too.

This material was used according to the students' interest and the children understood this topic about animals easily. The teacher used the board in order to write the new vocabulary, and it facilitated students' understanding of the topic. This

topic was one of the easiest to learn for the students perhaps because they really enjoy talking about animals. It was seen because it did not take much time for them to learn this new vocabulary.

The information was clearly presented, and it helped the students to work in class efficiently, especially because the teacher wrote the new vocabulary in a way that students could clearly understand what she had written.

In the fourth class, the teacher used the whiteboard to illustrate the new vocabulary related to food. The objective of the class was to learn new vocabulary related to food, and the topic of the class was “A good start!”. The teacher started by writing the vocabulary students were supposed to learn on the board; for instance, toast, cheese, egg, juice, and chocolate.

The students repeated the correct pronunciation of the new vocabulary with their teacher and by themselves, as well until they learned the vocabulary prepared for this class. Therefore, the material was used according to the topic and objective of the class.

The whiteboard was used according to the students’ age and needs because the vocabulary was easy, and the teacher used the board in such a way that everybody was able to understand what he wrote. After this, the teacher wrote the new vocabulary about food and some exercises of the textbook to do them with the students. The students went to the whiteboard, and they solved some exercises of the textbook.

This material was used in a correct way. It was clear, organized and it helped to develop the class in a better way, and students were able write sentences on it in an easy way, making their learning fruitful.

In the fifth class, the teacher used the whiteboard to present new vocabulary about food. The objective of the class was the same as in the previous one to learn vocabulary related to food like toast, cheese, eggs, juice, and coffee.

After she wrote down the vocabulary, the students repeated the pronunciation of these words with the teacher and also by themselves. This material was pertinent because the teacher could use it as a means to show students the new vocabulary to be learned. She wrote these words on the board, and students had to repeat after her the correct pronunciation of these words.

The whiteboard was used appropriately because the vocabulary about the food and the sentences using 'I like' and 'I don't like' that the teacher and the students wrote were understandable to the children since they already knew the meaning of the structure "I like" "I don't like". Students felt motivated because they were able to express the food they liked and the food they do not like, and share this information with their partners.

To finish, the material was clear and discernible, making simpler the students' understanding and learning of this topic since students were able to see it without any difficulty.

In the sixth class the teacher used the whiteboard to present new vocabulary related to the body parts. The topic of this class was "Knowing my body" and the objective was learning vocabulary related to body parts. The students repeated the correct pronunciation of these words with their teacher and by themselves, as well.

The whiteboard was used according to the objectives of the class since the teacher wrote new words related to the body parts. Then the teacher wrote down on the whiteboard some exercises from the textbook in order the student to solve them. There was a lot of children participation through the use of this material because they

had to go in front of the class and write exercises based on this vocabulary; consequently, this material was pertinent to the objectives of the class.

This material was used appropriately because students were able to actively participate in the construction of their knowledge by reading and repeating the vocabulary to be learned. Also, they were able to develop the exercises on their notebooks without any difficulties.

The use of the board was clear, neat and precise enough, making easier the students' comprehension and the class development, especially because the teacher used their textbook as an aid in order students to write exercises included on it.

In the seventh class, the teacher used the whiteboard to review vocabulary concerning body parts. Then the children repeated the correct pronunciation of this vocabulary with their teacher and by themselves, too. The teacher made a game on the whiteboard, in which the children had to follow some teacher's instructions in order to do this game.

As the teacher used the board to write the vocabulary students were supposed to learn for that class, its use was pertinent to achieve the objectives of the lesson because with the board, students could visualize in a good way the vocabulary they were supposed to learn.

The whiteboard was used according to the students' age and interest because students were motivated to know and name each part of their own bodies. After this activity, then the teacher wrote down some exercises from the textbook on the whiteboard, so students can solve them. This material was used efficiently. It was neat and well organized making simpler the children understanding and the class was made successfully and students' learning was activated by their participation when writing on the board.

In the eighth class the teacher used the whiteboard to present the vocabulary about the body parts, as in the previous class, the objective of this lesson was to learn new vocabulary related to body parts; for example, knee, finger, toe, arm. Therefore, the teacher wrote this vocabulary on the board, so students could visualize how these words are written.

The students repeated the accurate pronunciation of this vocabulary with their teacher and by themselves, as well making the use of the board pertinent to the lesson. Since with its help, students were eager to learn to name the parts of their own bodies.

The whiteboard was used taking into account the students' age and learning level; therefore, this material was pertinent because the teacher wrote practical examples in singular and plural form using the body parts learnt. Then, the teacher drew a human body on the whiteboard and the students wrote down the body parts; therefore, students were able to actively participate in the development of their knowledge. This material was used efficiently. It was clear enough, and every word was written precisely. There was plenty of students' attention and the class was made in a better way.

In the ninth class the teacher used the whiteboard to introduce the new vocabulary related to some objects utilized in a birthday party. The topic of the class was "My birthday party", and the objective was to learn some objects used in birthday parties. For instance, the teacher wrote on the board some objects that parties generally have like balloons, cake, candle, and candy

The students repeated the correct pronunciation of these new words with their teacher and by themselves, too. The vocabulary written on the board was according to the information that students were supposed to learn in that class because the

vocabulary was related to a birthday party. Therefore, the board was used in a pertinent way.

The whiteboard was used according to the students' age and curiosity. The teacher wrote the new vocabulary on the whiteboard and after that, they played a game which consisted on finding some words related to this new vocabulary and circle them in a word search. There was a lot of students' participation because all the children wanted to go to the whiteboard to do this game.

This material was used successfully. It was clean, neat and it followed an order in everything that was written, helping the students to understand the class in a better way. It was demonstrated by their active participation during the class, especially when they had to repeat and memorize the words they saw on the board.

In this tenth class, the teacher used the whiteboard to show again the vocabulary related to the objects utilized in a birthday party. The objective of this class was to learn vocabulary related to objects from a birthday party. Then the children repeated the correct pronunciation of this vocabulary with their teacher and by themselves, too.

The teacher wrote the vocabulary related to the objects used in a birthday party on the whiteboard. Then the teacher wrote down an exercise in which the children had to unscramble words about this new vocabulary and wrote them correctly. After that, the students completed a dialogue using these new words. There was a lot of children participation. Consequently, the topic was pertinent to the topic of the class.

This material was used appropriately and considering the age and level of understanding of students. It was clear and understandable enough, so students were able to learn this topic in a better way. It was shown because the exercises they had

to do after the teacher used the board were developed in an easy way. Students felt secure of developing such exercise since they already knew what to write on board.

The information included on the board was clear and easy to read, so students did not have any problems looking and identifying the vocabulary written by the teacher.

Songs

In this sixth class the teacher used a song named “My body” to introduce the body parts. Therefore, the objective of this class was “to learn new vocabulary related to body parts”. The teacher played the songs three times, and students at the beginning were not able to understand anything, but with the help of the teacher, they could understand the lyrics and finally, they were able to sing the song.

At the beginning of the activity, the teacher sang the song. While the song was playing, she showed her body parts and then the students followed her. The teacher focused on pronunciation of this new vocabulary related to the body parts; consequently, the song was used in a pertinent way taking into account the objective of the class.

This song was appropriate according to the students’ age and the students liked the song. It was a dynamic way in which the children learnt their body parts in English, and there was a lot of students’ participation in the class because they started singing right after the teacher played the song.

Finally, this song was short and simple to learn. Their lyrics were clear and the students could understand everything what the song said. Thus, the children felt motivated to acquire this vocabulary about body parts in an interactive way.

Objects

In the fourth class the teacher used some real objects to introduce new vocabulary related to food. The topic was “A good start!” and the objective was to talk about food. The teacher brought to the class some real foods for example, a banana, an apple, grapes, and a pear. Students were able to see and have the fruits in their own hands, and when this occurred, they had to name the fruit which they were holding.

The material used was pertinent to the class because the teacher showed each type of food to the students saying each one of them in English and then, the students repeated the pronunciation of these new words.

This material was used according to the students’ age and interest. It was interesting, and the children felt pleased and certain of learning the new vocabulary through the use of real food. The students said which their food preferences were by looking at them.

Consequently, real objects like fruit, juice, and milk were attractive enough in order to catch students’ attention. As a result, the children were encouraged to learn this new vocabulary about food in class because they could see the real objects that the teacher brought, making the class more real by the use of this food.

In this fifth class the teacher also used some real things to present some sentences related to food. The objective of this class was as in the previous class to learn new vocabulary related to food.

The teacher said some practical examples of some sentences using these real objects, for example, “I like milk”, “I don’t like apples”. The students and the teacher focused on the pronunciation of this vocabulary. Therefore, the material was used in a pertinent way.

This material was used according to the students' age and level of understanding because the objects were motivating and the children felt interested in learning new words through the use of real things. Each one of the children said sentences taking into account their food preferences by looking to these real objects, especially because students were able to make real sentences using these objects. For instances, they said "I like oranges" or "I don't like toast".

