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The use of supplementary materials for teaching children in EFL classes

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AUTHOR:

Castillo Fernández, Giovanna Victoria

ADVISOR:

Paredes Zuñiga, Fabian Marcelo

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CERTIFICATION

Lcdo. Marcelo Paredes

Certifies that:

This research study 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, April 3rd, 2012

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Autora

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Giovanna Castillo

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ABSTRACT

This study explores the use of supplementary materials to support the EFL instruction. The purpose of this research was to analyze the use and type of the supporting materials in EFL (English Foreign Language) classes for children according to five variables: visual, audio, audiovisual, realia, and online by quantifying the use of the materials (indicators) per class.

The study was conducted in the year 2011 in a private co-ed school in Latacunga city. The sample consisted of students who were in from 4th, 5th, and 6th grades with ages from 8 to 11 years old. The data were collected through observation, surveys, interviews, and questionnaires.

The information was analyzed through a qualitative analysis, which focused in a description of each material, an analysis of the pertinence, appropriateness, quality, and learning styles. After that, the quantitative analysis focused on the frequency of use of the supporting material.

The most relevant conclusion is that the materials that are used the most for EFL classes for 4th, 5th, and 6th, grades were visual materials, followed by the material that use audio and realia.

INTRODUCTION

The use of supplementary materials for teaching children in EFL classes is a very important topic especially in a foreign country.

The general objective of this research was to determine and analyze the type of supporting materials used during EFL for children.

The specific objectives were to identify and analyze supporting materials used for teaching children in EFL classes. To describe and analyze each one of the supplementary materials used in EFL classrooms in terms of pertinence (content), appropriateness (student's needs), and quality. As well as determining the frequency and variety of supplementary material used in the observed classes.

Some researchers have focused on the use of supplementary material for teaching English as a foreign language. Mayfield, Gleen, and Vollmer developed a research, whose objective was to determine the usability of Computer-based instruction (CBI) for spelling words to two 6th graders in Georgia, USA. This investigation acquired importance when viewing the media as a teaching tool. The CBI presented a voice recording of each spelling word and prompted the students to type the word. Finally, the authors concluded that three to ten 15-min training sessions were needed for participants to score 100% on each word set. Average performance was 93% across all word sets during the final three sessions of the maintenance phase and 79% on a 3-week follow-up test.

In regards to improve writing ability, Zi-gang Ge examines the effectiveness of a net based peer review process for Chinese adult students. The study reports that on a

class of 36 students of Network Education at Beijing University all the participants obtained satisfactory results. Also, this study revealed that the students tend to become discouraged when they are grouped with lower activity students for long periods of time.

As for the application of journal writing in ESL (English second language), Foroutan (2012), developed a case due to the anxiety as a factor that affects the ESL learner's performance. The developer of this investigation, wanted to examine and compare the effect of dialogue journal writing through both conventional and online writing methods. The data was taken from 42 (ESL) students. The results show how the information examined produced no significant difference; nevertheless, the anxiety was better alleviated by e-mail online writhing

This investigation is a great help for ESL teachers all over Ecuador, because it focuses on the interests of children in this specific society. During this research some limitations occurred that did not contribute to the collection of the data. First of all, the information was collected during a period of evaluations for teachers and students. All the evaluations were performed twice a week per grade in the institution. Since observed classes were not continuous, interruptions became an issue.

It is recommended for further investigations not to make the teacher aware of the research in order to gather information from natural class settings. To obtain real information, it is suggested to that classes are sporadically observed and randomly selected each time.

METHODOLOGY

Setting and Participants

The study was conducted in 2011, in a private co-ed school, in Latacunga, Ecuador. The study was focused only on EFL classes. There was only one teacher in charge for the three grades. The students who participated in this research had classes only during the morning. In the afternoon, they had the chance to attend an extra workshop, which was directed by the same teacher.

This study was developed with students, who were in grades 4, 5, and 6, and ranging from 7 to 10 years old. Each level only had one class. In the 4th grade there were 20 students, 16 students in grad 5, and 14 for the 6th grade.

Procedures

To obtain the information for the literature review content, the resources such as books, internet, and the guide provided by the university, were used. Then, the theoretical information and the previous studies were organized with bibliographical records. This helped introduce the authors' statements in a sequential order. The statements of various authors were taken into consideration to provide reliable information.

The general approach of this study was qualitative and quantitative. The data was collected through observation, surveys, and reflection sheets (See Annexes). From there, the information was analyzed from the use of visual, audio, audiovisual, realia, and online. These forms of media are the 5 principal variables for this case study. The variables were measured by quantifying the use of the following materials (indicators) per class: flash cards, power point presentations, maps, pictures, charts, handouts,

posters, word cards, white/black board, songs, dialogues, stories, tales, videos, movies, documentaries, objects (toys, plants, fruits), and websites.

The information was organized into charts provided by the University. The supplementary material used in the school was presented in chart one. The pertinence and the appropriateness of the materials used in each observed class, in all of the levels, is presented in charts 2, 3, and 4. The frequency use of supplementary material is presented in chart 5.

In order to develop the analysis of the data, qualitative and quantitative analyses were used. The qualitative analysis examined the description of each material used in class and each material as an indicator of quality, pertinence, and appropriateness. The quality of each material was examined by the physical characteristics. The pertinence was determined by evaluating the relationship of the material with the topic, and the application to the class. To best examine appropriateness, the relationship between each material and the characteristics of each group of students, were inspected.

The quantitative analysis focused on the 10 classes observed in each level and the occurrence of supporting material for these classes. To come to a conclusion of which materials were used the most and least for all the classes in each level, an average for each material present in the classes were calculated.

Literature Review

The use of supplementary material is a part of the English Foreign Language (EFL) teaching. Tomlinson (2008) suggested that extensive listening and reading are involved by supplementary material, which offers attractive illustration, rich and varied experience of language learning, independence in learning, and personalized and localized language learning experience. This section will present factors that influence the use of teaching materials in teaching EFL. These main factors are, teaching techniques focused on children, the learner's differences in age, motivation, and learning styles, and the different contexts for teaching and the supplementary material, as well as supporting materials used in EFL and ESL classrooms.

Teaching a foreign language

It is important to intergrate the foreign culture's customs into the teachings of the foreign language. Sercu (2005) states that in order to provide an intercultural communicative competence required for possessing an adequate cultural knowledge of the target community and the use of pragmatic rules in different contexts, it is best to work with foreign colleagues. This will assist in improving teaching materials and class dynamics.

Gass, Bardovi, Magnan, and Sieloff (2002) state, "both second and foreign language learning aim at enabling speakers of one language, to 'organize their experience' and communicate it to others in another language, but they go about it in different ways," according to the different contexts in which the communication may occur and depending on the characteristics and requirements of the learners.

The importance of learning English as a foreign language for the student provides the teacher with the information to prepare the materials focused for specific groups of learners according to their characteristics.

Learners

There are different factors related to the learners that affect how the process and the methodology are used during EFL learning.

Age is considered a characteristic of the learner that generates controversy due to debates on whether or not age is a stable variable for determining the influence for learners, learning a foreign language. For this reason many investigations have been developed and conclusions vary.

Some researchers agree that some periods of life are better than others in order to acquire a kind of knowledge. Singleton (2004, p. 61) states, “second language (L2) learners, whose exposure to the L2, begins in childhood are more efficient and successful than older learners; nevertheless L2 learner, whose exposure to the L2 begins in adolescence/early adulthood, are globally more efficient and successful than younger learners.”

However, the growth development and the experiences acquired through the years affect the way students learn. Haynes (2007, p.8) states, “children under the age of 8 may outperform adults in the areas of social language and pronunciation because children do not have much social interaction. Teenagers and adults, on the other hand, have acquired language learning and study skills.” Therefore learners will always depend on their natural and learned abilities to develop a new language.

Subsequently, we can say that the age is not a big determinant in the learning of a new language, even when it is a factor that influences the attitude of most people to learn a new language, the learner differences seem to be more relevant.

The learner differences are a very important factor, especially in the moment of choosing the methodology and consequently the material to be used during the class.