Finally, these objects were of different sizes and colorful in order to awoke students' curiosity and interest. To this respect, Makovickova (2007) stated that we can use authentic things in the classroom, according to our imagination and desire. Therefore, the teacher used this material which was well accepted by the students, making the learning of the new vocabulary easier.

In this tenth class the teacher used some real things to introduce these new words used in a birthday party. The topic of the class was "My birthday party". The teacher and the students focused on the pronunciation of this vocabulary.

Students showed interest in learning this new vocabulary, especially because they were excited to see the real things they see in a birthday party. Consequently, this material was used effectively taking into consideration the topic and objectives of the class.

This material was used according to the students' age and curiosity because they were interesting, and the children felt motivated to acquire a new knowledge in the learning of these new words through the use of real objects. The students told the teacher what thing in a birthday party liked to eat.

Finally, some of the real objects used by the teachers were gifts, candy, and invitation cards were, and they were of different sizes, multicolored, and enough attractive to catch the children attention and interest.

Learning styles

In the fourth level, the teacher took into account the visual, audio and kinesthetic style in the development of these classes. Extra visual materials such flashcards, posters, and whiteboard specially in order to learn a new vocabulary helped the students feel motivated through the observation of drawings as the repetition of the new words in the class for example, in relation to names of animals, body parts, kind of food and more. At the same time, these kinds of materials awoke students' attention and curiosity to learn each one of the different topics in class. However, it was seen that most students learned better the topic through the audio style, that is, there was a song for example was related to the body parts and the students could pronounce a word or an certain expression listening to the song instead of just repeating that word looking at the whiteboard with the teacher or after the teacher. And finally, a lot of the students were skilled in the kinesthetic style for example, when the teacher taught the body parts. While the students sang the song related to the body parts, they moved their body, too and this style made easier the students' understanding and learning, concerning this topic.

In conclusion it is demonstrated that the teacher from this class used different learning styles. This is convenient for students to acquire in a better way the foreign language they are learning because, as Oxford (2003) said, learning styles are the total methods; for example the universal or logical, aural or visual, that learners utilize in obtaining a new language. Thus, the teacher of the 4th level is doing an excellent job by using different supplementary material to support the different learning styles.

5th Grade/9 Years old

Flashcards

In the first class, the teacher presented flashcards to introduce the topic “Hurry up!”, whose objective was to identify a new vocabulary about the daily routines in English and to write some sentences with this vocabulary. The teacher used the board to write the vocabulary to be learned. For instance, the teacher wrote “have lunch”, “comb your hair”, “go to bed”, and “get dressed”.

The flashcards used in this class were pertinent to the topic and objectives because the teacher made students learn by repeating with their teacher the correct pronunciation of these words.

The material was used taking into account the children interests, and they were able to comprehend the theme easily because they, at the end of the class, told the rest of the partners which their own daily routines were. The flashcards used were motivating for the students because they caught their students’ attention and interest and they all paid close attention to what the teacher was saying and at the same time, they were looking at the flashcards.

Furthermore, it is essential to mention that the flashcards used for this class were visible enough and well done because they were made of plastic of excellent quality. Besides, they were colorful reason why they called students’ attention. Consequently, the children were interested and enthusiastic to discover new knowledge with them.

In the third class the teacher continued with the topic “Hurry up!”, whose objective was “to identify new vocabulary about the daily routines”. In this class, the teacher use flashcards to review the topic of the previous lesson; that is, learning vocabulary related to activities they do every day. For example, the teacher showed

pictures that represented the expressions “comb your hair”, “have breakfast”, “get dressed”, “get up” and “have lunch”.

The teacher showed flashcards to name the daily routines taking into account the correct pronunciation of this vocabulary; therefore, the use of flashcards was pertinent because they were used according to the topic and objective of the class.

The material was used taking into account learning children’ level and they were clear to them because the picture showed activities that a child generally does every day; therefore, they could related what they were learning to what students actually do every day. Students were motivated when talking about their favorite activities and sharing this information with their partners. Consequently, the use of flashcards was appropriate.

As said before, the flashcards used in these classes were visible and they were elaborated of a good material. Therefore, the children were interested to discover new words about daily routines.

In the fourth class, the topic was “Enjoying weekends”, whose objectives were to say and write in English some action; for example, prepare, study, live, ride, sleep, and play.

To achieve these objectives, the teacher presented flashcards to name some actions focusing on pronunciation of this new vocabulary. While the teacher showed the action and said what it represented, students had to repeat after him. For instance the teacher showed the activity “watching TV”, so students had to repeat what the teacher said. Therefore, the material was pertinent to the topic and objectives of the class.

The material used was appropriately used since flashcards were motivating because they were multicolored and they caught children’s interest to work in class,

especially because the characters showed in the flashcards were the same they see in their textbook, so students were familiarized with them. The material was used taking into account learning children's level and they were enthusiastic to learn how to say some actions in English, being many of them the ones students do every day.

Consequently, flashcards were comic, attractive and they were made with good material, and the students were concerned about learning some actions, being able to say in English many of them, especially the ones that the children do every day by themselves.

In the fifth class the teacher continued with the topic "Enjoying weekends", and the topics of this class were "to say and write in English some actions". The teacher used flashcards one more time in order to introduce some actions in English, such as study, prepare, ride, and sleep.

Flashcards were pertinent to the topic and objectives of the class because they were used to present the students in a visual way the different actions they were supposed to learn, and it was easier for them to memorize the new vocabulary.

The material was used according to the children's age and learning level making the students' comprehension of this theme simpler. It was demonstrated because the students were able to say in English some actions developed by themselves. Consequently, flashcards were motivating because they caught the children's attention in learning, especially because they already knew this vocabulary from the previous class, so it was easier for them to talk about these actions.

As it was said, flashcards were clear and they had on one side the drawing and on the other side the written word in big letters with marker. Therefore, the students showed motivation and nosiness to learn.

In the seventh class, the topic was “Lunch time!”, whose objectives were to say and write in English new vocabulary about food. A second objective was to write some sentences using expressions with “I like” and “I don’t like” correctly. To achieve these objectives, the teacher presented flashcards to show some words related to food, focusing on pronunciation of this new vocabulary.

The material was pertinent to the objectives of the class, because the teacher used flashcards to present students the new vocabulary in a visual way. Consequently, they were able to see what each word represented in a simple manner.

Flashcards were interesting because they were colorful and they caught students’ attention to learn in class since they were eager to say what kind of food was their favorite and which one they did not like. The material was used according to learning students’ level and they were eager to learn how to say some kind of food in English, being many of them what students actually like to eat every day. As a result, flashcards were motivating, attractive and they were made of good material and the children were interested in the learning of some kind of food, especially the one they usually like to eat.

In the eighth class, the teacher continued with the topic “Lunch time!” and used flashcards one more time in order to introduce some kind of food in English, whose objectives were to say and write in English a new vocabulary about food. Other objectives were to find some words about this new vocabulary about food in a game and ask and answer questions related to the students’ preferences about food correctly.

To achieve these objectives, the teacher showed flashcards for students to learn some words concerning food, focusing on pronunciation of these new words. Consequently, this material was pertinent to the aim of the class.

The material was used taking into account learning children's level because they were enthusiastic to learn how to say some kind of food in English, being many of them which the students like to eat every day. Besides, after the use of flashcards, the students could said what they "like" and "don't like" to eat.

Consequently, flashcards were interesting, colorful, and attractive, and they were made of plastic. They were also big enough so every student was able to see them clearly.

In the tenth class, the topic was "An elegant outfit", whose objectives were to say and write in English some clothes, and write sentences with this new vocabulary using the expression "This is..." in a suitable way.

To accomplish these objectives, the teacher showed flashcards to name some clothes focusing on pronunciation of these new words. Therefore, students repeated after the teacher and by themselves some of the clothes people wear. Therefore, the use of flashcards was pertinent to this class.

The material was used according students age because after the teacher used flashcards, they were eager to learn how to say some clothes in English since they could talk about what they were wearing at that moment.

Flashcards were funnier, attractive and they were made of a good material, plastic, and the children were interested in learning by looking at them.

Pictures

In the second class, the teacher showed pictures to introduce the theme "Hurry up!", whose objective was to complete some sentences using this vocabulary about daily routines and complete a dialogue using this new vocabulary. Some of the new phrases students had to learn were "comb your hair", "have lunch", "go to

bed”, and “get dressed”. The pictures showed people doing such activities, and students had to repeat each expression after the teacher.

As the objective of the class was learning expressions used in daily routines, the material used was pertinent since its purpose was to show students in a visual way the different activities they were supposed to learn in that class.

The material was appropriate to the class because the pictures used were interesting to the students because they were multicolored and they caught their children’s curiosity and attention. Consequently, the material was used concerning the children age and needs, and they comprehended the topic clearly because then, the students were able to tell the class all their own daily routines which the children did in English suitably.