Looking at the differences among groups of students, Sercu (2005, p50) states:

Learner populations differ according to various parameters: whether the learners are beginners, intermediate or advanced; whether they are young children, adolescents or adult; their objectives in learning the language; the extent of their motivation to learn the language; whether their environment outside the classroom is target-language or mother-tongue; how heterogeneous or homogeneous the class is; the size of the group; and many more.

Due to fixed differences among students, it is known that at some point every student will have to learn on his or her own. Consequently, the activities and resources provided by the teacher must be friendly to the learner, in order to help individual learning and increase its motivation. Thus, providing motivation for all different learning is the most important factor for the success of a L2 learner.

Robinson (2002, p.61) says “In general, there exists a close relationship between motivation and emotion....that can be seen as a fundamental motivator of behavior.”

At this point, the importance of the study of the behavior of the learners is crucial in order to cultivate its motivation for learning a foreign language, which most of the times

is not merely academic. Mishan (2005, p.26) states “clearly whether motivation is integrative or instrumental depends on both the language learning situation and on individual learner differences”.

One can also say that the differences between learners can be seen not only looking at the motivation, but looking at the learning styles

Learning Styles

A proposition by Coelho (2004, p. 195) states “balance the groups as much as possible, taking into account factors such as gender, learning style, proficiency in English, expertise in the subject area, and so on.”

Into one single class could be found as many learning styles as students and more, nevertheless to make easier the study according to Gardner (2008, p.23) “all of us have the full range of intelligences; that is what makes us human beings, cognitively speaking”, he proposes that there are at least eight separate intelligences: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal, and naturalist; and that each intelligence is developed in a specific area of the brain and providing characteristics to a person which allows him / her to perform some activities more easily than others.

Gardner (2008) also says that in most of the cases the intelligences are correlated into one person and are useful to develop focused activities into the best developed intelligence or style. Therefore, as mentioned by Reid (1995) learning style is seen as the process that each person uses to process and retain new information and skills.

In addition, LeFever (1995) mentions four learning styles used by the students, and so there are four types of learners: Imaginative learner, analytic learner, common sense

learner and dynamic learner. LeFever (1995) also remarks the importance for the teacher to provide the opportunity to the students to demonstrate their preferred way to learn.

And then, to improve teaching it is better when the class has some common interests, personality and learning styles, therefore the grouping according to the learner's characteristics, turns to be helpful for a faster teaching process through the use of the appropriate teaching techniques.

Teaching techniques

Jarvis, P. (2002, p. 23) states "teaching style might also influence the learners, even motivate them, much more than do different teaching methods." This can be seen in a class when the teacher's style is so marked that some students love the classes while others might want to quit. There comes the importance of the teacher's ability to teach including all the styles so the students may not even be aware of the teacher's personal style.

Different activities have been seen to let the teacher know the EFL learner's interests on the activities and customs related to the people whose first language is the learner's target language.

There are several techniques for teaching; among the techniques used with adults there can be mentioned: Lecture, group discussion, audiovisual methods, case study, as well those techniques can be used for teenagers and more the use of pictures, dictation, partially controlled writing, guided composition, guided discussion, interviews, role plays. While for children the most recommended are the dictation, story-telling, controlled writing, copy, summarize, and controlled composition, pictures, songs, readings, games and ice breaker activities.

One of the best teaching technique lies into the knowledge of the student's interests and work on them to make easier, faster and funnier the learning activity. For adults a good technique is to use the debate, which allows them to use analysis and self edit their speeches. Kramsch (2003) on numerous occasions when adolescents imitate Hollywood cartoon representations of Germans, Spanish or any other languages speakers, in linguistically very precise ways, and the skills and knowledge required in the foreign language class or on tests.

Regarding to teaching children, Carrasquillo and Rodriguez (2003, p.13) state:

The environment in which children learn to use language is not different, simply because there is a first or second language student doing the learning. The environment must be the same: interactive, responsive, and supportive, with encouraging human beings who believe the function or message is far more important than the form in which it is sent.

In consequence as suggested by Raimes (1983) a good technique is to provide an unlabeled diagram, work in pairs and *student a* looking at the diagram will provide a description to *student b* that will draw a diagram with the information provided. In this way children will learn to make descriptions, comparisons and contrast.

Generally the use of different techniques depends on the characteristics of the learners, their environments and the contexts in which they will be using the acquired knowledge and skills.

Different contexts for teaching.

The target for a foreign language teaching process is to help the foreign language learner to be able to interact into and with other people; for this, is important to develop a good level of sociocultural competence, because sooner than later the student will perform the foreign language in a sociocultural environment that belongs to it.

In addition, Berns (1990) stresses that to provide an appropriate communicative competence for learners it is required an understanding of the sociocultural contexts of language use.

Then, it is a task of the teacher to provide the learner with the required skills for a successful communication. Candlin and Mercer (2001, p. 3) states, “Researching second language learning, and exploring the relationship between researching and teaching is a key element in what some have referred to as the teacher as ‘reflective’ practitioner”

Regarding to the required contexts to be taught, Savignon (2002) shows that practice expands the communicative competence with the inclusion of the different contexts such as sociocultural, strategic, discourse, and grammatical.

As a result, in order to provide the skills to interact in different contexts, the supplementary material also needs to be developed to support the learning process of the requirements to provide a good performance in any situation.

Supplementary material

To define what support material is, Brown (1994) says that in the classroom teachers use techniques to teach but only a few of them do not, in some manner involve the use of materials to support and enhance them; therefore, supplementary material is

all the resources besides the formal material that is provided in order to get a deeper study of the concerning issue.

Then, supplementary material is important in the learning process and one of the objectives of the supplementary material is to limit the translation to the minimum, so the learner can actually learn a new language. The role of supplementary material is to fuse the old knowledge to new terms in a smooth and soft way, so the student can understand the concepts almost no thinking in its native language.

Coelho (2004) points out that in lessons it is important to assess the appropriateness of the existing resource material and, if it is necessary, to select or create alternative material for students who are learning the language.

Further, the function of the supplementary material is to allow the student to analyze and relate the concepts he or she is acquiring. Coelho (2004, p. 267) suggests “choose material that a student can reasonably be expected to be able to read, that reflect linguistic and cultural diversity, and that deal with topics and situations that are likely to be familiar to the students.” And also the supplemental material must provide the information using different conducts, such as visual, auditive, and interactive. In the following paragraphs there is information about their uses.

Regarding visual aids, Haynes (2007, p. 36) states:

(English language learners) ELLs who are visual learners benefit from having information presented through visual mediums. These students are sight readers who enjoy reading silently. Visual learners prefer that information be presented in the following ways: Computer graphics Maps, graphs, charts, diagrams Posters

Graphic organizers Text with pictures Key points of lesson on chalkboard.

The use of visual aids helps the teacher to reduce translation, especially for words that can be difficult to explain or describe. Also students can learn in a way that they relate the images with the information, by analyzing it, Haynes (2007) refers to graphic organizers as powerful visual tools to further differentiate instruction and help ELLs learn content material. In advanced levels students can be instructed to make reading analysis, so they could use some graphic organizers to get all the content simplified and organized in order to get a better understanding of the information.

Regarding to audio aids, to listen to music during the learning process, doesn't only relax learners but it can be used as a medium to transmit information. Blaz (1999, p.66) says, "every foreign language teacher knows how important pitch, tone and rhythm are to languages"; therefore, songs can serve as a cultural sort of target language. Also, listening recorded stories, is a good activity in which students understand the story and get new vocabulary, besides with an additional activity, they can improve their pronunciation.

As the images help understand concepts; fused with sounds, they provide meaning to the information and help to understand the sequence of facts. Especially watching short videos students can see real life situations and relate or adapt them to their requirements.

Coelho (2004, p.108) proposes:

Obtain the necessary permissions and make video or audio tapes of various genres of oral communication, such as radio and TV

news programs, public address announcements in the school, recorded telephone messages, and so on. Encourage students to discuss their similarities and differences. Students can also create short role plays using one of the genres.

Similarly Trappes (2002) mentions that video and audio may provide richer sources of data, such as stress and intonation, which of course are lost in the transcripts, and especially for video, also include additional paralinguistic information, such as facial expression and body language.

Consequently, the use of audio and better audiovisual material provide information that other ways may be lost for the difficulty to transmit in a written way, the proper occurs with real objects and situations.

According to Haynes (2007, pg 127) “Realia are real-life objects that are used as visuals in language instruction.” These physical objects are more easily related to real situations in a daily routine; therefore, are easily understood by the second and by the foreign language learner.

In addition Haynes (2007, p. 87) proposes an activity “use visuals or realia to elicit information. For example, teachers can display pictures of the jobs early English settlers had to do to survive and then ask students to discuss those jobs.”

Finally, it’s important not only to focus on the input, but it is important to have a feedback through the interaction.

Then Blake (2008, p.25) states:

The growth of the World Wide Web in recent years has been staggering; it has increased by 183 percent. The children

predominantly use the Internet to process e-mails, browse for information about movies or public figures, play games, read the daily news, send instant messages, shop for colleges, or buy merchandise online.

He also mentions that the use of online discussions provides great advantages for the language learners.

Coelho (2004) suggests, for a supplementary material to make interactive crosswords, by providing the puzzle to students in pairs, giving one student only the across clues, and another only the down clues.

Researchers have been developed concerning to the use of different supplementary material and English as a foreign language teaching. Below there are presented five researches related to the topic.

First, Mayfield, Gleen, and Vollmer (2008) developed a research, whose objective was to determine the usability of the Computer-based instruction (CBI) for spelling words to two 6th graders in Georgia, USA. The CBI is an academic intervention, in which the practice and the skills to provide information are delivered using a computer, one of the benefits is the individualized instruction and the feedback that is almost at the instant. This investigation acquires importance when viewing the media as a teaching tool. The CBI presented a voice recording of each spelling word and prompted the students to type the word. Finally, the authors concluded that three to ten 15-min training sessions were needed for participants to score 100% on each word set. Average performance was 93% across all word sets during the final three sessions of the maintenance phase and 79% on a 3-week follow-up test.

Second, regarding to the writing, Zi-gang Ge (2010) investigated the effectiveness of a net-based peer review process for improving Chinese adult e-learners English writing ability. The research was developed on a class of 36 students of Network Education at Beijing University; they were divided into three groups according to their scores on a previous test. They attended to one synchronous learning class (3 hours with two intervals) per week during 8 months. The classes were recorded, and the students had to attend to classes or watch the recordings, and write about the topic of the class. Then, the writings were submitted for peer's reviews from another group. Next, at the end of each semester the students participated on an online writing contest to examine the learning outcomes. Finally, a survey at the end of the study revealed the student's perceptions of the process. The results showed that all the participants obtained satisfactory results, but the students with lower writing ability made more progress than those with higher ability. Other information obtained from this research is that the students with higher writing ability tend to become discouraged if they are grouped with lower-ability students for too long.

Third, as for the application of journal writing in ESL (English second language) classes extra material, Foroutan (2012), considering the anxiety as a factor that affects the ESL learner's performance; this study compared the effect of dialogue journal writing through two different modes of learning and teaching: conventional using pieces of paper or the program Word from Microsoft Office, and online using e-mail on writing anxiety. Forty-two students from a class undergoing on the TESL program participated in the study. The final results showed no great difference on the effect comparing the

two methods; nevertheless the mean scores revealed that e-mail group's writing anxiety have been alleviated greater than the conventional group.

Next, a research developed by Nowrozi (2010) had as a purpose to explore a the integration of computer – mediated communication (CMC) into EFL learning to increase both input (exposure) and output (use) of the target language that is needed for learners to promote both linguistic and pragmatic competence. Although CLT is now being gradually adopted, due to many factors such as the linier feature of face-to face interaction, learner's personality, learning and response pace, teachers find it challenging to maximize interaction in traditional EFL classrooms. Moreover, motivation, learner autonomy, social equality, and identity can also be encouraged through the use of CMC inside and outside of the classroom.

Finally, Angulo & Bruce (1999) Examining the perceptions of college students using supplemental web-based instruction (WBI), in the University of Georgia. It was established that students found the supplemental WBI site beneficial, overall, to their learning while the bulletin board discussions outside of class were the most “ liked ” feature. However, most students would not consider taking a course that was conducted entirely through this medium, without any class meetings. Consequently, it can say that the web based education is a good option as a supplemental material, nevertheless, the contact with the traditional classroom and the classmates is desired by the students. Therefore, a good option is to develop the signatures partially with the WBI as a support and keep the traditional system.

Results

Qualitative Tabulation

Chart 1: Type of supplementary material used to teach children.

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

Author: Giovanna Castillo

Source: 4th (7 to 8 years old approx.), 5th (8 to 9 years old approx.), 6th (9 to 10 years old approx.) grades

Chart 2: 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	x	x	x	x																
	power point presentation					x	x														
	maps							x	x												
	pictures							x	x												
	charts									x											
	handouts														x	x			x	x	
	posters									x	x										
	word cards																	x	x		
	white / black board					x	x			x	x										
Audio	songs																				
	dialogues	x	x																		
	stories																				
	tales																				
Audiovisual	videos														x	x					
	movies																				
	documentaries																				
Realia	objects (toys, plants, fruits)										x	x									
Online	websites												x	x							

Author: Giovanna Castillo

Source: 4th (7 to 8 years old approx.) grade

Chart 3: 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 presentation			x	x													x	x		
	maps										x	x									
	pictures																				
	charts																				
	handouts									x	x										
	posters																				
	word cards																				
	white / black board																				
Audio	songs																				
	dialogues							x	x												
	stories	x	x																		
	tales																				
Audiovisual	videos				x	x															
	movies																				
	documentaries													x	x						
Realia	objects (toys, plants, fruits)												x	x					x	x	
Online	websites																				

Author: Giovanna Castillo

Source: 5th (8 to 9 years old approx.) grade

Chart 4: 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	x	x					x	x												
	power point presentation																				
	maps																	x	x		
	pictures			x	x															x	x
	charts																				
	handouts					x	x														
	posters																				
	word cards																				
	white / black board																				
Audio	songs																				
	dialogues														x	x					
	stories	x	x																		
	tales																				
Audiovisual	videos																				
	movies																				
	documentaries												x	x							
Realia	objects (toys, plants, fruits)								x	x	x	x									
Online	websites																				

Author: Giovanna Castillo

Source: 6th (9 to 10 years old approx.) grade

Quantitative Tabulation

Chart 5: Frequency of use of supplementary material.

Variable	Indicators	4th grade	5th grade	6th grade	TOTAL	
		f	f	f	f	%
Visual	flash cards	2	0	2	4	10,81%
	power point presentation	1	2	0	3	8,11%
	maps	1	1	1	3	8,11%
	pictures	1	0	2	3	8,11%
	charts	1	0	0	1	2,70%
	handouts	2	1	1	4	10,81%
	posters	1	0	0	1	2,70%
	word cards	1	0	0	1	2,70%
	white / black board	2	0	0	2	5,41%
Audio	songs	0	0	0	0	0,00%
	dialogues	1	1	1	3	8,11%
	stories	0	1	1	2	5,41%
	tales	0	0	0	0	0,00%
Audiovisual	videos	1	1	0	2	5,41%
	movies	0	0	0	0	0,00%
	documentaries	0	1	1	2	5,41%
Realia	objects (toys, plants, fruits)	1	2	2	5	13,51%
Online	websites	1	0	0	1	2,70%
TOTAL		16	16	10	11	37

Author: Giovanna Castillo

Source: 4th (7 to 8 years old approx.), 5th (8 to 9 years old approx.), 6th (9 to 10 years old approx.) grades

Description, Analysis, and Interpretation of Results

This section will focus on the description, analysis and interpretation of the results. First, as a part of the qualitative analysis there is a description of the use of each material that was used as an indicator in each class in each grade. Included in this description is the pertinence, appropriateness and the quality of the supplementary material used. Also, there is a brief analysis relating to the use of the materials in each class connected to the learning styles.

The quantitative analysis includes two analyses. The first looks at the variety of the materials used in the classroom. The second analyzes the frequency of supplementary material in each classroom. These two analyses were determined by surveys and interviews with teachers and students.