Furthermore, it is essential to say that the pictures used for this class were discernible and well done. As a result, the children were encouraged to discover new knowledge with them. The material used was plastic, and it was of good quality.

In the sixth class, the teacher presented pictures for the theme “Enjoying Weekends”, whose objective was to order the days of the week correctly, to find and classify some actions in English in a word search and to write a short paragraph about themselves using some actions.

The material was pertinent to the class because the pictures used were motivating to the children because they repeated with the teacher and by themselves the days of the week. Also, the teacher named some activities and students said when they tended to do such activities.

The material was used according to the students’ interests, and they understood the topic easily because they at the end of the class, they were able to differentiate in English correctly between all the actions learnt as well as the days of

the week. Students were motivated in this class because they were able to share with the rest of the class the activities they do on the weekends.

Moreover, it is important to say that the pictures used for this class were visible enough and well made. The material used was plastic.

Posters

In the eighth class, the teacher used a poster to present this vocabulary about food. The topic of the class was “Lunch time!”, and the objective was to learn vocabulary related to food. The poster showed by the teacher included people eating several types of foods, such as hamburgers, chicken, fish, French Fries, and Hot Dog.

To accomplish the goal of the class, the children observed this poster. Then the teacher showed the drawings related to food and she indicated to the students how to say each one of them in English. After that, the students repeated the pronunciation of these words with the teacher, and finally they repeated such words by themselves. Thus, this material was used in a pertinent way.

The poster was used in a suitable manner and taking into account the children’s age and needs because all the drawings showed about food, so they were understandable enough. The students were interested in discovering new knowledge because there was good students’ predisposition to be trained on these topics.

Furthermore, the material used was paper, and it was big enough, so every student was able to see it clearly. As a result, the children were interested to know this new vocabulary related to food.

Whiteboard

In the first class, the teacher used the whiteboard to introduce the new vocabulary about daily routines. The topic of this class was “Hurry up!”. Then the

students repeated the pronunciation of these words after the teacher, and finally they repeated such words by themselves.

As the teacher used the whiteboard in order to present new vocabulary that included expressions used daily such as “have breakfast”, “take a shower”, and “get dressed”. Students practice their pronunciation by repeating after the teacher. Therefore, the material used was pertinent to the objectives of this class.

The whiteboard was used taking into account the learning children level about the daily routines and the structures how to write sentences were comprehensible enough, and the students were motivated in learning because there was good disposition to be trained in these themes.

To conclude, the material was visible and clear since the new vocabulary learned and the sentences with the daily routines were written efficiently

In the second class, the teacher used the whiteboard to introduce new vocabulary about some daily routines. The topic of this class was also “Hurry up!”. The objective of this class was to review some vocabulary related to everyday actions.

This material was used in a pertinent way because the board was used to write the new expressions to be learned, such as “comb your hair”, “take a shower”, and “go to bed”, and students repeated the pronunciation of these words with their teacher and by themselves, too.

The whiteboard was used according to the children’s age and they were able to learn these themes in an easy manner because the new words about the daily routines and the structure about how to write sentences were clear, and the students were interested to become skillful at new knowledge because they were eager to talk

about their own daily routines and share this information with their teacher and partners.

Finally, the material was impeccable since it was used to write the new vocabulary in a clear way. As a result, the students were interested to learn this new vocabulary concerning daily routines.

In the third class, the teacher used the whiteboard to show the vocabulary about the daily routines, as in the first and second class. Once again, the topic of the class was “Hurry up!” and the objective of the class was to keep reviewing vocabulary related to daily routines.

As in the two previous classes, the children repeated the accurate pronunciation of these words with their teacher and by themselves, too. Consequently, this material was used in a pertinent way.

The whiteboard was also used in a correct way taking into account the children’s age and needs because the teacher wrote the vocabulary about the daily routines and sentences with this new vocabulary and the students were interested in working in class a lot with their partners and by themselves because now they were able not just to name the expressions of daily routines, but this time, they could write and say complete sentences related to this new vocabulary.

To conclude, it was showed in a clear way. The writing was visible enough and students were able to read what the teacher wrote without any difficulties.

In the fourth class, the teacher used the whiteboard to show the new words related to some actions in English. The topic of this class was “Enjoying weekends”, and the objective of this class was to learn vocabulary related to some activities developed on the weekends.

The material was used in a pertinent way because the children used the board in order to repeat the pronunciation of the new vocabulary, which included verbs like sleep, study, prepare, live, and ride, with their teacher and by themselves, as well.

The whiteboard was used according to the students' age and needs, and the teacher wrote the new words concerning actions. Moreover, the children could solve some exercises of the textbook as unscramble some letters and write each one of these words correctly. The students went to the whiteboard, and the class was active and participative.

Finally, this material was clear, well organized and it assisted the student to carry out the class in a better way.

In the fifth class, the teacher used whiteboard to introduce new words about actions. As in the previous class, the theme and objectives of the class concerned the use of actions developed on the weekends.

The use of the board was pertinent to the class because the teacher used it to review the vocabulary learned in the previous class. After she wrote down the vocabulary, the children repeated the pronunciation of this new vocabulary with the teacher and by themselves, as well.

Students were motivated in learning because the whiteboard was used in a suitable way, taking into account the their age and interests because the new words about actions and the exercises students had to do as matching sentences with the correct drawings about actions and other exercise as completing some sentences with the actions learnt were clear enough to the children, and they did these exercises without any difficulty.

To conclude, the material was clear and discernible, making easier the children understanding and learning of this theme. Therefore, the children were encouraged in order to acquire these new words related to actions in English.

In the sixth class, the teacher used the whiteboard to introduce new words concerning actions. The topic of the class was similar to the two previous ones “Enjoying weekends”. The children repeated the accurate pronunciation of this new vocabulary with their teacher and by themselves, as well.

Although it was the third time the teacher taught this topic, students did not seem bored to keep reviewing the vocabulary learned in the two previous classes. The teacher used the board to write the new vocabulary and make students repeat with her and by themselves to. Consequently, the board was used in a pertinent way.

The material was appropriate since the whiteboard was used taking into account the children’s age, and the teacher wrote this new vocabulary concerning actions on it. Then the teacher wrote down on the whiteboard some exercises from the textbook, in which the students had to order the days of the week, find and classify some actions in English in a word search and they had to write a short paragraph about themselves in order the children to solve them. Students were motivated because there was a lot of participation through the use of this material, repeating the actions written by the teacher and memorizing them.

Finally, this material was used correctly. It was clear and well organized, making simpler the children understanding and the class progress.

In this seventh class, the teacher used the whiteboard to introduce new words related to some kinds of food. The topic of this class was “Lunch time!” and the objective was to learn vocabulary related to food. The students repeated the correct pronunciation of this new vocabulary with their teacher and by themselves, as well.

The material used for this class was pertinent because the teacher used the board to write the new vocabulary, which included food expressions like milk, coffee, toast, and juice, and practice with the students its correct pronunciation by repeating the words after the teacher.

The whiteboard was according to the students' age, and the teacher wrote this new vocabulary concerning some kind of food on it. Then the teacher wrote down on the whiteboard some sentences with the expressions 'I like' and 'I don't like' using this new vocabulary learnt. There was a lot of students' participation through the use of this material, and students feel motivated to be able to talk about their food preferences and share this information with their partners and their teacher, too.

Finally, this material was clear, well organized and easy enough, making students understand in a better way and improving the development of the class. As a result, the children were motivated to discover this new vocabulary related to food.

In this eighth class, the topic was "Lunch time!" the teacher used the whiteboard to present new words related to some kind of food. The objective of this class was to ask and answer questions about the new vocabulary: food. After the teacher wrote the vocabulary on the board, the students repeated the correct pronunciation of this new vocabulary with their teacher and by themselves, as well.

This material was pertinent because the teacher use the board in order to show them the new vocabulary to be learned. As she made them repeat the words with the correct pronunciations, students were learning in an assertive way.

The whiteboard was used according to the students' age, and the teacher wrote this new vocabulary concerning some kind of food on it because students were able to talk about their food preference without difficulty using expressions such as "I like" and "I don't like" using this new vocabulary about food learnt. There was a

lot of students' participation through the use of this material since they were motivated to talk about their food preferences.

Finally, this material was clear and well organized, making easier the students understanding and the class development. Consequently, the students were interested in learning these new words related to food.

In the ninth class, the teacher used the whiteboard to present the new vocabulary related to some kind of food. The objective of this class was to reinforce the vocabulary learned in the previous class. The students repeated the pronunciation of these words with their teacher and by themselves, too.

The way in which the board was used was pertinent because students could see the vocabulary supposed to be learned. Through the use of the board, the students were able to memorize such vocabulary. Therefore, its use was according to the topic and objectives of the class.

The whiteboard was used taking into account the learning children's level, and the teacher wrote this vocabulary concerning some kind of food. Therefore, this material was appropriate since there was a lot of students' participation and interest through the development of the class.