Qualitative Analysis

4th Grade / 8 Years old

Flash cards

The topic of the first class was “Hello and good bye”, and the objectives were: first, to provide the students with expressions for greeting and gratitude; and second, students learning to perform introductions (See the 2nd objective in *Dialoges*). For the first objective, the teacher used flashcards with scenes of greetings and gratitude, the teacher showed the cards to the students; then, the teacher asked the students to identify the cards according to the scene, and then, the teacher asked for volunteers to go to the board and group the different flashcards into two groups “greeting” and “gratitude”. The material was related to the content, and it contributed to the accomplishment of the first target of the class by observation and the open participation of the students.

In this class, the students' level was beginner; they have learned some basic expressions for greeting during the previous years. In this class, students review the old knowledge and related it to the topic of the unit. Then, the material in this class was appropriate for children in the age of 8, because it could be seen the students showed interest for the images presented; also, they could explain the reasons for their different classifications.

Finally, the flash cards that were used in this class were created by the teacher, and they had good quality, because it was easy for the students to understand the content, also the cards had a proper size so all the students were able to watch them clearly.

Later, similar material with the same characters was used in the second class "Names", where the teacher brought cards with pictures and full names with titles to explain first, middle, and last names; then they were used to spell names; also the teacher explained with a culture note, the use of titles of address. This material was useful to accomplish one of the objectives (1st objective) of the class that was to spell names and to make presentations.

The material was accepted by the students and generated ideas about the relationships between the characters, the understood clearly the information, and participated in the activity.

The material had a good quality, the introduction of new characters helped to understand the new information. Even when the printing was very clear, the size of the words was too small, so students had to have the cards in their hands to check during the spelling activity.

Power point presentations

During the third class the teacher brought a power point presentation related to the topic of the class that was “Personal information” which 1st objective was to ask and provide personal information. The presentation was used to understand the grammar related to the pronoun *it* and the use for making questions for personal information in present time. (See 2nd objective in *White/black board*)

Next, the presentation was projected on the white board, which allowed to the teacher and the students to receive and provide information. Simultaneously, the students practiced asking and answering questions, using the examples presented by the teacher as a guide, (they only had to change their personal information). Therefore, the presentation was appropriate for the students.

Lastly, since the presentation was developed by the teacher, it presented a content specifically focused on the topic, and it included the interests of the majority of the students in the class, catching their attention easily, beside it used different features as highlighters to focus the attention in the key parts of the presentation.

Maps

After providing expressions and vocabulary to set up a formal and informal meeting, a map of the local city was brought to the class by the teacher. The map described the location of the important streets and buildings of the city, which corresponded to the topic “are you here for the concert?” in the fourth class. The objective for this activity was to provide vocabulary to give an address and to provide indications to get to a place. (See objective 2 in *Pictures*)

Regarding the motivation and open participation of the students, the material was appropriate for the class. The activity consisted of working in pairs, to prepare a conversation to setup a meeting, and provide the information on how to get to the meeting place.

Finally I can tell the material had a good quality regarding to the information, visibility and functionality for the activity developed in the class. The map showed the required information to tell street names and reference places.

Pictures

During the fourth class “Are you here for the concert” which second objective was to provide everyday expressions, the teacher provided two pictures to focus on the formal and less formal situation, and asked the students to distribute the expressions that had been learned earlier in the class according to the situation and imagine an activity that the people in the picture are planning to do.

As Haynes (2007, p.36) states, “Visual learners benefit from having information presented through visual mediums”. It is easier for an ESL teacher to present the information in a visual way to avoid translation. The material was appropriate for the students in the class, because they could use their abilities to create situations and conversations similar to the already learned ones, they could also understand the difference between formal and informal expressions and their uses according to the situations.

The material was made by the teacher, using pictures from magazines and making a collage with the characters used in the earlier classes. The material did not have a very

good quality, but it was suitable for the class and the students enjoyed by using their imagination to create different situations from only two pictures.

Charts

During the class five “what’s on your bag”, to accomplish the 2nd objective that was to use the articles *a*, *an*, the teacher started by explaining the vowels and the consonants sounds, and the use of the articles. After that, the teacher gave the students a chart that had two columns: one for words beginning with a consonant sound, and the other for nouns that started with a vowel sound. Then, using a list of nouns provided earlier for vocabulary, the teacher asked the students to read aloud the names of the items, and to classify the items in the chart. (See objectives 1 and 3 in *White / black board* and in *Posters* respectively)

As the students were learning the concept of the vowel and consonant sound, it was required more practice and explanation, before they started to classify the words. Furthermore, the material was not appropriate for the class, because the students could not understand clearly the difference of the sounds, therefore, the charts they had at the end of the class had differences that needed to be corrected by the teacher who gave the correct answers at the end of the class, after taken a walk looking at every student’s work.

Finally, the material was handmade by the teacher, and it had not a good quality, because the charts provided were too small for the students that had not enough space to write all the items.

Handouts

At the end of the eighth class “Celebrities”, the teacher provided the students with a handout in which there were some sentences to complete with possessive adjectives, and a space for a short paragraph to talk about their favorite celebrity in at least 40 words. One objectives of the class (2nd objective) was to use the possessive adjectives in sentences to talk about possession. (See 1st objective in *Videos*)

As Coelho (2004) mentions, the material has to reflect linguistic and cultural diversity. This topic is generally known by children this age; especially for boys, the celebrities related to sports; while the girls prefer actors and actresses. Besides, the students worked in pairs, and they were allowed to ask the teacher during the developing of the activity, therefore, the material was appropriate for the group of students.

The material was made by the teacher, using pictures and sentences to describe some of the favorite celebrities of the students in that class the quality of the material was good, and the students could clearly recognize the person in each picture.

Furthermore, other handouts were used in other classes, like in the class number ten, “Family”, where teacher introduced vocabulary related to the family members using a family tree to describe the relationships with a fiction family.

Meanwhile, in groups of 3, students developed activities related to recognizing the relationships between family members. The material presented the information using a visual mean, it was appropriate to the activity, and allowed the students to analyze and understand the vocabulary better, and later to describe family member’s characteristics.

Actually, the material had a great quantity of characters that allowed the teacher to better explain the related vocabulary. The quality of the material used in this class was

good, and the students could clearly recognize the person in each picture, what is more, they could clearly see the relationship.

Posters

During the fifth class, for the topic “What’s in your bag,” the teacher used a big poster with singular and plural forms of nouns learned in the vocabulary introduction, and another poster, which showed the use of demonstrative pronouns. The third objective was to understand the use of the pronouns *this* and *these*. The teacher started explaining that nouns can be people, places or things, then she continued with the explanation of plural nouns. The teacher ended the class by explaining the use of demonstrative pronouns.

Then, the use of the posters was indicated for the class, because as the students started to practice the use of the pronouns, they could check the noun forms on the poster, and use the examples to develop the activity correctly.

Also, the material had a good quality; the letters were big enough to be read by all the students. The location of the poster allowed the teacher to walk without block the visualization.

Word cards

For the ninth class “People we know”, the objective was to describe people’s personalities. The teacher provided some cards with adjectives, the students had to pick up any card and play a guessing game, in which a classmate had to guess the characteristic performed by the first student. Then, with the learned knowledge, the students had to describe themselves.

The cards allowed the students to understand the concepts. And talking about themselves, made the activity interesting for some students that required some minutes to decide their characteristics. The material was appropriate for the class, which members are very active.

The quality of the cards was not good, nevertheless they were really useful, even when they were worn because of the constant use, the size of the letters was good, and the type of letter were understandable by the students.

White / black board

The white board was used in everyday class, but there were activities completely developed through the use of the board that will be mentioned next:

For the third class “Personal information”, to accomplish the 2nd objective of the class that was to provide personal information. The students had to give personal information by making a list on the board. Then the students had to identify the personal documents, then, ask them to present the information by reading it aloud.

Next, the use of the board was appropriate to help students to organize the information in a clear way. The students participated in an active way reading the numerical information aloud.

Also, the white board had a good quality, and the students had markers of different colors. And the teacher organized the board in a good way to distribute the information.

The whiteboard was also used in other classes with different activities, as in the fifth class where the teacher started by writing on the board the topic of the 5th lesson that was “What’s in your bag?” and then asked the students to call out the name one item in

their bag and write the names on the board to accomplish the 1st objective which was to provide some vocabulary to start the class.

In addition, the students understood the activity, and showed to be eager to participate in it, searching and thinking of different items that could be in a bag.

At the beginning of the class, the board had some spots that did not bother the teacher or the students to accomplish the lesson. The board was used in order to have a separated space to write each new word related to the topic as it appeared during the rest of the class.

Dialogues

In the first class, “Hello and good bye”, regarding to the 2nd objective of learning to perform introductions, the teacher used a conversation in which the students had to listen and read along, then, they had to find expressions and questions, and write them down. After that, they practiced by introducing themselves using the conversation as a model.

The activity was appropriate and allowed the students to practice the introductions and the learned expressions. The group also had the opportunity to use a conversation even bigger by the modification of different situations

Regarding to the quality of the conversation, it provided some of the expressions used to introduce a person; at last, the students modified the conversation to include all the expressions learned.

Videos

To start the class number eight, “Celebrities” the teacher started with a video retrieved from the internet with short interviews to some celebrities, the 1st objective was to talk about favorite celebrities, and the video was used as a source of information and a

material to motivate the students to be more talkative, and discuss about the characteristics of the celebrities.

Besides, the video lasted ten minutes, it was appropriate for the class, because previously the teacher had performed a short survey finding the favorite celebrities of most of the students. Also, the students were truly interested in learning to describe their favorite persons.

The video was clearly edited, but the audio and the image were really clear, and slow enough for the students to understand most of it. The quality of the material was good, and it could capture the interest of the students.

Objects (toys, plants, fruits)

For the sixth class “In the classroom”, the teacher used the objects of the class to explain the prepositions of place. The objective of the class was to make questions with *Where...?*. The teacher started the class providing extra vocabulary for classroom items and prepositions of location. Next, the teacher provided some examples of sentences to show location in the class, next the students were asked to work in pairs, asking and answering questions about items’ location in the class.

Haynes (2007) mentions that real life objects are used as visuals in language instruction. The use of visual really could capture the attention of the class, while the teacher was walking around and pointing to different places. The activity was appropriate for the class, the students, understood the activity, and they showed their interest in learning the correct way to indicate the location of an item.

In addition, the quality of the object used in the activity was good, and they were placed in appropriate positions to explain the required prepositions of place.

Websites

In the class number seven “what’s the word for this in English”, the objective was to review the vocabulary. The teacher used a software multimedia, which showed a picture of some students in class, each character asked a question related to the vocabulary, spelling, and location. For some question the students had to choose the correct answer, and for others, they had to provide the information, such as in spelling. There was a computer that had to be shared between two students, at the end of the class they had to print a paper with the answers in which appeared the required corrections, and a grade generated by the software. Next the students had to take the papers with the answers home to study.

The use of the software was suitable for the students, who showed a big interest in working with computers; also, it was easy for the students to work alone, and the images and the interaction, helped them to understand their mistakes and correct them easily.

The computers used were in good conditions, and the software used turned to be easy to understand by the students, the software was provided with the teacher’s book, specifically to review the acquired knowledge.

Learning styles:

The supplementary material used for teaching English as a foreign language in fourth grade with children of ages 7 to 8 years old approximately, was appropriate according to the age and level of knowledge of the students, it also agreed to the abilities of the students.

Also, the material was mostly visual material. The group was integrated by boys and girls, with the predominant learning style being visual. Gardener (2008) mentioned

that intelligences are correlated and activities are created according to the best developed intelligence. The class performed analysis activities, and the students were able to perform changes on their initial perceptions.

Besides, according to LeFever (1995), one of the types of learners is the imaginative learner; and in this case, almost all the students showed to be eager to make up stories, and use their imagination to analyze certain materials, which agreed to the activities proposed by the teacher.

5th Grade / 9 Years old

Power point presentations

To accomplish the objective of the class, which was to introduce vocabulary, during the second class “Routines”, the teacher brought a presentation with images and sentences describing the daily activities of different characters. At the end of the presentation, the teacher and the students started a sequence of questions asking for the person who developed each activity. Previously knowing the likes and dislikes of each character used in the presentation, a guessing game started, where the question was intended to analyze the activity and the students had to say what person would do such activity. Finally, students had to develop their own weekly routines.

Indeed, the presentation was very clear, and provided the main vocabulary to describe the most common activities for a child around age of nine. Thus, the presentation and the activity were appropriate for the class.

The presentation was developed by the teacher, the quality of the material was good, and it was very clear for the students, who, nevertheless, were very interested in knowing about some other not common activities.

Later for class number nine “Advertising”, the teacher also brought a power point presentation, to describe the classifieds on a newspaper; then, the students had to tell what each heading was related to. Also the presentation was used to recognize the main components of advertising, and extract the required information, which was the objective of the class.

The material was adequate for the class; even when the students did not show a great interest into learning about the topic, at the beginning; but, when they started to pretend they were actually looking for a job, they understood the topic, and were able to develop the activities related to the topic.

Again, the presentation had a great quality, and it was very clear. The teacher had taken the information from English printed news paper and highlighted the most important information. As Coelho (2004) states, the material must be chosen to be reasonable expected to be able to read, some of the examples that were exposed, were not so easily to understand by the class, and even when the topic was no so much of the interest of children in the age of 8 to 9, the teacher developed a presentation with images, and characters, which captured the interest of the class, and made easier for the students to interpret the messages.

Maps

For the sixth class “Nice places” the students had been provided with a map of the city, the objective of the class was to learn to give and ask for opinions of the neighborhoods, which was achieved with the material, that allowed the students to have vocabulary related to their reality, and also promoted the discussion at the moment of describing neighborhoods. Some expressions students already learned in earlier classes,

but as the discussion started, new phrases came up, and the teacher also used the white board to provide new vocabulary.

The material was not only appropriate for the students, who were eager to contribute with their opinions, but it also generated interest in learning about their own city. The activity started a discussion topic, which allowed all the students to speak providing their own ideas about different places in their city.

The quality of the map was good, it had been borrowed from the science class, and showed the most representative places in the city. The activity was basically focused on opinions and providing arguments to support them.

Handouts

The teacher provided a short piece of a magazine article along with activities to be completed by the students. This material helped to achieve the objective to discuss the internet use, which was the objective of the fifth class “Internet Addict”. The material was analyzed by the students that later has a discussion about the main topic, and the related situations and activities.

Also, the material was understood by the students, and provided with expressions and vocabulary related to internet. During the activity, students were allowed to make questions, provide opinions, and share stories. The teacher guided the students during the developing of the activity, to make sure all the students understood the activity and provided the correct information. Therefore the material was appropriate for the students, and allowed them to acquire related information; then, they were able to talk about other activities and their influence in people’s lives.

The material was retrieved from a magazine; it was a short good quality article with basic information and statistical graphics which gave the students a more clear idea of the reality of the use of internet. It has to be mentioned that students had previously analysed basic statistical graphics, so they could easily interpret the information provided. Also it promoted the discussion and the search of deeper information.

Dialogues

To achieve the objective to understand the use of the verb *to mean* to provide information, during the fourth class “Do you go straight home?” the teacher provided a conversation in which people talked about their routines after school, work and other daily activities. The listening conversation provided examples to use the expression *I mean* to ask and provide information.

Moreover, the students could extract some expressions, and use them to develop their own conversations. They were able to use the expression of the day, without any deeper explanation, only through examples; they could clearly understand the purpose to make them clear while asking and giving information.

Also, the provided material allowed the students to tell, not only the messages, but also the places in which people were having the conversations; also, the material had pictures, which helped them to relate the expressions to certain situations and circumstances. Therefore, the quality of the material was good.

Stories

For the first class, “In the morning”, the teacher provided a listening narration of a boy’s routine in the morning before go to school. The students had to listen to the story

and tell the sequence of the activities. After that, students had to organize the activities in the order provided by the story, telling the time in which every activity occurs.

Also, the story was appropriate for the class, the students understood the narration, they already knew the related vocabulary, also there was a picture next to the sentences that needed to be ordered, which helped to understand the listening activity without asking too many questions. In addition, they used it as a guide to prepare their own narration of their activities in the morning, next they talked about their activities during the morning on a common day.