To conclude, this material was clear, neat and it followed an order in every aspect, helping the students understand the class in a better way. As a result, the children were eager to acquire this new vocabulary related to food.

In the tenth class, the teacher used the whiteboard to present the topic "An elegant outfit", whose objective was to learn vocabulary related to clothes. After that, the students repeated the pronunciation of this vocabulary with their teacher and by themselves, as well.

The use of the board was pertinent in the class, because as in all the other class in which this material was used, the teacher wrote the new vocabulary on it, making students memorized the new vocabulary that included words like hat, scarf, gloves, and shorts.

The whiteboard was appropriate because it was used according to the students' age and learning level, since it helped students to visualize the new vocabulary to learn. Besides, the teacher wrote down on the whiteboard some sentences in English, too with this new vocabulary using the expression "This is..." about some clothes. There was a lot of students' participation to learn and work in class.

Finally, this material was neat, clean and well organized, making simpler the children comprehension and the class progress. Consequently, the students were motivated to learn these new words related to some clothes.

Other: ABC noodles.

In the tenth class, the teacher used an interesting complementary material to reinforce the written of new vocabulary about clothes for the topic "An elegant outfit", whose objective was to learn vocabulary about clothes.

This material was pertinent to the class because it consisted of forming words using small noodles in order to form words related to clothes, such as gloves, pants, shorts, and scarf.. The students looked at the words on the whiteboard and they assembled all this new vocabulary.

When using the ABC noodles, the teacher took into account the students' age and needs, since she wrote the vocabulary about clothes on it and students enjoyed playing with the noodles. Consequently, there was a lot of students' participation and interest through the use of this material and the use of ABC noodles material

was motivating for all the students, and its use awoke children's attention, interest and curiosity to work in class.

To conclude, this material was funny, dynamic and attractive, helping the students to understand this topic in a better way. As a result, the children were eager to discover this new vocabulary related to some clothes.

Songs

In the second class, the teacher used a song named "The Mulberry bush" to present the daily routines in a class named "Hurry up!", whose objective was to learn about daily routines. First, the teacher sang the song, and then she played it again, and student sang the song with their teacher. The teacher focused on pronunciation of this new vocabulary related to the daily routines.

This song was pertinent because it was related to the topic and objectives for the class since the lyrics of the song included expressions related to daily routines, making it easier for students to memorize such expressions through listening.

The teacher took into account the children's interests since it seemed that the students liked the song. It was also appropriate to the students' level and age because it was an active manner in which the students learnt their daily routines in English and the children were motivated to participate a lot in class by singing it. They even asked the teacher to repeat the song two more times to sing it.

To conclude, this song was short and easier to learn. Its lyrics were understandable and the children were able to comprehend everything what the song expressed. Consequently, the students were motivated to attain this vocabulary about daily routines in an interactive way.

In this ninth class, the teacher used a song named "Market day" to introduce some kind of food which we can find in a market day and describe them. The topic

of the class was “Lunch time!” and the objective was to learn vocabulary related to food.

The song was pertinent to the topic and objective of the class because the teacher sang the song and she focused on pronunciation of this new vocabulary related to some kind of food. Then, the students listened to the song several times carefully and they repeated this song after their teacher and by themselves, too.

Moreover, it was appropriate because it was used according to the students’ interest and age. They enjoyed this song a lot. It was a dynamic way in which the children learnt how to say some food in English and the children participated in class effectively.

To conclude, this song was short and simple to learn. Its lyrics were clear and the students were able to understand everything what the song said. Therefore, the children were interested to learn this vocabulary about food in an interactive way.

Learning styles

In the fifth level, the teacher took into account the visual, audio and kinesthetic styles in the development of these classes. Extra visual materials like flashcards, maps, and the whiteboard assisted the children especially to discover new vocabulary. Students also appeared to feel interest through the observation of drawings as well as the repetition of the new vocabulary in the class. For instance, these activities were developed to reinforce the topics of daily routines, actions, days of the week, food, and clothes.

At the same time, these kinds of materials caught children interest and inquisitiveness to learn each one of the different themes in class. However, there were children who learned better the topic through the audio activities; that is, there was a song for example that was related to the daily routines and other concerning

food in which the children could pronounce a word or a certain expression listening to the song instead of just repeating that word with the teacher or after the teacher.

And finally, a lot of the children were skillful in the kinesthetic style. For instance, when the teacher taught the daily routines to her students, she stood up and started to mimic the different daily routines. While the children sang the song related to the daily routines, they moved their body representing those actions, making it simpler the children's comprehension and knowledge about this topic.

The teacher of this class did an excellent job since she took into account some of the learning styles that Peacock (2001) suggested: visual, auditory, kinesthetic. For Peacock, language training styles indicate normal, usual, and ideal methods of captivating and developing second language training and abilities in the class. Consequently, the teacher of the fifth grade has developed in the classes in a successful and motivating way.

6th Grade/10 Years old

Flashcards

In the first class, the teacher presented flashcards to introduce the topic "Let's count", whose objectives were to say in English a new vocabulary about some actions used in Mathematics and to write them correctly. Another objective was to ask and answer questions using some cardinal and ordinal numbers.

The material was used taking into account the topic and objectives of the class; consequently it was pertinent to it especially because they were able to see on the flashcards some actions such as "add" or "subtract" which made easier for them to learn in a visual way.

The material was appropriate because it was used according to the students' needs, and they were able to understand the topic easily because they could make

mathematical operations by saying all their signs and numbers in English. They felt motivated, and it was demonstrated because after the teachers' explanation, they worked on their textbooks doing operations without any difficulty.

Moreover it is important to state that the flashcards used for this class were visible enough and well made in cardboard. As a result, the students were motivated and eager to acquire new knowledge with the help of flashcards.

In the second class, the teacher continued with the topic "Let's count", whose objective was to learn some actions related to mathematics in English. The teacher presented flashcards to recognize the different Math signs in English and solve some Math problems using the vocabulary about mathematical operations and all the Math signs.

This material was pertinent as it was in the previous class, because flashcards were used to reinforce the topic and objectives of this and the last class, as well since students saw different numbers and also the signs used in operations like adding and subtracting.

The material was used taking into account students' age and needs since students were able not just to memorize numbers and signs, but also develop mathematical operations mentally. It was shown because the teacher asked the students do some exercises on their notebook, and students were able to developed them in an easy way.

Finally, flashcards were visible and they were elaborated in cardboard. Consequently, the students were encouraged to learn new words about operations related to mathematics and mathematical signs.

In this third class, the topic was “Youth meeting”, whose objectives were to say and write in English some words in a youth meeting. Another objective was to find these words in a word search and then write them down in a chart.

To accomplish these objectives, the teacher showed flashcards to name some words used in a youth meeting; for instance: country, city, flag, money, and bridge, to name a few, focusing on pronunciation of this new vocabulary.

This material was pertinent to the theme and objectives of the class because they were helpful for students to learn the vocabulary students had to learn by visualizing it on the flashcards

The material was appropriately used according to learning students’ level, so they were eager to learn how to say some words related to a youth meeting in English since they seemed to be motivated to repeat and use these words in the class.

Finally, flashcards were comic, colorful, attractive, and they were made of cardboard, and the children were motivated to learn this new vocabulary.

In the fourth class, the teacher continued with the topic “Youth meeting” and used flashcards one more time in order to introduce some countries and nationalities in English.

The flashcards showed the pictures of some flags of different countries. Students enjoyed knowing some countries they did not know before because after the teacher repeated two times the names of the flags of each country, they were able to name them without the help of the teacher. Therefore, it was pertinent for students to learn, making this material pertinent to the topic and objectives of the class.

The material was used according to the students’ age and learning level making simpler the students’ understanding about this theme because the children

were eager to say these new words about some countries and nationalities in English by themselves.

Finally, flashcards were visible and they had on one side the drawing and on the other side, the written word in big letters with marker. Consequently, the students showed curiosity and inquisitiveness to learn. Moreover, flashcards were motivating because they were made of many different colors, and they caught the students' attention to learn.

In the fifth class, the teacher continued with the topic "Youth meeting", and the objective of this class was to review some countries and nationalities. Therefore, the teacher showed the flashcards to name some countries and nationalities taking into account the pronunciation of this vocabulary.

As it was the second time the teacher used this material, students did not need the help of the teacher to repeat the name of the country and the nationality the flags represented. It was an excellent way for students to review the vocabulary already learned. Consequently, this material was pertinent to the class.

The material was also used taking into account the children's age and learning level and they were clear to them especially because it was previously used; therefore students were able to talk about countries and difficulties without any problems. Flashcards were interesting because they the students were encouraged to learn in class.

To conclude, flashcards were big enough and colorful. They had a double side, as well. This extra material was very attractive. Therefore, the children were encouraged with the acquisition of this new vocabulary.

In the sixth class, the topic was “Typical dresses”, whose objectives were to say and write in English some nationalities including their typical dresses, and complete sentences with the correct word about this new vocabulary.

To achieve these objectives, the teacher showed flashcards to present some typical dresses of different countries focusing on pronunciation of the nationality of such dresses.

Therefore, this material was pertinent to the class because students were able to see the typical dresses that people use in several countries, and it made easier for them to memorize the nationality each garment belonged to.

The material was also used taking into account children’s age since they seemed to be eager and motivated to talk about some the typical dresses of different countries, and they started to talk with the teacher about the typical dresses that there are in Ecuador without any difficulties.

Finally, flashcards were funny, interesting and they were made of good material, which was cardboard. That is the reason why the students were interested in discovering some typical dresses of different countries. For instance, the teacher showed the students the typical dresses from Italy, France, Spain, and Japan.

In this seventh class, the teacher continued with the topic “Typical dresses” and used flashcards one more time in order to present some typical dresses from different countries.

Flashcards were motivating one more time because they showed typical dresses of different countries, for example “France”, “Spain”, and “Mexico”. Therefore, this material was pertinent to the topic and objectives of the class.

The material was also appropriate because it was used according to the children age and needs, making the students’ comprehension about this topic simpler.

The students could talk about the typical dresses from different countries, and at the end of this class; they talked about some typical dresses worn in our country, Ecuador, as well.

Finally, flashcards were easy to identify, and they had on one side the drawing and on the other side the written word in big letters with marker. Consequently, the students demonstrated curiosity and nosiness to discover new knowledge about this topic in class.

In the ninth class, the topic was “Say good bye!”, whose objectives were to say and write in English some actions used on a trip. Another objective was to find these words related to actions on a word search and then write them down on a chart.

To accomplish these objectives, the teacher illustrated flashcards to name some words related to actions used on a trip, focusing on pronunciation of these new words; consequently, this material was pertinent to the theme and objectives of the class.

The material was used taking into account learning students’ level. It was demonstrated because they were eager and motivated to learn how to say and write in English some words related to actions used on a trip. They felt happy to be able to share this information with their teacher and their partners, as well.

To conclude, flashcards were big enough, funny and interesting. They were also motivating because they were multicolored and they caught the children curiosity and interest to learn in class. Consequently, the children were encouraged to discover this new vocabulary.

In the tenth class the teacher continued with the topic “Say good bye!”, whose objective was to show flashcards to name some actions such as “speak”, “talk”, “be born”, and “travel”, focusing on the pronunciation of these new words.

The flashcards were used in a pertinent way because with their help, students were able to talk about the actions shown in the flashcards with the teacher using the correct pronunciation. It was demonstrated because at the beginning the teacher said the word, and then the students repeated after him, but at the end, the students were able to name the flashcards without the teacher's guide.

Moreover, the material was appropriately used, because it was according to the students' needs, age and learning level, which made easier their understanding about this theme since it was clear enough, and students after the teacher used the flashcards were able to write on their workbook about these activities without any difficulties what was motivating because they felt confident about doing the tasks.

Finally, flashcards were big enough and colorful. They had a double side. This extra material made of plastic was very attractive. As a result, the students were motivated in the learning of these new words.

Maps

In the seventh class, the topic was "Typical dresses", and the teacher used a map to show some countries and their nationalities to the students. The map showed several countries, and the teacher told the students the nationality of each country. For example, she said, "Argentinian from Argentina", Colombian from Colombian", and students had to repeat this.

The use of the map was pertinent to the topic and objectives of the class because students were able to identify countries and the nationality. After they repeated the nationalities with their teacher, they were able to name the nationalities by themselves without the help of the teacher.

The material was appropriate because it was used according to the students' age and needs helping the children learn this topic in an easier and effortless way

since the children were able to identify clearly the country and then name the typical dress worn in this country. Also, students felt motivated to know the countries and learn about the nationalities.

Finally, the map was big, visible enough, well made of cardboard, colorful, interesting and discernible. As a result, this material motivated the students to learn this new vocabulary about this topic.

Charts

In the first class, the topic of the class was “Let’s count”, and the teacher used a chart to teach the difference between cardinal and ordinal numbers.

The chart was used taking into account the theme and the objectives of the class because it included two columns; in the first column the teacher wrote some cardinal numbers and on the second one, she wrote their correspondent ordinal number, making easier for the children to understand the difference between these two types of numbers.

The material was used appropriately and taking into account the children’s age and learning students’ level, making them learn this topic in an easier and simpler manner since it was clearly shown, and students were able to identify their difference without any difficulties. Students at the beginning felt a little confused because they did not know what the difference between these two types of numbers was, but finally, they were able to identify them with the help of the teacher’s explanation. Then they felt confident about their learning

To conclude, the chart was written on a cardboard, and it was clear enough so students were able to read them in a clear way because the information was well organized for a better understanding.

Posters

In the third class, the topic was “Youth meeting”, and the objectives were to say in English some things or monuments from a city. For instance, the teacher showed a poster in which students were able to see different objects such as a flag, money, a river, a bridge, and a statue, which are things that cities have.

The poster used for this class was pertinent because it showed the words to be learned, so students had a visual aid to understand them in a clear way. The students looked at this poster; then the teacher presented the drawings concerning some words related to a youth meeting; for example, country, city, flag, money, and bridge, and she indicated the students how to say in English each one of them. After that, the children repeated the new words with the teacher and at the end of the class they repeated such words by themselves.

The material was appropriate for this grade. The poster was used according to students’ age and learning level because all the drawings illustrated on it about words related to a city were clear enough, and the children were encouraged to learn new words because there was good predisposition to be taught on these themes.

Finally, it was visible enough, clear, and well-organized because it was easy to visualize. Therefore, the new vocabulary learnt was grasped by the students effectively.

Whiteboard

In the first class, the topic was “Let’s count”, and the objective was to say in English some actions used in mathematics. The teacher used the whiteboard to introduce numbers and all the mathematical signs. Then the children repeated the pronunciation of the numbers after the teacher, and at the end, they repeated such words by themselves.

The use of the whiteboard was pertinent to the class because the teacher used it effectively to write the numbers students had to learn to accomplish the objective of the class.

Moreover, the whiteboard was used taking into account children's level and they were able to understand these topics easily and the students were enthusiastic to say and write in English this new vocabulary and ask and answer questions using cardinal and ordinal numbers.

To conclude, this material was clear, neat, and it followed an order in everything that was written. Consequently, the students were motivated and they understood the class in a better way.

In the second class, the teacher used the whiteboard to introduce new vocabulary about some actions related to mathematics and all the mathematical signs. The topic of this class was "Let's count" and the main objective was to review what students learned in the first class, and also to say in English some actions used in math; for example, count, add, subtract, etc. . The students repeated the pronunciation of these words with their teacher and by themselves as well.

The board was pertinent for the class because the teacher wrote on them some the actions related to mathematical operations. Therefore, she tried her students to review this vocabulary one more time, and students this time were able to learn them without difficulties.

The whiteboard was used in an appropriate way and taking into account the children's age and interest because the new words about these actions related to Math and all the mathematical signs were understandable and at the same time the children were able to solve some Math problems using the vocabulary. The students were

interested to discover these new words in English to become skilled at new knowledge.

Finally, this material was impeccable, clear, neat, and it followed an order in everything that was written. As a result, the students were interested and they understood the class in a better way.

In the third class, the teacher used the whiteboard to show the vocabulary about some words related to things found in a city; for example, city, flag, money, bridge, and river. The children repeated the correct pronunciation of these words with their teacher and by themselves.

The board was used in a pertinent way because the vocabulary written on them was according to the topic and objectives of the class, making it easier to understand and repeat. It occurred because the aim of the teacher was to make students learn the vocabulary he wrote on the board, and he could achieve this goal, since students at the end were able to pronounce the words correctly without the teachers' guide.

The whiteboard was used in an appropriate way and taking into account the students' age and learning level because the teacher wrote these new words about some vocabulary used in a youth meeting and the students did the exercises of the textbook which consisted on finding these words in a word search and then write down them in a chart. The students were encouraged to work in class a lot and developed the exercises without difficulties.

To conclude, this material was clear enough, and every word was written accurately. Therefore, there was plenty of students' attention and the class was developed in a better manner.

In the fourth class the teacher used the whiteboard to present new vocabulary about some countries and nationalities. The topic of this class was “Youth meeting”, and the objective was to learn vocabulary related to things found in a city such as bridge, tower, and monument.

To accomplish this objective, the teacher wrote down the new vocabulary on the board and, the students repeated the pronunciation of this new vocabulary with the teacher and after that by themselves as well; consequently, this material was used in a pertinent way, according to the topic and objectives of the class.

The whiteboard was used appropriately as well, because the vocabulary about countries and nationalities was clear enough to the students, and the same time the teacher wrote all the exercises of the textbook on the whiteboard as completing a short dialogue with this new vocabulary and making a role play in class using the countries and nationalities learned in an understandable way, as well. Students felt motivated and confidence when naming these words because they were able to memorize them with the help of the board.