Not only the story was appropriate, but also the audio had good quality. The students had to listen to it three times before they could tell the sequence of the events, and the details of the activities. The story came as extra material with the book, and it was easily understood by the students.

Videos

During the class number three, “TV shows” the teacher provided a video in which some people talked about their likes and dislikes about TV shows. The students were allowed to watch some examples of different kinds of TV shows; then, they watched some examples for telling preferences and frequency, using frequency adverbs. Thus the video was pertinent to the topic of the class, and contributed to achieve the objective of the class, which was to use frequency adverbs to talk about frequency on performing activities related to TV and videos.

Notably, the students showed interest in knowing the differences between each TV show, and in some cases also the explanations for the names of the TV shows. Then,

the students understood the activity, and what is more, they asked about other less common shows, so they could talk about their own personal preferences.

Besides, the quality of the video was good, and the information was clear, even though, it was clear that the video had been produced many years ago, and students were more interested into learning how to describe more actual shows, even when they could recognize some of the examples presented.

Documentaries

The teacher provided a documentary with people from different cities around the world describing the places, and telling how it is to live there. This material provided information and ideas related to the topic of the class number eight “It’s a great place to live” and contributed to achieve the objective that was to describe the places referring to a live there.

Obviously, the material was appropriate for the class, in which almost every student showed their interest in learning about the benefits and disadvantages of living in other cities. The documentary lasted 40 minutes and had a good quality, and at the end of it, the students were asked to make a summary, and provide their impressions and commentaries of the received information. There was no limit of words.

Objects (toys, plants, fruits)

For class number seven “What time?” which target was to learn to tell time, the students had prepared a basic analog watch made of paper, and the teacher used the wall clock from the classroom. The material was used during all the class, in which the students learned different ways to ask and tell time.

Also, the material was appropriate for the age, the students had a good time telling time by speaking, writing and setting it on their watches. Therefore, the material had a good quality; the clock of the class was big enough to be seen by everyone in the class. Then, the personal watches accomplished their function to understand the different ways to express time.

Finally, some objects were used during the class number ten “My show”. The objective of the class was to perform a TV show. The students brought some accessories and objects to be used during their TV show. Indeed, the students prepared a scene of a soap opera, news, sport news, commercials and job advertisings; and after each scene, the class was asked to describe the show, each character, the clothing, and the activities. Then, the objects were used according to the presentation, so they were appropriate for the class, and most of the accessories had been brought by the students from their houses. The objective of the class was achieved, and also it was useful to review related vocabulary.

Learning styles

During the classes of 5th grade, the teacher provided material that was visual, audio, audiovisual, and realia. The students showed interest in all the classes, and could give a correct use of the materials.

According to the intelligences presented by Gardner (2008) bodily-kinesthetic intelligence was well used, especially during the personifications, then intrapersonal intelligence was developed during the discussions, that allowed the students to practice and learn how to express their ideas

Then, LeFever (1995) mentions that dynamic learner is one of the four types of learners, in this class, all the students preferred to participate, and they showed to be eager to provide their ideas to the class, instead of stay in a chair writing or reading. The classes were really active, at the end of the day, the teacher had moved through all the classroom and the students had changed seats several times, in order to avoid distractions, and let everyone participate.

6th Grade / 10 Years old

Flash cards

During the first class, the teacher provided some cards with pictures of people exercising. The cards were first showed to the class, and then they were given to the students in groups, so everyone could see the pictures closely. This contributed to develop the vocabulary related to the topic “Sports and exercise”. The objective of the class was to learn to tell the activities developed at certain times.

The material was appropriate, and allowed the teacher to reinforce vocabulary and communicative skills with images. Students could clearly see the activity developed, as the teacher explained the name in English; then, they could guess the frequency in which a person developed the activity, providing an explanation for such information.

Similar material was used during the class number four “Clothes”, which objective was to provide vocabulary related to clothes, and describe what a person wears. The teacher brought two kinds of cards, first the cards with pictures of clothes were used to provide vocabulary; and then, the students were encouraged to describe people in the pictures according to their clothes. Finally, they had to describe themselves talking about their clothes for specific activities. The material was appropriate; the students

understood and learned the new information fast enough as to practice having short conversations.

Also the good quality material was retrieved from a cards kit. The cards were in a good state, and the students worked with them in an orderly way.

Maps

For the ninth class “Countries” the students had been provided with a map of the world, the objective of the class was to learn vocabulary of the countries, which was achieved with the material, that allowed the students to have vocabulary related to their reality, and also promoted the discussion about the countries they would like to visit.

The material was not only appropriate for the students, who were eager to contribute with their opinions, but it also generated interest in learning about the different countries around the world. The quality of the map was good, again, it had been borrowed from the science class, and showed all the countries in every continent.

Pictures

For the second class “How’s it going?” the teacher provided pictures with people at different situations, and encouraged the students to ask questions about the people and the situations. This material was pertinent and useful to achieve the objective that was to ask follow-up questions. The material was appropriate, since the students could see clearly the pictures delivered for each student.

The quality of the material was good, and it was taken from the teacher’s book, the students had to develop a conversation about the delivered pictures, asking questions to show their interest in the situation. The material was delivered in A4 sized pieces of paper, and it was color printed, so the students could be more specific in their questions.

For the class number ten “They’re a kind of candy” the teacher provided pictures of people in different situations, the objective of the class was to talk about possibility and ability and make requests.

The material was appropriate for the class that really enjoys to play roles, and at the end of the class, they had to pretend to be in the places of the pictures and develop common conversations. Again, the quality of the material was good, and the pictures were taken from the teacher’s book.

Handouts

The teacher brought an article “What does stay in shape means?” that contributed to the objective of the third lesson “Staying in shape” that was to analyze an article related to fitness. The students had to read and complete a short quiz provided with the article. The material was not only pertinent, but also appropriate, because the information was totally related to the objective of the class, and the students showed interest in the analysis and the extra activities.

The article was retrieved from the teacher’s book, the article’s quality was good, allowed the students to read and understand, also there were some attached activities to complete and develop with the information of the article and the student’s personal information too.

Dialogues

To start the eighth class “Sightseeing” the teacher brought a recorded conversation, which helped to achieve the objective of the class, which was to use the verb *can* to talk about activities. The material provided a conversation that included the description of a city, weather and places to go.

Then, the material was appropriate, for the students that, show a special interest in knowing about other countries and places around the world. To continue with the class, the students had to prepare a conversation with plans, places to go, and activities to do.

Stories

For the first class “Away for the weekend”, the teacher brought a story of a woman telling all about her weekend at the beach. Students had to read, and then analyze the content; after that, they had to prepare their own text, using the story as a guide. This contributed to achieve the objective, which was to transmit information and give messages. Thus, the material was appropriate, and allowed the students to understand the information and retell it to another person; then the students had to practice on their own, writing a short sequence of activities and leaving messages related to them.

Finally, the audio was good, and understandable. The material was related to the student’s book. And had all the related characteristics to develop the class without missing a part of the topic.

Documentaries

For class number seven “Shop till you drop” the teacher brought a documentary in which people from around the world talked about their habits for shopping. The objective of the class was to discuss about the places to buy around the world. At the end of the presentation, students discussed about the places in which they would like to buy, and provide an argument for their choices.

The material was well understood by the students, and appropriate, because in a previous class, they had already had a reading activity in which they got some basic descriptive information about the topic. Also, the video was retrieved from an internet

source by the teacher, and it lasted 30 minutes. The quality was, good, not so much for the video indeed, but for the audio.

Objects (toys, plants, fruits)

The students brought a piece of clothing for the class number five “Things to buy”, which objective was to provide with extra vocabulary to describe the clothes, expressions to tell prices for clothes and accessories. The required vocabulary was provided at the beginning of the class, and at the end of the class the clothes were placed on a table with price labels; then, the students had to tell the owners’ name of the piece, and ask and tell the prices.

The material was appropriate, and the students could tell the characteristics of the items and the prices even make comparisons. Thus, the material was appropriate, the students were eager to participate in the activity describing clothes and accessories. Finally, the quality of the cards was good; they had been printed by the teacher with big numbers, so everyone could see.