Finally, the material was clear, neat, well organized and discernible. Consequently, the children were encouraged to work in class and they learnt the theme successfully.

In the fifth class, the teacher used the whiteboard to introduce the topic “Youth meeting” in order to teach the students about some countries in English.

The use of the board was pertinent to the aim of the class because the students repeated the correct pronunciation of these words with their teacher and by themselves, as well. The teacher wrote the names of some countries; for example, Mexico, Spain, and France, and students had to repeat them.

The whiteboard was used according to the children age and interest because the teacher wrote the vocabulary about some countries in English and some exercises of the textbook to solve them with the children as drawing some countries' flags following some instructions. There was a lot of children's participation on the whiteboard, too. And, the students were motivated to work in class because all of them were talking to their partners about the countries and the flags.

To conclude, this material was clear enough. Therefore, it assisted the children to work in class.

In the sixth class, the topic was "Typical dresses", and the objective was to learn some of the typical dresses worn in different countries and their nationalities.

The material was used in a pertinent way because the children saw the new vocabulary related to nationalities like Colombian, Argentinian, Peruvian and Mexican on the board and they repeated these words with their teacher and eventually by themselves. After that, the teacher wrote down on the whiteboard the exercises from the textbook. Therefore, the children went to the whiteboard in order to complete sentences with the correct word about this new vocabulary. The students participated in class a lot through this activity.

The whiteboard was used taking into account the students' age and learning level because students showed interest in learning about this topic. They were eager to learn about the nationalities. It was shown because when the teacher named a country, students had to say the nationality of that country.

Finally, this material was clear, neat, and well organized. As a result, the children were interested in discovering these new words related to typical dresses and it made easier the students' understanding, and it helped the class development.

In this seventh class the teacher used the whiteboard to introduce new vocabulary related to some typical dresses from different countries. The topic was “typical dresses” and the objective was to review the typical dresses worn in different countries by naming their nationalities.

The children repeated the accurate pronunciation of these new words with their teacher and by themselves, as well. The teacher said the country, and then the nationality, and students named both after her until they were able to say these words by themselves. Consequently, this material was pertinent to the topic and objective of the class.

The whiteboard was use taking into account the learning students’ level and age, because students were able to understand the words written by the teacher and after that, she wrote down on the whiteboard the exercises from the textbook; then the students had to complete some sentences by identifying the person who invented a certain object and saying the nationalities from some important people. Other activity in which the students had to do was ask and answer questions with the countries and nationalities related to people; as students were able to accomplish these activities effortless, the use of the board was appropriate for their learning level since they showed interest in learning.

To conclude, this material was clear, well organized, impeccable, and it followed an order in everything that was written. Consequently, the students were eager to learn this new vocabulary and they understood the class in a better way.

In the eighth class, the teacher used the whiteboard to review once again new vocabulary about some typical dresses from different countries in the world.

The children repeated the pronunciation of this vocabulary with their teacher and by themselves, too, as in the previous two classes. Consequently, the use of the board was pertinent to the topic and objectives of the class.

The whiteboard was used taking into account the students' age and learning level because students were able to understand and develop some exercises from the textbook written on the board, in which students had to make a difference between people from different countries in relation to their typical dresses; it was a task accomplished successfully by the students what means that the material was appropriately used taking into consideration their age and knowledge.

Finally, it was faultless and clear enough and what the teacher wrote was reasonable for the children to understand. As a result, the children were motivated to acquire this new vocabulary related to typical dresses.

In this ninth class, the teacher used the whiteboard to present new words about some actions done on a trip. The topic of the ninth class was "Say good bye!", and the objectives were to say in English some actions used on a trip such as meet, visit, dance, and know;

The aim of the teacher when using the board was to write the new vocabulary on it, and then the students had to repeat the pronunciation of these new words after the teacher and at the end they repeated such words by themselves; in this way, it was easy for them to know and learn the correct pronunciation these words. Therefore, this material was used in a pertinent way taking into account the aim and objectives of the lesson.

The material was also appropriate because the whiteboard was also used according to students' level, since they were able to identify these themes in a simple way, and the children were eager to say and write in English these new words and

find some actions in a word search and write them in a chart. Students were happy to work on the word search to find the words they learned with the help of the board.

To conclude, this material was impeccable, neat and visibly presented. Consequently, the children were interested to work with these new words in a better way.

In the tenth class, the teacher used the whiteboard to illustrate and review vocabulary about some actions done on a trip. The students repeated the accurate pronunciation of these words with their teacher and by themselves, as well.

The board was used in a pertinent way because the information written by the teacher was the vocabulary the children were supposed to learn in that class. Students were able to review the vocabulary and improve the pronunciation of words such as travel, meet, come, learn, and know. Other activities were writing some nationalities according to a color key and the children identified and completed a chart using countries, nationalities and language, taking into account some flags drawn in a chart.

The whiteboard was used in an appropriate manner and according to the children's needs and learning level because the teacher wrote this new vocabulary about some actions done on a trip, and the children solved some exercises from the textbook, in which the students had to complete a paragraph using some actions performed on a trip. Students were motivated and eager to write the new vocabulary they learned with the help of the board.

Finally, this material was clear, neat, and well organized since the teacher used big letters to write the vocabulary. As a result, there was plenty of students' involvement in class through this material and the class was performed in a better way.

Songs

In this fifth class, the topic was “Youth meeting”, and the objective was to learn vocabulary used in a youth meeting. For this class, the teacher used a song named “London" Bridge” to present some countries and nationalities.

The material was pertinent to the class because while the students sang the song concerning countries and nationalities, they held hands in a circle and they danced singing this song. The teacher focused on pronunciation of this new vocabulary related to the daily routines.

This song was suitable taking into account the children age because the students liked the song since they sang it in an enthusiastic way. It was an active manner in which the students learnt their daily routines in English, and the children participated in class a lot. Students were eager to listen to the song and sing. The teacher had to repeat several times the song because the students asked her to do this. At the end, students did not even look at the lyrics since they had already learned it.

To conclude, this song was short and easier to learn. Its lyrics were understandable and the children were able to comprehend everything the song said. Consequently, the students were motivated to attain this vocabulary about daily routines in an interactive way.

In the eighth class, the topic was “Typical dresses”. The teacher used a song named “Around the world” whose objective was to introduce to some countries and their languages which people speak in each one of these countries around the world.

The teacher sang the song and she focused on pronunciation of this new vocabulary related to countries and their languages. Then, the children listened to the song a few times carefully and they repeated this song after their teacher and by

themselves until they learn the lyrics of the song, which included the name of countries and nationalities. As a consequence, this material was pertinent to the topic and objective of the class.

This song was appropriate to the children interest and age because they enjoyed this song a lot. It was a dynamic way in which the students learnt how to say some typical dresses in English and there was a lot of students' participation in class.

Finally, this song was short and simpler to learn. Its lyrics were clear and the children were able to know everything the song said. Therefore, the children were delighted to learn this vocabulary about typical dresses in an active manner.

Learning styles

In the sixth level, the teacher took into account the visual, audio and kinesthetic style in the development of these classes. Extra visual materials like flashcards, maps, charts, posters, whiteboard specially in order to learn new words supported the students feel encouraged through the observation of drawings as the repetition of these new vocabularies in the class as concerning actions and mathematical signs in English, words used in a youth meeting, countries and nationalities, typical dresses and actions used on a trip.

At the same time, these kinds of materials awoke students' curiosity and nosiness to learn each one of the different topics in class. However, there were students who learned better the theme through the audio style, that it, there was a song, for example, related to some countries and nationalities and other related to some countries and their languages that people speak in each one these countries around the world. In those songs the students could pronounce a word or a certain

expression listening to the song instead of just repeating that word looking at the whiteboard with the teacher or after the teacher.

And finally, a lot of the students were trained in the kinesthetic style for example, when the teacher taught the countries and nationalities. While the students sang the song concerning countries and nationalities, they held hands in a circle and they danced singing this song, making simpler the understanding and learning in relation to this theme.

It was noticed that the students in this class and in the two previous classes were motivated by the activities and the material used by the teachers. Every activity was enjoyed by them because they participated actively during the class, repeating words, or developing exercises with the help of the teacher.

Casiddy (2010) states, “awareness of educational managers and motivation attainment count when trying to recognize aspects influencing learning development”. From this idea it is easy to see that the teacher is concerned about the different learning styles of her students, and tries to work on them as much as she can.

Quantitative Analysis

From the observations carried out in 4th, 5th, and 6th grade, it is possible to determine that in all of these grades the teacher used supplementary material. In fact, in 4th grade, the materials used were whiteboard, flashcards, objects, charts, posters, and a song. In 5th grade, the supplementary materials used were whiteboard, flashcards, pictures, songs, a poster, and ABC noodles. Finally, in sixth level, the supplementary materials used were whiteboard, flashcards, songs, a map, a chart, and a poster.