For the class number six “Can I help you?” the students brought a piece of clothing, the objective of the class was to provide with expressions to buy clothes and accessories or refuse to buy. The grammar and required vocabulary was provided at the beginning of the class, and at the end of the class the clothes were placed on a table with price labels; then, the students had to perform a conversation and at the end of which one of the students should buy at least one piece.

Again, the material was appropriate, the quality of the cards was good; they had been printed by the teacher with big numbers and the students were eager to participate and buy and sell clothes and accessories.

Learning styles

According to the information, it can be said that the teacher used different activities to reinforce the different learning styles.

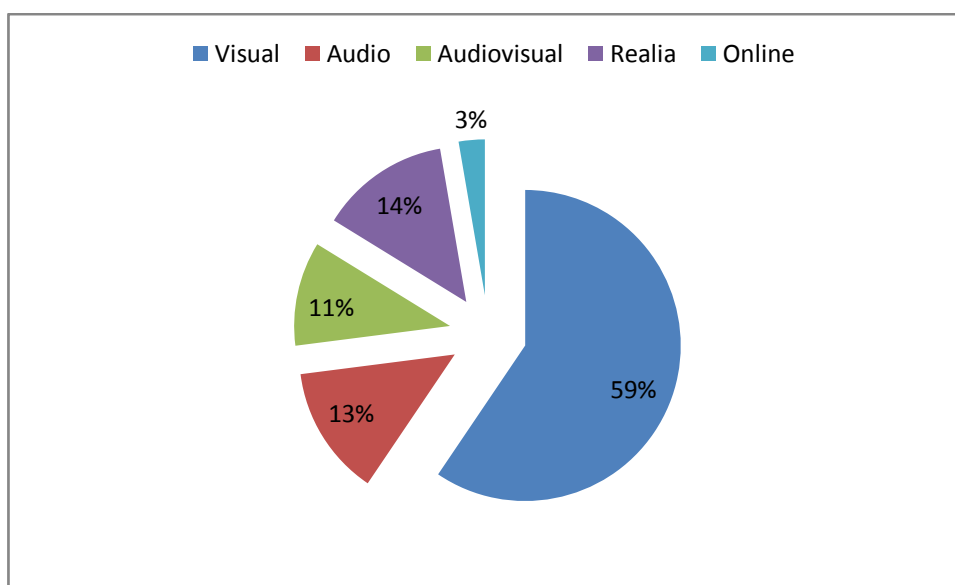
The visual and audiovisual styles were used for this class, as the teacher used images to transmit information, and reinforce the knowledge through dialogue by analyzing the information.

Stated by Gardner (2008) bodily-kinesthetic intelligence refers to the ability to use the body to learn and transmit knowledge. In this class there was a well use of this intelligence, especially during the personifications, also the intrapersonal intelligence was developed during the discussions that allowed the students to practice and learn how to express their ideas. Also, the students were always supported to use the linguistic intelligence and search for the proper words to express their ideas.

Quantitative Analysis

The information retrieved from the fourth, fifth, and sixth grades, makes possible to establish the types of supplementary material used in these courses, and the material that is used the most. The materials that were analyzed in this research were divided into five variables groups: visual, audio, audiovisual, realia, and online.

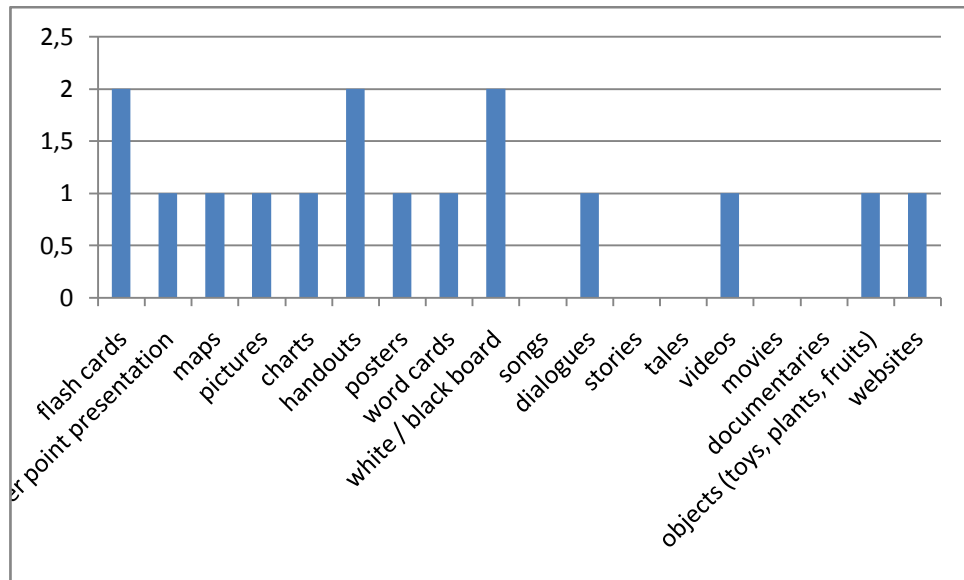
During the classes for the fourth, fifth, and sixth grades, according to the grouping that was used for this research the most used materials relied on the visual variable, with 59%, as is shown in graphic 1; while the materials that are used the less rely on the online variable with a 3%.



Graphic 1: Percentage of use of the materials used according to the variables. For 4th, 5th, and 6th grades

In the fourth grade, as the graphic 2 shows the materials that were used the most were the white board, flashcards, and handouts, they were used with a frequency of 2 times in 10 classes, and this material belongs to the visual variable, which is the most used for this class. Next, in the audio group relies the material dialogues, and it was the

most used material with a frequency of 1 in 10 classes. As for the audiovisual group, the material that was used the most was videos with a frequency of 1 in 10 classes. Finally, for realia and online, the materials: objects and websites were used with a frequency of 1 in 10 classes.



Graphic 2: Frequency of use of the materials. For 4th grade

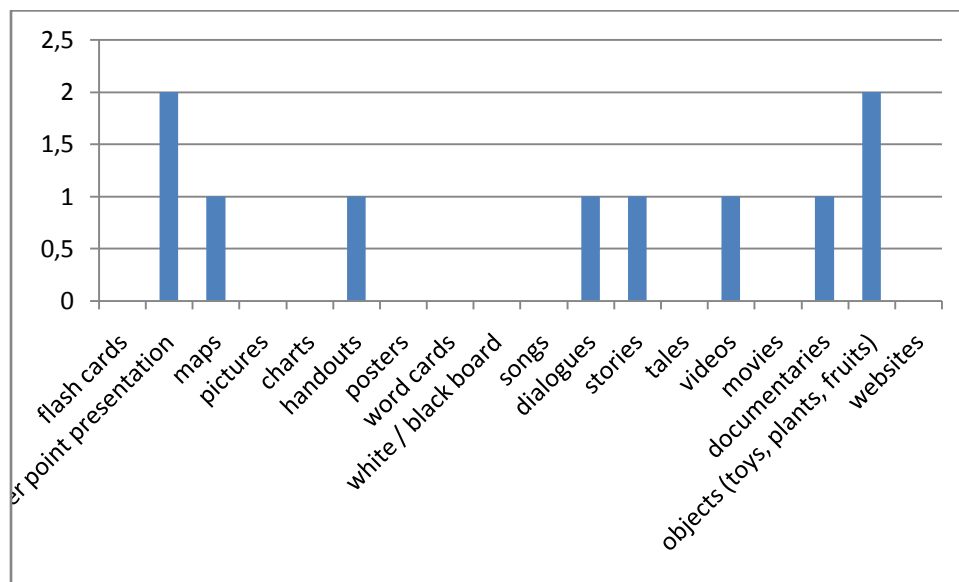
The flash cards were widely used, because the students seemed to enjoy and acquire more easily the knowledge through this material.

Also the handouts, as the teacher explained for some students it was boring, and sometimes confusing to develop only the activities presented in the workbook, therefore the teacher and the students felt more comfortable using handouts.

As for the white board, all the time the teacher used to provide the information through mimics, but very often it was necessary to draw and write the explanations on the board.

In the fifth grade, as the graphic 3 shows the materials that were used the most were the white power point presentations with a frequency of 2, maps, and handouts

with a frequency of 1 time, all in 10 classes, and this material belongs to the visual variable, which is the most used for this class. Next, in the audio group the materials that were used the most were dialogues, and stories, both with a frequency of 1 in 10 classes. As for the audiovisual group, the material that was used the most was videos with a frequency of 1 in 10 classes. Finally, for realia, the materials: objects and websites were used with a frequency of 2 in 10 classes.

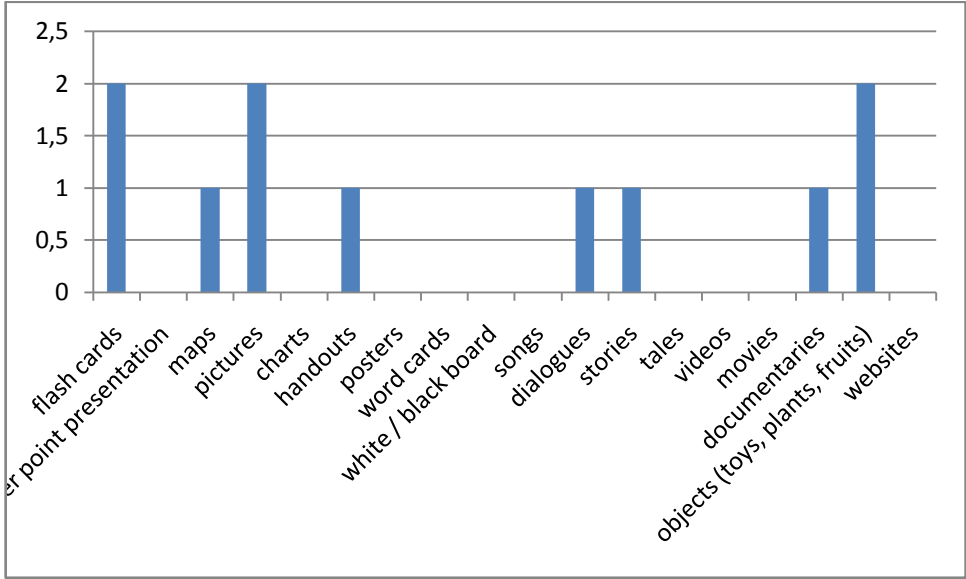


Graphic 3: Frequency of use of the materials. For 5th grade

The power point presentations were used, since the group of this level enjoyed the presentations very much and the teacher had less pressure to move forward, because this group of students in particular was eager to learn. And since they liked the games very much and learned more fast by playing the teacher used objects all the time to provide the explanations

In the sixth grade, as the graphic 4 shows the material that was used the most were the flashcards and the pictures material with a frequency of 2, followed by flash cards, maps, and handouts with a frequency of 1 time, all in 10 classes, and this material

belongs to the visual variable, which is the most used for this class. Then, to the audio group belong the materials dialogues, and stories, both with a frequency of 1 in 10 classes. Next, for the audiovisual group, the material that was used the most was documentaries with a frequency of 1 in 10 classes. Finally, for realia, the materials: objects and websites were used with a frequency of 2 in 10 classes.



Graphic 4: Frequency of use of the materials. For 6th grade.

The use of pictures and objects increased the interest of this group to perform debate and encouraged the students to be more talkative. As the teacher introduced a topic and an objective or a picture related, all the students were eager to express their ideas and thoughts.

Conclusions

- This research suggests that the materials that are used the most for teaching children in EFL classes in co-ed public schools are: Objects, which are related to the variable realia.
- In the ten classes for each grade level, 4th, 5th, and 6th, the use of visual material was present in 22 of the 30 classes, totaling in 59%.
- The research suggests that in a co-ed public school, to teach EFL to the 4th grade the variable that was used the most was the visual which was used twelve times in a period of ten classes, with the most used materials: white board, flash card and handouts.
- The research suggests that in a co-ed public school, for 5th grade the variable that is used the most to teach EFL is the visual which was used four times in a period of ten classes; into the group of visual the material that was used the most was the power point presentations.
- The research suggests that in a co-ed public school, to teach EFL to the 6th grade the variable that is used the most is the visual that was used six times in a period of ten classes, being the pictures the material that was used the most.
- The research suggests that for the 4th, 5th, and 6th grades, according to the analysis of pertinence, 100% of the materials accomplished the characteristic of being related to the topic.

- The research suggests that for the 4th, 5th, and 6th grades, according to the analysis of appropriateness 100% of the materials satisfied the student's requirements.
- According to the analysis of frequency of this research, the supplementary materials that are used more often in 4th, 5th, and 6th grades were related to power point presentations and handouts, which were used the most, resulting in a 58,33%,
- According to the analysis of frequency of this research, the supplementary materials that were used the less for 4th, 5th, and 6th grades were the ones related to online with a 2,78%, followed by the material related to audiovisual with a 11,11%, from which the less used material are the movies.
- In accordance to the observations, the learning styles were used to prepare the classes; and the kinesthetic intelligence was used, especially in 4th and 5th grade the classes were dynamic, while for 6th grade the linguistic intelligence was used.

Recommendations

- This research shows that supplementary materials, in the process of teaching English as a foreign language, need to be prepared in advance to avoid unexpected situations. As it was observed in some classes as the activity was developed, the students came up with questions for which the teacher should have been prepared.
- It is recommended for further investigations to develop an analysis of the resources provided by the institution for the teachers and the student; in order to differentiate the resources and the facilities provided for the teachers to use extra material, and the time that teacher use to make the extra material or to search for the extra material.
- For further research projects, it is recommended to perform more observations, since the results obtained from this research were not enough as to obtain significant information.

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Anexo N° 5

OBSERVATION SHEET

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° ____

GRADE: _____

TOPIC OF THE LESSON: _____

OBJECTIVE (S): _____

SUPPLEMENTARY MATERIAL USED TO TEACH THE LESSON: (Check ✓ the ones that have been used)

Visual	flash cards	
	power point presentations	
	maps	
	pictures	
	charts	
	handouts	
	posters	
	word cards	
	white/black board	
Audio	songs	
	dialogues	
	stories	
	tales	
Audiovisual	videos	
	movies	
	documentaries	
Realia	objects (toys, plants, fruits)	
Online	websites	

DESCRIPTION OF THE USED MATERIAL:

_____ (NAME OF THE SUPPLEMENTARY MATERIAL)

How was it used?

Was it used appropriately in relation to the topic of the class? yes ___ no ___ Why?

Was it used appropriately in relation to the objectives of the class? yes ___ no ___ Why?

Was it used appropriately in relation to the students' age? yes ___ no ___ Why?

Was it used appropriately in relation to the students' level? yes ___ no ___ Why?

Was it elaborated and applied with creativity and originality? yes ___ no ___ Why?

Were students motivated with the presented material? yes ___ no ___ Why and How?
(For example, activates participation, awakes students' inters and curiosity)

How do you consider the quality of the used material?

Anexo N° 6

STUDENT'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

PREGUNTAS				SI	NO
¿Te gusta el material utilizado por el profesor en la clases de Inglés?					
¿Te ayudó a entender mejor el tema de la clase?					
¿Crees que el material didáctico utilizado te ayuda a participar más en clase?					
¿Con que materiales crees que aprenderías mejor el tema de clase?					
VISUALES		AUDIO		OBJETOS REALES	
• flash cards	()	• canciones	()	• objetos:	()
• diapositivas	()	• diálogos	()	(juguetes, plantas, frutas,	
• mapas	()	• historias	()	etc.)	
• gráficos o fotos	()	• cuentos	()	ONLINE	
• tablas u organizadores gráficos	()	AUDIOVISUALES		• websites	()
• hojas con actividades	()	• videos	()		
• posters	()	• películas	()		
• tarjetas con palabras	()	• documentales	()		
• pizarrón blanco o negro	()				
¿Qué materiales adicionales te gustaría que utilice el profesor en la clase?					

¿Con qué frecuencia te gustaría que se utilice material didáctico adicional?					
() siempre () de vez en cuando					

Anexo N° 7

TEACHER'S SURVEY

TYPE OF INSTITUTION: PUBLIC () PRIVATE ()

DATE: _____

CLASS N° _____

GRADE: _____

Do you think that the use of supplementary material motivates students to learn English? Why?

What type of supplementary material do you usually use? Why do you use them?

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

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

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

25% () 50% () 75% () 90% ()

Why?