4th Grade/8 Years old

In the fourth grade, the supplementary materials used by the teacher were whiteboard, flashcards, objects, charts, posters and a song.

In this grade, it is possible to notice that the supplementary material which was mostly used is the whiteboard. The results provided by the survey taken by the unique teacher participant of this thesis demonstrated that her favorite supplementary is the whiteboard. Accordingly, in the total frequency we can notice that this teacher has used the whiteboard during all her 10 classes. Probably, the whiteboard was the most popular supplementary material because it was available all the time, and the teacher did not have to create or carry this material to the class. Therefore, it is convenient for the teacher to work on it.

In the fourth grade, the teacher used flashcards 8 times. They were big and visible enough, colorful, attractive, well elaborated, and they had double side with the picture on one side, and the written word on the other side. As a result, the students were motivated, eager and readiness to discover all the new vocabulary with its help. It is considered that the teacher used the flashcards in almost the 10 classes because they helped her to introduce some vocabulary and focused on the

pronunciation in a dynamic way. Perhaps, she did not use it in all the 10 classes because she needed too much time to elaborate each one of them.

In the fourth grade, the teacher used objects in 3 classes. Those real objects were small and others were big, but all of them were colorful and attractive enough in order to catch students' attention, curiosity, interest, and motivation in learning new words through the use of realia. It is believed that the teacher used some objects to present some vocabulary in only three classes because maybe she could not bring to each class objects since they were heavy or probably she did not own them, so she needed to buy each one of them.

In the fourth grade, the teacher used charts in only 2 classes. The charts were made on a cardboard and the students were motivated to learn these topics in an easier and simpler way in the class. Probably, the teacher could not make a chart in each class because she was not creative enough to make them or maybe as the class hour was short, she had many things to do in class and she did not have enough time to use a chart.

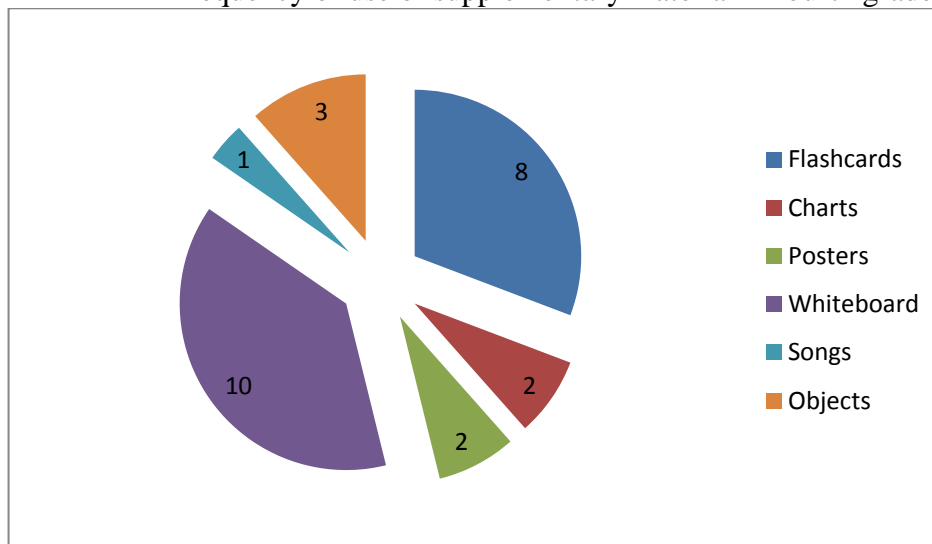
In this grade, the teacher used a poster twice. These posters were colorful and they showed big pictures, caught students' attention, making easier the students' understanding about this topic. Maybe she did not use them in each class because maybe she the school did not provide her to work in class.

In this grade, the teacher used in class 1 the song named "My body" to introduce the body parts. It was a dynamic way in which the students were motivated in order to learn their body parts in English. This song was short and simple to learn. Its lyrics were clear and the students could understand everything the song said. Perhaps the teacher could not use more songs because the textbook did not include in the series more of this supporting material.

In sum, the teacher used different material to reinforce students’ learning what facilitated and kept motivated students all the time. The variety of materials used in every class was helpful to control the classes and prevent the children to be bored.

The material mostly used by the teacher was the board, but she also used flashcards in a high frequency which facilitated the learning of the students by reinforcing their visual style. Although the other materials were not used as frequently as the board and the flashcards, their use was appropriate in all the opportunities they were used, making all the classes successfully developed.

Frequency of use of supplementary material in fourth grade



5th Grade/9 Years old

In the fifth grade, the supplementary material used by the teacher was whiteboard, flashcards, pictures, songs, a poster, and ABC noodles.

In the fifth grade, it was probable to observe that the extra material which was mostly used is the whiteboard. The information supplied by the teacher of this level showed that her preferred supplementary material was the whiteboard. That is why in the total frequency we can observe that this teacher used the whiteboard in all her 10

classes. Perhaps, the whiteboard was the most accepted additional material because the only thing a teacher requires is one or maybe more markers. Consequently, it is suitable for the teacher to work on it.

In the fifth grade, the teacher used flashcards 7 times. They were full-size and discernible enough, multicolored, eye-catching, well elaborated, and they had double side with the picture on one side, and the written word on the other side. Therefore, the children were interested, eager and promptness to find out all the new words with its assistance. It is believed that the teacher used the flashcards in almost the 10 classes because they facilitated her to present some vocabulary and helped to pay attention to the pronunciation in an active manner. Probably, she did not use them in all the 10 classes because she required too much time to make each one of them.

In the fifth grade, the teacher used pictures in 2 classes to present the topic about daily routines and days of the week. The pictures used were interesting to the children because they were colorful and they awoke their students' interest and concentration. They were discernible and well done. Consequently, the students were interested and enthusiasm to learn through the use of this supplementary material. However, the teacher did not use them in all her 10 classes probably because she did not have the enough creativity to make them or perhaps she did not have too much time to elaborate more of them to work in class.

In this grade, the teacher used songs for 2 times in order to present the daily routines and kind of food which we can find in a marked day in order to describe them. First, the teacher sang the songs, and then she played them again, and the children sang the songs with their teacher. The teacher focused on pronunciation of this vocabulary related to the daily routines and food.

These songs were suitable because they were related to the topic and objectives for the class, and the teacher took into account the children's age and interest. They enjoyed the songs a lot, and they helped the children to learn how to say some daily routines and kind of food in English and the students participated in class efficiently.

To conclude, these songs were short and simple to learn. Its lyrics were clear and the students were able to understand everything the songs expressed. Consequently, the children were inspired to learn these new words about daily routines and food in a dynamic way. Probably, the teacher did not use more songs in all her 10 classes because she did not have a tape recorder at school and she could not take her own tape recorder to work in class, or maybe because the textbook did not include such material in the series.

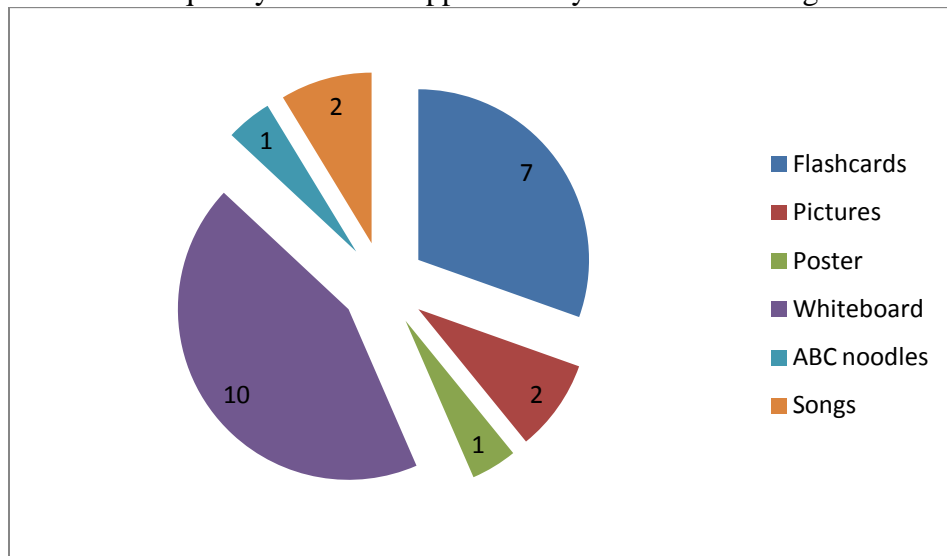
In this grade, the teacher used a poster once. This poster was multicolored and it illustrated big pictures, which awoke children's interest, making simpler the children's comprehension about this theme. Probably, she did not use them in each class because they were big enough in order to take them to class or maybe she did not have them to work in class.

In this grade, the teacher used the extra material ABC noodles once in order to reinforce the writing of the vocabulary about clothes. It consisted of forming words using small noodles. The children looked at the words on the whiteboard and they came together all these new words concerning some clothes in pairs. ABC noodles material was encouraging for all the children, and its use caught students' interest, curiosity and concentration to learn in class. There was a lot of children's involvement and attention through the use of this material since this material was amusing, active and beautiful, assisting the children to comprehend this topic

successfully. Consequently, the students were enthusiastic to acquire these new words concerning some clothes.

The results obtained in this grade are similar to the ones in fourth grade. It occurred because the three grades observed were in charge of the same teacher. Consequently, as in 4th level, the materials mostly used by the teacher were the board and the flashcards. However, the teacher used occasionally other materials such as maps, charts, and posters what helped her to develop her classes successfully because the variety of materials awoke students' interest and avoided their boredom. Perhaps, the teacher could use other materials, such as multimedia materials, because it was noticed that children enjoyed listening to songs and looking at visual materials. Consequently, the teacher could take advantage of this class and their motivation to show them different ways of learn that could be beneficial.

Frequency of use of supplementary material in fifth grade



6th Grade/10 Years old

In the sixth grade, the supplementary material used by the teacher was whiteboard, flashcards, songs, a map, a chart, and a poster.

In the sixth grade, it is possible to see that the extra material which is most used is the whiteboard. Concerning the study offered by the unique teacher participant of this thesis, her results demonstrated that her favorite supplementary material was the whiteboard. That is why in the total frequency, we can notice that this teacher has used the whiteboard during all her 10 classes. Perhaps, the whiteboard was the most popular extra material because this material is available in the classroom all the time. As a result, it is suitable for the teacher to work on it.

In the sixth grade, the teacher used flashcards for 9 times. They were full-size and visible enough, colorful, attractive, well elaborated, and they had double side with the picture on one side, and the written word on the other side. Consequently, the children were interested, enthusiastic and eager to learn all the new words with their help. It is considered that the teacher used the flashcards in almost the 10 classes because they assisted her to present some vocabulary and focused on the pronunciation throughout a dynamic way. Probably, she did not use in all the 10 classes because she required more time to make each one of them.

In this grade, the teacher used songs in 2 classes in order to present some countries, nationalities, and their languages. The teacher focused on pronunciation of this new vocabulary related to some countries, nationalities, and their languages. These songs were short and easy to learn. Its lyrics were understandable and the children were able to comprehend everything the songs expressed. As a result, the students were motivated to discover this new vocabulary about countries, nationalities, and their languages in a dynamic way. Perhaps, the teacher did not use more songs in all her 10 classes because she did not have a tape recorder at school and she could not take her own tape recorder to work in class, or perhaps the textbook did not include this material in the series.

In this grade, the teacher used a map in 1 class in order to show some countries and their nationalities to the children. The map was made on cardboard and the children were motivated to be trained on this topic.

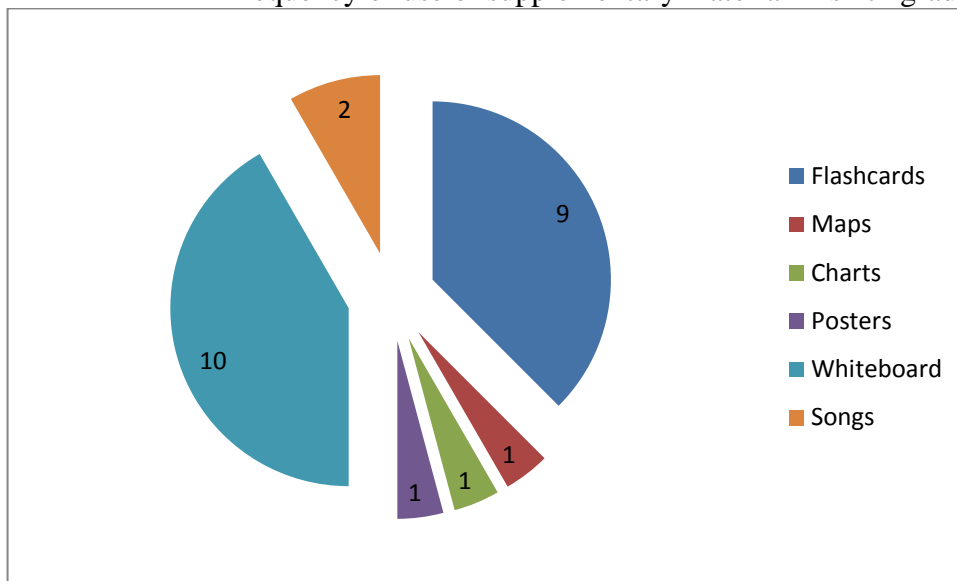
Finally, the map was big, understandable enough, well elaborated of a good material, multicolored, motivating and visible. Consequently, this material caught the students' attention in order to learn these new words about this topic.

In this grade, the teacher used a chart in order to teach all the mathematical signs in and how to develop some mathematical operations in English. The chart was elaborated on cardboard, and the children were motivated. As a result, its colors persuaded the students to learn new words about this topic. Probably, the teacher could not use a chart in the rest of the classes because she did not have enough creativity to make them or maybe as the class hour was short; therefore, she had a lot of things to do in class and she did not have enough time to use each one of them.

In this grade, the teacher used a poster once in order to introduce new words used in a youth meeting. The children looked at this poster; then the teacher showed the drawings related to some words in a youth meeting; for example, country, city, flag, money, and bridge, and she indicated the students how to say in English each one of them. Then, the students repeated the new words with the teacher and at the end of the class they repeated such words by themselves. The poster was clear enough, and the children were encouraged to learn new words because there was a good predisposition to be taught on these topics. The poster was discernible enough, understandable, and well-organized. Consequently, the new words learnt were grasped by the students effectively. Probably, the teacher did not use them in each class because she already planned other activities to work in the classroom.

In 6th grade, the variety of use of supplementary material was similar to the other two classes. The teacher used the board and flash class in the majority of classes, but the teacher also used other materials to reinforce students' learning. The variety of materials made classes more enjoyable and motivating for the students. That is the reason why in all the classes students were eager to learn the new vocabulary and the activities prepared by the teacher.

Frequency of use of supplementary material in sixth grade



Conclusions

- The teacher used a great variety of additional materials such as the whiteboard, flashcards, maps, pictures, charts, posters, songs, and realia which assisted the teacher in her classes.
- All the supplementary material used by the teacher was pertinent and appropriate according to children's age and learning level. In other words, the material was used taken into account the theme and objectives of the class and the activities asked by the teacher were developed in an easy way after the use of this material.
- Every supplementary material used by the teacher was full-size, visible enough, colorful, attractive and well elaborated in order to awake her students' attention and interests; that is why students participated actively since they felt motivated by the material presented.
- The extra material which was mostly used in all the 10 classes was the whiteboard. Possibly, this material was the most accepted supplementary material because it was the easiest material to use since it was available all the time, and is not designed by the teacher.
- The favorite supporting materials of the students were movies, graphics and photos. When the teacher used visual supplementary materials such as pictures or posters, students felt motivated to learn the new vocabulary shown.
- The teacher was aware of the fact that it is important to take into account all the learning styles in the teaching-learning process when teaching a foreign language. That is why she used a variety of materials to reinforce the visual, auditory, kinesthetic and tactile styles in her classes.

Recommendations

- It is recommended that the teachers use different supporting materials in order to reinforce all their students' learning styles. As it was seen in this research, there are different types of students as well as learning styles; that is why, teachers must be aware of this difference and use supporting materials that can improve the teaching-learning process.
- It is recommended that the teachers could be more creative in order to elaborate supporting material by themselves; for example, pictures, handouts, word cards among others that the institution does not provide. For instance using pictures from magazines, real objects, and cardboard, which is material that the teacher knows can awake students' interest.
- It is recommended that the institutions have enough multimedia equipment in order for the teacher to use some of this extra material for the children, such as power point presentations, videos, movies, documentaries and websites.

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Annexes

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		
	others ABC noodles		
	Audio	songs	
dialogues			
stories			
tales			
Audiovisual	videos		
	movies		
	documentaries		
Realia	objects (toys, plants, fruits)		
Online	websites		

Author: María Dolores Pesántez

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

Author: María Dolores Pesántez

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

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

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

Author: María Dolores Pesántez

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

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

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

Author: María Dolores Pesántez

Source: 6th (10 years old approx.) grade

Quantitative Tabulation

Chart five: Frequency of use of supplementary material

Variable	Indicators	4th. Grade	5th. Grade	6th. Grade	TOTAL	
		f	f	f	f	%
Visual	flash cards					
	power point presentations					
	maps					
	pictures					
	charts					
	handouts					
	posters					
	word cards					
	white/black board					
	others ABC noodles					
Audio	songs					
	dialogues					
	stories					
	tales					
Audiovisual	videos					
	movies					
	documentaries					
Realia	objects (toys, plants, fruits)					
Online	websites					
Total						

Author: María Dolores Pesántez

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